
THEORETICAL ASPECTS OF THE ORGANIZATION OF PSYCHOLOGICAL SERVICES IN A SPECIAL EDUCATIONAL INSTITUTION

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Abstract

Through the article, it is possible to have theoretical aspects of the organization of psychological service in a special educational institution, tasks that need to be solved by psychologist R.S. Nemov within the framework of educational psychological service, opinions about the personality of a psychologist in the organization of a psychological service in a special educational institution .

Keywords: Special education, psychologist, anomaly, defectologist, management, psychological service.

Introduction

Achieving the establishment of psychological services in special educational institutions will help students to take steps towards an independent life with mental health. Psychological service is an activity carried out by a specialist-psychologist with special knowledge in order to prevent and eliminate psychophysiological stress caused by socio-economic effects in people. According to Sh. Baratov, the process of psychological service is the task of studying and analyzing the content of relationships formed by a person during the organization of activities in a certain direction, and on this basis, determining appropriate measures. Psychological service is organized according to specific goals in various fields. For example, the main goal of the educational psychological service is to diagnose the individual characteristics of students, to realize their personal potential and to create the necessary psychological and pedagogical conditions to ensure their socialization. and is considered an important component of the modern education system, which includes ensuring the timely emergence of personal opportunities, abilities, interests and talents and their maximum use" Psychologist According to R.S. Nemov, the tasks that need to be solved within the framework of educational psychological services are as follows. Ensuring the timely manifestation of children's psychological reserves, their effective use in education and training; Keeping this process under control in order to raise the quality of education; Pupils who are direct participants in the pedagogical process , teachers, parents and leaders to achieve a practical impact by a psychologist; representatives of a number of social spheres - pedagogues, defectologists, sociologists, medical workers and solving various issues related to the fate of children who are different from their peers and require special attention, unique attitude, unconventional forms and methods of

pedagogical activity with lawyers. Providing qualified psychological services to children of special educational institutions taking into account the unique features of the process of teaching children with anomalous characteristics, preparing them for social life by eliminating obvious psychological stress and depression in them consists of The basis of the psychological service in educational institutions operating in special areas is the content of interpersonal relations between teachers, educators and students, paying special attention to the development of positive characteristics. is appropriate.

The leading factor in the failure to correct, correct, or partially eliminate abnormal defects is the wrong approach of teachers, educators, and parents to the students. They perceive children with anomalous characteristics as weak, in need of help, unable to perform any action without the help of others. Psychological research conducted over many years shows that such an approach is completely wrong. Including P. Ya. According to Trashina and L. Vygotsky, "blindness or deafness is not considered a psychological factor for a child with such characteristics", these situations are direct social factors. Just as the blind do not directly feel their blindness, so the dumb do not directly feel permanent peace¹. The function of the organ that prevents the defect state is performed at a high level by a healthy developed organ. Therefore, contrary to Kurtman's formula, "from a psychological and pedagogical point of view, it is necessary to treat a blind and deaf child in the same way as a healthy child"

In the organization of psychological service in a special educational institution, a psychologist takes a leading position, and his task is by nature extremely complex and responsible. A practitioner-psychologist working in special educational institutions should be persistent, patient, willing, selfless along with the spiritual, moral and professional qualities typical of a pedagogue, as well as be able to work in direct cooperation with teachers and educators of various subjects. That is why it is important for them to have the skills and qualifications to work in cooperation. In the sources, it is emphasized that the psychologist-practitioner has the following rights: to protect the student's interests, to be responsible for his education and training when he is attacked by some person; to organize activities within the scope of his duties. making independent professional decisions; resistance to the use of methods used by pedagogues if they do not help the development of students or, on the contrary, harm it show; cooperate with him in solving issues directly related to the child's maturity and prospects; persons responsible for timely decision-making (administration of education and other institutions. Heads of public education bodies, o achieving the necessary actions by teachers, educators, parents); medical-psychological and defectological examination and forensic-psychological examination, investigations, as well as direct participation in the processes related to their education and upbringing. It is understood from this that the practitioner-psychologist, according to his legal guarantees, in any

¹ Млодик И.Ю. Школа и как в ней выжить: взгляд гуманистического психолога. — М.: Генезис, 2011.-45.с.

situation affecting the life and activity of students in educational institutions, their rights, is obliged to protect his interests and has such a right.

For this reason, there are specific reasons for the following requirements regarding the selection of a specialist psychologist for a special educational institution:² In the analysis of psychological situations that have arisen in the activity of an educational institution, it is required to be an expert, consultant and teacher, consultant, as well as a guidance specialist for the management and the team. works with students who are mentally depressed because of their possessions. As a psychologist, as a specialist, it is necessary to be able to provide mental support to fellow pedagogues who are working in a very complex psychological environment. correct problem solving is required. Therefore, it is necessary for a psychologist to have the ability to search creatively, to constantly search for himself. He should be able to contribute to the health of the general psychological environment in the educational institution. Taking this into account, the management of the special educational institution it is desirable to pay attention to a number of aspects in the process of hiring a practicing psychologist. In this case, the practitioner-psychologist must be able to meet the following requirements. Having a higher psychological and pedagogical education and deep psychological knowledge and at least five years of pedagogical experience. Pedagogical (humane, fair, able to love children, emotional closeness with children, love for pedagogical activities, perseverance, pedagogical process, situations ability to judge, have a sense of humor, creativity, effective speech and facial expressions) willpower (mental stability, perseverance, not being overly impressionable) self-control and self- self-analysis) and professional (the ability to combine the interests of the educational institution with personal interests, professional self-sacrifice) qualities. The ability to have a sincere and trusting relationship with students and colleagues It is expected to be able to maintain special, organizational-methodical documents that create the essence of psychological service.

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² Овчарова Р.В Практическая психология в начальной школе Москва : Академический проект, 2005.-34.с.

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