

ORGANIZATIONAL ISSUES OF SOCIO-PSYCHOLOGICAL SERVICE DELIVERY IN HIGHER EDUCATION

Omonova Sevara Ma'mirjonovna

Kokan State Pedagogical Institute "Applied Psychology"
teacher of the Department

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Annotation. *This article is devoted to the organization of socio-psychological service in higher education. The article discusses the scientific and methodological foundations of the psychological service, its organizational issues, ensuring the effectiveness of educational activities in universities, comprehensive support for students, psychological support for students in the development of professional knowledge and skills, creating a positive psychological climate in the educational process. Also, issues such as learning and overcoming problems, as well as issues related to mastery using advanced psychological methods, are widely covered.*

Key words: *Psychology, psychological service, higher education, university, student, psychological mammoths, group cooperation, psychological climate, learning activities, learning motivation, life values, optimization, professional qualities, abilities, qualifications, personal maturity.*

It is known that the organization of psychological service in higher educational institutions and its methodological foundations are one of the important issues facing the science of psychology so far. So far, in all higher educational institutions, along with laboratories that provide psychological assistance to students, there are special socio-psychological centers within the educational and methodological departments. Each educational institution determines its organizational structure itself, depending on the main functions of the psychological service. In addition, the Center for Psychological Service in higher education should be established in such a way that it is able to solve a wide range of tasks.

Researcher M.M.Gadjieva said that the psychological service center should, as a rule, be a structural unit of the University, working on the basis of the University Charter, the rector's orders and instructions. The staff of the psychological service center should be the head of the center, psychologists working constantly, Methodist staff, as well as educators [1, 66]. On a scientific and practical basis, the psychological service center at the university should have the necessary modern equipment for solving various tasks according to its organizational aspect, including a computer room, an individual counseling room, rooms for performing group work, and an office room for performing group psychodiagnostic work, etc.

Such a serious approach to the organization of psychological service in higher educational institutions is of particular importance, first of all, at the present stage of the development of psychological knowledge, with a focus on professional development of the individual and improvement of his professional training. I.V. According to dubrovina, as a necessity for socio-psychological service in higher education, the following are distinguished [2, 34]:

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- Negative attitude of students towards educational activities as well as problems associated with educational activities and limited time resource;
- The need to provide paid services in the field of higher education and the growing number of students;
- Increased requirements for the training of a modern specialist;
- Motivational reluctance of students in their teaching duties, conflict situations between them and inconsistencies in the relationship between teacher and student;
- Problems of young people related to university activities, issues related to the activities of professors and teachers, etc.

In addition to the above, the organizational aspect of providing psychological services in universities mainly requires regular coordination of scientific, methodological, organizational and methodological aspects. That is, for the effective organization of psychological support in educational institutions, it will be necessary to understand what processes we are trying to support. The psychological support system in the university should be established not only on the basis of the educational process, but also on the basis of the characteristics of adaptation of students to the University and preparation for future professional activities and spiritual and spiritual development of the individual.

Foreign researcher, YU.V. According to ukke, since the student period is a period of transition from youth to adulthood, on the one hand, it is necessary to identify the characteristics of age-specific development, on the other hand, to cover the issues of continuing education, which were established in the earlier stages of support in the upbringing of the individual[3,91]. It is noted in modern literature that the practice of psychological service at the university is a system of scientifically based organizational activities on the introduction of the achievements of psychological science into the life of the University.

M.A. According to spijenkova's description, psychological service should be guided by psychological support of the educational process at the University. In other respects, the provision of psychological services in universities and the increase in its effectiveness is aimed at optimizing the activities of all departments and individuals in it. All the achievements of the University are inextricably linked to the activities of the psychological center and the psychological climate in it, the activity of employees, independent and responsible activities, the opportunities of the intellektual, emotional and willful spheres of the leader's personality[4,22]. It is worth noting that one of the most important tasks is the development of the student personality in each higher educational institution, the conduct of research on the professional choice, the Prevention of inability to master, the development of ways to eliminate it, the rapid provision of adaptation of the 1st year students, and the formation of the readiness of the higher In addition, psychological service should also cover teaching methodology, computerization of education and other psychological issues. Also included in the competence of providing psychological services are works on psychological-pedagogical provision of educational process in faculties and departments, development of its methods and introduction into practice. He said that the purpose of Psychological Service is to help the student fully realize his opportunities in all aspects of his life, including professional activity, to educate himself on self - development, timely awareness of the prospects of professional activity. E. I Izotova introduces the following to the tasks of providing psychological services in higher education[5,101]:

- To help students increase their responsibility for their lives and the changes that are taking place in it;
- Development of motivation in professional activities, self-improvement and self-expression;
- Development of self-regulatory skills;
- Development of communicative competence;
- To enhance the role of psychological support practitioners in solving the problems of students and staff;
- To contribute to the formation of a favorable socio-psychological environment in the academic and student community of the University.
- To improve the professional skills and competences of the students, to help them to develop the psychological knowledge, skills and competences necessary to achieve success in life;
- Assist applicants and students in identifying their opportunities based on their abilities, inclinations, interests, state of Health;
- Promotion of psychological knowledge and introduction of psychological achievements in the faculties and departments of the University;
- To help professors, teachers, mentors and parents in the upbringing of young people, mutual assistance, as well as in the formation of such abilities as tolerance, compassion, responsibility and self-confidence in students, social cooperation.
- Analyze the socio-psychological situation in the University, identify the main problems and identify the causes of their occurrence, ways and methods of their solution;
- Conducting psychological, psychophysiological and socio-psychological research in groups of students;
- Psychological counseling to university professors, teachers, staff and students;
- Assist primary school students in socio-psychological adaptation to their educational activities;
- Development and implementation of psychological corrective measures, etc.

This means that the above mentioned objectives, ensuring the success of the educational process in higher education, lead to the good functioning of all structures of the University, contribute to the formation of a favorable socio-psychological environment in the group of students. In our view, as a necessity of the practice of psychological service in higher education, three important goals are currently being pursued:

- First, the situation of filling the priority areas of development of society with real, meaningful initiatives;
- Secondly, the need for psychological support of educational and educational tasks in the activity of modern advanced universities;

- Third, the need for professional training of qualified specialists, that is, practical psychologists, working in the educational system, including secondary special and higher education, and others. The scientific and methodological aspect of the organization of the psychological service system in the university should also cover the implementation of scientific research, scientific grant competitions, etc. related to the practice of psychological service in its content.

V.M. According to Rozin, the main purpose of providing psychological services in universities is to help students to successfully study at the University and adapt to the new conditions of life as soon as possible, since the praise consists in the rational solution of psycho - emotional, mental and physical excessive problems that arise in the subjects of Education [6,94]. Therefore, in science, the motivational sphere of a person is recognized as one of the most important factors determining the internal state and external behavior of a person.

The problems of the subjects who resort to the psychological service and its content not only, psychological support of the educational process, but also the correction of professional dignity, allow to extensively study some of the peculiarities of the development of students as a person. The study noted that student age is distinguished by the desire to have a high position in the society, the acceptance and approval of one's profession by others. In the student period, all aspects of human relations are very important. Their multiple actions are also characterized by the need for communication, the desire to maintain good relations with others. For some students, the direct result, rather than the process itself, is considered important in the activity. Also, motivation such as personal well-being, personal preference, desire for prestige are more predominant in primary school students. One of the main goals and aspirations of first year students is to build a strong relationship with teachers, students, friends, etc. In the student period, on the one hand, the change in motivation, the change in the direction of values, on the other hand, is of particular importance with the rapid formation of special abilities.

The student period is characterized by the desire for social rapprochement, the choice of directions of the meaning of one's life, the object of circumstances and personal value, as well as the acquisition and selection of life plans. Hence, the practice of psychological service in education is considered to be of paramount importance. As a practical work, conducting trainings with academic groups, organizing profilactic sessions on a healthy lifestyle, conducting lectures and seminars on the problem, individual psychological counseling, diagnostic work is carried out in the same way. R.V. Ovcharova said that the methods of psychological counseling at the university include:

- Issues of education or special education;
- Interpretation of circumstances, problems;
- Clarification of thinking, positions, facts or emotional state;
- Give advice, support, be empathetic;
- Conduct interviews, psychological tests, group discussions, etc.

In addition to the above, in the work of facilitating psychological services in higher education, the first-year requirements of all faculties undergo a number of socio-psychological trainings during the academic year, that is, dating training, communicative training, self-awareness training, self-confidence training, training on prevention of various offenses, etc. are also included. Also, on the orders of the group or curator, trainings are conducted with high-school students. Training will help

a more effective process of adapting first-year students to new learning conditions. Prevent major conflict situations within the group and between university administration and students. To reduce the risk of developing various types of drug abuse in students. Conducting profilactic Sessions, Sessions and seminars on lexical lifestyle.

In conclusion, the main goal of the organization of psychological service in higher educational institutions is the formation of motivation for a healthy lifestyle in students and timely stimulation of it, further optimization of the educational process at the University, the formation of important professional qualities in the introduction and solution of new tasks to students, the creation of a positive psychological

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