

Federal Network of Psychological Services of Educational Institutions of Higher Education: Concept, Priorities and Development Resources

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The concept of the development of psychological support for higher education is revealed. Scientific arguments in favor of a federal network model for organizing qualified psychological assistance to students and teaching staff of universities are presented. The results of the population study conducted by the Russian Academy of Education with the participation of 21,943 first-year students from 22 Russian universities are reported. These results indicate a moderate degree of severity of emotional states of increased excitability, personal anxiety and a tendency to depressive manifestations among students. The priority areas of work on the development of the federal network of psychological services of universities are presented. The implementation of these areas is designed to systematically address the issues of accessibility of psychological assistance for students and teaching staff of each university, the high quality and completeness of the spectrum of such assistance. It is reported that with a network organization with a coordinating resource center, the psychological support of higher education will be characterized by the unity of the federal space for solving the problems of emergency professional response in providing psychological assistance to students and teaching staff.

Keywords: federal network of psychological services of universities, higher education, mental health service, educational psychological services, student counseling centers, psychological well-being, positive socialization, Russian students, individual differences, researchers and teaching staff.

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Федеральная сеть психологических служб образовательных организаций высшего образования: концепция, приоритеты и ресурсы развития

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Раскрывается концепция развития психологического сопровождения высшего образования и излагаются научные аргументы в пользу сетевой модели организации квалифицированной психологической помощи студентам и педагогическим работникам вузов. Приводятся результаты популяционного исследования Российской академии образования с участием 21943 студентов первых курсов из 22 российских вузов, свидетельствующие о степени выраженности эмоциональных состояний повышенной возбудимости, тревожности и склонности к депрессивным проявлениям. Представлены приоритетные направления работы по развитию федеральной сети психологических служб вузов, реализация которых призвана системно решать вопросы доступности психологической помощи для студентов и работников каждого российского вуза, высокого качества и полноты спектра такой помощи. Сообщается, что при сетевой организации с координирующим ресурсным центром психологическое сопровождение высшего образования будет характеризоваться единством федерального пространства, решающим задачи быстрого профессионального реагирования при оказании психологической помощи студентам и преподавателям.

Ключевые слова: федеральная сеть психологических служб вузов, высшее образование, психологическая служба вуза, психологическое сопровождение образования, психологическая помощь студентам, психологическое благополучие, позитивная социализация, современное российское студенчество, индивидуальные различия, научно-педагогические работники.

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Relevance, Social and Individual Demand for Psychological Support of Higher Education

Admission to a higher educational institution for “yesterday’s” secondary school student is one of the most important and, at the same time, critical stages in the life of a young person, which largely determines identity development, the efficiency of intellectual potential implementation and professional achievements throughout career [18].

Actually, a young person entering a university often has a complete lifestyle change, starting from moving to a new place of residence and independently resolving issues of financial self-sufficiency to the need to successfully adapt to a new team and cope with increased academic workloads. Modern higher education places increased demands on students, associated with the need to assimilate large amounts of educational material and perform diverse tasks in a short time, compliance with the criteria of university ratings of academic achievements, sometimes in tough competitive conditions, adaptation to a variety of teachers and their styles of presenting material, independent life planning, etc.

These requirements of a new university educational environment for a first-year student, in turn, entail the need for a serious actualization of individual psychological resources — stable cognitive functioning, formed skills for regulating behavioral reactions, the ability to control one’s emotional state, and a stable internal position [1; 2; 5]. Otherwise, in case of inability, impossibility, or misunderstanding of the need to mobilize individual resources, a state of academic (educational) stress arises, including chronic, due to negative emotional states caused by the need to constantly comply with the deadlines for submitting work, poor academic performance and low rating position, anxiety, tension and fears of exam sessions, etc.

According to studies in psychology and related scientific knowledge, there are significant individual differences between students in the manifestation of problematic emotional states, behavioral reactions, peculiarities of cognitive functioning, and regulatory properties [13]. For instance, the results of a large-scale study involving 21,943 first-year students from 22 universities in the Russian Federation, conducted by specialists from the Russian Academy of Education under the guidance of S.B. Malykh indicate that every fifth freshman aged 17 to 22 reports some kind of emotional and/or behavioral problems.

Specifically, according to this population-based study of Russian students, 20.9% of the first-year students have emotional problems associated with increased excitability, a tendency to depressive states, frequent mood swings, and anxiety. Herewith, almost 9% of young people have behavioral problems already in their first year of study, expressed, among other things, in interaction with classmates and teachers. Considering the negative impact of these problems on the learning process at the university, primarily on the students’ individual academic progress and the implementation of their intellectual-personal potential, the task of maintaining the psychological well-being of modern students becomes relevant.

To help the student competently cope with emotional and behavioral problems that impede the process of effective studying at the university, to provide qualified psychological support in a situation of personal crisis, and, if necessary, to promote comprehensive psychological-medical-social assistance, are the main tasks of developing and improving the psychological support of higher education. These tasks are consonant with the national priorities of the Russian Federation until 2030, defined by the Decree of the President of the Rus-

sian Federation, primarily in terms of maintaining the health and well-being of people, creating opportunities for self-realization and development, as well as organizing a comfortable and safe environment for life.

The problem of developing psychological support for education acquired particular relevance during the COVID-19 pandemic, which affected the entire population of the planet and affected almost all aspects of the life of citizens — the economy, politics, healthcare, education, and social protection. The enforcement of measures to counteract the spread of COVID-19 infection affected students at all levels of education. In reference to the United Nations Educational, Scientific and Cultural Organization (UNESCO), during the COVID-19 pandemic, more than 100 countries completely closed educational organizations — schools, colleges, lyceums, and universities, deprived more than half of the world's students of the opportunity to attend classes. (<http://ru.unesco.org/covid19/educationresponse>).

According to scientific research, the coronavirus infection pandemic has brought mass problems of psychological nature, which entailed, among other things, the emotional distress of students [12]. Moreover, there are predictions of an increase in deviant behavior manifestations among young people in a period far beyond the actual pandemic [16; 20]. The abrupt transition to distance learning as a measure to counter the spread of coronavirus infection only exacerbated the psychological difficulties for all participants in educational relations — students, researchers, teaching, and administrative staff [12; 14; 17].

The most sensitive to the situation of forced distance learning, social exclusion, and travel restrictions is the category of college and university students (for example, [21]). According to the study, with media basis analysis of the abnormal behavior of students of Russian universities, there is a

specific manifestation of behavioral problems of young people studying at universities, in contrast to the general population [10]. First of all, it is noted: the peak number of manifestations of auto-aggressive behavior of first-year students of universities, the greater exposure of young men to such problems, and the unevenness of cases of abnormal behavior during the academic year, associated with the start of studies and examination sessions [10].

Scientific research data, as well as publicly resonant cases of abnormal behavior among student youth, confirm the urgent need to improve the psychological support of the learning process in the higher education system, taking into consideration the individual psychological characteristics of modern students.

The Current State of the Psychological Support of Higher Education

According to the Department of State Youth Policy and Educational Activities of the Ministry of Science and Higher Education of the Russian Federation, the current state of the psychological support of higher education is characterized by the following main problems that require urgent system solutions.

Only 21.9% of all universities that took part in the survey (93.6% of the total number of universities under the jurisdiction of the Ministry of Science and Higher Education of Russia) have a functioning psychological service as a separate structural unit with a designated staffing of more than one employee. In most universities (55.3%) there is 1 psychologist, or there is a rest room without a full-time psychologist, or the performance of duties for psychological support is entrusted to an employee of the department of psychology, the department of cultural work, a sanatorium, a student association, etc. 22.8% of universities declare that there is no possibility of provid-

ing psychological assistance to students, researchers and teaching staff. These data testify to the significant unevenness of the opportunity to receive qualified psychological assistance at the university in situations of identity and professional crisis.

Moreover, according to the data of the Russian Academy of Education, in Russian universities, there is a very broad interpretation of the concept of “psychological service” — from one psychologist’s position for all students, included in one of the units, to a full-fledged structural unit with specialists of various profiles, and to put such specialists into the staffing table of the university is a matter of goodwill of the management. At the same time, respectively, the workload for a specialist in a psychological service or a psychologist, sometimes working at 0.25 of the rate, varies significantly from university to university — from 0 to 12,024 applications for the 2020/2021 academic year.

In addition, due to the lack of a professional standard of a psychologist of higher education, the list of official duties of a specialist in the psychological service of a university is formulated solely on the basis of the head’s general ideas about the work of a psychologist, which can lead to a number of negative consequences — from declining quality of psychological assistance to the extension of the consultation waiting period. Advanced training of psychological service specialists is chaotic and often proactive; the selection of additional education programs and implementing organizations takes place without taking into account the quality and specifics of the work of a higher school psychologist.

All participants in educational relations in the system of higher education most acutely feel the problem of the material, technical and methodological support of the psychological services of universities. To date, the material and technical equipment is carried out based on the personal ideas of the head and the opportunities of

the educational organization, and methodological support is built on the basis of those psychological tools that are freely available, which often have not passed the adaptation procedure, peer review and do not have recommendations for use in the higher education system.

All the above problematic points indicate a significant uneven quality and limited range of psychological assistance, as well as condition of its infrastructure in educational institutions of higher education in the Russian Federation. Moreover, so far there has been no unified strategy in determining the goals, objectives, content, and methods of psychological support in educational institutions of higher education.

The Concept of Development of Psychological Support of Higher Education

The development strategy of psychological support for education is unique for each state, determined by historically established scientific traditions in each country, the national priorities of the system of education and upbringing, and depends on the economic, cultural, and political views inherent in society [8].

On August 29, 2022, the Concept for the Development of a Network of Psychological Services in Educational Institutions of Higher Education in the Russian Federation was approved by the Minister of Science and Higher Education of the Russian Federation. The concept defines the goals, objectives, principles, main directions, and effects of the implementation of state policy in the development of a system of psychological support for students in educational institutions of higher education in the Russian Federation, including in terms of the implementation of the academic right of students to psychological assistance enshrined in Article 34 of the Federal Law “On Education in the Russian Federation”, as one of the conditions for training, taking

into account the characteristics of the psychophysical development and health status of students.

The Concept sets out the task of creating a federal network of psychological services on the basis of existing psychologists or structural units of universities, headed by a coordinating center — the Federal Resource Center for Psychological Services in the System of Higher Education of the Russian Academy of Education (hereinafter — RAE Federal Resource Center).

In the system of coordination of psychological support of higher education of the Ministry of Education and Science of Russia, the RAE Federal Resource Center is entrusted with the powers of coordinating, scientific, methodological, and personnel support for the development of psychological support of higher education in the Russian Federation. All scientific-methodical developments of the RAE Federal Resource Center are coordinated with the Interdepartmental Working Group on the Development of Psychological Services in Educational Organizations of Higher Education of the Ministry of Science and Higher Education of the Russian Federation, which included scientists known for their achievements in the field of education sciences, and representatives of various ministries and departments. After the approval procedure, methodological materials and developments are sent to the psychological services of all educational institutions of higher education in the Russian Federation.

The psychological service of the university, as a link of the federal network, is created as a structural unit for providing psychological support of educational activities, taking into account the specifics of the educational organization, as well as for psychological assistance to employees of the educational organization. The university psychological service includes psychologists and may include other specialized specialists who are qualified to provide

psychological-medical-social assistance if necessary.

Such a model — a network with a coordinating center — will let to achieve the main goal of psychological support of higher education: to organize qualified psychological assistance for students and employees of each educational organization of higher education according to unified federal standards of diagnostic, corrective, developmental and preventive work. In addition, in the context of the model, the conceptual uniformity of all university psychological services providing assistance “on the ground” is achieved as links of the federal network with the advantages of a generalized structural model of psychological service in the general education system [9].

At the same time, the fundamental principle of organizing psychological support for higher education is the integration of research achievements in the field of educational sciences and the best practices of counseling, correction, prevention, and education. It is important to take into account not only the methodological principles of the systemic (B.F. Lomov, S.L. Rubinshtein, etc.), system-activity (V.V. Davydov, I.V. Dubrovina, V.V. Rubtsov, V.S. Mukhina, and others), differential-psychological (B.M. Teplov, V.D. Nebylitsyn, S.B. Malykh, T.N. Tikhomirova and others) approaches to the analysis of mental development and the fundamental theories of sociocultural development of the psyche, formulated on their basis [3; 4; 6; 7], but also the empirical data of new large-scale longitudinal projects in education, which make it possible to identify early markers of possible developmental and learning disorders throughout the entire period of education.

In world psychological science and educational practice, longitudinal studies are the most valuable and state-supported long-term studies of the mental development of students (for example, the project “National Center for Analysis of Longitudi-

nal Data in Education Research” (CALDER, <http://www.caldercenter.org>) or project with the participation of Russian students “Cross-cultural Longitudinal Analysis of Student Success” (“CLASS”, <http://class-project.ru/>)). Despite the complexity and laboriousness of implementation, it is this type of research that is the most socially significant and necessary for making scientifically based management decisions in the field of psychological support for education at all its levels [15; 19].

The combination of the classical methodological framework and new experimental, including interdisciplinary, methods for analyzing the mental development of modern young students will further strengthen the scientific arguments in choosing priorities, for example, for psychological prevention and education. In particular, the need for close attention of psychological service specialists to the problems of an emotional nature in modern students is confirmed not only by the data of a population study of the Russian Academy of Education (see above), but also by the thesis of the cultural-historical theory of the development of the psyche by L.S. Vygotsky: “emotions are no less important agent than thought” [8, p. 20].

Priority Directions for the Development of the Network of Psychological Services of Higher Education Institutions

The development of psychological services in Russian universities is associated with the achievement of the most important socially significant guidelines for the psychological support of higher education — the availability of psychological assistance, its high quality, and the variety of types and forms of providing such assistance to students and teachers in need. To achieve these guidelines, it is advisable to improve the psychological support of higher education in accordance with the following key lines of work.

Coordination of the activities of psychological services of higher education institutions

The function of coordinating the work of the psychological services of all Russian higher education institutions is entrusted to the RAE Federal Resource Center. The Telegram channel “Psychological Service of the University” has already been created, where each of the 1018 (data as of 10.10.2022) specialists and heads of the psychological service of a Russian university can get advice on organizing psychological support for students and teachers (<https://t.me/+z9z9hTELTmgzZWUy>). Methodological recommendations and other materials intended to provide qualified psychological assistance to students and employees of universities will be sent centrally to university psychological services.

Regulatory legal regulation

The federal law “On Education in the Russian Federation” allows the university to create a structural unit — a psychological service that provides social adaptation and rehabilitation of students who need it (Article 27), maintains the necessary conditions for protecting and strengthening the health of students and university employees (Article 28), as well as realizing the academic right of students to education, taking into account the peculiarities of their psychophysical development and health status, including the receiving of socio-pedagogical and psychological assistance (Article 34). The activities of the psychological service as a structural unit of the university are regulated by local regulations, which the university develops independently on the basis of standard documents recommended by the Ministry of Science and Higher Education of the Russian Federation.

Along with this, the normative legal regulation of psychological support in the system of higher education and the activities of the psychological services of universities needs

to be improved. First of all, this is about the preparation and approval of a standard for the provision of psychological assistance in the higher education system, including the use of diagnostic tools, thanks to which the high quality of psychological assistance and the unity of protocols for supporting those in need in difficult life situations will be achieved. The lack of a standard leads to an overly broad interpretation of the concept of "Psychological service" and narrowing the range of assistance — from a single psychologist with a narrow specialization to a full-fledged structure with specialists of various profiles capable of providing psychological, medical, and social assistance.

The professional standard of a psychologist in the system of higher education, which will determine labor functions, labor actions, requirements for vocational education and training, the need for practical work experience, and the presence of special conditions, is highly demanded by the community. The absence of a professional standard for a psychologist of higher education leads to the formulation of the job responsibilities of a specialist in the psychological service of a university solely on the general ideas of the head of the university about the work of a psychologist.

The system of professional development of managers and specialists of psychological services of universities

The qualifications of the manager responsible for organizing the psychological support of education at the university, and the specialist who directly provides assistance to students and teachers, guarantees the high quality of such assistance, its effectiveness and, as a result, helps reduce psychological barriers that obstruct contacting the psychological service of the university for professional psychological assistance. It is important to provide for the development of measures that motivate specialists to regularly improve their qualifications, increase

their knowledge and improve their practical skills, and at the same time apply additional professional education programs designed to meet the current needs of universities and invite leading lecturers.

At the same time, personnel support for the activities of the network of university psychological services should be centralized and include not only activities that improve the professional qualifications of heads of psychological services and psychologists, but also academic supervision and intervention programs, real assistance to the specialists themselves, including those working on hotlines, in overcoming emotional burn-out, identity and professional deformations. It is the supervision and intervention of the activities of university psychological services specialists that makes it possible to share professional situations and, most importantly, to find optimal solutions to situations at different stages of counseling, to cope with typical difficulties without one's own mental health implications.

Such a systematic implementation of personnel support becomes possible precisely with a network model for organizing the work of university psychological services, when advanced training, supervision and counseling are regulated by the RAE Federal Resource Center, and scientists, involved in the development of programs are well known for their achievements in educational sciences and those who are the best in educational practices.

The solution to the most pressing issues that arise in the course of the work of university psychological services becomes most effective with the support of the professional community of higher education psychologists. On the agenda of the year is the creation of an all-Russian public organization of psychologists of higher education, which will allow to unite the intellectual efforts of professionals for the benefit of improving the psychological support of higher education.

Methodological support for the activities of the network of university psychological services

The serious systematic work of scientists, administrators of education, and practical psychologists requires the improvement of the methodological support of the federal network of university psychological services. According to the Russian Academy of Education, among vice-rectors in charge of psychological support at the university and heads of university psychological services, 100% of respondents admitted that the effectiveness of the work of the psychological service is most facilitated by the equipment with modern reliable methods.

Difficulties with the methodological equipment of the psychological service, as well as the insufficiently correct application of methods by specialists working with students, are a characteristic of the education system at all its levels (e.g. [11]). Thus, according to the Monitoring of the activities of the psychological services in the system of general education, conducted in the 2019/2020 academic year by specialists from the Russian Academy of Education under the leadership of S.B. Malykh, with the participation of 16,854 school psychologists from all federal districts of the Russian Federation (65.95% of the total number of psychologists working in Russian schools), the majority of specialists — from 59% to 72% — have at their disposal only certain diagnostic methods, correctional programs and developing technologies, which are usually downloaded from the Internet. At the same time, for most of the methods, there are no data on their reliability and validity based on the results of testing with the participation of Russian students, and almost all diagnostic methods did not pass national standardization.

Therefore, it is necessary to form a single list of those methods, primarily diagnostic ones, the use of which can be recommended in the system of higher education

for the effective work of university psychological services. In addition, close attention should be paid to the development and approval of the requirements for the material and technical support of the psychological service in the educational organization of higher education, including the equipment in offices of specialists.

The list of recommended tools, as well as lists of scientifically based programs of various directions, technologies for providing qualified psychological assistance and, undoubtedly, adequate criteria for assessing the effectiveness of psychological services that correspond to reality, are advisable to submit in the form of sections of methodological recommendations on the organization of psychological services in educational institutions of higher education, approved by the Interdepartmental Working Group of the Ministry of Education and Science of Russia and sent to the university psychological services.

Scientific research for the development of psychological support of higher education

The development of scientific foundations of management in the field of psychological support of higher education in the organization of a federal network of university psychological services is extremely in demand by all participants in educational relations — from students to representatives of ministries and departments. To increase the effectiveness of the psychological service, scientifically substantiated evidence of the effects, including long-term effects, manifested at subsequent stages of education from the introduction of programs, algorithms, and technologies of psychological support into the higher education system, affecting the mental development of students is required.

The current state of research in the field of education sciences is characterized by a “trio” of obvious problematic issues: the

lack of coordination in the implementation of similar projects in various scientific and educational organizations, the dissociation of research protocols and methods, and the lack of joint scientific projects based on educational organizations of various departments — the Ministry of Science and Higher Education, the Ministry of Education, the Ministry of Health of Russia as well. These main problems lead, first of all, to the difficulty in understanding the regional and university specifics, and the impossibility of combining research data to develop evidence-based management decisions, including when designing psychological support for higher education.

Among the primary research projects necessary for the full-fledged work and improvement of the federal network of university psychological services, it is expedient to designate the following:

— regular population studies of student youth in the Russian Federation to understand the normative indicators of mental development;

— longitudinal studies to assess the effects, including long-term ones, of the impact of educational, upbringing, correctional-developing, and correctional-rehabilitation technologies on the psychological well-being of students;

— monitoring studies of the current state of psychological support for higher education and the effectiveness of the psychological services of universities in the Russian Federation.

The data obtained during the implementation of this kind of large-scale research will be used in the higher education system for early registration of events, phenomena or individual psychological characteristics that can lead to learning disorders, and timely provision of scientifically based preventive impact.

All the above key areas of work to improve the psychological support of higher education are reflected in the Action Plan

for the implementation of the Concept for the Development of a Network of Psychological Services in Educational Institutions of Higher Education in the Russian Federation for the period 2022/2023 academic year.

Development Resources

Improving the psychological support of higher education is inextricably linked with the development of interprofessional and interdepartmental interaction. In order to achieve the main social effect of the development of a network of psychological services in universities — to increase the psychological well-being of students and teachers — it is necessary to combine the administrative, research and technological resources of specialists working in various fields of science, education, and healthcare.

The resources for the development of psychological support in higher education are, first of all, the Faculty of Psychology and other structural units of the educational organization of higher education, on the basis of which psychological services will be created. Moreover, those scientific, educational, and other organizations whose employees carry out research, including interdisciplinary research, on problems of abnormal behavior, patterns of mental development, factors of individual differences in learning, psychological safety of the educational environment, etc., can contribute to the improvement of psychological support.

Organizations that implement additional educational programs in the field of psychology and related fields of scientific knowledge can provide advanced training for specialists in university psychological services or provide their leading employees to participate as lecturers in additional professional education programs of the Russian Academy of Education.

Cooperation between university psychological services and medical organizations, including those providing psychiatric care, is

given almost paramount importance. Cases of abnormal behavior of young people, especially suicidal, often due to overt or covert psychopathology, require psychiatric consultation. Less resonant are cases of non-suicidal auto-aggressive behavior (self-harm): they often don't bother others, but at the same time, they are a marker of the psychological distress of a young person and also require specialized assistance.

Such a system of resource support for the activities of university psychological services will make it possible to solve the problems of a quick highly professional response in the provision of comprehensive psychological, medical and social assistance to students and teachers of each university. Indeed, according to the data of the Russian Academy of Education, specialists from university psychological services believe that it is extremely necessary to involve medical organizations (89.7% of respondents), regional centers of psychological, pedagogical, medical, and social assistance (87.9%) and educational organizations implementing advanced training programs, training and retraining of specialists for work in the psychological service of the university (83.9%).

Conclusion

The main task of developing a federal network of psychological services in educational institutions of higher education is to ensure the effective work of the psychological service in each university, aimed at maintaining mental health, strengthening psychological well-being, forming a positive socialization of students and teachers, their psychological support in difficult life situations.

The data of the Ministry of Science and Higher Education of Russia and the Russian Academy of Education indicate that at the moment, a number of universities employ psychological services that are not united into a single system or individual specialists — psychologists, who, with centralized resource provision and state support, can be-

come the basis for the formation of a federal network of university psychological services that responds to current social challenges.

The network model with a coordination center will determine the unity of the federal area for psychological support of higher education in Russia, which, in turn, will ensure high standards for the provision of comprehensive psychological assistance and support to students and teaching staff at each university, regardless of its specificity and region.

The availability of psychological assistance for students and employees of universities, its high quality, and the breadth of the spectrum are the three most important conditions that contribute to the formation of a psychologically comfortable and safe educational environment at the university. According to research, psychological safety as a key characteristic of the educational environment of a university, college, and school ensures the positive personal development of all participants in educational relations — students, researchers, teaching staff, education administrators, and parents [2]. Moreover, it is reported that it is the educational microenvironment — the peculiarities of learning in a particular educational organization — that can modulate macroenvironmental effects (strengthening or weakening them) on the mental development of students, which leads to a change (increase or decrease) in the level of development of a certain psychological trait in some intrapopulation groups [15]. These data emphasize not only the importance of the psychological quality of the educational environment of a particular university, college, or school but also the reciprocal nature of relations with indicators of mental, including the identity development of students and schoolchildren. Indeed, the interdependence of the conditions of education and the formation of a personality, first of all, the formation of the internal position of students, focused on a responsible attitude towards themselves and others, independence, a conscious choice of life guidelines,

is one of the main principles for achieving the goals of modern education [5].

The implementation of the planned scientific research in the interests of improving the psychological support of higher education, including the determination of protective factors in problematic development and learning options, considering the quality of the educational environment of the university, will facilitate the transition of specialists of university's psychological services from emergency psychological assistance to risk groups to prevention and education.

The systematic implementation of priority areas of work on the development of the federal network of psychological services of universities will bring the psychological support of higher education to a qualitatively new stage of its development and achieve in the medium term:

— high standards and completeness of the range of psychological assistance and support for all categories of students, regardless of the place of residence, including in situations of personal crisis and emergency situations;

— improving psychological literacy, preventing emotional burnout, identity and professional deformations of researchers and teaching staff;

— effective guidelines based on scientific data, and the possibility of continuous professional growth of specialists of psychological services of universities.

Wherein, higher education will be characterized by the unity of the federal area of psychological support, which solves the problem of rapid professional response in providing psychological assistance to all participants in educational relations.

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