

THE ROLE OF THE PSYCHOLOGICAL AND PEDAGOGICAL COUNCILIUM IN THE EDUCATIONAL PROCESS OF HIGH SCHOOL STUDENTS

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Abstract

In research conducted by psychology, the problem of choice and its role in personality formation is one of the main problems of human life.

The existing system of education in secondary school places the graduate of the basic stage before the need to make a serious choice in determining his position in relation to the educational profile of grades 9-11. Based on several age characteristics, high school students have serious difficulties in solving this problem and, of course, need specially organized support.

Keywords: upbringing, councilium, education, psychology, upper class, psychoprophylaxis, methodical recommendation

In our Republic, it is necessary to determine the psychological, emotional, physical, and social readiness of the child at various stages of upbringing and education in modern society, preparing the younger generation for life in modern society. These requirements can be implemented with a differentiated approach to the goals and content of the correction.

The problem of choice and its role in the formation of personality is one of the fundamental problems of human life, studied by psychological science.

According to the literature, scientists conducted research on an unhealthy socio-economic and psychological environment in the family, a healthy lifestyle, and pedagogical issues (Baratov Sh. B., Yuldashev Zh. G., Saidakhmedov N. S.).

The current system of education in high school puts the graduate of the main stage before the need to make a serious choice in determining his own position regarding the profile of education in grades 9-11. Due to several age characteristics, a teenager experiences serious difficulties in solving this problem and, of course, needs specially organized assistance.

Such assistance is provided within the framework of the profile orientation of schoolchildren, the main principles of which are largely based on traditional approaches to career guidance work with adolescents, widely represented in the works of L.I. Bojovich, E.A. Klimova, I.S. Kona, A.K. Markova, L.M. Mitina, N.S. Pryajnikov and other psychologists.

Until today, in modern psychological literature, a number of authors (I.V. Kuznetsova, G.V. Rezapkina, S.N. Chistyakova and others) have presented programs for working with schoolchildren, especially high school students within this stage; a system of activating methods of group and individual work with schoolchildren was proposed, aimed at developing awareness and independence of the choices being made (N.V. Samoukina, N.F. Rodichev);

training programs were created (L.F. Ann, Yu.V. Tyushev); options for advisory assistance were worked out (O.N. Pavlovskaya, E. Rammer).

Particular attention in these studies is paid to creating conditions for increasing the readiness of high school students to make decisions about their professional and educational choice through the development of a system of factors of an intrapersonal nature. At the same time, the specifics of external social influences exerted on the student in each period by the immediate environment, i.e., parents, administration teachers, and the school psychologist, often remain outside the scope of the analysis.

The experience of a teacher-psychologist proves that the multidirectional influence on a teenager by parents, a class teacher, subject teachers, school administration provokes some conflict situations, gives rise to an increase in school anxiety, reduces interest in learning and ultimately makes it difficult to subsequent adaptation processes at a new educational level. Based on this, this situation, of course, reduces the satisfaction of high school students with the learning process and the emerging relationships.

To eliminate the above situations, our goal is to develop methodical recommendations about the important stage of psychoprophylactic work of the psychological-pedagogical concilium based on the theoretical basis of the psychological-pedagogical concilium. It consists in testing the created methodological recommendations and its educational and methodological support in experiments and evaluating their effectiveness.

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