

PSYCHOLOGY

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ORGANIZATION OF ACTIVITY OF THE SCHOOL PSYCHOLOGIST

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Abstract

In article problems the organization of activity of the school
psychologist are considered. And also the main directions psychological activity
of the school psychologist and school psychological activity as uniform process
are defined.

Keywords: Organization, activity, school, psychologist, directions,
uniform process.

As well as any other organizational system, school practical activities
of the psychologist, live and capable to functioning and development, assumes
availability of some basic, central moments of work on which as on a basis all
other types of activity can be strung. We consider that as that maintenance in a
paradigm the psychology and pedagogical consultation can be considered.

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In content and forms of the organization of a consultation the most important theoretical bases of a paradigm of maintenance as much as possible are implemented. Namely:

- its participants are the main subjects of teaching and educational process at school (administration, teachers, the psychologist, the health worker) and exchange of information between them allows to gain rather complete impression about the school status of the child;

- in the course of an equal cooperation on a consultation general strategy of escort of each pupil in the main spheres of his school activity is developed: subject training and communication, moral, intellectual, physical development, etc.;

- implementation of solutions of a consultation allows the school psychologist to achieve a main objective of the practical activities — to create optimum psychological conditions for training and development of school students;

- the organization of a consultation and implementation of its decisions requires "connection" of practically all listed above types of practical activities of the school psychologist.

We will stop on the last thesis in detail and we will consider preparation, carrying out a consultation and implementation of its decisions as the continuous process consisting of several main stages.

The first stage — statement of a problem. As starting points for the organization of a consultation two widespread school situations can serve: a request to the psychologist from the teacher or parents concerning problems of training or behavior, sometimes — a mental condition of the specific pupil (it is the first situation), and the planned inspection of school students of a certain parallel according to the program of a diagnostic minimum (the second situation). In either case it is about statement of a problem. Following the results of a diagnostic minimum all examined group of school students conditionally is divided into two subgroups: psychologically safe and school students with certain difficulties in training and development. As the essence of these difficulties and their origin aren't always obvious at this stage of work with the child, concerning the second subgroup only some assumptions concerning the nature and content of the revealed problems can be made and the circle of further diagnostic work is outlined. The request received from teachers and parents (sometimes – the teenager), also shall undergo the determined "psychological handling", check on justification before it turns into a psychological hypothesis concerning a being of problems of the school student. Both assumptions are also a basis for planning and carrying out profound psychological inspection of the child.

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The second stage – refining of a problem – begins with carrying out profound psychodiagnostics. As its carrying out was preceded by serious analytical work of the psychologist, in the prevailing majority of cases there is no need to conduct general profound examination of mental features of the child, and it is possible it will be limited to implementation of a certain psychodiagnostic scheme.

In addition to actually individual diagnostic work with the child, at this stage collection of the additional information from teachers, the class teacher, parents necessary for refining of the psychological diagnosis is supposed.

Synthesizing and generalization of all information on the child (conditionally speaking, "assembly" of the complete school status) is performed on a consultation which is on a joint of the second and third stage. We will remind that during a consultation the main objectives are solved: receipt of all information, necessary for successful maintenance, on the school status of the child and development of single strategy of psychology and pedagogical maintenance, the solution of the first task belongs to the second stage of work.

The third stage – the problem resolution. Within this stage also work of a psychology and pedagogical consultation (the solution of the second task), and activities of each participant of a consultation for implementation of its decisions is developed. On a consultation certain notion of an urgent condition of the child and the prospects of his next development is created, specific steps and methods of escort of the school student at this grade level are developed. Also specific objectives of each subject of maintenance in relation to this child or this student's group, a school parallel are determined.

Work of the psychologist on implementation of solutions of a consultation includes implementation of the following areas of work:

1. The general developing work in relation to all school students of this parallel;
2. The special developing or advisory work in relation to school students with the revealed psychological problems of training and development;
3. Consultation of teachers and parents concerning training and development of specific school students and student's groups;
4. Consultation of school administration following the results of a diagnostic minimum and a consultation;
5. Social and dispatching activities in relation to the children, parents and teachers needing specialized social psychological assistance.

These areas of work find specific substantial filling in the light of the strategy of maintenance developed on a consultation taking into account all information which is saved up about the school status of the specific child or this class.

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On the other hand, we see that they practically exhaust those obligatory activities of the school psychologist which are allocated by us in case of a statement of conceptual bases of our model. It allows us to consider a psychology and pedagogical consultation as the central link of activities of the school psychologist uniting around himself the main forms of work.

Directly not connected with a consultation there were such activities as education of school students, their parents and teachers and social and intermediary work in pedagogical collective in case of permission of the intra school conflicts. As for education, will be reasonable to coordinate in the provisional plan psychological education of school students of a certain parallel to that period of training when they most of all communicate with the psychologist and are oriented to psychological knowledge – with the period of the organization and carrying out psychology and pedagogical consultations by results of a diagnostic minimum. Thereby we include this work type in general system of escort of school students of a certain parallel.

Rather social mediation in case of the conflict resolution and negotiating we will note that this form of work substantially exists out of logic of a paradigm of maintenance and represents "skoropomoshchny" psychological activities, the answer of the psychologist to the urgent social and psychological situation which developed at school. At the same time the mediated communication of such work with efficiency of maintenance, undoubtedly, exists as successful permission of the arising conflicts in various systems of the intra school relations allows to remove a number of urgent problems which can significantly affect training and development of pupils.

Thus, we isolated the central, backbone aspect of school psychological practice and described activities of the school psychologist as complete process. An algorithm of work of the school psychologist, since the moment of statement of a problem and finishing with implementation of solutions of a consultation and control of execution of specific work types, represents a basis cycle of activities. Taking into account the fact that within academic year the school psychologist will organize and carries out six diagnostic minima in various parallels, his work can be presented in the form of 6 basis cycles which are smoothly passing each other and including various forms of work with children of other school parallels in intervals (generally work on specific requests of teachers, parents, class teachers or school students).

The central moment of work of each cycle is the system of psychology and pedagogical consultations on which the results of a diagnostic minimum and problem of training and development of school students of other age revealed during check on justification of requests of teachers and parents are discussed.

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The system of psychology and pedagogical consultations shall be legalized at school as the most important form of a regular cooperation of teachers, administration and the psychologist. Besides, both consultations, and inspections within a diagnostic minimum shall be included in the work plan of school as an obligatory form of the events held with children, teachers and parents. Without accomplishment of these requirements it is extremely difficult to organize a little productive work of the school psychologist, especially it is impossible to plan and realize it as complete process of maintenance.

The understanding of school psychological activity begins with the answer to the major question: and what in general in essence is work of the school psychologist? Many types of professional psychological activity are known. It is possible to teach psychology or that is very close, to be engaged in psychological education. There is a psychological research work, there is an applied psychological activity or as F. E. Vasilyuk speaks, "others" practice in various spheres of social life – business, medicine, pedagogics, etc.

School psychological work as form of professional practical activities, needs the theory which could help it to answer questions: What for? That? How? Why the school practical psychology and what objectives the psychologist wants to achieve is necessary? Who main subject to use of professional efforts? What the psychologist what limits of his professional competence specifically has to do? How to organize the activity so that not to become "errand girl" or "whipping boy" in school teaching and educational system? As shows the analysis of the real situation in this area, the existing academic knowledge a little than can help with search of such answers. The expert psychologist needs the special theory, the theory which could serve as the guide to action, means of understanding of sense of the actions. It is about creation by the person, using L. S. Vygotsky's definition, the psychotechnical theory, the theory of practice.

We called the theoretical approach "a maintenance paradigm", wishing to emphasize thereby its activity orientation, orientation not on an object, and for work with an object. Why we highlight this last moment? The academic science is a theory of "object" as which the child, his thinking, installations and so forth can be considered, and the psychotechnical science is a theory psychological "works - with - an object". In our case — with the child, his thinking, installations also we designate. Why it seemed to us such important? In the very first turn because the different view on the child within psychological activity is set essentially. As a matter of fact it is not an object in classical sense of this word, and the subject.

Maintenance for us is a certain ideology of work, it is the very first and most important answer to a question why the school psychologist is necessary. However before in detail stopping on the maintenance of this concept of our

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concept, we will consider in general a situation in domestic psychological school practice from the point of view of those purposes and that ideology which are put in various existing approaches.

It is possible to speak, in our opinion, about three main ideas lying in the basis of various models of school psychological activity. Idea the first: an essence of psychological activity — in the scientific and methodical leadership in teaching and educational process at school. The idea is, frankly speaking, not new, known to domestic school since pedagogy and in own way very attractive. Especially for teachers. It is also widespread considerably in the pedagogical environment, in concepts of the authors focused on work with teachers and pedagogical methods.

Idea the second: sense of activity of the school psychologist — in assistance to the children experiencing various difficulties of the psychological or social and psychological nature, identification and prevention of these problems. It, undoubtedly, "the" practice clear and close to heart of any professional psychologist. The idea is not new too and too is very attractive to people of a certain vocational guidance. Within such models functions of the teacher and the psychologist rather accurately get divorced.

Idea the third: an essence of school psychological activity — accompanied by the child in the course of all school training. The concept of maintenance is thought up too not yesterday, but gained special popularity in recent years. Appeal of the idea is clear: it really gives the chance to organize school psychological activity as "the" practice, with the internal purposes and values, but it at the same time allows to interweave this practice into fabric of teaching and educational pedagogical system organically.

So, maintenance is a system of professional activity of the psychologist directed to creation of social and psychological conditions for successful training and a psychological child development in situations of school interaction. Object of school psychological practice training and a psychological child development in a situation of school interaction, as a subject — social and psychological conditions of successful training and development acts.

Method and ideology of work of the school psychologist is maintenance. Also means it for us the following.

First, following behind a natural child development at this age and sociocultural stage of ontogenesis. Escort of the child relies on those personal achievements which really the child has. It to be in logic of its development, but not artificially sets to it the purposes and tasks from the outside. This situation is very important when determining content of work of the school psychologist.

Secondly, creation of conditions for independent creative development by children of system of the relations with the world and by itself, and also for commission by each child of personally significant vital elections. Inner world

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of the child is autonomous and independent. The adult can play an important role in formation and development of this unique world.

Thirdly, in the idea of maintenance the principle of secondariness of its forms and contents in relation to the social and teaching and educational environment of activity of the child is consistently carried out.

Maintenance is considered by us as process, as complete activity of the practical school psychologist within which can be allocated three obligatory interconnected a component:

1. Systematic tracking of the psychology and pedagogical status of the child and dynamics of his mental development in the course of school training. It is supposed that from first minutes of finding of the child at school, information on various parties of his mental life and dynamics of development begins to gather and collect carefully and confidentially that it is necessary for creation of conditions of successful training and personal growth of each school student. For receiving and the analysis of information such methods of pedagogical and psychological diagnostics are used. At the same time the psychologist has clear ideas that he has to know about the child at what grade levels diagnostic intervention is really necessary and what minimum means it can be carried out. It considers also that in the course of collecting and use of such psychology and pedagogical information there is a set of serious ethical and even legal questions.

2. Creation of social and psychological conditions for development of the identity of pupils and their successful training. On the basis of data of psychodiagnostics individual and group programs of a psychological child development are developed, conditions of its successful training are defined. Implementation of this point assumes that teaching and educational process in educational institution is constructed according to flexible schemes, can change and be transformed depending on psychological features of those children which came to study to this institution. Besides, the known flexibility is required from each teacher as his approaches and requirements to children should not be stiffened too, should not proceed from any abstract idea of an ideal, and be guided by specific children, with their real opportunities and requirements.

3. Creation of special social and psychological conditions for assistance to the children having problems in psychological development, training. This direction of activity is focused on those school students at whom certain problems with assimilation of a training material, socially taken behavior forms, in communication with adults and peers, mental health and other are revealed. For rendering the psychology and pedagogical help to such children the system of actions, concrete actions which allow them to overcome or compensate the arisen problems has to be thought over.

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According to these main components of process of maintenance our model is filled with concrete forms and content of work. First of all, some of the major directions of practical activities of the school psychologist within maintenance process are allocated: the school applied psychodiagnostics developing and psychocorrectional activity, consultation and education of teachers, school students and their parents, social and dispatching activity. In the directions formulated in a general view there is nothing new.

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