

заданные ему вопросы, интересуется самочувствием своих подчиненных и решения они принимают совместно.

Здесь чётко отображено, насколько возможно применение Японской системы управления в организации, ООО «Бытовая электроника». Часть элементов данной системы действительно присутствует. Но в полной мере применение её невозможно. Организация не может применять систему «пожизненный найм», т.к. хоть она и дорожит своими сотрудниками, но в данной сфере необходимы молодые и квалифицированные специалисты. Заработная плата так же не может зависеть от возраста, она лишь регулируется в зависимости от занимаемой должности и % от полученной выручки.

Таким образом, сравнительный анализ восточной и западной систем управления показывает, что между ними существуют различия в особенностях и специфике управления персоналом. Наиболее явные различия зафиксированы в специфике мотивации персонала. Если на Западе основным способом мотивации являются деньги и материальные вознаграждения, возможность работать «вне работы», получая доход, то в Японии все методы мотивации – это прежде всего психологические приемы, ориентация на человеческий фактор.

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THE CONCEPT OF DEVELOPMENT OF THE SYSTEM OF PSYCHOLOGICAL SERVICES IN PRESCHOOL EDUCATION.

Abstract. The article describes the concept of development of the proposed system of psychological service with an analytical study of the activities of the psychological service of the preschool education system. The article also presents organizational and psychological proposals and recommendations for organizing the psychological service of the preschool education system for all participants.

Keywords: *preschool education system, organization of preschool education, psychological service, teacher-psychologist, concept, organization, management.*

The concept of development of the system of psychological services of preschool education developed by us in collaboration with departments and institutions of higher education in the field of psychology of preschool education, public and state organizations, associations, as well as legal entities working in the field of psychology defines the principles.

The scientific basis of the concept is the theoretical idea as an integral psychological structure formed in the process of a person's life based on the assimilation of social forms of consciousness and behavior (L.I.Bojovich, Sh.Barotov, L.S.Vigotskiy, Z.Nishanova, S.L.Rubinstein, G.Shoumarov). It is advisable for a child to master any activity only in communication with adults, in interaction with them and under their constant supervision. [2-5]

However, educational practice shows that this need of the child is often not satisfied, and therefore does not develop due to the lack of necessary conditions

in the real educational process. According to L.S.Vigotskiy, along with "difficult upbringing" at the turning points in the child's development, changes in the pedagogical systems applied to the child do not keep pace with the rapid changes in his personality, create a component that contributes to the mental, psychophysiological and personal development of children of all ages in preschool and school age by creating favorable psychological and pedagogical conditions for a full life of a child of any age. [3]

The system of components of psychological support for education is a single whole of the following components:

- educational institutions carrying out scientific and practical activities in the field of training, retraining and advanced training of psychologists for the education system, as well as the psychological service of the education system;

- scientific schools in the field of psychology, pedagogy, developmental psychology, personality psychology, social psychology, etc.;

- various types of programs, projects, professional activities of psychologists, implemented in the education system and contributing to the achievement of educational goals and the solution of educational problems.

The main goal of providing psychological services for preschool education is to increase the effectiveness of educational activities through the use of psychological science and practice.

The psychological support of the preschool education system is regulated by the following documents:

- international documents in the field of protection of children's rights;

- The Law of the Republic of Uzbekistan "On Education" and other laws [1];

- Decrees and regulations of the President of the Republic of Uzbekistan, decisions and orders of the Cabinet of Ministers of the Republic of Uzbekistan;

- by decisions of the Ministry of Preschool Education.

The provision of psychological services in the preschool education system includes the solution of the following tasks:

- carrying out fundamental and applied research in the field of educational psychology, other areas of psychology, necessary for solving educational problems;

- development, approval, standardization of psychological methods, technologies, means of diagnostic, correctional, developmental, preventive, promotional activities of a pedagogical psychologist of preschool education;

- training, retraining and advanced training of psychologists for preschool education, as well as training of highly qualified scientific personnel;

- increase the psychological culture and psychological capacity of all participants in the educational process;

- psychological design, examination and monitoring of the conditions and results of educational activities;

- forecasting and prevention of social risks in the education system;

- providing quality multifaceted psychological, pedagogical, medical and social assistance to students;

- providing quality advice to teachers (educators, etc.) and parents on the issues of education and development of students.

The organizational and psychological structure of the system of providing psychological services for preschool education offers the following components:

- organization of a comprehensive psychological, pedagogical and medico-social, as well as a psychological service that provides solutions to problems in providing legal assistance to all participants in the educational process in accordance with the goals and objectives of the preschool education system;

- increasing the level of psychological culture and psychological skills of all participants in the educational process;

- psychological design, examination and monitoring of the conditions of educational activity and its results.

The psychological service of the preschool education system combines the following:

- Republican structures (the Ministry of Preschool Education, etc.), which carry out activities to address the challenges in the provision of psychological services for preschool education;

- methodical and public councils on psychological services in territorial departments and divisions of preschool education;

- educational institutions (centers) for children in need of psychological, pedagogical and medical and social assistance;

- methodological associations of pedagogical psychologists (psychologists of educational institutions);

- psychological services for children, families and teachers, psychological, medical and social, as well as legal assistance services, pedagogical psychologists of all types and appearance of educational institutions;

- psychological-medical-pedagogical commissions;

- various psychological centers related to education;

- scientific organizations and institutions that train highly qualified scientific personnel in the field of psychology of the education system (doctoral studies);

- educational institutions providing professional training, retraining and advanced training of psychological personnel;

- organizations and institutions of all types of organizational and legal forms, as well as associations that carry out practical activities in the field of psychology of the education system.

Currently, it is necessary to create a unified system for the provision of psychological services in preschool education, as well as highlight the main components of this system:

- providing comprehensive psychological, pedagogical, medical and social, as well as legal assistance to all participants in the educational process;

- increase the level of psychological culture and psychological potential of all participants in the educational process;

- psychological design, examination and monitoring of the conditions and results of educational activities.

At the same time, the level and quality of the organization of such work, its normative and legal regulation need to be improved, taking into account the current situation.

Prospects for the development of psychological services in the preschool education system today are determined by the new social requirements expressed in the priorities of the development of the education system of the Republic. Preschool education standards, profile training, informatization of education

predetermine its special role in assessing the results of psychological services and predicting the consequences of accumulated experience and innovations in the education system.

The development of the system of psychological services for preschool education in modern conditions should be aimed at maximum disclosure and effective use in educational practice of all components of this system: psychological services, psychological faculties of higher education institutions, scientific and educational institutions, methodological and public associations.

To achieve this goal, the following tasks must be solved:

- creation of an integral system of psychological support in terms of socio-psychological design, examination and monitoring of preschool education, including the conditions and results of educational activities, including the impact of the educational environment on the health, development and psychological safety of students;
- improving the regulatory framework of the system of psychological services of preschool education;
- improving the system of training, retraining and advanced training of psychologists for the education system, taking into account modern requirements;
- development of a network of educational institutions for children in need of psychological, pedagogical, medical and social assistance, psychological services of all types of educational institutions, strengthening their material and technical base, development of human resources;
- development and implementation of criteria for public and state evaluation of psychological services and the provision of high quality psychological assistance to all participants in the educational process on the basis of the application of the regulatory framework;
- strengthening the preventive direction in the activities of the psychological service of preschool education as a basis for social and economic efficiency, ensuring the reduction of costs of counteracting social phenomena in children and their negative consequences.

The solution of these and other tasks will increase the efficiency of the use of scientific, human, financial and material resources of the system of psychological services for preschool education.

The main principles of the development of the system of psychological services in preschool education are:

- maintaining the primacy of humanistic values;
- consistency of goals, objectives, directions of activity;
- preventive activities;
- integrated approach;
- focus on improving the quality and affordability of psychological care for all contingents of students.

The priorities of psychological support of education as a system of measures aimed at solving

current problems of preschool education using psychological tools and methods are:

- expansion and development of the network of educational institutions for children in need of psychological, pedagogical, medical and social assistance on the basis of improving the regulatory framework for their activities in the transition to normative per capita funding;
- integration of structural units of the psychological service of preschool education, organizations, institutions, public associations engaged in professional activities in the field;
- transition to the psychology of preschool education, an integral multi-level system of psychological support for education;
- creation and development of psychological services and comprehensive multidisciplinary services for psychological, pedagogical, medical and social assistance in preschool educational institutions;
- socio-psychological design, monitoring and examination of the conditions and results of educational activities;
- improving the programs of professional training, retraining and advanced training of teachers in terms of increasing the level of their psychological culture and psychological skills;
- assistance in the introduction of the subject "Psychology" in the educational cycle of educational institutions;
- development and implementation of psychological programs and projects aimed at preventing social phenomena (drug addiction, social orphanhood, domestic violence, etc.), adaptation, difficulties in learning and education, moral disorders, problems and deviations in the development of adopted children.

The development of the psychological service system of preschool education implies a certain sequence.

In the first stage, the psychological service of preschool education and other structures in the field of educational psychology should be included in a single system of psychological support of education on the basis of a program-targeted approach.

In this case, we need to do the following:

- analysis, generalization and systematization of the experience of other structures in the field of psychological services and education in the main areas of psychological services;
- improving the regulatory framework governing the activities of organizations and specialists in the field of psychological services of preschool education;
- development of the regulatory, scientific and methodological, material and technical base of educational institutions for children in need of psychological, pedagogical, medical and social assistance, certified professional psychological tools, professional psychological literature, specialists in psychological services, educational psychologists, psychologists of all preschool educational institutions; periodicals, Internet access;

- development of human resources of the psychological service of preschool education, including:

- improving the system of training, retraining and advanced training of psychological services;
- introduction of a system of postgraduate support for young psychologists;
- the organization and holding of competitions at the regional and national levels of professionalism of teachers and psychologists of preschool education.
- creating a system to improve the psychological culture and psychological skills of all participants in the educational process.

In the second stage, based on a detailed analysis of regional experience in the development of psychological services for preschool education, it is necessary to implement measures to develop a system of psychological services developed and tested in the first stage.

Only then will we create a system of psychological services for organizations of preschool education based on systemic management.

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