

**MODERN APPROACHES TO PSYCHOLOGICAL SERVICE IN
IMPROVING THE QUALITY OF EDUCATION.**

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Annotation: Shavkat Mirziyoyev said that science, education and training are the cornerstone of development and the force that makes the country powerful and the nation great. Therefore, all stages of this industry are being radically reformed and comprehensively developed. The fourth priority direction in the Development Strategy of our country is aimed at the development of the education sector and human capital. In accordance with this, 2023 was named "Year of attention to people and quality education". An important factor in improving the quality of education and making children interested in reading is, first of all, good textbooks.

Key words: Education, psychological service, modern approaches, foreign methodology, advanced pedagogical technologies.

In the concept of the development of the public education system until 2030, approved by the decree of the head of our state on April 29, 2019, the tasks of improving the teaching methodology were defined. Accordingly, work on updating textbooks has been carried out over the past three years. A special working group prepared new books for 1st-4th grade based on advanced foreign methodology.

At the exhibition, the head of our country was informed about the contents of these textbooks. They are developed on "4K" skills (critical thinking, creativity, collaboration, communication) that are most necessary for a person of the 21st century. That is, it forms students' critical thinking, creative approach, teamwork and communication skills. Model tasks of international programs such as PISA, PIRLS, TIMSS, EGMA, EGRA are used as a basis for the preparation of new textbooks. Along with the textbook, exercise books and methodical manuals for teachers have been published. Estudy e-learning platform is also integrated into this system. It can be used both during classes and in free time. The president

familiarized himself with the new textbooks and gave recommendations on their content.[1]

- It is good to use the experience of world pedagogues. At the same time, the textbooks should contain the national idea and the heritage of our ancestors. For example, how much work our great-grandfathers did in education. I recently read Elbeck. He wrote: "A country that educates a girl child educates the whole society." There are no such words in our textbooks. What do I mean? New textbooks should be prepared in such a way that we will not return to it later. Today's education will speak about us forty years from now, - said Shavkat Mirziyoyev.

The issue of practical application of textbooks was also touched upon.

These new textbooks were subjected to international expertise and tested in the 134th school in our capital. According to the primary results, the mastery level of students trained on their basis was 88 percent.

According to the current program, it is only 67 percent. The primary class lesson where this textbook was tested was shown at the exhibition. In this school, based on the inclusive education system, students with special needs are taking lessons together with all children. Today, most general secondary schools have their own psychologists. However, principals and teachers often do not have a good idea of what a psychologist can do. It seems to them that a psychologist can solve all their problems instantly. But when they saw that nothing had changed in the school after the psychologist started working in the school, they thought, "What is the need for a school psychologist?" It should be emphasized that the theoretical knowledge learned by a psychologist is not enough for practical work at school. [2]Once in school, psychologists are often overwhelmed by the challenges of practice. In order not to fall into such a situation, the psychologist must first clarify the purpose of going to school. Based on the general goals of the psychological service, a psychologist is required to perform the following tasks in a general secondary school:

1. To ensure full development of children as individuals and intellectually at each age stage, to form their ability to self-educate and develop:
2. To ensure an individual approach to each child and his psychological-pedagogical study:
3. Prevention of deviations that may occur during the development of the child intellectually and as a person.

Thus, the psychologist comes to the school primarily for the children. But this does not mean that the psychologist does not work with teachers.

The first hurdle that a school psychologist has to overcome is being able to join the school's teaching staff. After all, it is unlikely that a psychologist will succeed in his work if he cannot join this complex organism.[3]

A psychologist's adaptation period is difficult due to several factors. Often, teachers see a psychologist as a person who teaches how to educate children, how to live, and form a negative attitude towards him from the very beginning. Teachers with low self-confidence perceive the psychologist as a person who reveals his shortcomings and perceive him as a kind of inspector. These help the psychologist to quickly get used to the school environment and get deeply absorbed in the school life.

In order to prevent this, it is necessary for the psychologist to enter into equal relations with the teachers, that both parties should not pretend to be experts, and most importantly, should not consider each other as rivals. It is necessary to achieve this so that the teachers accept the psychologist as another specialist who can help them. From the first steps in the school, the psychologist should explain to the administration what is not included in their scope of activity and that it is not within his power to perform miracles. In a conversation with a teacher, one should not be afraid to admit that one or another child's problem is not a psychological problem and that they cannot do anything about it. Communication with parents is very important in taking the first steps. The initial contact should be voluntary and

should be made with the parent(s) referred. For this, the psychologist should allocate separate days and hours.[4]

Therefore, before starting work in a general secondary school, a psychologist must:

1. Establishing the right relationship with his team of pedagogues and the school administration.
2. Always keep in mind that the main goal of his work is to ensure the optimal development of the child.
3. In his activity, he should pay special attention to the preventive work and the diagnostic and developmental work directly related to it (after all, it is better to prevent the disease than to cure it).

The following are the main tasks of the psychological service:

High-quality organization of psychological service activities in schools, including career orientation of students by applying modern information and communication technologies to work activities:

Helping students to choose the right profession based on their abilities, skills, interests and professional inclinations;

to monitor the personal, mental and social development of students at different ages from a psychological point of view, to identify psychological defects in education, to prevent any negative deviations that may occur in their mental development;

correction of situations where students cannot adapt to the social environment of the educational institution, approval and implementation of measures for their social rehabilitation;

creation and support of a healthy psychological environment in pedagogical teams, correction of emotional states, interpersonal relations and conflicting behavior of team members, improvement of their psychological culture;

to identify gifted and talented students, to study their individual-psychological, physiological characteristics and interests, to create conditions for them to demonstrate and develop their abilities;

carrying out activities aimed at preventing the danger of informational and psychological attacks, the negative impact of the Internet global information network, the penetration of "mass culture" that threatens the education of students;

to help increase the psychological-pedagogical knowledge of pedagogues, students and parents, to ensure effective cooperation of pedagogues, parents and public organizations.

The psychologist, relying on his professional knowledge of human behavior and mental activity, the age laws of mental development, their characteristics of interaction with students and adults, peers, and their dependence on the organization of the educational process, provides an individual approach to the child. provides opportunities, determines his abilities, determines ways of psychological-pedagogical correction of the possible causes of deviations from the norm. In this way, the psychological service allows to increase the productivity of educational work in the school, to form a creative and active person.

The psychological service consists of three main parts:

- 1) A child psychologist working on a specific educational problem,
- 2) Diagnostic center under district public education.
- 3) Republican vocational guidance and psychological-pedagogical diagnosis center.

In the educational institutions of Uzbekistan, psychological services are provided in the following directions:

1. Psychological campaign.
2. Psychological prevention.

3. Psychological counseling.
4. Psychological-pedagogical council.
5. Diagnostic-corrective work.

Effective implementation of psychological services in schools contributes to the mental and spiritual development of students in the future. Physical and physiological changes that occur especially in teenagers and young adults do not affect their psyche. Students have a hard time figuring this out on their own. Today's teenagers have some physical, mental and political advantages over their predecessors. There are factors that hinder the effective organization of psychological services in schools as well as preschool education organizations. For example, the subject of psychology was not included in the school subjects, or a separate hour was not allocated for a psychologist. Therefore, a psychologist is forced to break some science training while performing psychodiagnostic work and conducting psychological training sessions. Conducting psychological counseling work with members of the opposite at school is also complicated. Especially if the psychologist is a man, it is difficult for female students to tell their problems. In many cases, they don't even say it. It is to solve any problem in a short time without causing suffering and pain to the child, bring the problems to the parents and work together. Then everything can be solved positively.

Conclusion:

At a time when the new Uzbekistan is being established, it is an important task to pay attention to every young child, kindergarten student, and school student. Their seemingly insignificant actions, stubbornness or masculinity, or their characteristic symptoms, are adequately addressed in time by their parents, educators or teachers, and psychologists attached to the educational institution. If not paid attention to, these will cause the breakdown of the child's psyche, changes in their psyche.

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