



CONCEPTUAL BASIS OF PSYCHOLOGICAL SERVICE ACTIVITY IN THE FORMATION OF THE IMAGE OF SCHOOL PSYCHOLOGISTS OF THE GENERAL SECONDARY EDUCATION SYSTEM

Teshaboev Inomjon Adkhamjonovich

Doctoral Student Of Tashkent State Pedagogical University Named After
Nizomi, Uzbekistan

ABSTRACT

Studies conducted in educational systems of the world level have shown that the interest and need for the activities of school psychologists has increased among schoolchildren and other population groups related to the school [1].

KEYWORDS: Practicing psychologists, general secondary schools, psychological service activity.

INTRODUCTION

In particular, the activities of practicing psychologists in the public education system are based on rich conceptual foundations necessary to ensure the comprehensive development of students and their formation as individuals. These principles form the approaches used by psychologists in directing the complex process of psychological service activity in the system of general secondary schools, and serve as the basis for the functioning of the mechanism of psychological service activity.

Each system works based on certain conceptual foundations in the implementation of its professional activities. Conceptual foundations will have a universal character. They provide a practical paradigm of a psychological service system.

We will elaborate on these conceptual frameworks throughout this study.

1. Psychological foundations of the development process: A deep understanding of the psychological foundations of the development process forms the basis of psychologists' activities in the general secondary education system. They must understand the nuances of human development, particularly the various personality changes and deviations that inevitably occur in juvenile development. This professional reflection will need to encompass not only the usual stages, but also the myriad influences that shape the student's psychological growth—family dynamics, socioeconomic environments, and cultural contexts.

The point is that at the heart of the development process, human development is a dynamic, multifaceted process influenced by a large number of factors. From genetic predisposition to environmental experiences, virtually every area of a person's life contributes significantly to their growth trajectory. Early researchers in the field, such as Jean Piaget and Erik Erikson, laid the groundwork for understanding the stages of human development and emphasized the importance of early experiences in shaping later outcomes.

For example, French researcher Jean Piaget's theory of cognitive development defines the stages of children's knowledge and understanding of the world around them[2]. Similarly, Erik

Erikson's psychosocial theory emphasizes the importance of social interactions and personality formation throughout life[3].

2. Cultural identity understanding and tolerance: We need to build the conceptual framework of psychological services in the general secondary education system on the basis of this principle. The fact is that general secondary education schools cover almost all strata of the country's population. Therefore, in this context, the competence to understand cultural identity is an indispensable characteristic for a practicing school psychologist. School psychologists must develop tolerance for cultural and social differences, and their work must be adapted to the specific characteristics of the students they serve and the families to which they belong. By mastering the understanding and tolerance of cultural identity, practicing school psychologists are able to establish intensive relationships based on trusting cooperation and support.

3. Team collaboration and consultation: Collaboration is at the heart of effective psychological service practice in the general secondary education system[5]. A practicing school psychologist works closely with teachers, school leaders, parents and various external social institutions, combining mutual practices and experiences to ensure the comprehensive development of students. Through regular consultations, psychologists gain valuable information about students' developmental dynamics and coordinate their positive influences and interventions[4].

This principle recognizes the interdependence of all stakeholders in the education system and emphasizes the importance of working together to achieve common goals.

The principle of consultation plays an important role in facilitating cooperation and informed decision-making in educational institutions. Through consultative processes, psychologists seek feedback and experiences from a variety of stakeholders to inform their practice and initiatives. Consultation may include formal meetings, focus groups, questionnaires, and other communication channels designed to gather diverse perspectives and insights[6]. By engaging in consultation, psychologists can make more informed decisions, build consensus, and ensure service activities are aligned with the needs and priorities of the communities they serve.

4. Comprehensive psychodiagnostic and assessment strategies: School psychologists use various diagnostic methods to assess the psychological development of students. These psychodiagnostic practices cover cognitive, social, emotional and behavioral dimensions. This branch of psychological service serves to identify students who need additional help by conducting psychodiagnostics and to develop targeted psychocorrective programs to effectively meet their needs.

Comprehensive psychodiagnostic strategies include several key components to ensure the effectiveness and validity of results:

- compliance with educational goals and standards;
- a combination of targeted and consistent measures;
- feedback and discussions;
- differentiation of results;
- assessment of the validity of the results (in general and local contexts).

At this point, it is appropriate to mention that there are certain problems in the implementation of complex psychodiagnostic and assessment strategies. These are the following:

- time limits;



- psychodiagnostic competence of the specialist;
- the problem of validity and reliability;
- equality and justice.

5. Psychological prevention and psychological correction practices. Active measures to ensure positive mental health and mental peace (Russian: blagopoluchie; Eng: well-being) among students are very important[7;8]. School practicing psychologists develop and implement psychoprophylactic and psychocorrective programs aimed at increasing mental resilience, increasing social-emotional adaptation, and providing students with voluntary skills. At the same time, they provide timely assistance to students experiencing a psychological crisis, provide access to psychological counseling, stress management and, if necessary, specialized psychological and psychiatric support services.

Psychoprophylactic and psychocorrective practices play a decisive role in strengthening the positive mental health of students. By fostering a supportive and inclusive social environment, teachers and students create an environment where they feel valued, respected, and mutually valued. Programs that promote resilience, social-emotional learning, and mental health literacy serve to equip students with the skills and resources they need to effectively manage mental health challenges and seek help when needed.

Although psychoprophylactic and psychocorrective work brings many benefits, certain problems arise for school psychologists during their implementation. These include:

- limited resources: effective psychoprophylaxis and psychocorrection may require additional time, funding, specialist and training resources.
- the ability to identify potential problems: being able to recognize signs of potential problems in time and identify students who need help is a complex process.
- personal and professional competence of the specialist: school psychologists must be competent both personally and professionally and be sensitive to the different needs and backgrounds of students in order to ensure that psychoprophylaxis and psychocorrection work is inclusive and effective.

As the education system continues to prioritize students' mental health, psycho-preventive and psycho-corrective work and timely interventions will remain important tools in promoting positive mental health, social-emotional development, and overall academic success.

6. Promoting equity and social justice: School psychologists in the general secondary education system serve as facilitators for students, particularly those from marginalized, special needs, or low-income families. They work to address systemic barriers to learning and mental health, and to promote equity, inclusion, and social justice in the school environment. By advocating for systemic reform, school psychologists strive to create environments where all students can thrive.

Promoting equity and social justice in the education system is the cornerstone of morally transformative change. This is critical to removing systemic barriers, combating inequality, and creating an inclusive learning environment where all students have the opportunity to thrive.

This conceptual framework empowers students to become agents of change in their schools and communities. This may include supporting student-led initiatives, giving them opportunities to share their views and ideas, and involving them in decision-making processes that affect their education and mental health. By empowering student voices and perspectives, educators and advocates can create more responsive and inclusive education systems[9].

Promoting equity and social justice in education is a moral imperative and a fundamental aspect of creating an inclusive, equitable and just learning environment for all students.

7. Continuous professional growth and adherence to ethical principles: Continuing professional development is essential for school psychologists to stay abreast of new research, best practices, and professional ethical guidelines.

Professional development is a lifelong process for school psychologists, characterized by continuous learning, growth, and reflection. As the science of psychology evolves and new research and methods emerge, school psychologists must stay abreast of best practice instruments, evidence-based approaches, and emerging new and contemporary trends. This process may include attending conferences, seminars, and training, obtaining degrees or advanced certifications, and participating in professional organizations and communities.

Ethical rules are the basis of school psychology, which covers all aspects of the school psychologist's work, from psychodiagnostics and psychocorrection to psychological counseling and psychological enlightenment work. For example, school psychologists in the United States and other developed countries adhere to strict ethical guidelines and standards of practice established by professional organizations such as the National Association of School Psychologists (NASP) and the American Psychological Association (APA)[10]. These guidelines set out principles such as respect for the dignity and rights of all individuals, confidentiality, consent and professional competence.

Ethics require school psychologists to manage complex ethical dilemmas such as honesty, transparency, and commitment to students.

By mastering these conceptual frameworks, school psychologists in general secondary education play a critical role in creating an academic, nurturing, inclusive, and supportive learning environment. Their efforts to understand students' needs, promote fairness and equity, and promote social adjustment help students develop academically, socially, and emotionally.

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