

THE ROLE OF THE PSYCHOLOGIST IN THE EDUCATIONAL PROCESS AND HIS INFLUENCE IN PRIMARY EDUCATION

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Abstract

The article examines the integration of psychological services into the educational process, their role in ensuring the emotional stability of students, and cooperation with teachers. The regulatory legal acts regulating the activities of school psychologists in the Republic of Uzbekistan, international experience, and scientific research are analyzed, and problems in the field and proposals for their solution are put forward. The results of the study include recommendations aimed at increasing the effectiveness of psychological services in the primary education system.

Keywords

Primary education, psychological service, school psychologist, pedagogical cooperation, psychological development of students, psychological and pedagogical support, quality of education.

ENTRANCE

The education system is one of the main factors of the socio-economic development of the country, and its quality is directly related to the intellectual potential and future of society. In particular, the primary education stage is an important stage in the formation of human personality and cognitive activity. Therefore, along with pedagogical approaches, psychological services are also gaining importance in the modern educational process. The role of a psychologist in primary education is an important factor in improving the psychological development, social adaptation and academic success of students.[7]

Improving the quality of education in the Republic of Uzbekistan, ensuring the psychological well-being of the younger generation and supporting their comprehensive development are among the priority areas of state policy. In accordance with the principle of "New Uzbekistan begins at the school threshold", large-scale reforms are being implemented in our country to improve the quality and efficiency of primary education. In particular, the Law of the Republic of

Uzbekistan “On Education”, the Decree of the President of the Republic of Uzbekistan “On Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030”, the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan “On Approval of the Concept for the Development of the Preschool Education System of the Republic of Uzbekistan until 2030” determine the legal basis for the measures being taken in this direction.

Primary school students are in one of the most important periods of childhood psychology, and their mental, emotional and cognitive development processes require constant monitoring. At this stage, children form their mental and social skills and master certain behavioral principles. Therefore, school psychologists should not only optimize the educational process in collaboration with teachers, but also identify the individual psychological characteristics of students and develop strategies for their development.

As a result of the reforms implemented in the education system of Uzbekistan, the role of school psychologists has increased, but there are still certain problems in this area. In particular, the insufficient training of psychologists in primary educational institutions, the lack of methodological manuals for their activities, and the insufficient use of psychological approaches in the educational process remain among the pressing issues in this area. In particular, the need to further improve the professional activities of psychologists by combining advanced foreign experiences with local approaches in educational psychology is gaining urgent importance.[8]

The role of a psychologist in primary education is not limited to supporting students' learning, but also includes important tasks such as monitoring their emotional and intellectual development, facilitating social adaptation processes, and early identification of problematic situations. In this regard, the participation of a psychologist in the educational process is one of the main factors in the formation of an effective education system.

The role of the psychologist in the educational process in primary educational institutions, its impact on the development of students, and the reforms being carried out in Uzbekistan in this regard are analyzed. In addition, the state of psychological services in our country and recommendations for its improvement are given. The conditions necessary for the effective work of psychologists in primary education, methodological approaches, and strategies developed on the basis of international experience are studied as one of the main directions of this study.

LITERATURE REVIEW

The role of the psychologist in primary education and its impact on student development have been studied by many researchers. For example, Akramova (2023) emphasizes the importance of psychological approaches in shaping the logical thinking of primary school students and shows that the use of logical problems in mathematics lessons can develop children's thinking skills. [5]

Usmonova (2024) discusses the principles of studying the psyche of children and notes the need to adhere to principles such as objectivity and thoroughness in psychological research. Adherence to these principles is important in correctly identifying the psychological characteristics of primary school students.[6]

Also, the textbook "Psychological Service. Psychocorrection" provides information about the content of the activities of psychologists working in the education system and highlights the role of psychocorrection methods in the development of students.

In addition, the article "Psychological characteristics of the personality of a modern school teacher" discusses the personality of a modern educator and his image, the requirements for the personality of a teacher, his psychological characteristics, and the specific aspects of the modern teacher.

The above studies highlight the role and importance of psychologists in primary education and demonstrate their contribution to the development of students. The active participation of psychologists in the educational process has a positive impact not only on the academic, but also on the social and personal development of students.

RESEARCH METHODOLOGY

The study aims to study the professional activities of psychologists in primary education, to determine their place in the educational process and to assess their effectiveness. Qualitative and quantitative research methods were used in the implementation of this scientific work.

In the next stage, questionnaire and interview methods were used. Through questionnaires conducted with the participation of primary school teachers, school psychologists and parents, the state of psychological services in educational institutions, existing problems and ways to improve them were identified. Through interviews, the experience of school psychologists in the work process, the problems they face and strategies for solving them were studied.

The analytical part assessed the effectiveness of school psychologists' activities using statistical data. Based on the available data, proposals were developed to improve the quality of psychological services in primary educational institutions.

The results of the study showed the need to improve the quality of psychological services in primary schools and confirmed the need to further

strengthen the role of psychologists in the education system. Based on the data obtained, scientific and practical recommendations were developed for a deeper integration of psychological approaches into the educational process.

RESULTS AND DISCUSSIONS

The results of the study confirm the role and importance of psychologists in the primary education system. Psychological services are an integral part of the educational process and have a positive impact on the emotional, cognitive and social development of students. Although a number of regulatory and legal documents have been adopted to improve the activities of school psychologists as part of the educational reforms being implemented in the Republic of Uzbekistan, the existence of systemic problems in this area has been observed.[5]

The results of surveys and interviews conducted with teachers, psychologists, and parents regarding the activities of school psychologists during the study showed the following:

Growing need for psychological services – According to the survey results, a large number of primary school students are experiencing stress and psychological pressure, making their adaptation process more difficult. Teachers and parents noted a growing need for psychological services.

Limitations in the work of school psychologists - Analysis of available data has shown that the professional training of psychologists and the opportunities provided to them are insufficient. In some schools, the workload of psychologists is high, and they are forced to serve many classes at the same time. This leads to a decrease in the quality of service.

Weakness of cooperation between teachers and psychologists - The effectiveness of psychological services in primary schools depends on the level of cooperation with the educational team. According to the results of the study, in many educational institutions, cooperation between psychologists and teachers is not systematically established, as a result of which the educational process is carried out without taking into account the psychological characteristics of students.

The existence of a regulatory and legal framework for psychological services, but the need to improve it - the Law of the Republic of Uzbekistan "On Education" and other regulatory documents require the introduction of psychological services in schools, but its practical mechanisms have not yet been sufficiently developed. In particular, it is necessary to further develop clear professional standards for psychologists, criteria for evaluating their areas of activity, and the legal framework for their integration into the school system.

The problem of introducing advanced foreign experience - International studies show that in developed countries (Finland, Germany, USA) school psychologists act as full participants in the education system, regularly working with students individually and in groups. However, in Uzbekistan, this approach is not yet widely used.

In general, the results of the study show that in order to ensure the effective work of psychologists in primary educational institutions, it is necessary to improve their professional skills, strengthen cooperation with educators, introduce modern psychological methodologies, and improve the legal framework.

CONCLUSION AND RECOMMENDATIONS

The professional activity of psychologists in primary education is an important factor in increasing the effectiveness of the educational process. Psychological services perform the tasks of ensuring the emotional stability of students, improving their adaptation to the educational process, and supporting their personal development. Although the role of school psychologists has significantly increased in the process of reforming the education system in the Republic of Uzbekistan, there are systemic problems in this area.

According to existing analyses, the professional training of psychologists and their cooperation with school communities are not sufficiently effective. Also, although legal and regulatory documents have established general directions for the provision of psychological services, their practical implementation has not yet been fully ensured. The Uzbek education system requires effective use of international experience and the systematic development of the activities of school psychologists.

When the above recommendations are implemented, the work of psychologists in primary education institutions will be more effective, contributing to the psychological well-being of students and the quality of education. This will help further improve our country's education system.

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