

DEVELOPMENT OF THE SYSTEM PSYCHOLOGICAL SUPPORT IN PRESCHOOL EDUCATION

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Abstract. The article provides a brief overview of the historical background of the formation of the psychological education service; its general characteristic is given and the specifics of the psychological service in the preschool educational organization are highlighted.

Keywords: psychological education service, psychological support, preschool education, model of organization of the activity of a teacher-psychologist.

Today, the psychological service in the education system is about 30 years old. During this period, there was a significant modernization of the educational system in general and preschool education in particular. It has become the level of general education and, as a result, for the first time in the history of its existence, it has received its own educational standard.

The provisions of this standard are based on the methodology of L.S. Vygotsky's cultural and historical psychology, activity-based and personality-oriented approaches to education. Understanding and implementing the provisions of the preschool education service require teachers to have deeper knowledge in the field of child mental development [8].

Another feature of modern educational practice is the increase in the number of children with various developmental and learning difficulties and the inclusion of children with disabilities in general development groups.

In the 60s of the XX century, research in the field of child psychology was allowed and resumed, but they did not have a significant impact on the preschool education system. By the beginning of the 80s of the XX century, the prerequisites for the introduction of the results of psychological research into the education system were developing. Such a change in the course of development of the educational system was due, on the one hand, to the need of society to develop the creative and

moral potential of the individual; on the other hand, to the results of psychological research conducted at that time by such scientists as A.G. Asmolov, Y.K. Babansky, A.A. Bodaley, L.A. Wenger, V.V. Davydov, I.V. Dubrovina, Y.M. Zabrodin, N.V. Kuzmina, V.S. Mukhina, N.N., Obozov, A.M. Parishioners, V.V. Rubtsov, N.G. Salmiina, N.F. Talyzinna, D.B. Elkonin, et al. [1; 2; 4; 7; 10; 11; 12; 13; 17; 18; 25]. The result of these studies was that in the 90s, the necessary directions of modernization were outlined in the existing educational system (including at the preschool level): "the transition from unified education to variable education, from the pedagogy of "knowledge, skills and abilities" to the pedagogy of development; the reorientation of the teacher's consciousness from "school—centrism" to "child-centrism"; the development of developmental, correctional and compensatory training programs in preschool, general, additional, primary vocational and special education; the development of expertise and design of the developing environment, as well as the reorientation of education to individual personal development" [22]. These directions are now fixed in the form of requirements at the level of legislative regulations and have been developed in modern educational practice.

The period of birth of psychological services in the education system can be considered the beginning of the 80s of the last century. The Laboratory of the Scientific Foundations of Child Practical Psychology of the Psychological Institute of the Russian Academy of Sciences was instructed to develop scientific and methodological support for the experiment on the introduction of the position of a practical psychologist in schools. This experiment was carried out from 1981 to 1988 under the scientific supervision of I.V. Dubrovina. The practical result of this experiment was the development of a model of psychological service and its introduction into the public education system [11].

So, what was the psychological service in the education system at the stage of its formation? I.V. Dubrovina defines it as an integral phenomenon and identifies four components or aspects: scientific, applied, practical and organizational [24]. The development of the applied, practical and organizational aspects of the service depends entirely on the development of the scientific aspect, which determines the basic theoretical basis and forms the nature of psychological service in the education system. Thus, the scientific basis of the existing psychological service of the education system is the theoretical provisions on the development and social nature of the human psyche (L.I. Bozhovich, L.S. Vygotsky, A.V. Zaporozhets, A.N. Leontiev, A.V. Petrovsky, S.L. Rubinstein, D.B. Elkonin, etc.) [5, 8].

Within the framework of the psychological service of the education system, scientific research is conducted, psych corrective, psych diagnostic, developmental

programs and methods are being developed; on the other hand, the knowledge gained by scientists should be used by educators in the process of working with children, and the developed psychological tools should be used by practical psychologists to solve specific problems of participants in the educational process. Of course, in order to achieve the goals and objectives set for the psychological service, to ensure interaction and coordination of its entire links, and to control the professional activities of psychologists, it is necessary to create an effective organizational structure. Thus, all aspects of the psychological service are inextricably linked and implemented in various structures of the psychological service. A psychological service in the education system (hereinafter referred to as PSOs) is created on the scale of any administrative unit. The structure of the PSO includes three levels: the psychological service (psychologist) of an educational institution; the scientific and methodological unit (centers, offices, etc.) at municipal bodies, in the structure of city, regional and regional educational institutions; the PSO Center (district, city, regional), which is the parent organization. Each level has its own specific functions [14].

Ultimately, the activity of a practical psychologist should be limited to assessing the educational conditions necessary to preserve and strengthen the mental and psychological health of children, to ensure the full-fledged mental and personal development of each child. The same document defines the main tasks that are common to all structural units of the psychological service in the education system and reflect the value orientations of practical psychologists [22]. There are five types of activities of a psychologist in an educational institution, including a teacher-psychologist of the pre-school educational center: psychological education, psychological prevention, psychological counseling, psychological diagnostics, and psychological correction. At the present stage, the content of the psychological service in the education system is defined in the federal law "On Education in the Republic of Kazakhstan" [30].

Thus, for the first time at the legislative level, the content of the activities of psychologists in the education system is prescribed as part of the implementation of psychological support for children in the educational process. A brief description of the psychological education service was presented above. Next, let us turn to the question of the specifics of psychological services in the education system at the preschool level. Psychological service in the pre-school education system.

In accordance with this document, it is possible to identify specific tasks that psychologists in preschool educational institutions should solve: urgent psychological assistance to preschool children and their families; consultative, diagnostic, correctional, psych prophylactic, rehabilitation assistance in preschool educational

institutions; socio-psychological, psychological and pedagogical assistance in solving issues of guardianship and participation in the upbringing of preschoolers; consultations legal issues and other types of legal assistance on issues related to the protection of children's mental health [23].

The analysis of normative documents did not reveal the uniqueness of the structure, special forms and types of professional activity of a teacher-psychologist of preschool educational institutions. In search of an answer to the question about the specifics of psychological service in preschool education, let us turn to T.I. Chirkova's dissertation research "Theoretical foundations of preschool psychological service" [32]. In the theoretical part of his research, T.I. Chirkova highlighted the specifics of the preschool psychological service, which is determined primarily by the social situation of the preschool child's development, contradictions, age-related crises in development, the leading type of activity, and the characteristics of personal neoplasms of children, referring in her research to such scientists as B.G. Ananyev, L.I. Bozhovich, A. Vallon, L.A. Wenger, L.S. Vygotsky, P.Ya. Galperin, A.V. Zaporozhets, A.N. Leontiev, M.I. Lisina, B.C. Mukhina, S.L. Novoselova, L.F. Obukhova, N.N. Poddyakov, D.B. Elkonin, etc. [5; 6; 7; 8; 9; 13; 20; 21].

As the author notes, this model of organizing the professional activity of a psychologist makes it possible to determine the socio-psychological status of each child, organize optimal interaction and cooperation between teachers and a psychologist, determine the psychologist in relation to all participants in the school communication and interaction system, build successful relationships with them, which ensures the creation of favorable socio-psychological conditions for learning and development of children [3].

T.I. Chirkova identified two models of preschool psychological services that arose because of the dominance of any of the functional duties of a psychologist, or based on priority goal setting and the predominance of solving certain tasks in his activities [32]. So, in the first model, which the author called the "support" model, the main activity of the psychologist is related to correcting what has already happened in the child's mental development, and ultimately comes down to corrective measures.

The second model of psychological service, called by the author the "escort" model, is mainly focused on the present in its ideology. Preventive, propaedeutic, information-developing, predictive, and designing functions of psychological services in kindergarten are priorities for her. The author identifies the key accompanying positions of this model: participation, inclusion, assistance, provision. Here, support is considered as a professional position of a psychologist in relation to the subjects of interaction.

The author highlights the advantage of implementing the model of "support" of the educational process of preschool education by a practical psychologist. In the "support" model, contradictions between psychological and pedagogical practices are removed; inconsistency in the interaction of teachers and a pre-school psychologist is eliminated.

The psychologist is actively involved in various processes related to the work of the kindergarten. Conducts corrective and preventive measures, among which mandatory are trainings with children and training seminars with educators. IV model. The psychologist takes the position of "leader". His activity has a significant impact on the professional consciousness of the teacher, is aimed at psychological support of educational processes carried out by educators. V model. In this model, the psychologist acts as a "researcher". In addition, the object of his research is the educational process. The psychologist participates in the design of the educational environment of preschool education, in accordance with the age characteristics of children's development. Each of the listed models has its advantages and disadvantages. The limitations are related to the fact that a psychologist, being in the paradigm of a particular model, does not cover in general different aspects of the educational process and the life of a child in an educational organization, does not realize the task of full-fledged psychological support.

T.I. Chirkova notes that concern about the preparation of children for school unwittingly devalues the leading activity of preschoolers — the game, leads to the loss of self-worth of preschool childhood. The imbalances that have become especially evident in recent years are the excessive fascination of psychologists with diagnostic procedures and the intensive selection of children into all kinds of correctional and specialized groups, focusing on the development of correctional programs.

If we summarize the information collected, we can identify the following problems that exist in the practice of educational psychologists of preschool educational institutions.

1. Isolation of the work of a teacher-psychologist from other specialists and teachers. Although a psychologist should participate in the design of the educational environment, planning annual educational tasks, as a rule, such participation can be described as formal. In fact, it often turns out that educators without the participation of a psychologist implement the pedagogical process.
2. The lack of programs for the psychological support of children in preschool, which would have common goals, tasks, and be divided into separate areas of work, nevertheless ensuring the integrity of the activity of a teacher-psychologist, and fit into the educational space of preschool.

3. The absence of regulatory documents regulating the activities and workload of teachers of psychologists in an educational organization.
4. The lack of a single toolkit that would be approved and recommended at the level of methodological classrooms or the Center for Psychological Education Services.

Conclusion. Summing up the review of various sources on the development of psychological services in the education system, it is possible to identify the key characteristics of the system of psychological support for preschool children in education.

1. Preschool psychological service is a part of the general psychological service in the education system and has common methodological positions with it; continuity in functional responsibilities and content of activities; unity of the regulatory and information space.
2. The specificity of the preschool psychological service is due to the originality of the patterns of child development in preschool childhood, the social situation of its development, the leading type of activity, personal neoplasms and, as a result, the specifics of the necessary educational conditions that ensure the development of children's educational program of preschool education.
3. The lack of a unified model for the organization of preschool psychological services. The predominance of various forms of organization of the professional activity of a teacher-psychologist, subordinated to the specific requests of teachers and administration, aimed at solving "topical" problems related to various difficulties of children in learning, behavior, communication, etc., and not at creating full-fledged conditions for the development of a child.
4. The lack of a model for organizing the professional activity of a teacher-psychologist in the preschool education system in the support paradigm that meets the modern requirements of regulatory documents regulating the activities of preschool educational organizations.
5. The lack of a register of professional tools for organizing psychological activities in preschool — developed and tested programs to accompany children in the educational process in preschool.

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THE CRITICAL ROLE OF ACCURATE TECHNICAL DOCUMENT TRANSLATION IN THE OIL AND GAS INDUSTRY

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Annotation. In the oil and gas industry, where safety and precision are vital, precise technical document translation is essential for enabling seamless communication across global operations. Technical documentation is the backbone of this industry, including a wide range of products from engineering schematics and equipment manuals to safety guidelines and regulatory compliance paperwork. Effective translation of these documents is critical for improving communication among multinational teams, reducing risks, and maintaining operational efficiency [1].

This research will discuss the varied relevance of correct technical document translation in the oil and gas industry. It will look at how mistranslations or inaccuracies in technical documentation can lead to costly mistakes, threaten safety protocols, and impede regulatory compliance. It will emphasize the difficulty of