

The Role of a Psychologist in Creating a Learning Environment in Higher Education Institutions

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ABSTRACT

The article discusses the educational environment of a higher educational institution, the problems of creating a safe educational environment, the system and role of psychological services in a higher educational institution in its formation. It is also shown that the psychological safety of the educational environment can be considered the most important condition for developing character.

KEYWORDS: *higher education institution, educational environment, psychologist's role, psychological service, psychological support, safe educational environment.*

Today, the educational reform is changing, it is extremely important to evaluate the effectiveness of the educational system and institutions, their compliance with modern requirements and international standards in the field of education. A state that claims a higher level must demonstrate a higher level of education quality. In the concept of developing the system of higher education in the republic until 2030, at least 10 universities of the republic should be included in the list of higher educational institutions in the first 1000 places in the ranking of internationally recognized agencies (Quacquarelli Symonds World University Rankings, Times Higher Education or Academic Ranking of World Universities) [1].

Also in the Concept, the goal of the higher education system is to improve the quality of education, train competitive personnel, effectively organize scientific and innovative activities, develop international cooperation based on the needs of the social sphere and economic sectors, on the basis of ensuring a strong integration of science, education and production.

The implementation of the requirements of the Law "On Education" involves a review of the role of each participant in the educational process. In this regard, the role of a psychologist in creating a psychologically comfortable and safe educational environment in the system of higher education is clearly visible.

As a social personality, a person is greatly influenced by the social, educational and informational environment in which he exists. According to a number of researchers, the concept of "environment" in relation to education is defined as a system of conditions that ensure the development of an educational module that should be included in this system. The concept of the educational environment can be viewed as an analysis of all the psychological and pedagogical conditions for the formation of personality in an educational institution, as well as the highest level of the educational environment.

Creation of the psychological safety of the educational environment is one of the main tasks of the psychological service of education. Psychological safety is a concept that contributes to the development of a psychologically healthy personality. Increasing the level of psychological safety contributes to the harmonization of personal development and psychological health of all participants in the educational process.

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The task of the psychological service is to determine specific indicators of the educational environment, analyze the situation and determine measures aimed at achieving the selected indicators of a safe educational environment.

Thus, the development of its participants is managed as a result of the support of the educational environment.

Continuous monitoring of the psychological safety of the educational environment on the basis of diagnostics allows to control the quality of the psychological conditions in which education is conducted.

Therefore, the psychological safety of the educational environment can be considered the most important condition that allows it to develop.

The psychological "injury" of the training participants, as a result of which positive development and mental health are damaged. The main source of psychological injury is psychological violence in the process of social interaction.

Ensuring the psychological safety of the educational environment and, as a result, the protection and preservation of the psychological health of the participants of education should be the priority of the service in the educational system. To ensure psychological safety in the educational environment, it is appropriate to rely on the following principles:

- on the basis of developing education, its main goal should not be education, but the development of the personality, that is, the development of the physical, emotional, intellectual, social and spiritual spheres of consciousness. At the heart of such an educational process lies the logic of interaction, not influence;
- psychological protection of each subject of the educational process, the implementation of this principle is to eliminate psychological violence on the basis of interaction. The defenseless should receive psychological support and the right to safe communication. This is especially important in the educational process.

It intersects the interests and actions of all the above participants in education. Based on the fact that psychological support should be systematically introduced into the educational process, it is necessary to consider the issue of the structure and models of the pedagogical psychological service.

The traditional model of psychological service in education has existed for more than 30 years. Its functioning presupposes the presence in the methodological center of a small group of psychologists who conduct the methodological work of the school psychological service, control the process of advanced training, and ensure the work of an expert group for the certification of teaching staff.

Such centers work in cooperation with the administration of educational institutions, set tasks for the school psychological service, involve them in projects and activities. The main activity is working with students who are part of the group.

The two-level model can be based on the mutual cooperation of psychological, pedagogical and medical and social care centers and psychological services of educational institutions.

The system of psychological-pedagogical and medical-social centers has developed beyond the traditional model and occupies a unique place. Thus, in certain regions of the Republic, centers with additional functions for psychological and pedagogical support of the educational process will appear in a single educational space, this model will be focused both on working with students and working with problem children.

The activity of a psychologist is structured in detail, there is a complete set of tasks and the clarity of the work order set for the psychologist. This model is technically more complicated than the previous

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ones. Operationalization of activity is carried out not on the basis of normative indicators, but on the basis of independent calculation of the time spent and the collection of evidence of work efficiency by a psychologist.

An attempt was made to take into account differences in the experience and training of psychologists when creating the model. However, the implementation of this model and the creation of a complete psychological service at the school level may be an obstacle to economic conditions and lack of personnel.

Thus, the developed models are primarily related to the general education system, but recently, attempts have been made to create a unified psychological education service.

Based on the experiences of developed countries, the model of psychological service of education is working as a multi-level structure with a single management vertical with its own departments at the level of regional educational institutions.

The second principle is that the psychological service of education, as a service, cannot function effectively at the individual educational institution, city or even regional level. To ensure effective operation, it should be a multi-level structure with a single management vertical that has its own departments at different levels of management.

Within this model, the psychologist of the educational institution is part of the single psychological service of the educational system, which is expressed in two-way subordination: in the administrative direction to the head of the institution, in the professional direction to the head of the psychological service in a higher organization.

It should consist of psychological-pedagogical and medical-social centers at the republican level. Powers at the republican level may include psychological examination of correctional and development programs and innovative projects, teacher certification.

Service development at the regional level of the model is determined by the regional scientific-methodical council, as well as August councils and conferences held within the region. At this level, it is necessary to develop programs and concepts for the monitoring of the educational environment, the development of students and service departments, the examination of textbooks, educational programs, the retraining and professional development of pedagogical staff, and the development of education in the region.

In achieving the goal and solving educational problems, integrity, organizational unity should be ensured by the Republican level of service management. For this purpose, it is proposed to create a department in the ministry that monitors the activities of school psychological service, centers, vocational and additional educational institutions and others. In addition, the Scientific and Methodical Council of the Republic should design activities and develop services taking into account the needs of the educational system and scientific achievements.

Functionally, the work of the psychological service at the local level, at the university level, is divided into two main directions: situational and strategic. The orientation of the situation is aimed at solving current problems related to specific difficulties in teaching and educating students. The strategic direction is aimed at developing the personality and individuality of each student, self-education, forming his/her psychological readiness for socialization, creative professional life in society. These two areas are closely related.

Psychologists of higher educational institutions solve strategic tasks, provide constant, appropriate support to students and teachers who need them, work on improving the psychological climate in educational groups, which affects the improvement of educational efficiency and motivation for

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professional and educational activities among students. A psychologist participates in the formation of a psychologically safe and comfortable educational environment in an educational institution.

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