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TASKS FACING THE SCHOOL PSYCHOLOGIST IN TERMS OF THE GENERAL EDUCATION CONCEPT (NATIONAL CURRICULUM) OF THE REPUBLIC OF AZERBAIJAN

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ABSTRACT

In accordance with the current curriculum reform, in addition to the theoretical and pedagogical problems of the curricula, the study of psychological problems is necessary in terms of identifying learning difficulties of young students. Psychologicalization of the concept of the education system is the main demand of the day. For this purpose, from the development of curricula and textbooks to the pedagogical process we face in this process, learning and mastering, pedagogical attitudes, joint activities, learning difficulties, etc. problems must be solved. "Currently, school psychologists are unaware of the content of subject curricula and find it difficult to provide necessary assistance to teachers in this area. Teachers, on the other hand, approach the problem from a purely pedagogical point of view and do not strictly follow the principle of individualization and differentiation of the learning process when assessing students' abilities. As a result, the development of skills necessary for the future life of the student is not provided enough.

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Introduction. Curriculum reform at the beginning of the 21st century is based on the goals of increasing the guiding role of teachers in the pedagogical process, learning to teach, actively involving all students in the learning process and instilling the qualities of sustainability, accepting and differentiating each learner as an individual. Curricula form the conceptual basis of the education system in many countries of the world (USA, Australia, Finland, Canada, Brazil, Sweden, Turkey, etc.), as well as in our republic. In 2006, the "Concept of General Education (National Curriculum) in the Republic of Azerbaijan" was adopted. The curriculum is a conceptual document that allows for the effective organization, purposeful and consistent implementation of all activities related to the learning process. It is clear from the acquaintance with the content of the national curriculum, which was first introduced in the country at the primary level in the 2008-2009 academic year, that the educational activities of young schoolchildren are organized based on the requirements of student-oriented, development-oriented and result-oriented. As a final result of the curriculum for the period of 2008-2017 in terms of training of young students, it can be said that the application of this system has brought the interaction of subjects to our education.

As can be seen from the above, the education system prioritizes the formation of students as individuals who are able to serve the interests of the state, assimilate national and universal values, apply what they learn, and become productive members of society in market conditions. All this makes it necessary to enrich the spiritual world of the student, the field of motivation and need, to build a new content. These statements are formed not by themselves, but under the influence of the environment and upbringing.

Finding adequate ways and means in a complex system of relationships poses a number of difficulties, as the training reflects the interaction between subject-subject relations, learner-educator, educator-educator, developer-developer.

The application of the curriculum has created many contradictions and difficulties. The introduction of the new curricula also posed a number of challenges to the psychological transformation of learning. Observations show that some primary school teachers are still not psychologically, pedagogically and methodologically ready to apply it. As it is known, teachers approach the curriculum as they understand it. This not only complicates the problem, but also actualizes it.

In accordance with the current curriculum reform, in addition to the theoretical and pedagogical problems of the curricula, the study of psychological problems is necessary in terms of identifying learning difficulties of young students. Psychologicalization of the concept of the education system is the main demand of the day. For this purpose, from the development of curricula and textbooks to the pedagogical process we face in this process, learning and mastering, pedagogical attitudes, joint activities, learning difficulties, etc. problems must be solved.

Thus, the psychological service of education is a generalized case, which expresses the unity of its four components - scientific, applied, practical, organizational. Each of these aspects has its own responsibilities that require special training from the executors.

The main tasks of the psychological education service:

- 1) to realize the development resources and opportunities of each age group when working with children;
- 2) Individual characteristics of children include interests, abilities, inclinations, feelings, attitudes, life plans, etc. develop;
- 3) creating a favorable environment for children's development. This is achieved, above all, through the organization of effective communication between children and their peers and adults;
- 4) provide timely psychological assistance and care to children, as well as their parents, caregivers and teachers.

The main means to achieve the main goal of the psychological education service is to create and adhere to the psychological conditions that ensure the full mental and personal development of each child.

There are a number of important and urgent tasks in education arising from the goals of practical psychological services. In the psychological literature, these positions are divided into two parts, general and specific. The general responsibilities of a practical psychologist include:

1. To ensure the realization of the potential of each age group when working with children;
2. To develop children's individual characteristics in order to realize their interests, abilities, inclinations, feelings, attitudes, entertainment and life plans;
3. In kindergarten, boarding school, school, etc. to create a favorable psychological climate for the normal development of the child, to provide him with productive communication with adults and peers;
4. Provide timely psychological assistance to teachers, parents and educators along with children.

The specific responsibilities of a school psychologist include:

1. Study of student identity and class staff;
2. Analysis of children's adaptation to school conditions;
3. To study the child's interactions with adults and peers;
4. Selection of a package of diagnostic methods for the organization of preventive and corrective work;
5. Identify and develop students' interests, inclinations and abilities;
6. To help children in need of psychological help.

Psychological service in education requires, first of all, the creation of a favorable educational and upbringing environment for the implementation of these tasks, the presence of normal pedagogical and psychological factors for the mental and spiritual development of each child, mental health. Such conditions can be created not only by the psychologist alone, but also together with teachers and parents of children. Ensuring the normal mental, psychophysiological and personal development of children at different stages of development is the main task of psychological services in the education system. In this regard, psychological services in education should focus on the following key areas for the development of the child:

1. Formation of a lifestyle that can ensure the development of personality in educational institutions;
2. Kindergarten, school, boarding school, etc. for the child's development. creation of a favorable psychological climate for development, ensuring maximum success in one or another field of activity at each stage of development;

3. Provide maximum human, intellectual and vocational training at all ages, study and realize their developmental potential when working with children;
4. Ensuring an individual approach to each child, the development of individual characteristics, interests and tendencies, feelings and attitudes, entertainment and life plans;
6. Implementation of prevention and correction of deviations in personality and intellectual development;
7. Carry out socio-psychological rehabilitation of orphans, children deprived of parental care, refugees and adolescents with physical and mental retardation;
8. To help children and adolescents, teachers and parents in crisis and extreme situations;
9. To provide psychological counseling to parents and their surrogates in order to bring up children in the family and create a favorable family microenvironment;
10. Provide timely psychological assistance to children, parents, teachers and educators. [6, 29p.]

Taking all this into account, it is clear that there is a great need for psychologists in schools. It is important for school leaders, teachers and psychologists to be involved in the education of students.

Psychological research shows that the use of practical psychology in the organization of education is more important than in the field of individual pedagogy. Because every teacher must build his work with the support of a psychologist. According to them, the main goal of the work of a school psychologist is to be a good researcher to achieve a solution to the problem on the basis of an individual approach, to be able to freely implement psychological methods and tools. "Of course, the use of standard psycho-diagnostic tools and tests in this area can hinder the solution of problems at a high level, in which case the psychologist must approach his profession as both a professional observer and an inventor-researcher, while knowing the patterns in this area, if necessary, should not hesitate to professionally demonstrate the ability to see something new in difficult issues" [2, p. 42].

The most important and difficult task facing the psychological service in the education system is to constantly monitor the activities that serve to improve the quality of training and education. The need to adapt these processes to the natural and social laws of children's development, to harmonize them with the main provisions of the theory of education and upbringing, as one of the main areas of activity of a practical psychologist, should always be in the center of attention. Being a representative of the science of psychology, the practical psychologist evaluates the optimal choice of methods of teaching and educating children from the standpoint of this science, carries out the development of practical recommendations based on science in various children's training and educational institutions.

The main purpose of psychological services in the education system is to actively influence, along with other subjects, the formation of the individuality of children, the growing generation, the creative attitude to life in preschool and school age. Its range of activities includes the development of children's interests and tendencies, the identification of factors that cause defects in the formation of personality and intelligence, the prevention and correction of such defects, ie taking appropriate measures to prevent them. One of the main goals of psychological services in education is to ensure the mental health of students. Scientific research has long shown that the basis of mental health is healthy mental development at all stages of ontogeny. Mental health care requires a sensitive and caring attitude towards the child's inner world. From the earliest stages of life, it is necessary to be sensitive to the child's feelings and experiences, entertainment and interests, knowledge and abilities, attitudes to the world around him, the elderly, and social events. [4, 29 p.]

Psychological service in the modern education system poses the following specific and important tasks for the practical psychologist:

1. To identify the level of readiness of children for school training, to develop an individual work program with teachers to ensure their better adaptation to school learning conditions, school life;
2. To keep special control over the transition and crisis periods in the child's life; to determine the readiness of children to enter the first grade, to enter secondary school from primary to primary school, to develop an individual work program with teachers and parents;
3. Carry out diagnostic correction work with children who are lagging behind in training and have complex behavior ("difficult");
4. To carry out diagnostics of students' intellectual, personal and volitional-emotional spheres, to carry out their correction;
5. Identify and eliminate the psychological causes of conflicts in the interpersonal relationships of students with teachers.

6. To inform school principals, teachers and parents about the psychological problems of training, education and development of students, the characteristics of their attention, memory, thinking, speech, will, emotional and intellectual world.

Professor Ajdar Agayev writes about psychology in schools: "Environmental problems have a great impact on human psychology. According to doctors, perhaps 80 percent of newborns are born with defects. In addition, these children have certain mental and emotional disabilities. This means that there is a need for psychological services as a vital requirement. Where there is communication and attitude, there is a level and style of behavior. As a result, there is a special need for psychological approaches."

Continuing his opinion, the professor commented on the level of organization of psychological services in secondary schools, noting that "Currently, there is a great need for psychological services and psychologists in our schools. Some schools have good psychological staff. But most of them are staffed, do not conduct any psychological experiments, do not do psychological diagnostic work, just come and go to work.

Some parents also ask, "Why are you watching my child?" his thoughts also hinder the work of the psychologist. I would like psychological work to be carried out very strongly in our schools today and to take its place as a key figure in the school. This can have a significant impact on propaganda, research, and psychological health." [5, 32 p.]

Psychological service in education is not only an important part of the entire education system, but also an integrated phenomenon that involves the integrity of scientific, applied, practical and organizational areas. At the same time, there are 3 main directions of psychological services in the education system, being scientific, topical and perspective. The scientific direction envisages the creation of a scientifically based concept of psychological services in the education system, the definition of the functions and position of the psychologist in training and educational institutions, the development of technology and the necessary equipment of a practical psychologist. This technology should be based on the indicators of training and education of personality development and formation obtained on the basis of scientific research. In educational institutions, practical psychologists work with children, classroom staff, teachers and parents to solve a specific problem. They are not involved in the development of new programs and methods for psychological services in education, the study of mental patterns, and so on. do not deal with. For a practical psychologist, these materials are provided by science. A practical psychologist must be able to professionally use these achievements of science and apply them in his work. The practical psychologist must be able to have the maximum impact on the mental, personal and individual development of children, the gradual self-determination of graduates at the end of school education, the free entry into independent life.

Psychological service is a specific area of systematic activity. Its implementation is based on two main directions, current and perspective.

Specific difficulties in the training and education of children, behavioral disorders, communication problems in the system of relationships are discussed and resolved. Predictive programs to take into account the individual characteristics of the child, its harmonious development, psychological Specific training programs are being developed and implemented. This, in turn, is possible on the basis of creating favorable psychological conditions for the development of everyone.

Each of the current and perspective directions mentioned is closely related and influences each other. However, the perspective direction is more important in terms of the goals and objectives of the psychological service system. The most important thing here is for the practical psychologist to properly reconcile the first and last goals in relation to the child.

At the first stage of the interaction with the child, the practical psychologist determines the state of his / her readiness for systematic school training. There are currently many comprehensive diagnostic programs and methodologies for practicing psychologists to accomplish this task. By using these techniques correctly, a psychologist can determine the optimal means of influence for the training and education of each child.

In the final stage of the school psychologist's interaction with the child, the goal is to determine his / her life self-determination, career choice, orientation, personal and social maturity. Because vital self-determination occurs during adulthood, psychological preparation in this process requires the practicing psychologist to consider the following aspects.

- a) formation of high-level psychological structures, first of all, self-awareness in schoolchildren;
- b) the level of formation of needs that ensure the inner richness of the personality, the fullness of the content; determining the level of moral orientation, time perspectives and values orientation;

c) To ensure that each senior student understands his or her abilities and interests and, as a result, develops his or her individuality.

“Currently, school psychologists are unaware of the content of subject curricula and find it difficult to provide necessary assistance to teachers in this area. Teachers, on the other hand, approach the problem from a purely pedagogical point of view and do not strictly follow the principle of individualization and differentiation of the learning process when assessing students' abilities. As a result, the development of skills necessary for the future life of the student is not provided enough” [6, p.62].

One of the important directions of the practical activity of a practical psychologist is psychoprophylaxis. Its main task is to identify and eliminate in a timely manner the factors that hinder the normal intellectual and spiritual development of the child. As a psychologist dealing with this issue, the practical school psychologist refers to the knowledge arising from the laws of mental development of children, primarily the practical knowledge provided by the sciences of pathopsychology and defectology in the field of psychology and medicine.

One of the practical tasks of the psychological service in the education system is to have a practical impact on children, teachers, parents and heads of educational institutions who are directly involved in the pedagogical process. In the course of this influence, the psychologist directly assists the mentioned subjects in the course of training and education. In this case, the practical psychologist acts as a teacher, psychotherapist, counselor and proofreader.

In addition, the school psychologist is also involved in diagnostic and correctional work with retarded and undisciplined students, in diagnosing the intellectual, personal and emotional-volitional characteristics of students that hinder the normal course of the educational process, psychological problems of children's education, memory, thinking, character, etc. is closely involved in serious work in the field of development.

Although significant progress has been made in the field of psychological services in our country, and the provision of qualified personnel has significantly improved, there are still important issues that need to be addressed.

Conclusions. The goals of the education system of Azerbaijan are set out in a framework document: “In the modern era, the National Curriculum enhances the role of information and communication technologies in the globalization and universalization of social, political, cultural and social life, as well as the abilities and competence of each person. Given its importance, it has the necessary level of education and skills for making independent decisions” [1].

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