

ESTABLISHMENT OF PSYCHOLOGICAL SERVICE IN EDUCATION

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Annotation. *Focusing on the historical foundations of the organization of psychological services in education, the factors influencing and contributing to the successful implementation of the process of psychological services, which help to make decisions in accordance with the requirements of today's socio-economic development.*

Keywords: *education, psychological service, psychological training, psychological counseling, teaching methods, types of education*

It should be noted that the issue of understanding, analyzing and developing human psychology has always been one of the leading tasks of socio-economic development in all countries. At the turn of the twentieth century, the science of psychology and its advanced representatives were able to theoretically and scientifically substantiate the inevitability of their next global scientific goal - the system of psychological services to man, and society at the same time. In general, the problem of psychological services has, in a sense, been a source of much debate as one of the leading areas of scientific psychology. From India, China, Egypt, Babylon, Central Asia, Greece, as well as Aristotle, the author of the book on the soul, and Galen, Hippocrates, and Abu Ali ibn Sina, the founders of the doctrine of temperament, to this day. psychologists have been expressing their opinions.

History and the principles of social life show that the overall development of society and the high level of life and lifestyle in it is determined, first of all, by the full manifestation of the unique psychological potential of each individual. After all, the bright future of any country cannot be imagined without a state mechanism that serves the path of creative, intellectual and spiritual development of the people. This is probably why today all developed, developing countries pay special attention to the spiritual, intellectual, physical and spiritual well-being of their citizens and the search for ways to use it effectively for public benefit. In this regard, the introduction of a system of social and psychological services in each country aimed at ensuring harmony between man and his activities is of particular importance.

The first President of the Republic of Uzbekistan I.A. Karimov said in his speeches that the economy and spirituality, the harmony of the human psyche, are inseparable, complementary, mutually beneficial factors of life. at the same time, it repeatedly emphasizes that it is an inevitable social necessity to ensure that today's economic recovery is in full harmony with the efforts of economic recovery, economic development, spiritual recovery, spiritual purification, spiritual upliftment. There is no doubt that the fulfillment of these tasks depends on the successful implementation of the process of psychological services that help each person and his activities to make decisions based on the requirements of today's principles of socio-economic development. After all, the approach to the problem of comprehensive development of the individual and his activities on the basis of practical directions of psychology Many scholars have expressed and continue to express their views on the need for Researchers I.V.Dubrovina, H.Y. As a result of many years of research by Liymets, Yu.L. Sierd, it should be noted that the introduction of psychological services in secondary schools is the first step in this direction in the CIS countries. Among the scientists of our country are EG Goziev, MG Davletshin, GB Shoumarov, BR Khaydarov, RZ Gaynutdinov, VM Karimova, NA Saginov. A number of theoretical, scientific and practical-methodological work on the introduction of psychological services in family systems is to

some extent the basis for the introduction and development of psychological services in the Republic.

Psychological services have been developing in the United States since the 1800s. Practical psychologists in the United States were experimental psychologists who studied the problem of self-education. Determining the coefficient of mental development is widespread in American schools, leading to the subsequent development of the -Gaydens service. In our opinion, the father of French school psychology was Alfred Bine, who began working in this field in 1894. In 1905, the French Ministry of Education approached Bine with the problem of examining children who could not read according to the general program, and created the Bine-Simon test, which separated children who were lagging behind in this mental development. In 1990, a school psychological service was established in France. In 1970, in France, psychological-pedagogical support groups formed the main type of psychological service. Such groups include a specialist in school psychology, a specialist in educational psychology, and a specialist in psychomotor development. Such a brigade serves 800-1000 students in one school can serve in several schools. In 1985, the functions of French pedagogical psychologists were defined. The pedagogical psychologist is all-round person he must do all he can for his development, in which case he is the work can involve both teachers and parents. Pedagogical the psychologist specifically emphasized that he could oppose school and family upbringing if he found it necessary in his work. Most in Eastern European countries. The school psychological service is organized in the form of district or regional psychological and pedagogical centers. For the first time, in 1980, an article on educational issues in Czechoslovakia was included in the school law. The main content of psychological services is to ensure the growth of a healthy person, to correct various difficulties in personal development, the problems of career choice. The main function of a psychologist counselor in Czechoslovakia is psychodiagnostic activity. Attempts to use psychology in the upbringing and education of children in the former Soviet psychology have emerged in the field of pedology. Pedology is a science that encompasses all the biological and social characteristics of an evolving and growing individual. In 1936, a decision was made to stop pedagogical views, while the positive research in child psychology carried out by Soviet psychologists also came to a halt. It was not until the late 60s that the practical involvement of psychologists in school work was restored. Estonian psychologists work in special schools for children with special needs.

The first school psychological service in the former Soviet Union was established in Estonia in 1975, headed by H.I. Liymets, Yu.L. Sierd, who work in special schools for disadvantaged adolescents. In Russia, in 1982, a staff of psychologists was opened in schools. In 1989, due to the lack of practicing psychologists in Uzbekistan, the faculty of training practical psychologists was opened at the Tashkent State Pedagogical University named after Nizami.

At present, the National University of Uzbekistan, Tashkent State Pedagogical University, the International Islamic Academy of Uzbekistan and all regional institutes and universities are training psychologists. From pre-school educational institutions to higher education institutions, the scientific and practical basis of the work of psychologists and psychological services is organized on the basis of requirements.

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