

## REQUIREMENTS FOR THE PRACTICE OF PSYCHOLOGICAL SERVICES IN EDUCATIONAL INSTITUTIONS

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### **Annotation:**

This article emphasizes that the future of the developing generation, a creative and progressive youth, is inseparable from a comprehensive and socially relevant education system. The success of such a system is determined by how effectively the organized learning process contributes to the development of each student's personality and their role in societal advancement. Today, fulfilling this crucial task without psychological support is unimaginable. In this regard, it is underlined that practical psychologists must possess sufficient psychological knowledge and experience to meet the requirements set for educational institutions.

**Keywords:** Psychological service, success, gifted children, talent, guideline, empirical, practical, theoretical, evidence, educational process.

The future of the younger generation, who are builders of tomorrow, cannot be imagined without the successful implementation of an educational system that comprehensively meets the requirements of social progress. The success of education is determined by the contribution of the organized learning process to the development of each student's personality and their role in social progress. This important task is inconceivable today without psychological services.

Psychologists play a key role in preparing children for school, improving academic tasks, identifying individual psychological traits and interests, guiding them towards suitable careers, supporting self-awareness, and addressing issues related to the educational process, school communities, and teacher-student dynamics. The achievements of psychological science in these areas are evident.

For instance, I.V. Dubrovina's research provides theoretical and practical foundations for organizing psychological services in schools. L.I. Bozhovich's empirical classification of personality development stages during school years, A.G. Asmolov's analysis of student activity and attitudes, D.I. Feldshtein's principles of social development in ontogenesis, Ye.A. Klimov's career guidance techniques, V.S. Merlin's insights on individual and social-typical psychological traits of students, and E.G'. G'oziev's directives on psychological services in education all contribute significantly to the field.

Moreover, M.G. Davletshin analyzes the current status and objectives of psychological services in Uzbekistan, while G'.B. Shoumarov explores innovations, issues, and solutions in the public education system's psychological services. Notable works also include SH.R. Baratov's studies on psychological practices in education and B.R. Qodirov's theoretical-practical approaches to identifying and nurturing gifted children [2, p. 56].

Importantly, the development and approval by the Ministry of Public Education of Uzbekistan of the "Regulations on Psychological Services in the Public Education System and the Certification and Training of Psychologists" marks an official institutionalization of psychological services, creating significant social relevance. These regulations serve as a guide for defining the goals, content, importance, and practical directions of psychological services in educational institutions.

Based on these guidelines, psychological service systems have been established in many schools across the country. Their primary purpose is to deeply understand and support students' development, reinforcing the critical importance of human capital in every era and state.

The success of this mission heavily relies on the psychological approach applied to each student and class. The "Regulations on Psychological Services" in general education schools can be interpreted as a strategy to enhance students' psychological protection. The implementation includes helping students develop self-awareness, utilize their potential, manage possible conflicts and crises, and strengthen psychological resilience [4, p. 97].

Thus, today's school psychologists focus on the following major areas:

### **I. Scientific-Theoretical Activities:**

- Understanding methodological bases of psychological services.
- Identifying effective psychological methods and principles.
- Mastering general, developmental, educational, and medical psychology.
- Familiarity with Uzbekistan's psychological service concept.
- Planning and executing personal academic growth strategies (daily, weekly, monthly, annual).

### **II. Organizational Activities:**

Developing and approving work plans (daily to yearly).

Equipping psychological service rooms.

Creating "Student Psychological Profiles" and planning based on the results.

Coordinating with parents, class teachers, subject teachers, and school administration.

Planning for individual and group interventions (e.g., leaders, isolated students).

Managing psychological components of student admission and career guidance [5, p. 77].

### **III. Research Activities:**

Applying psychological tools and interpreting data.

Studying developmental patterns and student motivation.

Identifying and addressing positive/negative influences on student engagement.

Determining psychological factors influencing academic performance.

Conducting observation-based research and preparing conference presentations.

### **IV. Methodological Activities:**

- Using recognized, modified psychological methods.

- Selecting approaches based on individual student characteristics.

- Organizing social-psychological environments for interpersonal relations.

- Planning psychodiagnostic, preventive, and corrective interventions.

- Regularly evaluating the effectiveness of applied methods.

### **V. Practical Activities:**

- Participating in school admissions.

- Identifying talents and suggesting appropriate educational paths.

- Providing career guidance through targeted interventions.

- Analyzing interpersonal relationships and providing recommendations.

- Diagnosing individual characteristics and implementing targeted activities.

- Assisting with extracurricular placements and differentiated instruction.

- Offering psychological insights on lessons and advising teachers.

- Raising parental psychological awareness.

- Supporting children with intellectual or speech challenges.

- Contributing to school curriculum design.

- Promoting student self-awareness and effective learning styles.

- Maintaining emotional well-being and positive self/social perceptions.

- Monitoring students' social needs and ensuring fulfillment.

- Observing balance between student activity and potential.
- Ensuring alignment between social attitudes and engagement [7, p. 98].

In summary, all these activities reflect the work scope of practicing psychologists in schools. Effective implementation of these tasks, including diagnostics, education, prevention, correction, and counseling, as outlined in the “Regulations,” is vital. Furthermore, expanding activities to include psychological resilience enhancement is recommended.

Therefore, to meet institutional requirements, school psychologists must be well-versed and experienced in psychological practices.

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