

## Ethical Principles of the Work of a Practical Psychologist

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**ANNOTATION:** This article discusses the ethical principles of a practical psychologist in working conditions.

**KEYWORD:** Principles, practical Psychologist, theory and practice of psychology, psychoprophylaxis, the activities of psychologists.

**Introduction:** At the turn of the XX and XXI centuries. in our country there have been fundamental changes in the relationship between academic psychology and psychological practice, which has become an independent socio-practical sphere. A “own” psychological practice has appeared, which has already accumulated significant both positive and negative experience. Psychological theories have ceased only to be “applied”, “introduced into someone else's” practice.

**Methods:** Gradually, F.E. Vasilyuk’s prediction of twenty years ago is being realized that: “In the new situation, in connection with the birth of psychological practice proper, the usual slogan about introducing psychology into practice should be turned upside down: on the contrary, practice should be introduced into psychology. The relationship between science and practice should become “internal political” for psychology, practice should enter inside psychology, and enter as the main philosophical principle of all psychology.

Unfortunately, it should be noted that practical psychology is still in the process of becoming an independent discipline.

V. A. Mazilov points out that today it is a rather complex combination: “academic psychology, supplemented by examples“ from life ”; applied psychology as such; various kinds of extra-scientific concepts based on esoteric teachings, mysticism, astrology, etc.; so-called “pop-psychology”, etc.”. Proceeding from this state of psychology, the development of methodological and theoretical foundations of practical psychology becomes especially significant.

Contradictions arising in psychological practice, methodological problems, debatability, doubts about the legality of using certain psychotechnologies require the development of new theoretical constructions. The emergence of fundamentally new technologies of psychological practice in various social and production areas can no longer be satisfied with the old principles and methods of studying the human psyche only from

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the same methodological positions. Psychological practice stimulated the emergence of understanding psychology with its post-non-classical principles for studying many manifestations of psychological reality.

On the other hand, further development and improvement of psychological practice itself is impossible without a theoretical substantiation of its goal-setting, the use of means of psychological influence and methods of study. This poses grandiose tasks for psychological science in the development of new paradigm settings, the search for new methodological approaches in the cognition of psychological realities of various kinds and types.

It was psychological practice that required the development of theoretical foundations for determining demarcation lines in the most complex interaction of psychological, physiological and social mechanisms of the formation and development of psychological realities. The existing uncertainty in this often leads to significant costs and absurdities of the psychological practice itself. An example of this is the widespread enthusiasm of practical psychologists for the “formation” of everything and everything by the same methods and means, and not only in the cognitive, volitional, emotional, but also in the spiritual and semantic spheres. Or, for example, the frequent use of the same methodological approaches in the study of the characteristics of the formal-dynamic individuality of children and adults based on the natural science paradigm and the properties of their personality, requiring hermeneutic research methods.

Failures in solving human psychological problems and disappointment in psychological practice as a whole began to stimulate the revision and creation of new theoretical constructions in psychological science. Now almost everyone is aware that psychological practice, its philosophy will allow the successful development of psychological theory in the future.

Based on the methodological analysis of psych prophylaxis and design activities in the work of educational psychologists, we tried to answer the question: “What can a specific psychological practice give for the development of some theoretical provisions of practical psychology?”

By psych prophylaxis, we mean, on the one hand, a backbone type of activity of a practical psychologist, aimed at preventing problems in the psychological health of an individual; on the other hand, the meaning-forming component of all his activities, which consists in providing the conditions for the full development of the personality on the basis of its ability for self-regulation and the need for self-actualization.

Design activity in psychological practice is understood by us as a special form of activity of a psychologist, aimed at the formation and development of professional space.

In order to answer the question of what psychological practice gives to psychological science, first of all, it is necessary to understand what kind of science? This may be a contribution to academic psychological science, which will then be used by applied psychology in order to solve certain practical problems in various areas of practice. Secondly, it is a direct contribution to practical psychology, which develops scientific concepts of the whole variety of activities of a psychologist. These concepts include the formulated methodological principles for studying the object of the psychologist's activity, the theoretical substantiation of the methods, methods and rules for studying psychological realities and the interaction of the psychologist with all subjects of his activity space.

Methodological analysis of psychological practice, in particular, certain types of psychologist's activity in various spheres of society, leads to the need to clearly distinguish not only the methodological principles on the basis of which this type of activity is carried out, but also the justification, disclosure of the specifics of

the operation of this principle in this type of activity. Methodological analysis contributes to the identification of specific “moments”, “elements” in the main provisions of this principle, which determine the specifics of “reliance” on them in certain types of activity.

It can be assumed that any methodological principle of studying psychological realities and influencing them, getting into the space of a particular type of activity, acquires special features, new qualities and specific opportunities for understanding the structure, functions, dynamic characteristics of the process of activity and methods, methods and rules for the impact of a psychologist on an object. , subject, subject of interaction in this type of psychological activity. In order to conduct a methodological analysis of psychological practice, we have identified the following basic principles: the principle of historicity, the principle of philosophical context, the principle of strategicity, the principle of consistency. In the materials of the article, we will dwell in more detail on the first three principles.

1. The principle of historicity. The main provisions of the methodological analysis are formulated by F. E. Vasilyuk. He notes that, first of all, the analysis of practice should take place from the perspective of a historical moment. This genre of methodological analysis is designated by F. E. Vasilyuk as “situational-historical”, in the frame of which there can be both the whole psychological practice as a whole at a certain historical moment, and some part of it. Historical analysis in the understanding of L. S. Vygotsky is aimed not only at past and present forms, but also at future ones. In our case, these are psych prophylaxis and design activities in the context of their historical development. Their choice is explained by the fact that they are inherently aimed at the future, they are based on the mechanisms of anticipation and probabilistic forecasting, and, moreover, they are system-forming and meaningful in almost any psychological practice.

The situational-historical methodological analysis of psychological practice should be sociological and cultural, in our case, considering the situation of the position of psych prophylaxis and design in modern society and culture. Unfortunately, it can be stated that the attitude towards them in modern society is almost criminally careless. The declaration of their extreme importance is not supported by practical actions. This applies to prevention in various areas of professional activity of a practical psychologist. There are no exceptions to manifestations of tendencies to neglect prevention and design activities in the field of education. If this were not so, then the psychological service in the education system would not have to solve so many problems of personal, cognitive, and emotional development of children, adolescents, and youth in general. There is reason to say that the behavioral culture of the members of our society does not have a positive preventive content for full-fledged moral development, emotional states and effectively directed volitional self-regulation.

With regard to the state of the design activity of psychologists, covering 3 phases, in practice, the tendency to focus on the process components of the activity and ignoring the reflection phase, which results in an assessment of the results obtained and “determining the need for either their correction or the launch of a new project”, was clearly defined.

And the point here is not just that people do not want to look ahead, foresee, plan and eliminate all kinds of risks created by their behavior, but that in modern society there are significant flaws in the meaning of life orientations, which are generally characterized by forgetting unreflected past, living in the momentary present and the absence, in most cases, of strategic goals for the future.

I. V. Dubrovina among the priority goal-setting of the psychological service of education, calls "the solution of urgent social problems related to the quality of the reproduction of the nation." “Education shapes

generations, setting one or another direction of their consciousness, values, behavior... Today, many experts rightly point out that public consciousness has begun to lose the main thing - understanding the value of a person, his life, people become more emotionally deaf, often do not understand someone else's grief, do not apply to him personally. Further, the author points out that practical psychology was not fully prepared to solve the urgent problems of educating children, schoolchildren and students, since less attention was paid to it compared to the study of the intellectual sphere. "Hence - a lot of difficult to solve problems related to the psychological health of the younger generation." Running a little ahead, we note that it is psychological health that is the main goal of psychological service in general and psych prophylaxis in educational institutions, in particular.

And although many authors write that psych prophylaxis should play a particularly significant role, it is precisely "psych prophylactic work that is an underdeveloped type of activity of a practical psychologist, although its importance is recognized by all scientists and practitioners related to the psychological service of education."

Also, the design of any technologies and methods of influence in the process of education and upbringing, first of all, should include the creation of conditions for the full-fledged personal development of all subjects of the educational space, their resilience and life-sense orientations.

2. The principle of philosophical context. Methodological analysis of practice should be philosophical, especially in times of crisis and transition.

F. E. Vasilyuk writes that this "needs broad means of speculation, a general view of the world and of man, from the standpoint of which one can relate to those ideas about the world and man that are currently being cultivated in psychology." This requirement fully applies to the methodological analysis of psych prophylaxis, the ultimate goal-setting of which is the creation of conditions for the preservation of physical, mental and psychological health, that is, the extension of human life, and the ultimate meaning is the full psychological development of the individual in its entirety. The life experience of mankind contains huge layers of reasonable solutions to the ultimate meanings and goals of prevention. For example, it would not be an exaggeration to consider that religious precepts were the basis of psych prophylaxis of the behavioral repertoire of people at certain historical moments, provided they were strictly observed. In the culture of mankind, a huge number of moral constants have been accumulated, in one way or another, reflecting the essence of the preventive activity of a person when acting in the "world of people", "world of nature", "world of things", "world of one's own self".

Requires a philosophical level of methodological analysis and design activities of a psychologist. Philosophy studies activity as a universal way of human existence, while activity is defined as the active interaction of a person with the surrounding reality, the content of which is the expedient change and transformation of the world in the interests of people. Design activity is presented as the integration of the life of the subject - his past, present and future. K. A. Abulkhanova notes: "A person's determination of his future life and future largely depends on what he has acquired in the past and what he has achieved in the present" and further, referring to S. L. Rubinshtein, writes: "Objectifying your individuality in a past life, a person integrates not only his explicit objectified qualities, but also implicit ones - past and future possibilities.

3. The principle of strategic. Methodological analysis of psychological practice, as well as psychological science, must be strategic. "Not just ascertaining its status at the moment, or predicting development trends, but also to take an active position in relation to this development, to outline strategic tasks ...".

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**Results and Discussion:** As for psych prophylaxis and design activities, they cannot but be strategic in their essence. For example, the goal-setting of psych prophylaxis implements, on the one hand, a leading function in relation to negative phenomena - they do not occur as negative consequences of any human activity, and on the other hand, it contains strategically important prospects for the timely, full development and state of psychological realities. The strategic orientation of design activity is characterized by the awareness of "spatio-temporal, interactive personal-life reality".

“The ability to organize time ensures the timeliness of its activity, and the latter, thanks to consciousness, acquires an expedient, value-based character. Orientation to the future is determined by consciousness from the point of view of its life-meaningful, value-based nature, which induces the corresponding orientation of the personality's activity.

A strategic methodological analysis of psych prophylaxis and design activities, as well as any types of professional activity, must begin with an analysis of the specifics of their goal setting and the principles for evaluating results. Any activity includes a goal, means, result, the process of activity itself and is characterized by awareness.

So, for example, the goal, being a subjective image of the desired result of design activity, occupies a special place in its structure. It determines the level of activity of the individual in the process of goal setting. If goals are set to a person from the outside, or if a person performs monotonous, routine work every day, then, according to A. M. Novikov, the activity is reproductive, uncreative in nature and there are no problems of goal setting, that is, there is no goal setting process. In the case of productive activity - even relatively non-standard, and even more innovative, creative activity, which, in particular, is the innovative activity of a practical psychologist, the goal is determined by the subject himself, and the goal-setting process becomes a rather complex process, which is defined as design.

F. E. Vasilyuk notes that a feature of psych technical theory is its value orientations not just on the “objectivity of truth” as an academic science, but value positions in the context of “all basic values - truth, goodness, beauty, holiness, usefulness ...”. From such positions, the general goal-setting of psych prophylaxis and design activity is highlighted in a completely different way, and, consequently, approaches to evaluating the performance of a practical psychologist, criteria, performance indicators and methods for measuring and interpreting them, respectively.

If with regard to the goals of many types of professional activities of a practical psychologist in the education system, one can speak almost with sufficient certainty, then there is still no clear certainty in the goal setting of psych prophylactic activities. Its goals are formulated extremely generally, vaguely, vaguely, vaguely. For example, the prevention of dysfunctional mental development of everything and everyone; provision by psychologists of favorable conditions for the whole variety of psychological realities; elimination of the risks of the emergence of deviant forms of development again of the entire diversity of the mental. Or, for example, how complex and boundless is the goal of psych prophylaxis in the following formulation: “Psych prophylaxis is a special type of activity of a child psychologist aimed at preserving, strengthening and developing the psychological health of children at all stages of preschool and school childhood.” Even greater uncertainty can be seen in the wording of the psychologist's supposed preventive actions: "timely detection", "warning of possible complications, problems in the mental and personal development of children", "elimination of risks ...", "creation of conditions", "orientation towards a healthy lifestyle , on the usefulness of interpersonal relationships, on the success of adaptation ... and so on and so forth.

The process of goal-setting of design activity is characterized for each specific project by its content, its forms, its specific methods and means. In addition, the end product of the design activity is not just an image of the desired result, but a project that includes 3 phases: “design phase, technological phase, reflexive phase”.

**Conclusion:** Thus, an analysis of the state of psych prophylaxis and design activities of practical psychologists from the standpoint of the main methodological principles allows us to state that in both of them there is still no clear certainty either in goal setting, or in indicators and criteria for the effectiveness of its results, or in operational and methodological components. . On the basis of theoretical and empirical research, we came to the conclusion that it is necessary to study in detail the professional competence of specialists and the uncertainty factor in these types of activities of a practical psychologist in general, and these types of activities in particular.

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