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METHODOLOGICAL BASIS OF ORGANIZATION OF PSYCHOLOGICAL SERVICE IN ORGANIZATIONS OF PRESCHOOL EDUCATION

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ABSTRACT

The article is devoted to the theory and practice of psychological service in the preschool education system. Its content is: systematization of the main problems of preschool psychological service, which determine its formation and development; a description of the main conditions, strategy and tactics of its full-fledged functioning; determination of the psychologist's interaction with all subjects of the preschool educational space

Keywords: Psychological service, preschool education, methods.

INTRODUCTION

The psychological service of education in our country today is going through a new stage in which the solution of the most pressing practical and theoretical problems is closely intertwined. In the modern professional community, the most key areas of development of the psychological education service can be rightfully attributed to:

-Strengthening the scientific and methodological support of the work of the psychological service, carrying out theoretical and applied research, publishing textbooks and other teaching aids;

-development and implementation into practice of a standard diagnostic kit for a practical educational psychologist;

-improving the material and technical support of the psychological service.

The psychological service of education is one of the essential components of the country's integral education system. The psychological service of education is an integral phenomenon, which is a unity of its four components, or aspects - scientific, applied, practical and organizational. Each of the aspects has its own tasks, the solution of which requires special professional training from the performers.

METHODS AND MATERIALS

The scientific aspect involves conducting scientific research on the problems of the methodology and theory of practical psychology of education - a new scientific

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and practical direction of developmental psychology that studies the individual manifestations of age-related patterns of mental development, the conditions for the formation of personality and individuality as prerequisites for psychological health in preschool and school ages. One of the tasks here is the scientific substantiation and operational development of psychodiagnostic, psychocorrectional, psycho-prophylactic and developmental programs, methods, means and methods of professional application of psychological knowledge in the specific conditions of modern education. The difference between these studies from academic ones lies in the fact that they not only reveal certain psychological mechanisms or patterns, but also determine the psychological conditions for the development of these mechanisms and patterns in the context of the integral formation of the personality of a particular child. The researcher performing these studies focuses on the practical psychologist as his main customer.

The applied aspect presupposes the use of psychological knowledge by educators. The main actors in this area are educators, educators, methodologists, didactics who, either independently or in cooperation with psychologists, use and assimilate the latest psychological data in drawing up curricula and plans, creating textbooks, developing didactic and methodological materials, building training and education programs.

RESULTS

The practical aspect of the service is provided directly by practical psychologists of kindergartens, schools and other educational institutions, whose task is to work with children, groups and classes, educators, teachers, parents to solve certain specific problems. Their task does not include the creation of new methods, the study of psychological patterns, etc. But they are obliged to professionally competently use everything that science has at its disposal today.

The organizational aspect includes the creation of an effective structure of the psychological education service, which ensures both the interaction of all levels of the service on substantive and organizational issues, as well as control over professional activities and professional development of practical psychologists. These links, arranged in a hierarchical sequence, can be represented as follows: one or a group of practical psychologists In an educational institution; scientific and methodological subdivisions of the psychological service (centers, offices, etc.) in the district, city, regional and regional departments of education; psychological service departments - in the republican and federal ministries of education. Only a

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sufficiently developed structure, the links of which are staffed with specialists, is capable of providing full psychological services to the education system, providing effective assistance to both children, parents, teachers, and educational institutions and the entire educational system as a whole.

The development of the applied, practical and organizational aspects of the psychological service of education entirely depends on the development of its scientific aspect, which determines the basic theoretical basis and forms the nature of the psychological service. It is on the basis of this base that the concept of psychological service is created, and problems are solved by practical educational psychologists.

DISCUSSION

Practical child psychology is a type of independent psychological practice. Children's practical psychology is used in various fields: in preschool institutions of general and special types, in closed children's institutions, in regional psychological centers and consultations, in children's clinics, etc.

The main goal of the psychological education service - the psychological health of children - is associated, first of all, with the promising direction of its activities, focused on the timely and full-fledged mental and personal development of each child. This goal can be realized only when the psychological service ensures the continuity of psychological attention to the child at different age stages of work with children, when there is a "docking" of ideas, understanding, skills of adults working with children of one age, and adults working with children of another age. Let's give an example.

A psychologist, studying in kindergarten with preschool children, considers his central task to be the creation of psychological and pedagogical conditions that are most favorable for a productive, in terms of completeness and versatility, development of children living in their preschool childhood. As a prospect for their development, he considers the formation of a full-fledged psychological readiness to study at school. The psychologist, as it were, looks into the child's future and tries to determine how safely he will step from one age level - preschool to another - school, what else needs to be done to be sure that the level of mental and personal development of the child meets the new requirements that will be presented him at school.

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CONCLUSION

With a professionally competent solution of the tasks of the psychological service, both preschool and school psychologists are mainly engaged in psychoprophylactic work. But if at one of the age stages the normal conditions for the development of the child are violated, at the next stage it is necessary to focus on correction and carry out special developmental work. Therefore, it is the interaction of psychologists who work with children of different ages that forms the basis of the promising direction of the psychological service. A promising direction, in essence, protects (ensures) the right of every born person to full-fledged mental and spiritual development.

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