

EFFICIENCY OF ORGANIZING PSYCHOLOGICAL SERVICES IN PRE-SCHOOL EDUCATIONAL ORGANIZATION

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ANNOTATION

The subject of psychology of preschool education is the study of the laws of acquisition of knowledge, skills and abilities in educational institutions, the individual differences that occur in these processes, the laws of composition of active, independent and creative thinking in children. The article addresses the issues of increasing the effectiveness of the organization of psychological services in preschool education.

Keywords: preschool education, psychology, upbringing, child, educator, method, service, psychodiagnostics, age feature.

INTRODUCTION

One of the important issues in the country is the widespread introduction of interactive software in the teaching process as a priority of the reform of preschool education [2], the organization of psychological services in preschool education.

The main psychological factor determining the future is the effective use of the enlightenment views of scientists who have made a significant contribution to the development of world science in scientific research on the formation and education of the minds and thinking of young people on the basis of enlightenment. is estimated as.

This task requires finding and improving pedagogical opportunities to increase the effectiveness of the organization of psychological services in preschool education. Therefore, scientific research in this area is very important.

In order to properly organize education in all existing preschool education institutions in the country, it is necessary to know the specific psychological laws of this process, its mechanisms, as well as effective ways to structure the process of active, independent and creative thinking on the basis of modern knowledge. In this regard, the psychology of preschool education is one of the most developed areas of modern psychology, which occupies an important place, because it is a field that studies the nature of the human spiritual world and its laws. Psychology of preschool education - as a branch of psychological science, a science that studies the factors, laws and mechanisms of education and upbringing that effectively affect the individual. Pedagogical psychology, which studies the psychological laws of activity and behavior in educational institutions, is located at the intersection of two disciplines, namely, psychology and pedagogy. Psychology of preschool education - studies the changes in the psyche of children as a result of the impact of education, the relevance of teaching materials to the age of children, the psychological effectiveness of different teaching methods, psychological requirements for

textbook order. One of the important tasks of the psychology of preschool education today is to develop the psychological basis for further improvement of the educational process in the educational institution, which is associated with the transition to a new kind of educational program. Psychology of preschool education also studies the process of formation of children's personality, the impact of various educational activities on children, and the psychological basis of children's self-education. "Psychology of preschool education" also studies the personality of the teacher, who is the organizer of the process of education and upbringing, the characteristics of his pedagogical activity. It emphasizes the qualities of the educator that ensure the success of educational work, as well as the psychological processes of formation and development of his knowledge, skills, abilities and abilities. The study of the psychology of preschool education has both theoretical and practical significance, as it deals with the general principles of development: the laws of higher nervous activity and psychophysiology, the transition, development and transformation of the human psyche, based on scientific data collected in this area [1].

In the practice of countries around the world, when discussing the specifics of the organization of psychological services, the components of its content, it was intended to cover its structure, aspects related to all aspects of social life [3]. At present, most universities in the United Kingdom and some universities in the United States and Spain train psychologists based on the nature of psychological services [1].

The object of research and interaction of the psychological service are preschool children, children, students, teachers, and parents. It consists of:

- A) Psychoprophylaxis
- B) Psychological education, enlightenment
- V) Psychodiagnostics
- G) Psychological development and psychocorrection
- D) Psychological counseling

Psychological enlightenment performs the following functions:

1. Presentations at methodological councils, scientific councils on psychological problems.
2. Promoting the latest achievements in the field of psychology among employees of preschool education.
3. Conduct a psychological seminar with the participation of parents, educators and psychologists (in kindergarten, school).
4. Organization of psychosciences, lectures and seminars (in higher education institutions).
5. Development of methodical manuals.
6. Conducting educational conversations with parents.
7. Develop psychological guidelines and recommendations for the participants, taking into account the characteristics of their professional activities.

Psychoprophylactic Work.

1. The main tasks of this direction are to reach the age of maturity as a full-fledged person, to create the final conditions for ensuring mental maturity.
2. Timely prevention of disorders and deficiencies that may occur at the threshold of a person's communicative and intellectual development.

Psychodiagnostic work.

This work is aimed at deepening the psychological and pedagogical education of children and their causes [1].

Psychodiagnostic work is carried out in groups or individually. On this basis, practical psychologists perform the following tasks:

1. It is expedient to determine whether the age period meets the criteria of development. Psychological examination of children in preschool institutions. Determines their level of maturity. Diagnoses children's mental fitness. Their emotions, willpower qualities, emotions test the intellectual level of their ability to self-manage.
2. Diagnoses the causes of mental disorders, behavioral disorders, intellectual development, personality disorders in children.
3. Checks children's relationships with peers.
4. Developed scientific psychological recommendations.

Adaptation of the person to certain conditions, adaptation a) adaptation of preschool children to the conditions of kindergarten (for this purpose to form special groups related to social adaptation, to overcome neurotic conditions, to work with children with special needs and their parents) and organizing separate work with educators); 6) Features of adaptation of children to secondary schools and new types (innovative) special schools (gymnasiums, colleges [3]).

Direct participation in a comprehensive psychological and pedagogical study of the transfer of children from one stage of education to another, as well as a psychological examination of the transfer from preschool to school; in collaboration with educators and parents to create a program of individual work, taking into account the child's readiness for a new stage of education, as well as to provide parents with special methodological guidance to reduce gaps in their children's knowledge [2].

Continuous work with children to prevent neurological conditions, psychological distress and violence related to education and upbringing, living and living conditions. Organize psychological consultations to determine the child's mental development in order to ensure that the child's abilities, inclinations, tendencies, abilities, psychological qualities and characteristics are fully reflected [4].

Carrying out special work to create the most favorable psychological environment in the new type of kindergartens; improving the culture of communication in the pedagogical community, the introduction of rationality (between adults and adults); to help improve the process of communication between children and educators; to provide a wide range of advice to educators on personal, professional issues [1].

To reduce and eliminate mental stress and fatigue among the members of the educators' team, to take necessary measures and measures to prevent them, to help educators to acquire important communication skills for their professional activity.

Analysis of the effectiveness of the educational work plan implemented and prepared for implementation in terms of the similarity of the age and ethnopsychological characteristics of children, the goals and objectives of their development.

If we carry out the above psychoprophylactic work in preschool educational institutions, we will achieve effective results in the educational process.

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