

THE USE OF EDUCATIONAL TECHNOLOGIES IN THE WORK OF A SCHOOL PSYCHOLOGIST

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Abstract. The main purpose of this study is to provide theoretical coverage of the role of psychological training technologies in the activities of school psychologists, types of psychological training and mechanisms for their effective application based on psychological analysis. Also, the psychological and methodological foundations of the introduction of psychological methods and trainings into school practice for the development of psychological services in the educational process in schools are systematically discussed in the study. The use of psychological interviewing technologies in the activities of school psychologists in the organization of psychological training is one of the most effective means of developing students' worldview.

Keywords: Psychological research, school psychologist, psychological interview, education, upbringing, psychological preparation, psychological method.

MAKTAB PSIXOLOGI ISH JARAYONIDA TRENING TEXNOLOGIYALARINING QO'LLANILISHI

Annotatsiya. Mazkur tadqiqotning asosiy maqsadi shundan iboratki, maktab psixologlari ish jarayonida psixologik treninglarni tashkil qilish bo'yicha texnologiyalarining o'rni, psixologik trening turlari va ularni samarali qo'llashning psixologik tahlillarga asoslangan mexanizmlarini nazariy jihatdan yoritishdan iborat bo'ladi. Shuningdek, maktablarda tadqiqotda ta'lim jarayonida psixologik xizmatni rivojlantirish bo'yicha psixologik metodlarni, treninglarni maktab amaliyotiga joriy etishning psixologik va metodik asoslari tizimli muhokama qilinadi. Psixologik treningni tashkillashtirishda psixologik suhbatlarni amalga oshirish texnologiyalarining maktab psixologlari ishida qo'llanilishi o'quvchilarning dunyoqarashini rivojlantirishning eng samarali vositalaridan biri sifatida qaraladi.

Kalit so'zlar: Psixologik tadqiqotlar, maktab psixologi, psixologik suhbat, ta'lim, tarbiya, psixologik trening, psixologik metod.

Introduction

One of the main tasks facing the modern education system is to ensure the psychological health of students, prepare them for social life and support the process of their formation as individuals. In this regard, the scope of activities of the school psychologist is expanding.

In particular, the use of educational technologies is recognized as one of the important areas that increase the effectiveness of psychological services. Today, rapid changes in society, social competition, the growth of communicative culture, and the abundance of information flow require students to have a high level of flexibility, self-control, and social competence.

Therefore, the formation of such skills in students as mental stability, self-awareness, positive thinking, stress management, and building relationships in a team is one of the main tasks of the school psychologist. In this process, psychological training technologies serve as an effective tool that ensures the psychological development of students, stimulates personal growth, and develops communicative skills. Educational technologies are one of the modern innovative directions of pedagogical and psychological activity. They allow activating the student's personality, independently solving problems, openly expressing their opinions, and facilitating the processes of social adaptation. Therefore, in the work practice of school psychologists, it is necessary to widely use training in various areas: communication training, stress management training, teaching empathy and emotional competencies, training aimed at developing social adaptation, professional orientation, self-assessment, motivation. The results of the study can serve as a practical guide for school psychologists, social pedagogues, class leaders, as well as students studying psychology. The theoretical recommendations outlined in the study help to organize classes taking into account the individual characteristics of the student's age. Teaching technologies are important not only for individual development, but also for creating a healthy psychological environment in the school community. Therefore, they should be considered an integral part of the work of school psychologists. A school psychologist is a specialist who works with students, teachers and parents in an educational institution and is responsible for supporting the psychological development, adaptation and socialization of the individual. His activities include not only diagnostics and counseling, but also preventive, corrective and developmental work. Diagnostic work consists in identifying the personal characteristics of students, their temperament, interests, motivation, and stress level.

Psychological preparation penetrates into various areas of social practice to solve the problem of achieving healthy relationships between people. Its diagnostic analysis, psychocorrection capabilities have an effective impact on the activities of employees: specialists, psychologists, teachers, psychotherapists, heads of enterprises and organizations, entrepreneurs.

After all, in times of crisis, the upbringing of young people who are modern, thoughtful, broad-minded, and who influence the social environment through rational thinking in various situations poses a high task for the sciences of psychology. After all, the subject of psychological training in our national psychology is the most effective and modern solution. Consultation (advice) - providing psychological assistance to students, parents and teachers. School psychologists spend most of the day with teachers and students. Teachers and students can be considered their clients as school psychologists, usually they have a supporting role in the educational environment. In a world where innovative approaches are constantly being used, ways are being sought to strengthen education and upbringing so that students can acquire the necessary knowledge. This must be done on the basis of professional and scientific facts and knowledge.

Since then, the role of school psychologists in the educational environment and the formation of the profession have changed significantly.

As the role of the school psychologist continues to change, there may be a gap between teachers' perceptions of the role of the school psychologist and how psychological services can be provided to ensure a less restrictive environment for each student. According to Turemuratova and her colleagues, being an effective school psychologist is key when it comes to changing the school system. The roles and responsibilities of school psychologists are very diverse, as psychologists work in primary, secondary, and urban and rural settings. They address the problems and difficulties of students;

Collaborate with other professionals, parents of students, and support teachers in improving outcomes. We are now in a time when a lot can change in a short period of time.

School psychologists are specialists who must monitor changes and innovations, educate school teachers through meetings, collaboration, training and other forms of interpreting these innovations. But innovation is another way of doing something, and it is also a good way.

Educational innovation occurs in a specific teaching and learning environment, improvement is the implementation of standard practices or the introduction of new practices, thereby achieving higher educational results. Correctional and developmental work - eliminating problems faced by students, conducting training on personal development. Preventive work - preventing conflicts, stress, aggression, learning difficulties. Psychological and educational work - increasing psychological culture, creating a healthy social environment. These areas of activity of a school psychologist are closely interconnected, each of which allows the use of educational technologies. Especially in the process of development and prevention, teaching plays an important role. Innovative education does not tolerate stereotypes, but requires transparency in relation to innovations, new methods, forms and tools that help develop the creative abilities of students, its role in communicating with the most creative students. Innovation should be seen as a necessary and positive tool for change. Every human action requires constant innovation and sustainability. Positive development innovations, as new positive and healthy development strategies, are used in all forms of education, departments and extracurricular activities to achieve positive, healthy development and success in all segments of education and development, in the field of cognitive, emotional, social, character, creative, etc. Schoolchildren are at different stages of psychological development. Their personal growth, social adaptation and emotional stability largely depend on their interaction with the environment. Therefore, educational technologies are very important for a school psychologist as a means of socio-psychological adaptation of students, stimulating positive changes. The work of a school psychologist is not limited to students. Parents and teachers, as important subjects of the educational environment, can also improve their pedagogical activities through the use of psychological training. A school psychologist uses various forms and methods in his work.

Among the most effective of them, psychological training occupies an important place.

Through educational technologies, it is possible to develop the personal qualities of students, help them understand themselves, form social communication skills and form the ability to find the right way out in stressful situations. With the help of educational technologies, personal and social competencies of students increase. They can understand their own emotions, try to understand others, and correctly fulfill social roles. Especially in adolescence, such trainings soften students' internal conflicts, increase their level of self-acceptance, and strengthen the culture

of communication. The use of educational technologies in the work of a school psychologist is becoming an integral part of the educational process. Trainings ensure the personal, social, and emotional development of students. They acquire such important skills as managing their emotions, developing a culture of communication, teamwork, and stress resistance. The effectiveness of educational technologies depends on the professional skills of the psychologist, the correct choice of teaching methods, and the active participation of students.

Therefore, school psychologists should actively use modern approaches, interactive methods, and new technologies in their activities. A school psychologist helps school teachers in many areas. For good teaching and effective learning, it is important to introduce innovations into the educational process. In this regard, the role of a psychologist in supporting educators in introducing innovations into the educational process is great and inevitable. The purpose of this study is to determine what the assistance of a school psychologist is in introducing positive innovations into education. Within the framework of the general goal, a comparison was conducted between teachers and psychologists in terms of the perception of the role of a psychologist in introducing positive developmental innovations into education. Regarding the hypothesis: Therefore, we can conclude that the alternative hypothesis is supported. The empirical results showed that the school psychologist plays an important role in introducing innovations in teaching, but nevertheless more psychologists need to be involved in work and school and engaged in specific tasks, achieving results and further increasing confidence and changing perceptions.

Conclusion

Teachers who believe that there are professional staff in schools to implement innovations in teaching highly evaluate the role of the psychologist in introducing innovations. It was found that the average score is higher than that of teachers who believe that there are no staff in the teaching profession. The assessment of the role of the school psychologist in introducing innovations is higher than that of teachers who believe that there are no staff in teaching. Teachers who completely agree with the assessment of the role of the school psychologist in introducing innovations in teaching have teachers who have a statistically significant difference between the assessment of professional staff by teachers and their assessment of their role in introducing innovations in teaching. The highest assessment of the role of the school psychologist in introducing innovations in teaching is given to teachers who believe that there is a basis for introducing innovations in teaching.

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