



**THE PECULIARITIES OF PSYCHOLOGICAL SERVICE IN PRE-SCHOOL  
EDUCATIONAL ORGANIZATIONS**

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**Abstract**

The forms of organization of psychological service in preschool educational organizations and the solution of some of its tasks are described.

**Keywords:** preschool education, organization of preschool education, psychological service in organizations of preschool education, psychological service, child upbringing, psychological knowledge, psychological mistakes.

**Introduction**

In the years of independence in our republic, the attitude towards the human personality has changed dramatically. Special attention began to be paid to the fate of each person who is a member of society. There is no doubt that the education of preschool children, who lay the foundation stone for the future of human life, is becoming one of the urgent problems of pedagogy and psychology, social psychology and psychology of preschool children [1-7]. Indeed, to build a future great country, the citizen of any country should be perfectly educated first in the family and then in the preschool educational institution, and have opportunities to fully develop as a person.

Moreover, the state policy in the field of personnel training envisages the formation of a well-rounded person - a citizen through the continuous education system, which is inextricably linked with the intellectual, spiritual and moral education of a person. From this point of view, the preschool educational institution, which is considered one of the primaries and, if permissible, main links of independent education, plays an important role in the formation of a person as a person [8-14].

In addition, in Uzbekistan, among many new fields, there is a growing need for psychological counselling of the population and researches that serves to develop preschool children. After all, the need for such services, on the one hand, serves to develop the personality of preschool children, and on the other



hand, determines the effect of the attention paid by parents to the mental development of children raised in this place [15-21].

## **The Main Part**

Self-awareness, self-esteem, and interpersonal skills are important for a child's mental growth. This applies first of all to the initial stages of ontogeny, which form the psychological foundations of the human personality and create the ground for its emotional-emotional, intellectual, and social-psychological development. Family relations, in particular, the essence of the relationship between parents and children, and interpersonal communication play a big role in this. plays

The upbringing of school-aged children should be focused on mastering their complex actions, forming elementary hygiene, cultural and labour skills, developing speech, and forming the first buds of social ethics and aesthetic taste.

The development of children as individuals is a very complex and continuous process. Parents, educators, school, neighbourhood, friends, public organizations, environment, mass media, etc. directly influence his education. Currently, it is extremely necessary to search for effective forms and methods of preparing the young generation, who are our future, for life based on the latest achievements of science and culture, and to apply it to all educational institutions [19-24]. Today, our society and government pay a lot of attention to preschool educational institutions, which are the first stage of education. Pre-school education ensures the child's all-around development, instils in him a desire to study, and prepares him for regular education [21-25]. The formation of a child as a person depends, first of all, on the conditions and educational activities in the family and preschool education organization. The earlier a child's education starts, the better the result.

As can be seen from the opinions expressed above, the issues related to the education and psychology of children of preschool age are important in their relevance. In this regard, many laws, decisions and programs have been adopted and implemented in the preschool education system from 2017 to the present. In particular, special attention was paid to the activities of practising psychologists in preschool educational organizations.



The content of the main work of a psychologist of a preschool educational organization:

1. Improving the psychological climate in institutions.
2. Providing psychological knowledge.
3. Psychodiagnostic work.
4. Mental development and psycho-correction works.
5. Providing psychological counselling.
6. Engage in psycho-prophylaxis work.

In recent years, experts believe that the appeal of parents to a psychologist has changed a little and is becoming more specific. Recently, the interest of parents in practical psychological help has increased. This is proven by the increase in the number of parents who come to a psychologist for advice. Perhaps parents are increasingly interested in psychological services because they feel that they are slowly beginning to understand that they are the cause of many things in their child's behaviour.

Perhaps, the popularization of psychological services in the preschool education system and the increasing number of popular scientific literature are forcing them to look at their child differently.

So, in any case, the conscious need for the help of a psychologist is growing, albeit slowly.

One of the most visible psychological errors in preschool education organizations is the result of pedagogues not taking into account the psychological development of students, and their individual and unique characteristics in the organization of educational work. As a result of this: the inability of children to quickly adapt to the environment of the preschool education organization; perceiving education as a type of hard work; timidity in communication; non-manifesting or strengthening of identity - Me; lack of interest in various activities; refusal to go to preschool education organization, capriciousness, stubbornness and similar negative situations.

The activity of psychologists of preschool education organizations is of particular importance in identifying and correcting this process in time, preventing many problems that will arise in the future.

Regarding the common problems of children in the preschool educational organization, there may be appeals to the psychologist of the preschool educational organization regarding the following problems that are most common:



1. The child's level of mental development does not correspond to the age norm. Here, the problem may be a generally lower than normal level of development, that is, difficulties in the development of speech, memory, poor attention, etc.

2. Negative manifestations of personal development. Getting into people, and handling problems. The reason for applying may be difficulties in communication with parents and educators, or with peers and parents.

3. Degradation of the child's behaviour, lack of activity disorientation, and the child's inability to plan, control and evaluate his actions. The real psychological reason for parents' conflict with their children, (not doing what they say) is a very low level of voluntary activity management.

4. Getting used to the organization of preschool education and so on.

However, in practice, we see that the professional training of some psychologists working in preschool education organizations is not sufficient for these appeals.

For this, preschool educational organization psychologists are required to have a lot of professional competencies, continuous self-improvement, and professional development.

Psychological service productivity conditions can be divided into three groups. They are:

a) Creating a comfortable environment for the child;

b) Development of the child's interests and abilities;

c) Taking into account the characteristics of each age period. Based on these, the organization of a psychologist's activity in a preschool education organization will give effective results.

A considerable amount of psychologist's activity in the educational councils of preschool education organizations, parents' meetings, "Open days" and various gatherings and events also serves to increase the psychological literacy of parents, pedagogues and educators.

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