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SOCIO-PSYCHOLOGICAL ASPECTS OF THE IMAGE AND PROFESSIONAL ACTIVITY OF A SCHOOL PSYCHOLOGIST

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ABSTRACT

School psychologists play an important role in the society in the psychological condition of students, in solving the problems that arise in the educational process, and in contributing to their social and spiritual development. They help solve students' problems through their self-control skills and professional activities in various conflict situations. Also, the social psychological image of school psychologists is important for their effective work.

KEYWORDS

Social psychological image, self-control skills, professional activities.

INTRODUCTION

School psychologists play an important role in the society in the psychological condition of students, in solving the problems that arise in the educational process, and in contributing to their social and spiritual development. They help solve students' problems through their self-control skills and professional activities in various conflict situations. Also, the social

psychological image of school psychologists is important for their effective work.

This study aims to study the image and professional activity of school psychologists from a social psychological point of view. Within the scope of the study, the activity, professional knowledge and skills, individual psychological characteristics and image of

school psychologists among the school community were analyzed. This study assessed the perception of school psychologists by students, parents, and teachers, their aspirations for professional development, and their performance.

In the course of the study, the perceptions of the image and professional activity of school psychologists are studied based on the data collected through a social psychological questionnaire. The results of this study help to develop recommendations aimed at improving the professional performance of school psychologists.

Table 1**Demographic data of the socio-psychological survey conducted among respondents (N=400)**

№	Categories of respondents	Gender		Age (average)
		Male (%)	Female (%)	
1	School psychologists (n=100)	28	72	36
2	Teachers and school administration (n=100)	39	61	34
3	Students (n=100)	46	54	16
4	Parents (n=100)	34	66	39

Among those who took part in the survey, the number of women was higher. These results may indicate that girls and mothers are more active in school surveys.

Results by age were evenly distributed in different groups, and opinions of all age groups were taken into account.

Table 2

What do you think are the main tasks of a school psychologist?

No	Categories of respondents	Psychological counseling (%)	Psychological diagnosis (%)	Psychoprophylactic work (%)	Psychological correction (%)
1	School psychologists	34,1	25,5	21,3	19,1
2	Teachers and school administration	52,3	27,2	10,3	10,2
3	Students	58,5	24,2	8,2	9,1
4	Parents	51,3	11,3	15,6	21,8

School psychologists focus most of their tasks on psychological counseling (34.1%). This suggests that a major part of their role is to provide advice to students and other stakeholders. Psychological diagnosis is also important for them (25.5%). This is another important part of their professional duties, helping to determine the mental state of students. Psychoprophylaxis works make up 21.3% of their activities, which shows the importance of measures aimed at maintaining the mental health of students.

Psychological correction work is also an important part of their activities (19.1%), which is aimed at helping students and improving their mental health.

Teachers and school administrators consider psychological counseling important (52.3%). This

indicates their need to consult with psychologists. Diagnosis is also important for them (27.2%). This shows their desire to use the help of psychologists in identifying the problems of students.

Students have a high need for psychological counseling, which indicates that they need counseling to solve their problems (58.5%). Diagnosis is also important to them (24.2%) because it helps them understand their mental state.

Counseling is also the most important for parents (51.3%), which shows that they depend on psychologists' advice for problems with their children. Psychological diagnosis and psychoprophylaxis are relatively less important for them (11.3%).

It can be seen from these data that different categories of respondents evaluate their need for different psychological services differently. While students and parents consider psychological counseling to be the most important, school psychologists and teachers attach more importance to psychological diagnosis. Psychoprophylaxis work is not so important for all groups, but psychological correction work is important

for parents and school psychologists. It can also be assumed that this information depends on the level of awareness of the respondents.

The main task of a school psychologist is considered to be psychological counseling, which shows the importance of psychological counseling.

Table 3

How important is the work of a school psychologist to you?

No	Categories of respondents	Very important (%)	Important (%)	Not so important (%)	Not important (%)
1	School psychologists	56,1	32,3	8,4	3,2
2	Teachers and school administration	34,6	45,5	16,3	3,6
3	Students	27,4	36,1	26,7	9,8
4	Parents	33,3	41,8	17,6	7,3

88.4% of school psychologists (56.1% very important and 32.3% important) consider psychological services important. This shows that school psychologists consider their tasks to be serious and value the importance of their profession in family, social and professional life.

Teachers and school administration representatives also believe that psychological services are important

(79.1%: 34.6% very important and 45.5% important) and consider psychological support important in the educational process.

63.5% of students (27.4% very important and 36.1% important) consider psychological services important. This indicates that they are focused on mental health and need psychological support.

75.1% of parents (33.3% very important and 41.8% important) consider psychological services important. This shows that parents care about their children's mental health and recognize the importance of psychological services.

Psychological services are given great importance in all respondent categories. School psychologists, teachers, and administrators recognize the importance of these services, as do students and parents in helping

their children. This once again confirms the importance of psychological services in school and family life.

Estimates of the importance of the school psychologist's work are generally high, but among students, there are relatively more who consider it not very important. This may indicate that there is insufficient information about the work of the psychologist or that the students are not aware of this work.

Table 4

To what extent do you think a school psychologist has the following characteristics?

No	Categories of respondents	Communicability	Emotional stability	Empathy and sympathy	Knowledge
1	School psychologists	4,2	3,8	4,1	4,4
2	Teachers and school administration	4,2	4,0	4,3	4,1
3	Students	3,8	3,6	4,2	3,2
4	Parents	4,4	3,9	4,1	4,0

School psychologists believe that communication plays an important role in their professional activity. According to the data presented in the table, school psychologists prioritized high communication skills with a score of 4.2. They also emphasize emotional

stability (3.8 points), empathy and compassion (4.1 points) and knowledge (4.4 points), which they believe will ensure their career success.

According to the data presented in the table, students considered school psychologists to have an average level of communication skills with a score of 3.8. This is based on their experiences in communication with psychologists. Students rated psychologists moderately on emotional stability and high on empathy and compassion. This shows that the school thinks highly of psychologists' ability to understand their emotions well.

Parents highly appreciated the communication skills of school psychologists.

In general, according to the data in the table, different groups highly rated the professional characteristics of school psychologists. This confirms the effectiveness of their professional activities and their ability to communicate with students, teachers and parents.

Table 5

What role do you think the school psychologist plays in the school?

No	Categories of respondents	Important (%)	Additional (%)	Not so important (%)	Not important (%)
1	School psychologists	74,4	22,6	3	-
2	Teachers and school administration	52,2	27,9	14,4	5,5
3	Students	43,6	36,1	15,5	4,8
4	Parents	48,2	26,9	14,3	10,6

Based on the data in the table, it can be seen that the role of school psychologists in schools is evaluated differently by different stakeholders. These different assessments are based on different views and experiences of the work of psychologists. If we analyze it from a scientific point of view:

School psychologists consider their activities very important, because their work has a great impact on the mental health of students and the general environment in the school.

2	Teachers and school administration	45,5	14,9	28,7	10,9
3	Students	51,2	14,4	21,2	13,2
4	Parents	35,3	15,6	35,4	13,7

School psychologists rely on personal experience as the main source of their perceptions of self-image. It shows the opinions they have formed about their work and the activities they have done. A part is also based on the opinions of friends and acquaintances. This shows how much they pay attention to the opinions of the people around them about psychologists. Mass media is also an important source of image perceptions. This shows the spread of information about psychologists through the media. The internal information of the school is less important.

Teachers' and administrators' perceptions of the image of school psychologists are largely based on personal experiences. This shows that they have interacted with psychologists themselves and the importance of these experiences. Mass media is also an important source and plays a big role in spreading information about psychologists.

Students' perceptions of the image of psychologists are also largely based on personal experiences. This is based on their interactions and experiences with psychologists. Some of the respondents are based on the opinions of friends and acquaintances. Also, the

information disseminated through the mass media affects the students' imaginations.

Parents' perceptions of the psychologist's image are also based on personal experiences. This is based on their communication with psychologists through their children. They media are also an important source.

The information in the table shows that perceptions about the image of a school psychologist are based on different sources. Although opinions about the image of school psychologists are mainly based on personal experiences, friends and acquaintances, mass media, and internal school information also play an important role. Such different sources are of great importance in the formation of the image of psychologists in the public and general perceptions about them.

Table 7

What changes were observed in students as a result of the work of the school psychologist?

No	Categories of respondents	Communication (%)	Emotional stability (%)	Improvement of learning results (%)	Confidence and motivation (%)
1	School psychologists	32,6	19,1	10,8	37,5
2	Teachers and school administration	30,9	22,6	12,3	34,2
3	Students	43,7	15,5	12,6	28,2
4	Parents	36,1	10,9	20,2	32,8

School psychologists reported that it had a great effect on improving the level of communication among students. Also, psychologists believe that as a result of their work, they have improved the emotional stability of students, increased their confidence and motivation.

Teachers and administrators noted that the communication skills of students improved as a result of the work of psychologists.

Pupils highly appreciated the improvement of communication skills as a result of psychologists' activities. It shows that they are important to them.

According to parents, psychologists have played a major role in improving students' confidence and motivation.

Based on the results in the table, psychologists played a major role in improving students' communication, confidence and motivation. However, indicators of emotional stability and improvement in academic performance were rated relatively lower.

Based on the results of this socio-psychological survey, the work efficiency of school psychologists is rated at an average and higher level, which indicates the need to make the work of psychologists more efficient.

As a result of the work of school psychologists, students' communication skills and emotional stability

have improved, which shows the positive results of the psychologist's work.

In general, the image and professional activity of school psychologists is relatively high, but there are opportunities for further development in this matter.

The overall image of the school psychologist is positively evaluated, but there are differences between the opinions of all respondent groups. This indicates the need to develop communicative and collaborative strategies to improve the image of school psychologists and promote their work more.

The study aims to assess the image and effectiveness of school psychologists among the school community by studying the role and professional activity of school psychologists in society from a socio-psychological point of view. The results of the study provided information on how school psychologists are perceived by students, parents, and teachers, their aspirations for professional development, and their work performance.

CONCLUSION

School psychologists mainly pay more attention to psychological counseling. This service is vital to students and other stakeholders, helping to address mental health and educational issues.

School psychologists consider their work very important. This shows a serious attitude towards

professional activities and their importance in family, social and professional life. However, the need to improve the views of the school community and parents on the work of psychologists is also evident.

Students recognize the importance of psychological support and improved their work by communicating with psychologists. However, some students underestimate the importance of psychologists because they do not have enough information about the work of psychologists.

Parents also value the work of psychologists highly, as it shows that they depend on psychologists' advice for problems related to their children.

School psychologists have qualities such as communication, empathy and sympathy, knowledge and emotional stability, which make their professional activities effective.

Suggestions and recommendations:

There is a need to improve communication and collaboration to develop communicative and collaborative strategies and strengthen school psychologists' public relations.

It is necessary to improve the image of school psychologists in the society by providing more information about the activities and social importance of school psychologists in the media space.

It is important to support the professional development of school psychologists and develop measures aimed at increasing their work efficiency.

By continuously analyzing the work of school psychologists, it is necessary to find ways to evaluate their work efficiency and further improve it.

The study showed the need to adopt clearly directed and targeted measures to further improve the role of school psychologists in society and to make their activities more effective. By improving the social image of school psychologists and supporting their professional activities, it is possible to contribute to mental health and development in the school community and family environment.

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