

The psychological experience in Algeria between rooting and conditions for establishment**- an analytical study of the reality of psychology in Algeria -**

التجربة السيكولوجية في الجزائريين التأصيل وشروط التأسيس

- دراسة تحليلية لواقع علم النفس في الجزائر -

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Abstract: Many researchers and specialists in various fields and sciences believe that the world has become one village due to acceleration and technological development, this view may be acceptable in some disciplines such as physics and mathematics And other technical sciences that deal mostly with physical phenomena and machines, but will this opinion be accepted in social sciences as psychology, which societies need more than ever to his theories and principles in order to understand the transformations and changes that take place In the individual, and seeking a greater effort to blow up his energy to contribute to building a strong society that can stand in the face of the great challenges facing humanity, the issue of rooting for the principles and foundations of psychological studies has sparked widespread controversy among Arab psychological researchers, and recent invitations have emerged recently from many Arab researchers To establish the Arab Psychological School, which derives its theoretical foundations and its practical dimensions from the local reality, with its cultural, social, and ideological legacy, and by this we will try to reveal the echo of this call in Algeria, by tracking the reality of psychology in Algeria in its academic aspects. The applied is represented in field practices and extension services provided in several fields such as education, and work.

Keywords : psychology, social representations, psychological experience, psychological practice.

الملخص: يعتقد العديد من الباحثين والمتخصصين في مختلف المجالات أن العالم أصبح قرية واحدة بسبب التطور التكنولوجي المتسارع، محاولين بذلك الاندماج في قالب واحد معد مسبقا

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من حيث الخصائص والإيديولوجيا، قد يكون هذا الرأي مقبولاً في بعض التخصصات كالفيزياء والرياضيات وغيرها من العلوم التقنية التي تتعامل في الغالب مع الظواهر المادية والكونية، والمجردات، والآلات، والتي لا تتأثر بالعامل الزمني والمكاني، لكن هل يكون هذا الرأي مقبولاً في العلوم الاجتماعية كعلم النفس الذي أصبح يفرض وجوده كضرورة ملحة لفهم الفرد والمجتمع، وأصبحت المجتمعات في وقتنا الحاضر بحاجة أكثر من أي وقت مضى إلى نظرياته ومبادئه من أجل فهم التحولات والتغيرات التي تحدث في الفرد، والسعي بجهد أكبر إلى تفجير طاقته للمساهمة في بناء مجتمع قوي يستطيع الوقوف في وجه التحديات الكبيرة التي تواجه البشرية، وعلم النفس من حيث الفهم والتفسير يتعامل مع الأفراد الذين ينشئون في مجال ثقافي واجتماعي محدد، وأعراف وتقاليد تميزهم عن غيرهم، وقد أثار موضوع التأصيل لمبادئ وأسس الدراسات النفسية جدلاً واسعاً بين الباحثين النفسيين العرب، وظهرت مؤخراً دعواتهم الصريحة إلى تأسيس المدرسة السيكولوجية العربية التي تستمد أسسها النظرية وأبعادها التطبيقية من الواقع المحلي المعاش بإرثه الثقافي والاجتماعي، والإيديولوجي، وسنحاول الكشف عن الصدى الذي لاقته هذه الدعوة في الجزائر في أو ساط الباحثين والممارسين لعلم النفس، وذلك من خلال تتبع واقع علم النفس في الجزائر في جانبه الأكاديمي والتطبيقي ممثلاً في الممارسات الميدانية والخدمات الإرشادية المقدمة في عدة مجالات كالترية والتعليم، والعمل.

الكلمات المفتاحية: علم النفس، التمثيلات الاجتماعية، الخبرة النفسية، الممارسة النفسية.

- Introduction:

Psychology is among the modern sciences that contribute to an essential and effective role in building the individual and society , analyzing and studying the transformations and changes that occur in them, so that it became impossible to understand the changes that occur At the level of the individual and groups, except by practicing psychology , as it has become an urgent necessity to understand the individual and the group in which he belongs, and societies today need more than ever before its theories and principles in order to understand the individual and work to explode his energy to contribute in building a strong society that can stand in the face of the great challenges that Facing mankind, therefore , developed countries focus on to the development of this newly born science since its independence from philosophy in the late eighteenth century.

Till this day, people in the Arab world in general and in Algeria in particular are still trying to explain types of mental disorders, such as depression, anxiety, schizophrenia, and hysteria, according to the principles of major theories in psychology (behavioral, analytical, Gestalt, cognitive), according to what they contain. From shortcomings related to the social, cultural, and even economic reality in which it appeared, and on the pretext that the world has become one village (globalization) as a result of the development of information and communication technology, we find many Arab and Algerian researchers trying in vain to compare the results of their studies with those of Western researchers, and boasting that their findings support a certain theory. Such as the theory of psychoanalysis, or behaviorism, and without any attempt, whether individual, group, or institutional, to establish principles based on the social, cultural and economic reality that the researcher and the researcher live together. These attempts do not necessarily represent a break between the accumulation of Western and local knowledge as much as they should not be separate from The local reality, and the reality of the situation indicates that the Arab countries were divided in terms of an intellectual and psychological orientation into two parts, and this division may be due to colonial historical roots, so we find, for example, that countries The Arab Gulf and Egypt follow American and English psychological thought, and this is evident through the educational system followed and the second language used after Arabic, while North African countries follow French psychological thought due to the colonial roots of these counters, so we find the predominant language after Arabic is the French language, which has become in some His countries are either again.

Despite all that, explicit calls appeared in the late twentieth century from researchers and scholars to get rid of the mental dependence of Western concepts and theories in the field of psychology and educational sciences, claiming that these sciences of Western origin have a cultural and social character of their own, and it is not possible in any way to attempt The application of its principles without reviewing

or generalizing its results to other societies, and we find in this context several attempts at the Arab level, for the patience of the depths of the Arab soul, and their analysis is a psychological analysis based mainly on the social and political environment variables that the researcher and the Arab individual live together, so we find Hijazi's attempt (2005), which made a very important contribution in the context of the localization of psychology in the Arab world through its psychological perception of the Arab self as a subjugated person living in a state of loss of control over its destiny, which led to the amplification of feelings of helplessness, anxiety, and lack of self-confidence, and there is also an attempt by Ali Zegor During his book the psychological analysis of the Arab self, and his admission that the Arab self-suffers from concussion, anxiety, disturbed values , and a loss of feelings of security and belonging , he tried to explain this in the political context in which it lives E Arab peoples, which is characterized by instability and totalitarianism.

In a report on the state of psychology in Lebanon, Lotfi Diab points out that most studies in psychology are based on theories produced by the West, and if we exclude some empirical research, the Arab contribution to psychology is almost negligible , and the meaning of this contribution is the creative production that He pushes science forward in terms of crystallizing theories, adding to them , or examining them in a climate other than the intellectual atmosphere in which they appeared. Abdollah Soulaïman believes that no one can claim that counseling services are widespread in the Arab world (Aharchaw, 2000), and Oyoum Assoud (2000) refers to That despite the psychological conferences organized in the Arab world and the repetition of their recommendations, and despite the psychological institutions and societies that have been established, the path of psychological sciences in the Arab world is still going very slowly. Abou Hatab discussed the development of psychology in Arab and Islamic cultures in terms of impeding creativity in psychological thinking, loss of professional identity and mental dependence (Alkhalifah, 2001). The biggest attempt to establish the idea of localizing

psychology in the Arab world remains the one presented by Nabulsi (1995) through His famous book, which met with great interaction among Arab academics and researchers "Towards an Arab Psychology", in which he basically showed that the localization of psychology in the Arab world started from an attempt to study and analyze the Arab personality, instead of focusing the research on the primary components of this science and its basic approaches, Such as psychological terminology, and the methodology of teaching psychological sciences in our universities and institutes.

As for the field of authorship and research in psychology, there is a clear scarcity of psychological literature that contributes to the localization of this science, in addition to its being random writings whose authors write in all fields and research in all fields, so we hardly find a researcher who works with a specific problem and pursues an authoring and research, and Alkhidhr (2016) indicates that most Arab researchers write intermittently on separate topics, there is no continuity in a particular issue, and the catalyst for the research is often the availability of the measurement tool and not the essence of the research problem, as we can grasp the identity of Arab psychological research and say that most of it It can be classified within the fields of personality psychology, social psychology, educational, clinical, cognitive, and developmental, with a noticeable absence of theoretical research, and most of them do not bear Arab or Islamic or even national concern, as they address research issues that do not have priority in their countries. With the excessive use of the relational descriptive approach, it is matched by the scarcity of experimental studies, perhaps due to the lack and weakness of preparing psychological laboratories, as many of them depend on available student samples chosen in a non-random way, and this description applies to master's and doctoral theses as well.

In Algeria, the psychological researcher and academic is still trying to impose himself within the Algerian society, despite the establishment of psychology as a stand-alone discipline branching from the common core of the social sciences since

the beginning of the seventies of the last century under Decree No. 71-224 of August 25, 1971, which includes organizing lessons To obtain a bachelor's degree in psychology (Mbarki, Mekdad, 2015), however, he has not yet taken his primary position in providing his services to the individual and society, in addition to his resettlement or cohesion, for several reasons, some of which are related to his recent upbringing in Algeria, and some of the others related to a lack of political interest in science In general, while all attention is directed towards the technological and natural sciences, on the other hand, it is noticed that the academic reality of psychology is confined within the walls of universities. All literature in psychology, despite its scarcity, is directed primarily to students, and we do not find an author looking to find components for psychological research according to principles that focus On the local environment variables, and one of the most important reasons for the backwardness of Algerian psychology and its inability to harmonize with the requirements of social reality is negative social perceptions of the role of the psychologist J in contributing to the building and development of the individual, and the negative view of those who go to the psychologist for guidance or psychological treatment, and they are described as insanity or loss of mind, and at best they are described as abnormal people, and in contrast to physical diseases (organic) that are a social occasion for visits and providing material support And moral, disturbances and psychological problems are surrounded by a kind of secrecy and secrecy even from relatives and friends.

This situation forces us to raise a set of fundamental questions, about the extent of the authenticity of the psychological experience in Algeria if there is an actual experience, and the extent to which specialists in the field of psychology can overcome intellectual dependence and produce their own contributions stemming mainly from the national and local heritage of society with all its ideologies and sects, and in a manner. In sum, can it be said that there are actual attempts to establish an Algerian psychology?

1- History of psychology in Algeria:

AlGhali Aharchaou, who is one of the specialists in psychology in Morocco, refers to an important idea in writing the history of Arab psychology specifically, namely, "If the history of Western psychology constitutes in its large part the history of its attempts at creation and creativity, then the history of The so-called Arab psychology is still waiting for someone to write it, and in our belief that the reason for this does not lie, as some believe, in the modernity of this science in the Arab world or in the limited quantitative accumulation, but rather that the real problem is reflected in the inauthenticity of our psychological product, and thus the futility of entering In the adventure of history for something that is still wandering in the maze of searching for founding and building. What we mean is that our psychological discourse has not yet deviated from the role it plays as a sub-agent of psychological schools and trends that have nothing to do with the characteristics of the Arab man and his basic principles, despite the fact that the fifties of this century It constitutes the actual start of the psychological experience in the Arab world, starting with Egypt, Syria, Iraq and Lebanon, passing through the countries of the Maghreb and then the countries of the Arab Gulf, but it is noticeable that the latter is still in labor , far away Dimension: Completing the conditions for its establishment and establishing it "(Aharchaou, 2000).

Therefore, we will not try in any way to chronicle the psychological experience of Algeria, as much as we will try to present a purely historical account of the origin of psychology in Algeria as an academic discipline that studies at the university, tracing the beginnings of its teaching and its various branches.

Psychology in Algeria is considered a modern science compared to some Arab countries that were the forerunners of this science, and this precedence may be due to the political conditions that Algeria was living in due to the French occupation, which tried for 130 years to obliterate the Algerian identity Psychology has been studying at the university since It was established in 1909 during the colonial era as a sub-course

in the Department of Neurology at the Faculty of Medicine, and as a sub-course in the Department of Philosophy at the Faculty of Arts, and after independence, the Algerian University continued with the same curricula, teaching decisions and administrative organization, with some slight modifications in terms of organization and administrative structure (Mbarki, Mekdad, 2015).

After Algeria's independence from the brutal French occupation, and in 1971, a decree was issued to reform university education, including the establishment of a bachelor's degree in psychology and a bachelor's degree in educational sciences, and in the early nineties education was reorganized into common branches in the first year combining homogeneous disciplines Such as the common trunk of social sciences, which includes, in addition to psychology, sociology, and philosophy, but this system was canceled at the beginning of the new millennium (2000/2001), and the first year became a common stem from which the student branched into the second year of psychology or education sciences However, this system was soon changed also with the beginning of the radical reform of higher education in 2004, and what became known as the LMD system was applied, and psychology became a specialty branching off from the common core of the first year social sciences, and the years of obtaining A bachelor's degree to three years, and a master's degree was introduced after studying two years, and this system is still in effect to this day.

This is from the structural and organizational aspect, which has also witnessed a steady generalization of the specialization of psychology in university institutions and its various branches. As for quantitatively, psychology has witnessed a great growth in the number of researchers and scholars, and the number of graduates holding specialized degrees in psychology and its various branches, as well as a large number of Studies and published research, and a number of specialized scientific journals, and despite all this psychology is still looking for a primary position for it to contribute to the development of the individual and society and the production of professional competencies.

2- The reality of psychology in Algeria:

The reality of psychology in Algeria is determined by the degree to which field research contributes to the development of its theories and principles in line with the social reality in which this research was conducted, and is also determined by the psychological practice of its specialists in different life journals such as education, work and clinical practice. The applied fields of science include educational, industrial, medical, and even military fields. However, those who follow this reality and the results of studies and research find that psychological practice faces many personal and formative difficulties and obstacles, and difficulties related to establishing professional identity, in addition to difficulties related to negative social perceptions of the role of the psychologist (Bouabdallah Kharbach, Hamoudi, 2019), and we will try below to mention some features of the reality of psychological practices in different fields that the psychologist is supposed to have a prominent role in contributing to solving their problems :

2-1- The reality of psychology in educational institutions:

It is expected from the science of In the field of education, the psyche should harness its theories and results in the process of psychological counseling, and fight psychological phenomena rampant in the educational milieu such as violence, aggressive behavior, bullying, leakage, anxiety, depression, and other negative phenomena, that have become syndromes experienced by educational institutions with all their human components, and it is worth noting that there is no psychologist in educational institutions despite the introduction of a school psychology specialty at the university, and thousands of graduates who have obtained He holds a Bachelor's, Master's and Doctorate degree in school psychology, and if the specialist in clinical psychology practices psychological counseling in public life, then the specialist in school psychology is like a clinical practicing psychological counseling within the wall of educational institutions, and despite the existence of the position of counselor for school and vocational guidance and counseling only That he is still unable to perform

the desired psychological services in the school environment, not all counselors are specialists in psychology, but rather come from other disciplines such as education sciences and sociology, and therefore they cannot develop counseling or treatment programs for the psychological problems that students suffer, in addition to their inability to control The tools and psychological tests are well empowered to interpret and make decisions about their results.

in this context, Ministerial Circular No. 1051 dated June 23, 2018 was issued, which includes defining the tasks of the counselor for school and vocational guidance and counseling in the mediums. The tasks of the guidance counselor were defined in four main areas: the field of school information, the field of school guidance, school counseling courses, and the field of follow-up and evaluation. According to this decision, school counseling is practiced by the counselor within narrow limits that do not allow him to carry out the counseling process from a mentor, client or guide. Rather, his function is only educational accompaniment to help students adapt to the new environment, diagnose special cases and then transfer them to specialists to take care of them, in addition to the dominance of office and media work over the functions of the guidance counselor. In the study of Othmania and Bouatit (2015) they concluded that the psychological services provided to students are very few due to the administrative burdens that the orientation counselor carries out, such as information, guidance and evaluation. Meezab (2013) reached in his diagnostic study of the reality of psychological practice in institutions. Educational services indicate that the psychological practitioner is overwhelmed with administrative work more than psychological practice, and Gouarah and Gharib (2018) indicate that psychological practice Its effectiveness in educational institutions is greatly affected by the professional status of guidance counselors, and their effectiveness increases as they are more focused and specific.

2-2- The reality of psychology in the field of work:

Industrial psychology, which is today called the science of work, organization and management of human resources, is one of the oldest disciplines of psychology at the Algerian University, one of the branches of applied psychology that aims to raise the productive sufficiency of workers, through finding solutions to the humanitarian problems that occur in the industrial field, and it is also keen to achieve and provide ways of mental health for workers, which contributes to increasing production quantitatively and qualitatively. A measure of profits through the improvement and maintenance of equipment and machinery, and workers in industrial and economic establishments did not receive sufficient care and attention. If the worker becomes sick, has an accident, or his performance level decreases for some reason, he is replaced by another factor, and in this regard Al-Alhadhal (2016) indicates that the industry's development does not depend only on machines, capital, and production methods only, but rather on the human factor, which is the most important element in any industrial project, because it is the responsibility of it to operate, maintain, repair and develop machines, which is the first person responsible for increasing production and improving it in quantity and quality, therefore the human personality is considered the first pillar of production if it is placed in the appropriate work for it physically, psychologically and mentally, and for this reason psychology in the field of work aims to create all material, psychological and social conditions that ensure the improvement of production and increase it with the least effort and time and with the greatest amount of professional satisfaction of the workers.

Despite the increase in interest in the modern era in the human resource in the field of work more than ever before, the Algerian industrial, economic and administrative institutions have not kept pace with this interest at the required level, as to this day no special position has been created for a psychologist in most of these institutions, if not they were all, in a study conducted by Larkam (2018) on 20 large institutions in the state of Annaba out of 143 institutions in which he found that they

did not have a job position under the name of a working and organized psychologist , and that 80% of the managers of these institutions are not aware of the existence of a specialization of psychology Work and organization, in spite of that, the research and serious studies in this field are still relatively few, and do not rise to the required level, either in terms of content or in terms of the results reached, which researchers try to explain through the classical or even modern theoretical frameworks that appeared in the Western industrial field, Such as systems theory, the school of human relations, the theory of workers, and other Western theories, method, principle, and origin.

On the other hand, it is related to the formative competencies of specialists, it can be said that the psychologist in the field of work and organization still finds it difficult in psychological practice in industrial, economic, and administrative institutions, due to the inconsistency of the training programs he received in academic education with the field reality that requires special skills. In the process of counseling, or in the process of conducting field studies and research in the field of work, in addition to the lack of awareness of those responsible for these institutions of the importance of the psychologist within the institution, and the fact that the graduate with a bachelor's degree in work psychology or a higher degree has no new or old position in Algerian institutions , the most that this specialist can reach is the position of an administrative administrator, which is no secret to anyone that it is a purely administrative position that has no relationship, neither closely nor remotely, to the specialty of psychology, as Bakay (2015) refers in his study of the reality and position of the psychological practice of the discipline of science Psychology work-organization from the point of view of graduates of this specialization to the weak position of the specialization of work and rganization psychology in Algerian institutions in addition to the presence of several obstacles facing it, such as poor training, and the pressure of administrative and office tasks Function and tyranny of psychological practice.

What is assumed by a specialist in work and organization psychology or to work on studies that would reduce the intensity of professional pressures among workers, or increase their motivation for achievement, or choose the appropriate leadership for work teams based on the sociometric structure of work teams, and other problems of the many and varied Those that appear in work institutions, and even the few studies that are completed within the framework of the graduation notes in all stages of university education, are not seen by university officials or those responsible for the institutions in which they were conducted, because of their superficiality, and their reliance on questionnaires presented to workers in a superficial manner. Without direct observation or in-depth participation in the field.

2-3- The reality of psychology in the field of clinical practice:

The history of the clinical practice of psychology goes back to the year 1896 in the United States of America when Witner established the first psychiatric clinic at the University of Pennsylvania. The clinical practice developed after the Second World War following the emergence of mental disorders and nervous trauma. This war left it, and from that time the importance of psychology increased, and hospitals, centers and clinics specialized in psychotherapy were opened, and what is meant by clinical practice here is what a clinical psychologist who has a BA or higher degree in the specialty of clinical psychology, including psychological counseling and counseling and treatment plans, to help Individuals to overcome the problems and troubles they face in their daily lives through their social interactions, and Algerian law has defined the tasks of this specialist from a professional point of view in Executive Decree No. 91-111 of April 27, 1991, which is to conduct psychological examinations, diagnosis, psychological prediction, and psychological assistance And the application of specialized therapeutic techniques, this within public institutions, as a psychologist can open a private clinic to practice in A previous tasks, and despite this description , the psychiatrist still suffers primarily from a lack of competence or skill in the relational aspect with the psychiatric patient or the mentor, and this is due to the

nature of the university training that is still in Almost complete isolation from the natural environment of the human being and from his social and cultural reality, and focuses primarily on the historical narrative of psychological theories and treatment techniques and their principles that arose in Western societies, and does not know the slightest thing about the local social reality and its cultural and cognitive components, and in this aspect Karkoch (2014) refers to The personal will to improve and develop psychological practice remains impotent in view of the absence of diagnostic and treatment methods and tools, and in the face of the urgent need for a qualitative training for psychologists, and in a study conducted by Taghlit (2009) on a sample of students from 4 universities from the largest and oldest Algerian universities, namely the universities of Setif and Constantine, And Annaba, and Algiers, in which he concluded that the academic and professional preparation of a clinical psychologist does not meet the necessary conditions in force internationally, in addition to the inadequacy of training programs in psychology that are in line with modern technological concepts and developments.

There is no risk or exaggeration in anything if we decide that clinical psychological practice in Algeria does not go beyond the theoretical limits that were drawn by the works of psychology magnates in the Western environment. To this day, those we find are still defending the theory of psychoanalysis, including its sick and fat, without sifting Or scrutiny, despite the objection of many Western psychologists to this theory claiming that it is not supported by research and scientific results, and their admission that many of his ideas are scientifically incorrect, and that they cannot be proven or disproved through experience, but some of them went so far as to say That the only person affected by the Oedipus complex is Freud himself, and they reconsider many of the ambiguous concepts that came in his theory, this on the one hand and on the other hand we refer to the tension of the relationship between specialists, which appears in several forms, including competition between practitioners among themselves over intellectual reference To which it belongs, or the

conflict between practitioners and academics in universities, although both are graduates of the same university, and have received the same training programs that many describe as not responding by their historical consumerist nature to the requirements of scientific practice. Dania is for the psychologist, whether in the field of education, work and organization, or clinical practice.

2-4- Academic reality:

Researchers and specialists in various sciences believe that the development of any science or branch of science is mainly based on the extent of the development of its educational system, and in particular the higher education system, despite the fact that the Arab countries are the first to pay attention to education and teaching, and found in them the first universities in the world, such as Zitouna University in Tunis in 737 AD, Al-Qarawiyyin University in Morocco in 859 AD, and Al-Azhar University in Egypt in 970 AD, however, its position today in the classification of universities does not honor its previous history, and it did not take the lead, especially in the field of social sciences, and talking about the academic reality of psychology in Algeria definitely leads us to talk about The reality of the Algerian University in terms of the quality of education, especially in the field of teaching social sciences, and Brakhalia and Bissar (2016) believe that Algerian universities in particular are still suffering from the outdated education systems and methods, and their failure to keep pace with the technological developments taking place, so the university still offers consumer educational curricula, the student and researcher learn the history of Science instead of teaching him the basic skill that develop his abilities, advance his knowledge and contribute to the formation of his idea, and this resulted in limited intellectual production and scientific creativity represented in particular In the lack of literature and research, and the absence of a theory that derives its principles and assumptions from social reality.

The Algerian university has become, according to the prevailing expression in society, just a large secondary school, and the university student does not differ from

the high school student in terms of the degree of awareness that he is supposed to have acquired, and in terms of training methods and strategies that are still indoctrination and not related to reality, there is a deep gap between what he receives. In addition to this, there is another problem facing the social sciences in general and psychology in particular, related to orientation since obtaining the baccalaureate degree, and it is that the students who are directed to study these sciences are mostly weak students. Those who have low rates do not qualify them to study other disciplines, such as high schools for professors and administration, and they are thus forced to study psychology and the rest of the social sciences, except in some rare cases in which we find some excellent students who choose them out of desire and conviction.

3- The representation of the psychologist for his position:

in the simple sense, the representation in the simple sense is the individual's perception of his own position in comparison with the positions of others in the field in which he lives or is active, and it is tantamount to perception of a group of collective judgments, whether consciously or unconsciously, and the question urgently asked here is how the psychologist is represented. Whether academic or non-academic for its location compared to the sites of other academics who are specialists in other sciences, especially natural and physical sciences? In order to answer this question, we must research the factors affecting the psychological researcher, and according to the fact that Kon is represented by two separate and complementary psychological dimensions at the same time, namely the pure subjective dimension, and it relates to the concept that the individual creates about himself, and after the experience, which is the awareness that the individual has acquired through His sense of his existence and his interaction with that existence (Sabour, 1992, p. 40).

And the psychologist under the pretext of aspiring to universality and searching for a consideration outside his local cultural position, and that he does not receive appropriate appreciation and recognition in his country, as he seeks to present the

results of his research in a global form, by comparing them with previous studies and Western theoretical frameworks, and not recognizing local studies or including them in This comparison, either on the pretext that his study is original and was not preceded by a local researcher before him, or there is no theoretical approach in which to explain his results, or on the pretext that local studies are superficial or carried out by unqualified researchers and do not rise to the level of comparison with their results. Likewise, the local researcher does not receive respect, appreciation and appropriate support in his environment unless he obtains recognition and consideration outside his environment, and becomes known primarily in Western academic circles.

4- Social representations of psychology:

Psychology in Algeria, with all its branches, has always been accompanied by negative and distorted perceptions about its being a stand-alone science and has an effective role in explaining many of the phenomena and problems that individuals suffer from away from philosophical speculations and random individual interpretations. Unfortunately, psychology is still only knowledge. The philosophy of the curriculum and the topic was not independent of philosophy in the eyes of many members of society, whether they were educated or uneducated, and these distorted representations reached even those who suffer from psychological disorders, so they are often described as idiocy , madness, and other negative qualities, so we find that many of the disorders that Afflicts the individual and does not have any organic basis, such as depression, introversion, poor psychological, social and marital compatibility, and acquired helplessness. It is often interpreted according to popular and religious beliefs common in society, as cases of harm from the jinn or sorcery that the individual was exposed to in order to destroy his marital or professional life or In general, it is according to this belief that it needs legal promotion, and its owners are surrounded by complete secrecy even on relatives, and this is unlike other organic diseases that are suitable for Visiting and social support, whether from relatives,

neighbors or friends, and in this context Mansouri (2016) pointed out that the psychologist faces great difficulties related to the social and cultural environment, including the difficulty of dealing with the families of patients suffering from mental disorders, and their lack of cooperation, due to their lack of understanding in Mostly, for psychological counseling and treatment plans, which also include family participation in the treatment plan.

Psychology also suffers from marginalization and neglect on the part of those responsible for either education or public policies in Algeria. Their attention is often focused on the branches of natural and material sciences such as physics and engineerin, which from their viewpoint are the basis of development and development, and they are ignorant or ignorant that any progress in these sciences must be achieved. And to align with it and walk alongside it with progress in the social sciences, so we find many problems of a social and psychological nature, such as terrorism, racism, and social violence, presented in a political framework and politicians, party leaders and civil society associations talk about them, and in this way they are looking at political systems, laws and procedures as solutions to them. And neglect the psychological and social framework in which these problems appeared.

We find another group of society, namely the Islamists who reject Western sciences on the grounds of forbidden subordination, and deny psychology and those who specialize in it, as they deny the perpetrator of sin, and they do not differentiate between them in anythin, but rather they include it in the category of loyalty and innocence, on the grounds that these psychological phenomena are anxiety and depression. Despair is the primary reason for society's distancing from religion and adherence to its teachings, and therefore adherence to it saves us from falling into a lot of psychological disorders, and if you argue with him about a counseling program to relieve anxiety, he brings you a talk about seeking refuge from the accursed Satan, so anxiety will be removed from you, and that the person with despair is a person In fact, he was depressed from the mercy of God.

Conclusion:

In the end, it can be said that the Algerian experience of trying to localize psychology does not exist in the first place, except in some non-in-depth exploratory studies to study some of the problems experienced by specialists in psychology from a structural and organizational point of view, or some attempts to date the course of psychology in Algeria as a specialty. An academic at the university, and this is evident in the Algerian psychologist's inability so far to make any scientific contribution that reaches the level of scientific precedence, as evidenced by the scarcity of literature and the lack of serious scientific studies to research the depths of the Algerian personality in the context of the ethical and cultural system in which it lives. Which directs psychological thinking to researchers and specialists, Western controls based on historical and consumerist foundations and interpretations of Western psychology theories and trends that do not know the slightest thing about the Arab person and his psychological activity and cognitive formation? Therefore, we will not be exaggerating if we emphasize that the relationship between Arab psychology in general and Algerian psychology in particular is an export-import relationship, as is the case on the economic side. However, the real problem in this relationship is that we perform the sifting process of everything we recover, rather we consume it as well. It comes to us, and for this reason, the psychological experience in Algeria was still not known until the initial formation stage, and therefore it did not start in the first place.

It was imperative for Algerian psychologists to reunite and cooperate in order to develop psychological theories and models, and to produce scientific contributions stemming from the Algerian cultural and social environment and linked to its heritage and reflecting its needs and priorities, and the specialist in psychology, whether a professor or a practitioner, must assume his responsibility in this matter. Despite the resistance and hostility that he will meet from his colleagues who are still committed to loyalty to Western schools of thought and do not want to get out of the lizard's hole. Perhaps the most telling of what is said about psychology and specialists in it in

Algeria is what Badri Malek titled one of his articles in the Journal of Contemporary Muslim "Muslim Psychologists In Jurrat al-Dhab "I deduced this title from the meanings of the hadith of the Messenger, may God's prayers and peace be upon him, regarding the issue of imitating Jews and Christians and their followers in everything, by saying, may God bless him and grant him peace:" Even if they entered a lizard hole, you would enter it. "

Recommendations and proposals:

- The call to establish an Algerian psychology that derives its foundations and principles from the cultural and social reality of the Algerian environment.
- Supporting university training with applied training aspects for psychological practice supervised by practicing specialists.
- Getting rid of the historical ruminant tendency in university training programs and developing them to keep pace with conceptual developments in society.
- Creating work positions in educational institutions and higher education institutions for psychological follow-up of pupils and students.
- Activating the role of the psychologist in public and private hospitals
- Creating work positions in industrial institutions for psychological follow-up of workers and attention to their humanitarian problems.

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