

## **Problems of Psychological Counseling at School**

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**Abstract:** The article focuses on revealing the essence and specificity of psychological counseling, in general, and the psychological characteristics of counseling work in school, in particular. There is a specific understanding and evidence of psychological differences in counseling teachers, parents and children, as well as the principles that guide the psychologist in his work.

**Key words:** psychological counseling, psychological assistance at school, counseling teachers, counseling schoolchildren, counseling parents.

Psychological counseling is a specially organized conversation between a psychologist and a client (a representative of the school administration, teacher, parent or student) to clarify a particular issue, analyze the problem and develop advice or recommendations for solving or regulating it. In addition to informational purposes, consultations can also implement psychocorrectional and psychotherapeutic goals: neutralizing the client's painfully tense state, calming, correcting mental development defects in children, etc. Consultations are organized with a limited number of people connected by professional and service relationships (administration and teachers, teachers and students), as well as family relationships (parents and children). Counseling refers to methods of individual psychological work[1].

The activities of a psychologist-consultant are aimed at achieving humane goals that involve the removal of any restrictions on the client's intellectual and personal development. The psychologist builds his work on the basis of unconditional respect for the dignity and inviolability of the client's personality. The psychologist respects fundamental human rights as defined by the Universal Declaration of Human Rights [2].

Trusting contact between the consultant and the client, based on unconditional respect, empathy, warmth and sincerity of the consultant towards the client, is an integral, and, in the opinion of many professionals, an essential component of psychological counseling and psychotherapy. George and Cristiani (1990) identified six main parameters:

- emotionality (consultative contact is more emotional than cognitive, it implies the study of clients' experiences);

- intensity (since contact represents a sincere relationship and mutual exchange of experiences, it cannot but be intense);
- dynamism (when a client changes, the specifics of the contact also change);
- confidentiality (the consultant's obligation not to disseminate information about the client promotes trust);
- providing support (constant support from the consultant ensures stability of contact, allowing the client to take risks and try to behave in new ways);
- integrity[3].

Consultative work of a school psychologist is carried out according to the following directions:

- consulting and education of teachers;
- counseling and education of parents;
- counseling of schoolchildren.

In turn, counseling can take the form of actual counseling on issues of education and mental development of the child, as well as in the form of educational work with all participants in the pedagogical process at school[4].

Advisory activities are the provision of assistance to students, their parents (legal representatives), teaching staff and other participants in the educational process in matters of development, education and training in psychological counseling.

Despite the specifics of the school psychologist's advisory work with children of primary school age, their parents and teachers, this area is fundamentally important in the practical activities of the school psychologist.

The effectiveness of all his work is largely determined by the extent to which he was able to establish constructive cooperation with teachers, parents and school administration in solving the problems of teaching and educating schoolchildren.

In his consulting practice, a school psychologist can implement the principles of counseling from a variety of psychological directions (diagnostic, existential, humanistic, behavioral and other approaches). However, when working with children whose personality and overall psyche are still at the stage of their formation, taking into account age characteristics is an indispensable condition for the advisory work of a psychologist in school.

In general, the task of developmental psychological counseling is to monitor the progress of the child's mental development on the basis of ideas about the normative content and age periodization of this process. This general task today includes the following specific components:

- Orientation of parents, teachers and other persons involved in upbringing in the age and individual characteristics of the child's mental development;
- Timely primary identification of children with various deviations and disorders of mental development and referral to psychological, medical and pedagogical consultations;
- Prevention of secondary psychological complications in children with weakened somatic or neuropsychic health, recommendations on mental hygiene and psychoprophylaxis (together with pediatric pathopsychologists and doctors);
- Drawing up (together with educational psychologists or teachers) recommendations for psychological and pedagogical correction of difficulties in school education for teachers, parents and other persons;
- Drawing up (together with specialists in family psychotherapy) recommendations for raising children in the family;
- Corrective work individually and/or in special groups in consultation with children and parents;

- Psychological education of the population through lectures and other forms of work.
- Consulting for teachers. In advisory work with teachers, we can highlight a number of principles on which the cooperation of a school psychologist with the teaching staff in solving the problems and professional tasks of the teacher himself is based:
- Equal interaction between psychologist and teacher;
  - Formation of the teacher's attitude towards independent problem solving, i.e. removing the setting to a "ready recipe";
  - Consulting participants accept responsibility for joint decisions;
  - Distribution of professional functions between teachers and psychologists.
  - In organizing psychological counseling for teachers, three areas can be distinguished:
  - Consulting teachers on development and implementation issues.

Consulting teachers regarding learning, behavior and interpersonal problems of specific students. This is the most common form of advisory work of a school psychologist, helping to solve school problems in close cooperation between the psychologist, teachers and school administration and helping to create the most favorable conditions for the development of the child's personality and his learning. Consultation in this direction can be organized, on the one hand, at the request of the teacher, on the other, at the initiative of a psychologist who can invite the teacher to familiarize himself with this or that information about the child and think about the problem of providing help or support. Organization at the request of the teacher is most effective in the form of individual consultations.

Consulting parents. Psychological and pedagogical consultation of parents, as in the situation of trial work with teachers, can be organized, on the one hand, at the request of the parent in connection with the provision of advisory and methodological assistance in organizing effective child-parent interaction; on the other hand, the initiative of the psychologist. One of the functions of advisory work with parents is to inform parents about their child's school problems. Also, the purpose of counseling may be the need for psychological support for parents in case of detection of serious psychological problems of the child or in connection with serious emotional experiences and events in the family.

Consulting schoolchildren. The main task of the psychologist here is to determine the declared (open) or hidden reasons. In this case, it is necessary not only to analyze the characteristics of adults' vision of the child's problems, but also to obtain psychological information about how the child imagines himself, his situation at school and at home, how he emotionally relates to himself and his school and home life. In short, a psychologist needs to see the problem area of a life situation "through the eyes of a child," and not just "through the eyes of adults" (parents or teachers) [1].

A consultation with a psychologist is aimed, first of all, at providing psychological assistance to the child. In order for such assistance to be adequate, the psychologist must have fairly accurate information about the individual psychological characteristics of the student and what position he takes in the situation, how he relates to himself and the people around him in the family and school. In many cases, by complaining about a child, adults consciously or unconsciously "mask" their own problems. Therefore, having received data that the child is generally calm, developed and prosperous, you should pay attention to the problems of adults who seek advice. Apparently, a child is only a plausible "pretext" and psychological help is needed more by adults than by children, or by adults and children at the same time.

Psychological assistance today requires highly qualified specialists, and the effectiveness of the specialist's activities is largely determined by how clearly he understands his place in counseling.

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