

The Role of Psychology Teachers in Performing Educational and Psychological Missions

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Abstract:

The main activity of psychology of secondary education and higher education aims to promote and guarantee the taking into account of the psychic dimension of people in order to promote their functioning adopted to the norms of the current society and the personality development. This article highlights the benefits of the operational application of theories and practices of psychology that link education, learning and the optimization of the activity of teachers and students in the modern educational society.

Keywords: psychological theory, coherent and concerted actions, collaboration, investigations, negotiating techniques, holistic approach.

The main activity of psychology of secondary education and higher education aims to promote and guarantee the taking into account of the psychic dimension of people in order to promote their functioning adopted to the norms of the current society and the personality development. There are two main types of psychological theories:

1. descriptive theories, which depart from the process of teaching and human learning
2. prescriptive theories, which depart from the educational point of view.

Education psychologists must work towards the university institutions, teachers, educators and other applicants for teaching places, families, children and adolescents and young people. To do so, they must carry out their activities in prevention over the long term, through several major axes like:

3. the existence of multi-professional monitoring teams in schools and universities providing a watchful role to analyse the situations, allow for the necessary distance and the development of coherent and concerted actions;
4. the creation of listening spaces where children's voices, adolescents, young people are heard and taken into account, in a framework where the educational institution effectively plays its role as a supporting structure supported by concerted working arrangements between team members;
5. a work of observation and analysis aimed at bringing out several possible interpretations and several levels of answers including on the pedagogical and social aspects.

According to some scientists, techniques used can be direct or indirect put online by digital (interviews, tests, questionnaires, investigations, negotiating techniques, content-analysis, etc.) to reveal the salient elements of the individual or the problems analysed.

In one word modern technologies and methods and the question of their integration can lead to the need for effective and adjusted psychological application in secondary and higher education and learning of the individuals. The main activity of psychology of secondary education and higher education aims to promote and guarantee the taking into account of the psychic dimension of people in order to promote their functioning adopted to the norms of the current society and the personality development. From this, the practitioner psychologists study and treat, in the respect of the independence necessary for the exercise of their functions, the reciprocal relations between the psychic life of individuals and the individual and collective conduct in the society. Their intervention of psychology is part of missions of diagnosis, prevention, adaptation to societal changes, integration, contribution to the success of learning and accompaniment in the development of school projects and individuals. Psychologists therefore provide valuable assistance for the integration of children, adolescents and young people into modern society. The mission of secondary education and of higher education psychologists is also addressed to groups and institutions. It is located at the intersection of various institutional fields (medical, social, judicial) and is articulated with the action of various professionals intervening internally in various aid schemes in multi-professional teams. Psychologists design methods and implement technical means to help people. More specifically, a new body of psychologists of secondary education and higher education was created with the grouping of two categories of occupation: the school psychologist and the counselling psychologist. Thus the psychologists of the secondary education with their professional title exercise in the speciality of education, psychic development and learning in the school, on the other hand psychologists exercise in the personal development and vocational counselling in universities or higher education. Secondary education psychologists in the fields of education, psychic development and learning are most often involved in specialised aid networks for students in difficulty and schools in their constituency. The functioning of this new body represents an advancement for psychologists, as it allows a better definition of the profession and tasks, a recognition of the expertise and role of the psychologie, as well as a better continuity of the collaboration between the specialties. It should also be clarified that the psychologists of higher education, perform missions for educational and psychological purposes. Taking into account the reality of the child or adolescent as a whole (psychic, somatic, intellectual, interpersonal), they have an essential perspective to provide the conditions for the optimal development of the person. Therefore, their action is aimed at all students and not only those who are in difficulty and also integrates parents, teachers, and educators. In our opinion to be able to fulfil its tasks the psychologists of higher education must rely on a coherent knowledge of the elements and problems specific to the educational and pedagogical field on a theoretical and practical level. Indeed, the psychologist's action deals with subjects concerning children, adolescents and young people in collective situations confronted with educational and learning requirements, and who respond more or less appropriately according to their current competence, their academic, personal and family history, their relation to knowledge, their cultural reference and their social origin, etc. As a result, psychologists cannot restrict their actions to individual and occasional interventions. They are required to include them in a more holistic approach involving reflection and analysis on the pedagogical requirements and the standards that underlie them. A definition of the limits of its competence in relation to those of other professionals in the educational, educational or medico-social field. This assumes that the function of psychologists is clearly identified and recognized statutorily and in its missions. It is on this condition that a work of collaboration between different professionals within the establishments must be effective; a delimitation of its role in relation to external actors (doctors, speech therapists, psychometricians, educators, sports coaches, socio-cultural professionals, musical professors, etc.). In universities and in higher institutes the information and guidance centres have been created in which psychologists welcome students free of charge to accompany young people in their orientation professional project. The principal role of these centers is to promote:

6. information and consulting on education, vocational training, qualifications and professions;

7. individual counselling;
8. observation, analysis of local transformations in the education system and changes in the labour market and the production of synthesis documents for educational teams;
9. the facilitation of exchanges and reflections between the partners of the education system, students, local decision-makers, managers of companies and enterprises, economic leaders;

The purpose of these actions is to provide solutions to the personal or professional difficulties encountered by the staff of secondary education and higher education (teachers, lecturers, professors, sociocultural educators, sportive coaches, technic and administrative services, etc.), in order to promote the maintenance of employment, promote the quality of life at work, participate in the social and professional reintegration of vulnerable personnel, victims of accident or illness, in a situation of handicap. I add that the psychology of secondary education and higher education occupy a pivotal position between teachers, lecturers, professors parents, other professionals of the educational teams and practitioners outside of schools and universities. This role of mediator and facilitator can only be the result of highly qualified professionals, trained at the level of all other psychologists and benefiting from a very strong preparation in the faculty of psychology of the university. The role of psychologists exceeds the strict academic difficulty or orientation by considering the person suffering, in demand, as a whole. The stall can therefore be apprehended from a dynamic perspective as a process of disengagement, of disaffiliation inscribed in time. Whatever the cause, school failure is always violence to the child and sometimes at its most age. Whatever the pedagogical skills of the professors, if nothing is done psychologically, in most cases the exclusion is waiting for these children. Indeed if from the college they feel that their possibilities of becoming restrict themselves, that they are doomed later in their youth to formations or trades that they did not want, they soon did to unhook, to disinvest the schooling, to return their helplessness against the school or against themselves. Therefore, exclusion is not a fatality, no more than school failure. To combat them, psychologists, recognized by a status and sufficiently numerous, are indispensable in education and learning. A young person in failure has little other solutions than to make the school responsible for his suffering; the school, thus the society, leading thereby, exclusionary behaviors and their violent overflows (failure, suffering, rejection, exclusion, violence and suffering). This dangerous spiral is the competence of the psychologist but it is in the educational system itself, that it is necessary to take over this cycle and break the chain of the disasters it entails, and only the psychologists who can do it. Interface between the school and higher education and the subject, its mission is to adapt to each other taking into account personalities, differences, backgrounds, cultures, etc. From an early age, it is essential that the first step towards learning the social life that the school represents, is not a misstep. In a high- competition society the term of failure appears more and more early, generating stigma if not exclusion. Early learning must reinforce self-esteem and cause narcissistic fractures to the devastating effects. Educational psychologists or school psychologists must carry out preventive and follow-up work within the school system. They must work with families when communication difficulties arise, within them or with the school; then they must analyse the difficulties that appear to give them meaning, sometimes allow the child to allow himself to learn, to propose the possible appropriate aids. Their position in the system and their professional expertise also allows them to bring to each other elements of reflection that will lead everyone to find their own solutions, the only ones allowing change. It must be clarified that at the beginning of the studies at the college or in university the failure takes on another dimension: at the individual level, because of its resonance in the psychic universe, the particular period of adolescence and the institutional plan because the orientation concerns are never far away.

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