

ХАРАКТЕРИСТИКИ ПСИХОКОРРЕКЦИОННОЙ ДЕЯТЕЛЬНОСТИ

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Абстракт

Совершенствование психологии в системе образования, психологическое сопровождение воспитательной работы связано с необходимостью гуманизации узбекского образования.

В условиях меняющейся парадигмы педагогического процесса, апелляции к личности подростков, их индивидуальности, необходима разработка профессиональных методов психологической поддержки растущей и совершенствующейся личности. При организации психологической поддержки в обучении и воспитании молодежи возникает необходимость подготовки профессиональных педагогических психологов.

Ключевые слова: методологические вопросы, межличностный конфликт, технологический подход, дефицит, подростки.

CHARACTERISTICS OF PSYCHO CORRECTIONAL ACTIVITY

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Abstract

The increase of applied psychology in the education system, psychological support of educational work is connected with the need to humanize Uzbek education. In the context of the changing paradigm of the pedagogical process, appeal to the personality of youngsters, their individuality, it is necessary to develop professional methods of psychological support for a growing and improving personality. When organizing psychological services in the field of education and upbringing of young people, it becomes necessary to train professional pedagogical psychologists.

Key words: methodological issues, Interpersonal conflict, technological approach, deficiency, adolescents.

It's known that the training of practical psychologists for educational institutions was of an academic nature. Although, having the necessary information, psychologists have found that it is difficult to use it in practice. This is concerned with the deficient development of methodological problems in science. Lack of elaboration in methodological issues is one of the reasons for this problem. Many technological approaches in working with children and adolescents are borrowed from foreign experience without sufficient adaptation to Uzbek socio-cultural conditions.

According to the analysis of the activities of psychologists professional challenges are more frequently connected with the technological aspects of practical work within education framework, beginning with the common organization of work, ways and implies of interaction with the teaching staff and finishing with particular strategies utilized in work with different age groups and within the most common cases.

It's studied the negative consequences of interpersonal conflicts and widely used in local and foreign psychological and pedagogical literature, which considers the conflict as a collision of oppositely directed, incompatible tendencies in the consciousness of an individual or in interpersonal relationships combined with severe negative experiences. By this way, in school pedagogy an unequivocal negative approach towards conflicts has developed. The onset of interpersonal conflict is usually seen as a sign of an awkward relationship. A common tactic for resolving conflicts is suppressing them. A former checking of the causes of conflicts leading to interpersonal conflict, as a rule, is not carried out.

The constructive functions of interpersonal conflicts among adolescents include the following:

- Interpersonal conflict is an important source of personal development, as well as the development of intergroup relations;

- Interpersonal conflicts can positively change and expand the scope and methods of interpersonal interaction;
- Through open confrontation, interpersonal conflict frees the group from the negative factors of its development;
- Interpersonal conflict contributes to the development of mutual understanding between adolescents, develops their social intelligence.

In addition, the positive meaning of the contradiction lies within the divulgence of his claim capabilities for the pre-adult himself, within the actuation of the identity as the subject of avoiding, overcoming and settling interpersonal clashes. In this respect, the issue emerges of finding forms and strategies of organizing conditions for greatest realization of the valuable potential of interpersonal clashes among young people.

Interpersonal disagreements about the educational process between adolescents are of a specific nature, which is determined by the simultaneous influence of genetic factors on the different nature and age characteristics of youngsters.

One of the tasks of school psychologists is to work with students' interpersonal conflicts in the learning process. Experience shows that the most common ways of resolving interpersonal conflicts in adolescents are neutralizing aggression and hostility, separating conflicting parties, eliminating factors that cause problems, that is, ways to reduce adolescent self-efficacy. As a result, the potential for the development of interpersonal conflict is underutilized. However, with the active work of school psychologists under the influence of their active psychological corrections as a result of the constructive resolution of interpersonal conflicts, great opportunities open up in the development of a teenager's personality.

In modern conditions of the functioning of the educational system, psychologists of an educational institution become a link in the system of family-educational interaction, harmonizing the relationship between parents and the institution and contributing to the satisfaction of the need for positive contacts of

each of these parties. The involvement of a psychologist in the interaction of parents with studies contributes to an increase in positive connections, a change in the qualitative structure of relations, which become more trusting and open.

The main functions of a psychologist include psychological support of the educational process, career guidance, identifying the inclinations, interests, abilities of students, conducting trainings on various problems, individual consultations on academic performance, classroom studies, relationships, student relations with teachers, parents and other people. It is impossible for one specialist to fully control, test, train, prevent drug addiction, etc. Like any person, a psychologist cannot do everything well, therefore the best solution would be to create a psychological service in educational institutions, where several psychologists specialize I work in different areas of psychological knowledge.

The psychologist must position himself as an independent specialist. It is this position that will strengthen the role of the psychologist as a real assistant, and not as a "spy" of the administration. And for the psychologist himself, this will greatly facilitate the task of preserving the mental health of students, work on psychological correction. This will allow you to more freely solve the student's real problems, so that he does not feel lonely with his problems, he feels comfortable in his studies, does not feel abandoned and unhappy. Students, as a rule, do not turn to a psychologist themselves, especially younger ones. Usually parents or teachers do it for them. Teachers bring children more often because they want the psychologist to deal with the problems of a difficult child, with whom they themselves are no longer able to fight.

Thus, the psychological service of the institution should carry out work aimed at correcting the existing situation, as well as create programs that will allow avoiding many psychological errors and difficulties in pedagogical activities. The two strategies proposed help the psychologist to understand the content of the goals that determine the current situation in society.

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