



Importance of Psychological Preparation in the Higher Education System

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Abstract: The operational services of psychology must receive the various requests, organise the effective interventions and mobilize the necessary skills of all the education staff (teachers, lecturers and professors, socio-cultural educators, sports coaches, health professionals, etc.) in order to provide a collective response to the problems detected. This article examines the ways and importance of psychological preparation of young generation and shares some suggestions about the topic.

Keywords: psychologist, psychological development, development of personality, cognitive, motivational, emotional relationship, scientific research.

The considerable evolutions in modern society and in the field of access to Internet have shifted the demand and make more visible the solicitation of counsellors as psychologists to help young people articulate construction identity, representation of the future, professions and training pathways. In fact, according to the singular history of each teenager, of his/her social origin, of the relationship he/she has with his schooling, the counsellor-in-orientation: psychologist (COP) is able to interpret the meaning of the formulation of a school choice or professional. These projects, in adolescence, have a function at a given time in psychological development. They can be used as a motor or a brake and it is up to the psychologist to understand the issues and to allow them to be developed. The psychologist thus directly captures the links between these anticipated representations of the future and the construction of identity. Moreover, because it exercises in the educational field, the COP is attentive to the decisive weight of the school system to model the school representation of self and professions. Several researches have shown, in fact, that according to the sector in which a teenager is educated, he will construct a corresponding representation of himself, valuing the strengths of the section and devaluing certain personal assets that he deems irrelevant. We measure the importance of the experiences and the possibilities that can or cannot offer the school or university environment to promote the development of personality in all its dimensions. According to his school position, the teenager is going to be more or less pushed to internalize the reflection of himself offered by the school. This internalization influences (positively or negatively) the self-esteem, the representation it makes of its future and thus the development of its personality. Thus, even more than in the past, a dissociation of issues related to the orientation and psychological problems of adolescents, would be to deprive themselves of the dynamics that represents the anticipation of the future for the development of personality and academic success. In this context the psychological well-being of young people must be taken into account and studied with the analysis of their motivation during the education and learning. In this sense, this psychological well-being must be regarded as a construct both cognitive, motivational and emotional. This concept is generally conceptualized in terms of self-evolution and positive relationships with others, autonomy, control of its environment, goals in life, personal intellectual and emotional development. However, the psychological well-being of

adolescents and young people must also contain the need for autonomy, the need for skill and the need for social affiliation. On the other hand, the psychology is part of a tradition of scientific research. According to this tradition, the authors of this dossier rely on theoretical writings and research articles from scientific works, which are necessarily based on rigorously formulated assumptions, empirically tested and confirmed or invalidated. The research approach aims to highlight to what extent and under what conditions a hypothesis is verified or not, and what are the underlying mechanisms involved. Allowing teenagers and young people to think of themselves as actors of change is the ambition of learning by project. It values collaboration, involvement and action. Young people are trained in science, in new technologies, but also in ecoresponsibility. Their enthusiasm and commitment to this project removes them from the stall and personal failure. In order to get the school out of isolation and to convey its new values to society, researchers have also been interested in its architecture. According to some researchers, technological innovation in university pedagogy fulfils following different main functions:

- educational technologies, which are designed for teaching – learning to do more, better, faster;
- adapting to societal changes, acquiring new skills or more recently the importance of media and information education (MIE);
- the improvement of apprenticeships, qualitatively, quantitatively, by technologies or applications which have not necessarily been conceived initially for educational purposes: for example, the use of graphic analysis software in rehabilitation or even learning to write;
- new ways of working, which will have an effect on the practices of teachers and/or students within institutions: e.g. photocopying, or more recently personal digital spaces for each student;
- The effects of fashion, which consist of redoing the old one with a new dressing, by enticing the students more: for example, some would game today present very few differences with the edutainment software of yesteryear.

This innovation with the application of psychology in education would result in freezing the identity representations of the future, depending on the school situation at a given time and to enclose possible developments in the most probable future According to the origins of each. In this vast survey that has just been completed, the digital practices of adolescents and young people obviously occupy an important place: the latter have been questioned about their equipment, the frequencies of their practices, their uses and their video game preferences, and especially the use of the computer and mobile phone. The data collected allow us to better understand the cultural or sporting worlds of this generation and their evolutions as the age advances, but also to measure the weight of the various transmissions (parents, siblings, buddies, etc.), in a field marked by technological renewal, which might seem to escape by nature to long-term transmissions, at least in the traditional sense. These observations allow us to rethink the social stratification of practices, on the one hand by integrating the effects of cyclical changes into the analysis and, on the other, by specifying the joint modalities of various dividing factors. Adolescence is characterised by a reorganization of sociocultural agendas, which takes on a double form: that of a redefinition of the repertory of recreation, of sports and that of a change of the rhythms of each activity. In fact, this reorganization is based on the changes in the temporal frameworks of children, which move from stable time to primary school to greater flexibility in college and high school, and on the trend increase in both the time spent without the presence of an adult, but also the pressures that are exerted on them, both school (with the increase in workload) and extra-curricular (related to the rise of injunctions to the sociability friendly, sporty, musical, cultural and tourist events, etc.). In these different registers, digital has taken on considerable importance, so much so that it can appear today as a central part of cultural experiences in adolescence and youth. In my opinion, it is rather a normalization of the behaviors that one observes, in which the digital occupies an increasingly central place. The computer becomes indeed over time an indispensable object, without one can really distinguish here the effect of the age or the generalization of the equipment, or even of the multi-equipment, linked in particular to the manifest decrease of the costs in a few years). The influences intermingle and the dynamics of transmissions is subtle. There is thus a shift from the family universe to the juvenile

universe that corresponds to the gradual empowerment of the adolescent. The transition from one generation to the next carries the traces of economic, sociological, technological, cultural, pedagogical changes, etc. These mutations in society are filters between what is transmitted and what is inherited, transforming objects over generations. The transmission is therefore not the identical reproduction of behaviors from one generation to another, but of dispositions; it is in other words a process of conversion, which mixes deconstruction, reconstruction, mutation and appropriation. Finally, for psychologists of education it is important to know that these identities constitute more global relationships to the sociocultural field: thus at each age, adolescents and young people most invested globally in leisure are those whose parents are themselves the most invested, even though the cultural objects or practices that one and the other choose are not identical. As stated in the article, by their knowledge of the institution, the psychic functioning as well as the development of the child, adolescents and young people, the psychologists of the education of the kindergarten to the university, are attentive to the reception, the taking into account of the singularity, the legibility of the academic and academic requirements of the people, the effects of group as well as the emergence of the phenomena of waiting. They shall ensure that they do not install the child or young people in a negative representation, and inform the fact that occasional, even blatant manifestations may be normal and do not belong to the pathology. To prevent, it is not to detect a disorder to eradicate, it is first intervene: before it even settles, to identify the beginnings. Early warning signs appear at the nursery school, sometimes little noticeable. In regular meetings with teachers and as a proximity actor to which many parents spontaneously address themselves, psychologists must be attentive to people. Prevention is not only aimed at the individual whose potential disorder cannot be isolated from its meaning and can be considered as a symptom. In the school and university education system, it requires the taking into account of a manifestation as a whole. An institutional operational analysis should be carried out, including group effects, the different interactions between students and teachers, the difficulty of this system in taking into account the singularity of the child, the adolescent of young people and not only the alleged inadequacy of the individual to the education system. All psychologists of education must know the phenomenon of exclusion of an individual expelled, excluded from an institution and all interpersonal and intrapersonnel conflicts that accompany this type of situation. Psychologists must then undertake, elicit or participate in any work, research or training required for the elaboration, realization and evaluation of their action to assess, prevent and correct the behaviour of deviant and troubled individuals. In addition, they must also collaborate in training activities organized in particular by education training centres. The exercise of the missions of psychology intervening from kindergarten to university through all stages of institutional education is therefore conceived in the existence of a public service of educational psychologists. These missions appeal to all the resources and fields of psychology. The operational services of psychology must receive the various requests, organize the effective interventions and mobilize the necessary skills of all the education staff (teachers, lecturers and professors, socio-cultural educators, sports coaches, health professionals, etc.) in order to provide a collective response to the problems detected. The synergy of these diversified competences must enable the service to respond to the multiplicity of requests and to organize the interventions of the effective and appropriate psychologists. From our point of view the psychologist service must combine diverse skills and knowledge to meet institutional, individual, and societal or team demands on a defined geographic area. To conclude priority should be given to requests from families, youth, teams to affirm and reinforce the indispensable and operational role of psychologists in the secondary and higher education, teaching, learning and personal development of pupils and students in modern society.

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