



Psychological Support of the Child

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Providing psychological support for a child at all stages of his development is a necessary factor in preparing a child for the future. All advanced countries are actively developing psychological services, especially in the education system. It is the introduction of psychological support that ensures the achievement of the goals set by the world community — accessibility, quality and effectiveness of education. Accordingly, psychological support should become accessible, high-quality and effective. The key word in this bundle is accessibility.

The need for psychological support for children, especially in the early stages of development, is obvious. From the standpoint of practical psychology, accessibility is associated with achieving compliance of the educational environment, technologies of the educational process with the needs and capabilities of a child at a particular stage of development. To achieve such compliance, a unified and comprehensive work of a teacher and a psychologist is necessary in solving various problems of development and learning. In the course of a joint analysis of tasks and ways to solve them, new concrete forms of introducing the results of psychological research into the practice of educational institutions can and should be developed and appear. This will allow to form and expand the competence of a practical psychologist, conditioned by the real needs of the school, makes it possible to ensure the teacher's confidence in the possibility of solving a certain range of emerging pedagogical tasks based on psychological knowledge in real time.

In this context, the main task of adults is to create an educational environment that stimulates social interaction, creating at the same time a protective space. This space and environment should be the environment in which the child can open up without interference, feel a sense of inner connection with this world, as well as the importance of himself for him. At the same time, the goal of creating a safe space for the development of a child is not to form an infantile personality dependent on adults and external conditions, but to form a resilient personality striving to constructively respond to those challenges that come from outside, and understanding obstacles as a reason for further development.

The main task of the work of practical psychologists in education can be considered the individual development of a child in accordance with his innate characteristics and taking into account the specifics of the social environment. The tasks and roles of a practical psychologist and a teacher in the educational process differ significantly. Teachers transmit general cultural and social values to the child, orienting him to certain ways of development: their role is mainly socially normative. The

psychologist participates in development as an accompanying person, as he creates conditions for productive movement along the paths that the child chose himself and which his teachers and parents guided him to: his role is to preserve the harmonious integrity of the child's personality, its unique individuality. "Unlike representatives of other "helping" professions, a psychologist is not required to treat, educate, protect rights and interests or absolve sins, but to co-experience, co-live a segment of the client's life, develop it and co-develop with it."

The new policy in the field of educational development implemented in recent decades has led to the realization of the need to rethink the vector and course of development of psychological services in the context of modernization of education and has led to a new understanding of the goals of school psychological services within the framework of the humanistic paradigm of psychological support [2]. With this approach, the task of a school psychologist is to create conditions for the child's productive movement along the paths that he himself chose in accordance with the wishes of the teacher and the family (and sometimes in opposition to them), to help in realizing personal choices, in constructively solving various life problems. Therefore, psychological support is a system of professional activity of a psychologist aimed at creating socio-psychological conditions for successful learning and psychological development of a child in situations of school interaction. The object of the school psychological service is the education and psychological development of a child in a situation of school interaction, the subject is the socio—psychological conditions of successful learning and development. The method of work of a practical psychologist at school is support, the purpose of which is to create conditions within the framework of an objectively given socio—pedagogical environment for a child to maximize his personal development and learning in this situation.

References

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