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SOCIO-PSYCHOLOGICAL SERVICES IN EDUCATIONAL INSTITUTIONS: THE REALITIES OF THE PRESENT AND PROSPECTS FOR THE FUTURE

Abstract. In today's conditions, the main attention in the psychological service specialists' activities should be focused on the readiness to perform not only functional tasks but also to provide a system of qualitative socio-psychological services that meet the needs of students, pupils, parents and teachers.

The purpose of the research was to study the quality of social and psychological services in educational institutions of the region and create recommendations for their improvement.

Methods of the research: questionnaires for heads of psychological services in cities / districts, heads of educational institutions, specialists of psychological services in educational institutions, teaching staff, students of the 4th, 6th, 9th, 11th grades and parents.

The research showed that the quality of social and psychological services in educational institutions of the region is satisfactory. The needs, realistic

expectations and ideas about the activities of the psychological services of students, teachers, parents, which also have a positive context have been studied.

The significance of the research lies in the fact that practical recommendations to improve the quality of social and psychological services in educational institutions are provided to specialists of the psychological services.

Key words: social and psychological services; psychological service; professional competence; interaction.

Introduction. The purpose of the psychological service in educational institutions is to promote conditions for social and intellectual development of students, mental health protection providing psychological and socio-pedagogical support to all participants in the educational process in accordance with the goals and objectives of the educational system [1].

The activity of a practical psychologist / social pedagogue of an educational institution involves not only the use of various methods of diagnostic, correctional and preventive work with children but it acts as a complex technology, a special culture of support and assistance to the child in solving problems of his development, learning, education, socialization.

Under such conditions, the main attention in the activities of psychological service specialists should be focused on the readiness to perform not only functional tasks but also the provision of qualitative socio-psychological services that meet the needs of students, pupils, parents and teachers [2].

First of all, practical psychologists and social educators should promote the full development of each child's personality, accompany the formation of life skills, provide assistance in socialization in today's changing social realities. Overcoming psychological problems connected with COVID-19 and quarantine measures among participants of the educational process has become a new challenge for psychological service specialists of the educational sphere. They are: increase of the reaction of distress, risk for health and increase of the prevalence of psyche health disorder such as posttraumatic, stress disorder, anxiety disorders, depression and somatization.

An experienced group from India certifies the following basic psychological influences of COVID - 19 (Halder S. & et al., 2020): fear and disturbance about one's own health and kinsmen's health; a permanent disturbance in relation to sustained financial losses; changes in the mode of dream and meal; difficulties of concentration and irritation; fear and actual worsening of health chronic problems; increasing of the use of alcohol; tobacco and psychoactive substances [3]. In relation to quarantine, a research group from Great Britain (Brooks S. etc., 2020) analyzed 24 researches of the psychoactive influence of quarantine and underlined specific stress factors: duration of quarantine (more than 10 days considerably provokes higher risk of the development of symptomatology of posttraumatic stress); disappointment, boredom and the feeling of isolation from the rest of the world; insufficient information; absence of the clear pointing [4].

Specialists of the section Stress, traumas and psychological support for emergencies COVID – 19 at the Italian Educational Center for family, childhood and teenagers conducted on-line questioning of 6000 parents in relation to the reaction of children from 4 to 10 years on a pandemic which showed that: half of the children found out megascopic irritability, intolerance to the rules, whims and excessive requests; every fifth child had problems with changes of mood and dreams; every fourth child had a regressive symptom as the wish to sleep with his parents at night; every third one had the expressed nervousness; even adapted and “super-adjusted” children evidenced the expressed disorders (Pisano L. & Cerniglia L., 2020) [5].

Other data testify that psychosocial difficulties and also relapses of diseases, decline of a psyche health and a disease as psychological consequences can be shown up in children (Ellepola A., Rajapakse R.P. (2020) [6].

Now there is a great problem of working off corresponding models, methods and techniques of giving psychological assistance in the condition of a pandemic: diagnostics of stress and crisis states; distant first psychological assistance; crisis interferences; distance crisis consultations; psychological

accompaniment of losses during the first hours-days; training of advisers from self-assistance; advising in relation to post-pandemic symptomatology; a technique of solving problems after traumatic event; techniques of stabilization and development of renewal skills. According to the results of questioning in March 2020, 145 psychologists and psychotherapists from the Eastern Europe (53,1% from Ukraine) underlined the requirement of additional professional training and the necessary support during their work in the condition of a pandemic and quarantine (Velykodna M., Frankova I., 2020) [7].

This can be achieved only through active interaction of the psychological service with teachers and the parent's community. Its effectiveness depends on the willingness of the latter to cooperate, equally understand the essence of common tasks, have adequate ideas about the real possibilities and importance of such cooperation.

Aim and tasks

The purpose of the research was to study the quality of social and psychological services at educational institutions in the region and create recommendations for their improvement.

The purpose is specified in the following objectives of the study: to identify difficulties, complications and factors that negatively affect the implementation of qualitative psychological support of the subjects of the educational environment and to identify ways to overcome them.

Research methods

Relevant questionnaires for heads of psychological services of cities / districts, heads of educational institutions, specialists of psychological services of educational institutions, pedagogical workers, students of 4th, 6th, 9th, 11th grades and parents. The survey was conducted through an online survey.

Research results

The study involved 12,560 people, the category of which is presented in table 1.

One of the important factors in the provision of qualitative socio-psychological services by practical psychologists and social educators is the availability of professional education and professional development in the intercourse period.

Thus, 89% of practical psychologists of educational institutions have a complete higher education in the specialties "Psychology", "Practical Psychology". The situation with social educators is much worse: only 21% have a complete higher education in the specialty "Social pedagogy", "Social work".

Approximately 50% of psychological service specialists constantly improve their professional competence by participating in curricula, trainings, seminars on various topics in the intercourse period.

Table 1

Category of research participants

Category of respondents	Number of respondents
Heads of the psychological service of cities / districts	23
Heads of educational institutions	243
Specialists of the psychological service of educational institutions, of whom:	260
practical psychologists	167
social pedagogues	93
Teachers	843
Students of secondary schools, of whom:	6244
4th grade students	1606
students of 6th grades	1678
9th grade students	1588
11th grade students	1372
Parents	4947

It is important to note that 4.6% of respondents confuse the improvement of professional competence in the intercourse period with the mandatory completion of refresher courses every 5 years.

More than 23% of respondents take part in professional All-Ukrainian and international scientific and practical conferences sharing their experience.

An urgent need for specialists in the psychological service of the region was the constant increase of their own professional competence in working with

children and adults who have experienced traumatic events. Thus, in the last 2 years, 61% of psychologists and social educators have been trained in such programs and projects (Table 2).

Table 2

Advanced training in working with children and adults who experienced traumatic events

Name of the program / project	Number of specialists (%)
Crisis counseling skills and development of psychosocial resilience to stress in children, Ministry of Education and Science of Ukraine, Ukrainian Scientific and Methodological Center for Practical Psychology and Social Work of the National Academy of Pedagogical Sciences of Ukraine, UNICEF Children's Fund (Representations in Ukraine), Kyiv-Mohyla Academy National University	20
Children and War: Teaching Healing Techniques (Institute of Psychiatry (London, England), Center for Crisis Psychology (Bergen, Norway), Institute of Mental Health of the Ukrainian Catholic University, Ukrainian Institute of Cognitive Behavioral Therapy, authors: Patrick Smith, Atl Diregrov, William Yule, Leila Gupta, Sean Perrin, Rolf Gestad)	11
Socio-pedagogical and psychological assistance to participants in the educational process during the conflict in Ukraine (Ukrainian Scientific and Methodological Center for Practical Psychology and Social Work, International Women's Human Rights Center "La Strada-Ukraine")	8
The Trauma of War (Humanitarian Headquarters "Let's Help")	7
Organization of social and psychological assistance to children and their families displaced to the regions of Ukraine from the temporarily occupied territory and areas of anti-terrorist operation (International Institute of Deep Psychology, All-Ukrainian NGO "League of Social Workers of Ukraine")	5
Assistance to children in a long-term crisis situation (All-Ukrainian public organization "Women's Consortium of Ukraine", League of Business Women of Donetsk region)	3,6
No program (project)	45,4

It is possible to note a positive tendency concerning additional increase by experts of psychological service of the area of their own professional qualification in various directions of psychotherapy (47%) the most widespread of which are presented in table 3. The table shows that art therapy is the most popular among psychologists as a simple but effective means of psychological assistance based on creativity and play. The method of deep psychocorrection of Academician of the National Academy of Pedagogical Sciences of Ukraine,

Professor, Doctor of Psychological Sciences T.S. Yatsenko whose author's school was held twice in Slovyansk is also popular among psychologists of the region.

Table 3

The most common areas of psychotherapy which improve the skills of psychological services

Direction of psychotherapy	Number of specialists (%)
Art therapy	18
Method of deep psychocorrection of the academician of NAPS of Ukraine, professor, doctor of psychological sciences Yatsenko T.S.	9
Symbol drama	3,2
Fairy tale therapy	2,4
Family psychotherapy	2,4
Transactional analysis	2
Cognitive-behavioral therapy	2
Body-oriented psychotherapy	2
Systemic and family arrangements according to Hellinger	2
Psychoanalysis and psychoanalytic therapy	1,6
Gestalt therapy	1,2
I do not improve my skills in any direction	54,2

The analysis of the survey data of the heads of educational institutions allowed to obtain information about the additional workload of psychological service specialists in educational institutions. On the one hand, the burden on the psychological service specialist as a pedagogical worker is an additional opportunity to communicate with children. On the other hand, it is an expansion of their functional obligations which goes beyond the activities in the limits of their main position and requires significant time.

The quality of social and psychological services significantly depends on the conditions of activity, namely on the availability of a separate office for work. The analysis of the obtained data showed that 59% of practical psychologists / social educators have a separate office for work, 25% share the office with other specialists and 16% do not have a separate office for work.

The provision of social and psychological services to participants in the educational process is carried out through the implementation of the main areas

of work of a practical psychologist and a social pedagogue of the education system. The leading activity of practical psychologists is correctional-rehabilitating and developmental work (61%), and social educators - preventive (41%) which is fully consistent with their functional obligations.

The implementation of practical psychologists' and social educators' directions of their activity are carried out through various forms of organization of work with all participants in the educational process.

Table 4 shows that the opinion of the heads of educational institutions, teachers, students, parents and specialists of the psychological service on the most common forms of work with students (pupils) mostly coincides.

According to the definition of practical psychologists, the diagnostic direction of their work occupies only 30% of their activities while testing and questionnaires are the main forms of organization of work with students and pupils.

Differences between the opinions of students and other participants in the educational process can be seen in such forms of work organization as individual and group consultations, correctional and developmental classes, career guidance work.

A discrepancy of 20% at such form of work as training can be traced. It can be assumed that teachers often confuse training as an independent form of work with the use of its elements in any other activities of a practical psychologist.

The subjects of psychological services with teachers meet the current needs of pedagogues: the principles of first aid for children and adults, prevention and overcoming of emotional teachers' burnout, psychological characteristics of children of different ages, etc.

The most common forms of organizing the work of psychological service professionals with parents are public speeches at parent meetings and individual consultations.

Table 4

Subjects of optional courses, elective courses and special courses in psychology which are taught in the CEE of the region

Optional courses, elective courses and special courses in psychology	Number (%)
«Know oneself». Program of a special course in psychology (L.V. Domanska)	4
«Educational games». Elective course program (O.G. Lutsenko)	3,6
«Interesting psychology». Elective course program. (A.L. Tsios)	2,8
«Quick self help». Elective course program (Z.G. Vitulska, V.I. Denisenko)	2,4
«Psychological development of the personality of early adolescence». Elective course program, additional material to the program «Diary of personality development» (A.V. Zavorotnyuk)	2,4
«Formation of spiritual and moral values». The program of the optional course for students of the special boarding school (L.I. Chernousova)	2,4
«My future profession: the path to success». Elective course program (V.G.Panok, O.V. Melnyk, O.L. Morin, L.A. Gutsan, I.I. Tkachuk)	2
«Arrangement of personality». Elective course program in psychology (A.V. Suvorov)	2
«Frank talk». Elective course program (A.M. Vievsky, K.I. Lepekha, N.V. Lunchenko, Y.A. Lutsenko, V.D. Ostrova, V.G. Panok, N.V. Sosnovenko)	1,6
«Psychology of communication». Elective course program (N.Yu. Sasyuk)	1,2
«Fundamentals of Psychology». Elective course program for students of a special boarding school (L.I. Chernousova)	1,2
«Me and my profession». The program of the special course (L.M. Zhuromskaya)	1,2
«Steps to school». The program of the optional course for pupils of preparatory classes of special boarding school (L.I. Chernousova)	1,2
«Learn to think». Elective course program (M.G. Glushko)	1,2
«Steps to the top of " I "». Elective course program in psychology (N.M.Kostecka)	1,2
«It's time to choose». Elective course program (T.V. Sidlyar, N.V. Svirchkova)	0,8
«Interesting communication». Elective course program (L.V. Bura)	0,4
«Secrets of communication». Elective course program (O.M. Kurbanova)	0,4
«Useful skills of junior high school students». Elective course program for a special boarding school (L.I. Chernousova)	0,4
«Psychology of communication». Special course program (I.E. Khronyuk)	0,4
«I choose a profession». Special course program. (M.V. Lemak, V.Y. Petrishte)	0,4
«Psychology of a personality». Special course program (M.I. Bozhko)	0,4
«Psychology of personal development». Elective course program (N.D. Boyko)	0,4
«Me and psychology». Elective course program. (V.M. Ostrovskaya)	1,6
«Fundamentals of psychology and pedagogics». Special course program for preparing students for the Contest in pedagogics and psychology (D.D.Romanovska, O.V. Ilashchuk)	0,4
«Psychology of business communication and the basics of business etiquette». Elective course program (I.S. Ropatska)	0,4
«Psychology». Elective course program (L.A. Petushkova, A.V. Anosova)	0,4
«Fundamentals of personality psychology». The program of the special course (Y.M. Talaeva, D.D. Romanovska)	0,4
«Psychology of scientific creativity». Special course program (O.P. Chukhilevich)	0,4
«Ethics and psychology of family life». Elective course program for students of a special boarding school (L.I. Chernousova)	0,4
No course is implemented	62

The analysis of the survey data showed that along with the traditional forms of organization and methods of work of the psychological service with the participants of the educational process, practical psychologists and social educators also use innovative ones. Yet quite a number of practical psychologists do not know what forms of work can be called innovative. Some innovative forms include traditional ones, such as: conversations, mini-lectures, informational messages, individual and group consultations, etc.

The Ministry of Education and Science of Ukraine in a letter dated 06.06.13 № 1 / 9-413 recommends the introduction of optional courses in secondary schools which contribute to the comprehensive development of a personality, harmonization of relations between the individual and the team, prevention of conflicts in the school environment and solving psychological problems of the educational process at a secondary school. But only 35% of respondents say that their institutions implement psychologically-oriented electives and special courses which are aimed at strengthening the psychological component in the education of children and students.

Among the preventive programs, implemented in educational institutions by psychological service specialists most often through the hours of a psychologist (sporadically and systematically), targeted trainings for students and teachers, the most common are: , "Protect yourself from HIV", "Family conversation", "Prevention of human trafficking and exploitation of children", "Personal dignity. Life safety. Civic position ", " Useful habits ", etc.

According to regulations, the main task of the psychological service in an educational institution is to ensure the optimal process of the mental development of a child, so socio-psychological services are primarily aimed at meeting the interests and needs of the student.

It is interesting for children and adolescents to know who a practical psychologist and a social educator are and what role they play in an educational institution. It can be determined that most respondents have very specific ideas about the functions of a psychologist and a social educator, the specifics of their

work and their important role in an educational institution. But only 15.8% of students say that they often seek counseling from psychological services to solve their problems, 43.8% - rarely apply and 40.4% of respondents do not apply at all.

Among the reasons for refusing to consult a practical psychologist / social educator students mention the following: there was no need (63.1%), the best counselors are my parents (13.8%), I solve my problems without assistance (10%) , it's a shame to do this (7.6%), the best advisors are my friends (3.6%) and I don't trust (1.7%). We can assume that, if necessary, students will still seek advice from specialists in the psychological service of their school.

In general, we can note the positive attitude of students to the activities of specialists of the psychological service of the region. Thus, about 70% of students say that they are always interested in the classes conducted by a practical psychologist / social educator in their class, 76.3% of respondents always and often learn about something new and useful for themselves. According to the statement of 80% of parents, the attitude of children to employees of the psychological service of the educational institution is positive.

An important component of improving the efficiency of the educational process is the active cooperation and interaction of the psychological service with teachers and parents. Coordination of actions of a practical psychologist / social pedagogue, teacher and parents ensures unity, integrity of psychological and pedagogical influence on the student's personality, helps to overcome cognitive dissonance in the educational environment.

The obtained data indicate that pedagogical staff of secondary schools actively cooperate with specialists of the psychological service. Thus, 65.2% of teachers answer "I cooperate often", 26.4% - "I cooperate sometimes" and only 5.3% and 3% of the individuals to the proposal to determine their degree of cooperation with the psychological service in solving problems in the educational process " cooperate rarely" or "do not cooperate at all."

At the same time, 55.8% and 31.4% of teachers "often" or "sometimes" seek advice from specialists of the psychological service of the educational institution to solve educational problems. Most often, these appeals concern issues of interaction with children with deviant behavior (25%) and children with special educational needs (18%), creating a positive psychological climate in classrooms (20%), interaction with parents (17%) and prevention and overcoming emotional burnout. (16%).

The existing trust in the psychological service is evidenced by the fact that 65.4% of teachers seek counseling from specialists in the psychological service to solve their personal problems.

The degree of cooperation of parents with the psychological service of the educational institution in solving problematic issues in the upbringing (education) of the child is also positive. Thus, 76.6% of parents say that they often or sometimes cooperate with the psychological service of their educational institution. About 90% of parents at least once a year seek counseling to solve problems in the upbringing or education of their child. Most often, these appeals relate to helping children with emotional difficulties (49%), overcoming learning difficulties (40%), adapting children to new learning conditions (38%) and increasing learning motivation (26%).

Thus, we can talk about the presence of an appropriate degree of trust in specialists of the psychological service on the part of parents, the perception of the psychologist as a person to whom you can always turn for help if necessary.

The quality of providing social and psychological services to participants in the educational process by specialists of the psychological service in educational institutions is significantly influenced by the methodological support of practical psychologists / social educators at the city / district level.

Forms of methodological activities are diverse, but still the most common are methodological associations of practical psychologists / social educators. Among the innovative forms of methodological support of psychological service specialists, which are introduced at the level of cities / districts, the most

common are: Online conferences, seminars offline, remote counseling, the issue of the psychological magazine "Touch of the soul", professional growth club "Knowing yourself", Internet meetings , Internet seminars, Internet consultations, work in Skype mode, festivals of practical psychology, technology parks, psychological workshops, master classes with elements of supervision, methodical projects, mosaics of psychological experience, author's workshops, etc.

Nevertheless, 22% of heads of psychological services of cities / districts say that they do not use innovative forms of methodological support for psychological service specialists, 17% simply list interactive teaching methods, 13% state innovative forms (workshops, methodological associations, lectures, etc.).

Heads of psychological services of cities / districts constantly provide counseling to practical psychologists and social educators on various professional issues. Subjects of appeals from psychological service specialists are related mainly to work planning and reporting documentation (22,4%), psychological support of children with special educational needs (18,4%), legal support and documentation of a practical psychologist / social educator (15,9%), preparation of seminars, registration of articles, methodical recommendations (13,5%).

Based on the results of the study, we can confirm, first of all, the fact that the period is behind us when teachers, students and their parents, and often the administration of the educational institution are not sufficiently aware of the role of a psychologist or a social educator and their role in improving the quality of the educational process.

It is becoming increasingly clear that a necessary condition for creating a holistic system of effective psychological support of the educational process in any educational institution is the establishment of trusting, mutually respectful and understanding relationship between administration, teachers, parents, students, practical psychologists and social educators.

The activity of practical psychologists and social educators covers all participants in the educational process (administration, teachers, students, parents). It includes various forms, types and directions of work on the provision of qualitative socio-psychological services.

There is a clear trend in the region when consumers of social and psychological services are not only the subjects of a particular educational environment but also members of the community. Thus, 85% of specialists of the psychological service of cities / districts cooperate with state institutions and public organizations; centers for social services of families, children and youth; services for children and child protection; city (district) courts; criminal police for children; employment centers, narcological dispensaries and doctors of various profiles, charitable foundations and public organizations of the All-Ukrainian and international levels.

Approximately 50% of the specialists of the psychological service of cities / districts take an active civil position participating in various forms of public / social activity, most often acting as a psychologist-volunteer (21%) and participating in temporary projects (31%).

The weak point in the activities of the psychological service of cities / districts is participation in experimental research activities. The analysis of the respondents' personal data showed that the specialists of the psychological service do not know the difference between the experimental sites, the school-laboratory, the research laboratory and the basic experimental school. There are also differences in determining the level of experimental research.

When asked to determine the subject, the form and the level of the experimental research work of the psychological service of the educational institution in 17% of answers there are the following marks: «I do not have information», «Not in the competence of a practical psychologist», «Questions not by profession».

The necessary requirement of our time is the participation of educational institutions in international projects and the involvement of practical

psychologists / social educators in the implementation of socio-psychological support for their application. Unfortunately, only 22% of the specialists of the psychological service of cities / districts take part in the International projects.

Among a number of areas of socio-psychological support of the educational process in institutions in modern conditions, special attention is paid to such as:

- psychological facilitation of professional competence of a teacher-educator;
- support of national-patriotic education, formation of civic activity and national consciousness;
- support for the introduction of the mediation approach to conflict resolution in the school environment;
- support of children and parents in the conflict and post-conflict period;
- support for increasing parental competence on the basis of a partnership and through the promotion of the best family education systems.

Discussion

The study showed that the quality of social and psychological services in educational institutions in the region is satisfactory. The needs, realism of expectations and ideas about the activities of the psychological service of students, teachers, parents, which also have a positive context, have been investigated. The quality of socio-psychological services depends on many factors among which a significant place is occupied, above all, the establishment of effective interaction between all participants of the educational process.

The high level of interaction of participants of educational process with experts of psychological service and the basic forms and methods through which it is carried out has been ascertained.

The degree of satisfaction with the activities of the psychological service of participants in the educational process and heads of educational institutions has been determined.

On the basis of the identified difficulties, complications and factors that negatively affect the implementation of qualitative psychological support of the subjects of educational environment, recommendations have been worked out to specialists of the psychological service, including:

1. To inform practical psychologists constantly about educational, research, community events and projects offered by various professional organizations (G.S. Kostyuk Institute of Psychology, All-Ukrainian Institute of Integrative Psychology and Psychotherapy, Institute of Mental Health of the Ukrainian Catholic University, Ukrainian Union of Psychotherapists, Association of Psychologists of Ukraine, All-Ukrainian Association of Psychodiagnostics, etc.).

2. To update the activities of counseling centers for young professionals where they consider not only the legal framework and documentation of a practical psychologist / social educator but also the preparation of seminars, articles, guidelines, etc.

3. To start the work of internships, (except for the activities of the Schools of Young Psychologist / Social Educator which have already become traditional), which aim is to improve the professional adaptation of young professionals in educational institutions of the city / district. It is advisable to organize groups of professional reflection for social educators because only 20% of professionals in this position have the appropriate professional education.

4. To update the subjects of methodological activities in the areas of: psychological support of hyperactive children and children with autism spectrum disorders; psychological support of inclusive education and children with SEN; psychological support of children of deviant behavior; prevention and overcoming of stress and post-stress states of participants in the educational process.

5. To organize intervision and supervision groups where during the meetings specific complex cases in the work of the specialist are discussed, ways to solve problems are determined.

6. To strengthen the work on identifying, studying, generalizing, disseminating and implementing best practices of psychologists and social educators at different levels.

7. To continue work on improving psychological culture of all participants in the educational process through socio-psychological seminars, trainings, using innovative forms and methods of work which will contribute to a fuller understanding of the nature and objectives of psychological services, the formation of realistic ideas services in the work of educational institutions.

8. To continue explanatory and educational work on the functioning of the psychological service, its capabilities and competencies. Stages of involvement of teachers and parents in the system of psychological support should be carried out gradually, following a certain sequence:

9. To strengthen the psychological support of management activities in educational institutions. After all, an educational institution is a multi-vector system of communication, so management without taking into account psychological aspects of such a team is impossible.

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