

## ORGANIZE PSYCHOLOGICAL SERVICE IN EDUCATION HISTORICAL FOUNDATIONS

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### ANNOTATION

In this article, the history of the creation and justification of the psychological service was analyzed on a scientific basis. The article focuses on issues such as different views on the field of psychological services, the work being carried out in the field of psychological services in modern psychology, and the actual tasks of psychological services.

**Keywords:** psychological service, person, psychologist, client, social psychology, family psychology, treatment, group, behavior, need, education, consciousness, attitude, conflict, cost psychology, psychological counseling.

It should be noted that understanding, analyzing, and paying serious attention to the development of human psychology has been one of the leading tasks of socio-economic development at all times and in all countries.

At the threshold of the 20th century, the science of psychology and its advanced representatives were able to theoretically and scientifically substantiate their next universal scientific goal - the inevitability of the system of providing psychological services to a person and, at the same time, to society. In general, the problem of providing psychological services has been a source of many discussions as one of the leading areas of scientific psychology. From India, China, Egypt, Babylon, Central Asia, Greece, the place of the first psychological ideas, as well as Aristotle, the author of the book about the soul, and the founders of the doctrine of temperament, Galen, Hippocrates, and Abu Ali Ibn Sina, until now. psychologists have been expressing their opinions.

The principles of history and social life show that the all-round development of society and the determination of a high level of life and lifestyle in it is first of all determined by the extent to which the unique psychological potential of each active individual is fully manifested. After all, the bright future of every country cannot be imagined without the state mechanism that serves the creative, intellectual and spiritual development of people. That's probably why all developed and developing countries are paying serious attention to the spiritual, intellectual, physical, and mental well-being of their citizens and looking for ways to use it effectively for social benefits. From this point of view, the introduction of a social-psychological service system aimed at ensuring harmony between a person and his activity in each country is of particular importance.

The first president of the Republic of Uzbekistan, I.A. Karimov, in his other lectures and works representing Uzbekistan's today's path to independence and perspective, emphasized that economy and spirituality, perfection of the human psyche, are important factors of life that are mutually inseparable, complementing each other, interacting and influencing each other. at the same time, he repeatedly emphasizes that it is an inevitable social condition to ensure that today's economic recovery, economic recovery, economic development, spiritual recovery,

spiritual purification, and spiritual upliftment are in harmony. There is no doubt that the fulfillment of these tasks depends on the successful implementation of the psychological service process that helps each person and his activities to make decisions based on the requirements set by the principles of today's socio-economic development. After all, many scientists have and continue to express their opinions about the need to approach the problem of comprehensive development of a person and his activities based on the practical directions of psychology. Researchers I.V. Dubrovina, X.Y. As a result of many years of research by Liemets, Y. L. Sierd, it can be noted that the introduction of psychological services in secondary schools is the first step taken in this regard in the CIS countries. Among the scientists of our country, E.G. Goziev, M.G. Davletshin, G.B. Shoumarov, B.R. Kadirov, R.Z. Gainutdinov, V.M. Karimova, N.A. Soginov, secondary and comprehensive schools of Uzbekistan and a number of theoretical-scientific and practical-methodical works on the introduction of psychological services in family systems are to a certain extent the basis for the introduction and development of psychological services in our Republic.

Psychological services began to develop in the United States in the 1800s. American practicing psychologists were experimental psychologists who studied the problem of self-discipline. In American schools, the determination of the coefficient of mental development is widespread, which later leads to the development of the Haydens service. In our opinion, the father of French school psychology is Alfred Binet, who started working in this field in 1894. In 1905, the French Ministry of Education approached Binet with the problem of examining children who could not read according to the general program, and the Binet-Simon test was created, which distinguishes children who are lagging behind in mental development. In 1990, a school psychological service was established in France. In 1970, psycho-pedagogical support groups are the main type of psychological service in France.

Such groups include one specialist in school psychology, one specialist in educational psychology, one specialist in psychomotor development. Such a brigade serves 800-1000 students, can be located in one school and serve in several schools. In 1985, the functions of French educational psychologists were defined. a pedagogical psychologist should do everything he can for the comprehensive development of a person, in which he can also involve teachers and parents in this work. He specially emphasized that the pedagogical psychologist can oppose school and family education if he finds it necessary in his work.

In most Eastern European countries, school psychological services are organized in the form of district or regional psychological-pedagogical centers. For the first time, in 1980, in Czechoslovakia, an article on educational issues was included in the school law. The main content of the psychological service is to ensure the growth of a healthy person, correction of various difficulties in the development of the person, problems of choosing a profession. The main function of a psychological consultant in Czechoslovakia is psychodiagnostic activity. In former Soviet psychology, attempts to use psychology in children's upbringing and education took place within the framework of pedagogy.

Pedology is a science that covers all biological and social characteristics of a developing and growing person. In 1936, a decision was made to stop pedagogic views, and at the same time, the positive research in child psychology carried out by Soviet psychologists also stopped. Only by the end of the 60s, the practical participation of psychologists in school work was restored.

Estonian psychologists work in special schools for "difficult" teenagers. For the first time in the former Soviet Union, a school psychological service was established in Estonia in 1975, headed by H.I.Liimets and Yu.L.Sierd, they work in special schools for teenagers with difficult upbringing. In Russia, in 1982, the position of psychologist was opened in schools. In 1989, due to the lack of practicing psychologists in Uzbekistan, the Faculty of Training of Practicing Psychologists was opened at TDPU named after Nizomiy.

Currently, the training of psychologists is carried out comprehensively at the National University of Uzbekistan, Tashkent State Pedagogical University, International Islamic Academy of Uzbekistan and all regional institutes and universities. From pre-school educational institutions to higher educational institutions, psychologist activity and scientific-practical bases of psychological service are organized based on requirements.

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