



PSYCHOLOGICAL SERVICE – AS AN INTEGRAL PART OF THE EDUCATION SYSTEM

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Abstract

In the article, the author explained that the organization of a psychological service in higher educational institutions is the need of the time, and focused on the tasks of the psychological service.

Keywords: Higher education, psychological service, teachers, psychological knowledge.

PSIXOLOGIK XIZMAT – TA'LIM TIZIMINING AJRALMAS QISMI SIFATIDA

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Annotatsiya

Muallif maqolada oliy o'quv yurtlarida psixologik xizmatlarni tashkil etish zamon talabi ekanini asoslab berganicha, psixologik xizmatning vazifalariga alohida to'xtalgan.

Kalit so'zlar: oliy ta'lim, psixologik xizmat, pedagoglar, psixologik bilim.

As time progresses, the demands placed on the education system and on the specialists being trained continue to increase. This not only necessitates the modernization of technology, tools, and the introduction of digital technologies



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to improve the quality of life, but also requires special attention to changes in human worldview. Today, the demand for psychological services is significantly high. Indeed, while the nineteenth century was considered the century of biology and the twentieth century the century of technology, the twenty-first century is rightfully regarded as the century of psychology. From this perspective, the participation of professional psychologists in the education system has become essential.

It is clear that psychological services in general and secondary education institutions are indispensable. This is because as children grow and develop, they experience psychological, psychophysiological, and personal changes that require professional monitoring and support in resolving issues with parents, relatives, teachers, and classmates. However, the question arises: *Is it necessary to organize psychological services in the higher education system?* To what extent do students, who are on the verge of maturity and entering adulthood, need psychological support?

The goal of higher education is not only to increase the volume of acquired knowledge and skills but also to nurture and develop individuals who can think independently, take initiative, compete successfully, and act effectively in the market environment. Therefore, under the conditions of rapid socio-economic changes in the country, it is advisable to establish an appropriate approach to the psychological, social, and personal characteristics of future specialists. How important is it to organize psychological services in higher education institutions—is it a “requirement of modern trends,” or is it the illusion of psychologists who claim that “everyone needs support and help from birth to death”? These questions remain open, while another question takes precedence: *Can modern psychological science and practice meet the high demands of the higher education system?*

The necessity of creating psychological services in higher education institutions can be explained as follows:

First, it reflects society’s focus on moral values and, most importantly, psychological health. Today, the concept of “health” includes not only the absence of physical illnesses but also psychological maturity, as well as the ability of an adult to adequately solve professional, family, and personal problems.



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Second, changes within the education system itself—namely, the transition to a credit-modular system—require the shift from “knowledge as acquaintance” or “knowledge as replication” to the formation of key competencies, abandoning authoritarian management styles and adopting a person-centered, democratic approach. Preparing competitive and professionally self-developing personnel thus becomes a priority.

Third, there is a need to rehabilitate educational activities in higher education institutions, whose primary goal is to create conditions for the all-round development of the future specialist’s personality.

An analysis of literature from the past decade shows that such services in higher education institutions are necessary:

- to make higher education not only professionally but also personally developmental;
- to address the problem of improving the quality of higher education through psychological factors;
- to eliminate the contradictions and costs of modern higher education didactics;
- to help students transition from a reproductive learning format to a creative, developmental one;
- to overcome the inconsistency between cognitive and personal components of professional training.

Psychological services in higher education institutions include:

- psychological consultations for students, teachers, and staff;
- psychological diagnostics—identifying individual characteristics and abilities, determining the consequences of disruptions in learning, development, and social adaptation;
- psychological prevention—developing specific recommendations for preventing stress and conflicts, and assisting teachers in teaching, educating, and developing students;
- psychological education—cultivating the need for psychological knowledge among teachers and students, forming the desire to use it for personal development, and providing information on psychological problems as required.

The psychological service of a higher education institution may use the resources of both local and international psychology and practice, including:



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- psychological technologies of personality development;
 - the psychology of education and individualization—approached critically from the standpoint of contemporary social realities.

To organize psychological services in higher education institutions, it is necessary to:

- develop theoretical and organizational foundations for the functioning of psychological services in higher education;
- create normative documents governing their activities;
- establish methodological centers to supervise the work of psychological service specialists;
- organize specialized advanced training courses for psychological service professionals in higher education;
- regularly hold meetings, seminars, and round tables to study and exchange experiences;
- ensure scientific and methodological support for the activities of psychological service specialists (including publishing training manuals, creating websites containing methodological resources, diagnostic tools, research developments, and documentation) [1].

According to M. V. Kaltaeva, based on her research for the degree of Candidate of Psychological Sciences, “the psychological service of higher education institutions can operate at various organizational levels: at the overall organizational level (involving all participants in the educational process); at the level of departments or divisions (faculty, department, unit); at the level of primary collectives (for example, a student group); and at the individual level (student, teacher, parent, etc.). Depending on the target level, psychological services can employ individual, group, and mass forms of work” [1].

Three stages of psychological monitoring can be distinguished in higher education institutions. At the first stage—adaptation to educational activity—students’ interests, inclinations toward professional activity, motivation, general development level, and specific traits are identified. Moreover, individual educational trajectories are designed for each student. The second stage—specialization—involves focusing on learning and future professional activity, self-realization, self-development, and self-determination. The third stage—



professionalization—includes diagnosing professionally significant traits, assisting in setting and achieving personal and career goals, developing career growth programs, and fostering the ability for self-regulation and self-management in educational and professional activities [2].

Thus, the activity of psychological services in higher education institutions constitutes an integral part of the educational and upbringing system. The organization of such services requires taking into account ongoing processes in society and education, as well as meeting the needs of psychological service consumers.

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