

PSYCHOLOGICAL CHARACTERISTICS OF THE EDUCATIONAL PROCESS IN THE COLLABORATION BETWEEN A PRACTICING PSYCHOLOGIST AND PARENTS

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Abstract

The article highlights the importance of cooperation between a practicing psychologist and parents in supporting students' mastery of the educational process, taking into account their individual psychological characteristics and capabilities. It analyzes the effective use of psychological services within the education system and emphasizes the significance of collaboration with a teacher-psychologist in fostering positive psychological traits in a child's development.

Keywords: education and upbringing, activity, school, family, personality, acceleration, psychological service, position, psycho correction, individual, communicative

Introduction

Special attention is being paid in our country to issues of youth education and upbringing, as well as to cooperation between the school, family, and local community, and to the pedagogical and psychological processes carried out among them. In this regard, studying how psychological service problems are addressed—by what methods and in which directions—in developed countries has become a key issue for improving our own educational system. Indeed, without thoroughly examining the processes taking place in educational institutions across the Republic, it is impossible to make well-grounded conclusions about further improving and developing psychological services within them.

Psychological services began to develop in the United States in the 1800s. The first practicing psychologists in the United States were experimental psychologists who studied the problem of self-education. In 1985, the functions of educational psychologists in France were clearly defined. It was emphasized that an educational psychologist should make every possible effort to ensure the comprehensive development of the individual, involving teachers and parents in this process. It was also specifically noted that, if necessary, a pedagogical psychologist may critically evaluate both school and family upbringing practices. A practicing psychologist carries out professional activities in close cooperation with the teaching staff and parents.

Discussion and Results

The initial roots of the formation and development of psychological services in Uzbekistan date back to the 1930s and are associated with the science of pedology and pedological services. In the 1960s–1970s, researchers of the Uzbek Research Institute of Pedagogical Sciences—P.P. Zimin, V.A. Tokareva, M.Sh. Rasulova, and M. Dadajonov—conducted a number of studies and practical initiatives aimed at introducing psychological services into schools.

In 1989, due to the shortage of practicing psychologists in Uzbekistan, a faculty for training practicing psychologists was opened at the Tashkent State Pedagogical Institute named after Nizami. The development of psychological services in Uzbekistan has been significantly influenced by scholars such as M.G. Davletshin, G.B. Shoumarov, E.G. G‘oziyev, B.R. Qodirov, V.M. Karimova, Z.T. Karimova, Z.T. Nishanova, F.S. Ismagilova, Sh.R. Baratov, E.N. Sattarov, N.S. Safayev, F.I. Haydarov, X. Jalilova, and others.

In the context of today’s globalization process, cooperation between parents and school practicing psychologists has become increasingly necessary. One of the main reasons for this is the phenomenon of acceleration. Acceleration (from the Latin *acceleratio* – acceleration) refers to the rapid development of a living organism. Compared to their peers 150 years ago, modern children demonstrate significantly higher levels of physiological development. Therefore, when engaging in their child’s education and upbringing, it is advisable for every parent to consult with school practicing psychologists and to take into account the child’s individual psychological characteristics.

Conclusion

In the course of their professional activity, school practicing psychologists organize the following types of work:

- Providing parents with scientific and practical information about a student's individual psychological characteristics, personality development, relationships within a peer group, as well as age, gender, and individual typological features and possible difficulties.

- Increasing the psychological knowledge of parents and teachers by participating in parent meetings, methodological association sessions, and pedagogical councils.

For many children who, for various reasons, have not achieved age-appropriate and full development during preschool childhood, starting school can be a challenging experience and may lead to a number of difficulties.

In pedagogical and psychological science, such specific difficulties are generally classified into four groups:

- Improper upbringing within the family (excessive care, over-demanding attitudes, egocentric upbringing);

- Psychologically illiterate influence on the child, which often results in inadequate evaluation of the student;

- Insufficient communicative skills and abilities;

- An unformed student position (lack of internal readiness to accept the role of a learner).

Cooperation between the family and the school plays a crucial role in raising a child to become a physically healthy, morally mature, and spiritually developed individual. Therefore, it is essential to improve the pedagogical culture within every family. Children entering school are expected to be physically strong, healthy, thoughtful, and capable of making simple judgments about surrounding objects and events. They should be able to distinguish between "good" and "bad," and between morally right and wrong actions. However, in some children of this age, opposite traits may be observed. Such imbalance is mainly caused by adults' inattention or insufficient knowledge regarding child upbringing.

The goals of psychocorrection can be divided into three groups. These, in turn, serve to ensure the effectiveness of practical psychological assistance provided in the school setting:

- Psychocorrection aimed at ensuring the student's mental development;

-Psychocorrection focused on correcting deficiencies observed in play, learning, and work activities;

-Psychocorrection directed at resolving problems observed in family relationships (forms of communication, nature of interpersonal relationships, and similar issues).

Conclusion

“Every individual is a unique temperament,” as stated by the great physiologist Ivan Pavlov. Indeed, each person possesses abilities and potential that are uniquely their own. It is essential to help students find solutions to their personal problems and to provide support in preventing difficulties in their education and upbringing. In cases of negative psychological changes in children, corrective work should be implemented in a timely manner. Conflict situations and psychological states should be jointly analyzed, and practical recommendations should be developed to ensure the child’s healthy personal development.

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