

## **Specific Importance of Application of Knowledge in the Field of Psychological Assistance and Counseling in Practice**

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**Abstract:** This article highlights the application of knowledge in the field of psychological assistance and counseling in society and what a psychologist should pay more attention to when applying this knowledge, mainly in the process of working with a child. There is no doubt that the principles of socio-economic development also depend on the successful implementation of the process of psychological service, which helps to make the right decisions. Many scientists consider it necessary to solve the problems of the all-round development of the personality and its activity on the basis of practical recommendations of psychology. This article points out that the assimilation of psychological knowledge not only contributes to the development of psychology, but also makes it possible to quickly find solutions to psychological problems.

In addition, research aimed at defining the methodology, principles and objectives of psychological services suggests that the interaction between the psychologist and the client can further enrich psychological knowledge as a result of identifying the inner world, character and temperament of the client.

**Key features:** Psychological service, consultation, psychodiagnostics, psychocorrection, development, individuality, potential, differential, practical psychologist, interview, problem, procedure, consulting methodology.

### **Introduction**

Our President emphasizes in a number of his speeches and works that the formation of a new Uzbekistan and the development of a new human psyche, its perfection as an important factor, and at the same time, providence of the consistency between new actions and new ideas in the conditions of a new Uzbekistan, are inevitable social necessities. There is no doubt that the fulfillment of these tasks also depends on the successful implementation of the process of psychological services that help each person and his activities to develop based on the requirements of today's principles of socio-economic development.

Indeed, many scholars have expressed their views on the need to approach the problem of comprehensive development of the individual and his activities on the basis of practical directions of psychology. In particular, as a result of long-term researches conducted by I.V. Dubrovina and X.Y. Limets, Y.L. Sierd, it should be noted that the introduction of psychological assistance in secondary schools is the first step in this direction in the CIS countries. Moreover, a number of theoretical, scientific and practical-methodological works on the introduction of psychological assistance in secondary schools, preschools and family systems of Uzbekistan were conducted by Uzbek scientists, including E.G. Goziev, M.G. Davletshin, G.B. Shoumarov, B.R. Kadyrov, R.Z. Gaynutdinov, V.M. Karimova, N.A. Soginov, Z.T. Nishonova. Their work is to some extent the basis for the introduction and development of psychological assistance in our Republic. Nowadays, there are two types of psychologists working in schools, high schools and colleges who come to applied psychology in two ways. The first type is a teacher, who was a graduate of

the psychology department of a university and the second was a teacher at the school for some time, then completed a course in practical psychology and then returned to their schools as a psychologist.

The question arises as to which of these two groups of psychologists is more productive. Basically educated psychologists have a good professional knowledge, they know psychological methods well. But they are not aware of all the features of work in school life. Teacher psychologists, who have a second specialty, on the contrary, are well acquainted with school and pedagogical practice, but feel a lack of psychological knowledge and psychological work skills. Today, psychology affects people's practical activities in many different ways. One of them is the provision of psychological assistance to various segments of the population.

Specially trained psychologists should be able to provide psychological assistance and advice to parents in the disorder conditions of the normal development of child rearing; family members, couples in a family crisis; adolescents in choosing a profession; young people to marry; work teams in collaborating, creating an effective work environment, developing leadership qualities; managers in shaping communication methods.

Psychological counseling should be based not only on the psychologist's knowledge of the subject of discussion and analysis, but also on his knowledge of the laws of the counseling process itself, its strategy and tactics.

There are five main areas of psychological assistance set out in the enactment. These are: Psychoprophylaxis, Psychological Advocacy, Psychological Diagnostics, Psychological Correction, and Psychological Counseling. Only if every psychologist, every parent has scientific and practical knowledge about these five areas will there be a high chance of working with a child or clients with psychological problems. Including: Knowing psychodiagnostics is even more important. Psychodiagnostics is a theoretical science on the one hand, and on the other hand is one of the areas of practical activity of the psychologist. Psychodiagnostics as a theoretical science is inextricably linked with other disciplines of psychology. In addition, psychodiagnostics is inextricably linked with disciplines such as general psychology, differential psychology, medical psychology, youth psychology, legal psychology, military psychology, labor psychology, and sports psychology.

All areas perform specific functions, although they are shown separately, they are all interrelated and sometimes diagnostics simultaneously perform a partial preventive function, or psychological clarification can be evaluated as a preventive measure. Furthermore, each direction should have specific tasks. Acquiring psychological knowledge contributes to the development of the field of psychology, as well as provides an opportunity to quickly find solutions to psychological problems.

In the context of research aimed at defining the methodology, principles and tasks of social psychology, we see that the problem of psychodiagnostics is also hidden in a sense. Indeed, the practical role and prospects of the main criteria of all social psychological principles created to date, such as, "unity of person and activity", "development of consciousness in action", "behavior", "individual approach", "attitude", "lifestyle", "social institution", "objective and subjective reflection of existence", "community", "social satisfaction", "social behavior" in society cannot be fully imagined without the application of psychological services.

## Materials and methods

In particular, the introduction of the problem of approaching socio-psychological phenomena today on the basis of human development and values by M.G.Andreeva, Y.M.Zabrodin, D. Carnegi, Y.Goziev, V.M.Karimova, I.S.Kon, C.I. Koralev, B.D.Parigin, Y.V.Shoroxova, S.I.B.Shoumarov and the problem of a psychological approach that serves to ensure the harmony of personality and activity by Abul'xanova-Slavskaya, J.Bruner, L.S.Vigotskiy, M.G. Davletshin, U.James, A.G.Kovalev, A.N.Leont'ev, A.V.Petrovskiy, S.L.Rubinstein, V.A.Tokareva, D.I.Feldistein, Y.Fromm, B.R.Qodirov, requires more serious consideration and reflection on the methodology of psychological services.

The interview conducted by the psychologist is described as the main method of psychological counseling, and based on the initial considerations, the psychologist-counselor works on the client's instructions. If this order involves dialogic work, then it is not diagnosed at a specific time or by another psychologist-counselor, he analyzes the client's condition as unique, applying special knowledge for this analysis. Conversation is a unique way of analyzing a specific situation in a client's orders, which is to create alternatives for his actions, experiences, feelings, thoughts, goals, i.e. to create more mobility of his inner world. What makes an interview different from other work methods of the psychologist? First of all, the conversation is always individual, it involves building a topic of interaction between the psychologist and the client. The subject of the interaction will be the client's inner world, and the modalities it describes will form the subject of the psychologist's and client's interaction.

For example, a client's experience or actions may be the subject. However, for a conversation, it is very important that the subject of the interaction that defines the relationship between the client and the psychologist is the client's inner world. The process of conversation is aimed at changing the client's attitude towards his inner world when discussing various topics - making it more intense. The topic of the conversation is determined by the client in a clear, firm individual life setting, the same topic, for example, the experience of a parent's failure, can be set in a different context; for example, a single-parent family, remarriage, or a person who has the rights of a trustee rather than a parent.

The interview involves interacting with the client through questions and specific assignments that reveal the client's current and potential opportunities. Questions are the main way a psychologist can influence a client during a conversation. The literature typically describes a five-step model of the interview process. Let us talk about this in more detail. The first step in a conversation is to structure, understand, or often say, "Hello!" In this first stage, which can last from a few seconds to ten minutes, the psychologist and the client decide what goals are. The psychologist corrects the situation by determining what will be the subject of his interaction with the client. He informs the client about his capabilities. At the same time, the psychologist solves the problems of establishing communication with the client, compatibility, interaction. The specific options for solving these problems depend on the individual and cultural characteristics of the client. At this stage of the conversation, the client addresses the problem of achieving psychological comfort, i.e., the interview situation and the emotional and cognitive perception of the psychologist's personality. This phase of the conversation ends when a meeting occurs between the psychologist and the client, which they can express in the following formula: "I feel it, I understand" (psychologist) "They listen to me, I trust this person" (client).

The second phase of a conversation usually begins with gathering information about the

content of the topic: the problem is covered; the problem of identifying the client's potential is being addressed. Labeling this stage of the conversation: "What is the problem?" The psychologist decides on the following questions: "Why did the client come?", "How does he see his problem?", "What are his options for solving this problem?" Based on the suggested topic material, the psychologist understands the positive possibilities of the client in solving the problem.

After that, the third phase of the conversation begins, which can be defined as the desired outcome. The tab for this phase of the interview is "What do you want to achieve?" The psychologist helps the client determine his or her ideal, resolving the question of what he or she wants to be. It also discusses what will happen when the desired result is achieved. Some customers start at this stage. If the psychologist is already clear about the client's goals, recommendations should be made immediately.

The fourth stage of the conversation is to develop alternative solutions. The sign for this stage is "What else can we do about it?" The psychologist and the client work with different solutions to the problem. The search for alternatives is done in order to avoid rigidity and the choice between alternatives. The psychologist and the client examine the client's personal dynamics. This stage can be long. The psychologist must take into account that the right decision for himself may be wrong for the client, however for some clients clear guidelines are needed.

The fifth stage of the conversation is to summarize the previous stages, moving from learning to action. The label of this stage is "Do you do this?" The psychologist tries to change the thoughts, actions, and feelings of clients in their daily lives outside of the interview situation. It is clear from consulting practice that many clients do nothing to change. Therefore, the actions of the counseling psychologist in formulating recommendations should be considered and various factors should be taken into account to achieve this. No scientific school or guidelines should be followed in interpreting a client's confession. Consultants need to combine different options to solve the client's problem. As a rule, there should be at least two or three of them, so that the client can decide for himself how to behave later. To do this, a good enough study of the characteristics of life, the usual states of behavior and the main attention is paid to the main mistakes. In addition, the advice and recommendations should be practical and relevant to the real life of the client.

If a man is "tied" to his paralyzed wife and can't leave her alone for long, you can't recommend traveling around the world. However, we can help create the conditions for traveling the world at home.

### **Result and discussion**

There are three main features of psychological counseling for children:

- children almost never seek professional help from psychologists on their own initiative, often brought in by parents or teachers who have noticed some developmental abnormalities;
- psychocorrectional effect should pass very quickly, because a single problem in children leads to the emergence of new ones, which significantly affects the development of the child's psyche in general;
- the psychologist cannot take responsibility for finding answers and solutions to existing problems, because mental activity and self-awareness in childhood are not yet sufficiently formed, moreover, almost all important changes in a child's life depend on their environment.

Most of the obvious differences between children and adults are in the level of

communication they use. The child's dependence on the parent forces the counseling psychologist to consider their life challenges in relation to each other. At the end of the consultation, the client should maintain the impression of the consultation and the desire to solve his problem, regardless of whether a positive result has been achieved. The counseling psychologist may ask the client to report on what is being done to solve his or her problem, and how the recommendations are being followed. At the end of the consultation, advice and recommendations implementation program will be developed with the client, and deadlines for the implementation of this program may also be set.

The client needs to make sure that they are not wasting their time and that their problem can and should be solved. The counselor should leave a positive impression on the client when saying goodbye and, if necessary, give the impression that he or she is ready for the next collaboration. After the consultation, it is necessary to fill out a personal client card, as well as ask questions for the next prospective meeting. All subsequent meetings are arranged according to a preconceived plan, but when the consultant can verify how the recommendations are being implemented, the client can be contacted face-to-face or by phone to provide additional assistance or encouragement to continue implementing the recommendation. It is recommended to plan the next meetings with the client so that he knows the upcoming meeting and prepares for it, carefully following the recommendations. A psychologist can achieve good results if he conducts counseling with children in a practical way. For example, many parents complain about not being able to concentrate on their children. Sometimes schoolteachers also complain about the distraction of primary and middle school students. Here is an example of an exercise that helps you focus.

**“Find the following words from the box below”.**

**A ball**

**A cloud**

**A house**

**An elephant**

M	P	O	D	B	Y	S	F
E	L	E	P	H	A	N	T
O	E	H	U	Y	C	J	I
B	B	A	L	L	O	K	E
D	C	L	O	H	Y	K	C
S	T	M	H	O	U	S	E
G	J	L	N	X	R	D	P
P	Q	O	C	L	O	U	D

In conclusion, psychological counseling is the work of a psychologist working on specific psychological counseling procedures, which are carried out at each stage of these psychological assistance.

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