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INNOVATIVE APPROACHES IN CREATING A PSYCHOLOGICALLY HEALTHY ENVIRONMENT AMONG JUVENILES

***Annotation:** This paper discusses in detail the psychological changes in juveniles and the use of innovative psychological approaches. The causes of psychological prophylaxis and psychological-pedagogical consultations have also been studied clearly.*

***Key words:** psychologically healthy environment, juveniles, sociological behavior, "trust box", psychological support, "suggestion box", psychoprophylactic, psycho-correctional seminars.*

ИННОВАЦИОННЫЕ ПОДХОДЫ В СОЗДАНИИ ПСИХОЛОГИЧЕСКИ ЗДОРОВОЙ СРЕДЫ СРЕДИ ЮВЕНИЛОВ

***Аннотация:** В данной статье подробно обсуждаются психологические изменения у несовершеннолетних и использование инновационных психологических подходов. Причины психологической профилактики и психолого-педагогических консультаций также были четко изучены.*

***Ключевые слова:** психологически здоровая среда, несовершеннолетние, социологическое поведение, «ящик доверия», психологическая поддержка, «ящик предложений», психопрофилактика, психокоррекционные семинары.*

“Our main task is to prevent our children

being exposed to various radical an harmful ideas. We must continue to work on this with new approaches. "

(Sh.M.Mirziyoyev)

It is undeniable that the younger generation is the successors of our future, thus the development of various preventive measures, including crime, among children and adolescents is more pressing than before. The observation informs that for the prevention of juvenile delinquency, first of all, the socio-psychological, individual psychological, sociological, regional and criminological aspects of criminal behavior properties are required. It is also characterized by the fact that the prevention of juvenile delinquency is carried out in a general and special-individual manner. General social measures include socio-economic development of society, ensuring political stability, improving people's living conditions and micro-environmental relations, increase spiritual and enlightenment potential, and so on. Specific - individual measures are accounted as the development and implementation of measures that take into account the personality traits of children and adolescents, their psychology, worldview, value orientation, life position, level of consciousness and socialization. Provide psychological support, especially to a child in a state of distress.

1. Invite the child to draw a plan of the room (or its surroundings, environment) in a situation that caused the injury to a large amount of paper with a pencil. Reminiscent of windows and doors as well. Also ask which room belongs to whom. First let the child explain to you the structure of the room, what the object is where, and then draw. The plan child draw doesn't have to fit the scale, it's important that you both have the same idea of the environment;

2. Now ask the child to choose two colors which these colors seem to reflect good and evil;


3. Then ask the child to describe with a pencil a symbol of goodness the places he remembers with good pleasant impressions: where the child can feel good, what he likes about this place, what he does here, who helped him in his busy situations ask about. The child needs to remember all the images that evoke good and pleasant memories for him. It is necessary to move from perception and focus on each place, to the level of emerging feelings, thoughts, attitudes. Of course, it is also essential to pay special attention to each emotion and support their expression. Every place that is pleasing to the child should focus on the situation one by one, and the child's attitude towards them should be enhanced by asking about his or her actions.


4. Then ask the child to draw the areas where the child felt bad with a "bad" colored pencil.


5. Then ask the child to describe, one by one, the less unpleasant places, the places they don't like at all, and why they are unpleasant. As the child speaks, it is important to listen carefully and ask questions that clarify situations related to events and happenings. Then it is necessary to move on to the level of emotions / thoughts and attitudes (such as what your body felt, what feelings went through your mind, and what you were thinking about at the time).


6. Remember all the unpleasant situations in a row. From time to time it is necessary to return to pleasant situations and memories, which will help the child to gather strength and enthusiasm. Working with a game plan can take several sessions. This method is equally useful for young children as well as older children. Often, this method is useful in the initial approach to the traumatic situation. If the psychologist is involved in a play situation with the child, he will need to monitor the level of performance of their functions and responsibilities during the game and normalize their responsibilities (preferably more actively and better). .

 At the end of the game you need to pay attention to the following:

 the child is back to reality;

 the child is out of a regressive state;

 to continue the actions that are good and habitual for the child during the session, to open up new creative opportunities;

 Make sure that “scenes” that have not yet been recalled and described are conditionally “temporarily” closed. Work in the field of psychological prevention includes writing articles, bulletins, posters,

"Trust Box" and discussions for teachers and students on various topics, organizing events in clubs, psychological and pedagogical consultation (problem, the process of studying the situation, the situation and the development of appropriate measures), psychological analysis of the lessons. In addition, regularly conduct psychoprophylactic, psycho-correctional seminars and events among students on various topics (*"Beware of stress!", "Avoid stress!", "Drug plague", "The profession of your choice in the future"*), news on psychological services, teachers (*"Do you know your temperament?", "Every child is a world!"*), Students (*"Me and my opportunities (about abilities, interests, abilities)"*), parents (*"Parents whose child is going to 1st grade for you!"* and etc.) advice and recommendations poster reflect the important role. Moreover, it is also recommended to create a "Suggestion Box" in secondary schools in order to resolve conflicts and problems in interpersonal relationships between students-teachers, students-students, children-parents, teachers-parents. 20-25 cm., Width 15-20 cm. consists of and is placed next to the room of the practicing psychologist. The purpose of the "Suggestion Box" is explained to students by a practicing psychologist. Questions and concerns are asked anonymously.

The practitioner-psychologist answers the questions and problematic situations in the "Suggestions box" as recommendations in the "Psychologist's consultation" corner next to the box. If the questions are not answered clearly, a practical psychologist can be contacted to clarify the answer. Questions in the "Suggestions Box" must be kept strictly confidential by the psychologist. Otherwise, it can lead to various conflict situations. In the field of psychological diagnostics:

- Bank of psychological methods for working with children with special needs.
- Bank of psychological methods for working with low-achieving students.
- Bank of work with parents (tests, questionnaires). A psychologist is a person who studies the causes of every event, phenomenon, process, the root cause, and on this basis makes suggestions and comments.

The behaviors performed during the study of the cause of each event process constitute the psychodiagnostic activity of the school psychologist. Psychologists use psychological diagnostics to determine the personal and intellectual development of students, psychological defects in education and upbringing, their abilities and professional aptitudes, interests. It should provide advice and recommendations on the prevention of existing deficiencies and violations. In the direction of psychological correction.

1. Bank of psycho-correctional classes with children with special needs. In the direction of psychological counseling.
2. Psychological counseling book.
3. Individual interviews with students, teachers and parents.

4. Individual and group consultations for teachers, students, administrators and parents.

Psychological and pedagogical consultations and the order of their holding, one of the methods of psychological prevention is the organization of psychological and pedagogical consultations. Psychological and pedagogical consultations will focus on the causes of academic retardation or the consequences of behavioral deficiencies. The task of the psychologist in the pedagogical council is to achieve a comprehensive approach of teachers to assess the intellectual development of the student.

Instead of writing full written descriptions to better organize students' mastery, it is better to discuss classroom teachers' opinions about students as a group, and to develop individualized approaches to the classroom and students. There are two types of psychological counseling:

1. Mandatory psychological consultations.

2. Needs and demand consultations

Consultations can be essentially pedagogical and psychological, so in many places they are called pedagogical-psychological consultations. They can be both prophylactic and corrective in nature. Consultations based on need, demand and supply: These consultations can be of different nature. For example, the psychological climate or environment in the classroom, interpersonal conflict, problems with students' cognitive activity or learning activities, personality traits, teacher-student relationships, and conflict are discussed.

The consultation will be prepared within 10-15 days from the date of receipt of the order. The period of preparation for the consultation is determined by the severity of the problem. During the preparation, the procedure and methods of problem identification by the psychologist and the problem will be

studied in detail and a plan for the consultation will be developed, members of the expert group will be appointed and each expert will be given a task. In the preparatory phase, data are collected, analyzed, and the date of the consultation is determined.

Students and parents are not required to attend the bespoke consultation. Students with behavioral disorders, their class teachers, recommendations for working with parents, psychological characteristics of students, peculiarities in their development, prevention of negative habits among them, and a number of other issues by practicing psychologists of secondary schools, including psychotraining and psychocorrectional work. the involvement of students with more behavioral deviations in conducting psychodramas also has a positive effect.

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