

THE ROLE OF THE SCHOOL PSYCHOLOGIST IN ENSURING STUDENTS' PSYCHOLOGICAL ADAPTATION IN GENERAL SECONDARY SCHOOLS

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Abstract. This article highlights the role and importance of the school psychologist in effectively organizing the process of students' psychological adaptation in general secondary schools. It analyzes the psychological problems that arise when students adapt to a new educational environment, the classroom community, and relationships with teachers and peers. The article also reveals the possibilities of developing a positive emotional state in students, reducing stress and anxiety, and increasing social activity through the diagnostic, preventive, corrective, and counseling activities of the school psychologist. The importance of cooperation with parents, class teachers, and educators in ensuring students' psychological adaptation is also substantiated.

Keywords: psychological adaptation, school psychologist, student personality, social adaptation, emotional stability, psychological support, diagnostics, correction, prevention, pedagogical cooperation.

UMUMIY O'RTA TA'LIM MAKTABLARIDA O'QUVCHILARNING PSIXOLOGIK MOSLASHUVINI TA'MINLASHDA MAKTAB PSIXOLOGINING ROLI

Annotatsiya. Mazkur maqolada umumiy o'rta ta'lim maktablarida o'quvchilarning psixologik moslashuv jarayonini samarali tashkil etishda maktab psixologining o'rni va ahamiyati yoritiladi. Unda o'quvchilarning yangi ta'lim muhiti, sinf jamoasi, o'qituvchi va tengdoshlari bilan munosabatlarga moslashishida yuzaga keladigan psixologik muammolar tahlil qilinadi. Shuningdek, maktab psixologining diagnostik, profilaktik, korreksion va maslahat berish faoliyati orqali o'quvchilarda ijobiy emotsional holatni shakllantirish, stress va xavotirni kamaytirish, ijtimoiy faollikni rivojlantirish imkoniyatlari ochib beriladi. Maqolada o'quvchilarning psixologik moslashuvini ta'minlashda ota-onalar, sinf rahbarlari va pedagoglar bilan hamkorlikning muhimligi asoslab berilgan.

Kalit so'zlar: psixologik moslashuv, maktab psixologi, o'quvchi shaxsi, ijtimoiy moslashuv, emotsional barqarorlik, psixologik qo'llab-quvvatlash, diagnostika, korreksiya, profilaktika, pedagogik hamkorlik.

РОЛЬ ШКОЛЬНОГО ПСИХОЛОГА В ОБЕСПЕЧЕНИИ ПСИХОЛОГИЧЕСКОЙ АДАПТАЦИИ УЧАЩИХСЯ В ОБЩЕОБРАЗОВАТЕЛЬНЫХ ШКОЛАХ

Аннотация. В данной статье освещаются роль и значение школьного психолога в эффективной организации процесса психологической адаптации учащихся в общеобразовательных школах. Анализируются психологические проблемы, возникающие у учащихся в процессе адаптации к новой образовательной среде, классному коллективу, взаимоотношениям с учителями и сверстниками. Также раскрываются возможности формирования положительного эмоционального состояния у учащихся, снижения стресса и тревожности, развития социальной активности посредством диагностической, профилактической, коррекционной и консультативной деятельности школьного психолога. В статье обоснована важность сотрудничества с родителями, классными руководителями и педагогами в обеспечении психологической адаптации учащихся.



Ключевые слова: психологическая адаптация, школьный психолог, личность учащегося, социальная адаптация, эмоциональная устойчивость, психологическая поддержка, диагностика, коррекция, профилактика, педагогическое сотрудничество.

INTRODUCTION

Today, the effectiveness of the educational process in general secondary schools is directly related not only to students' level of knowledge, but also to their psychological state, social adaptation, and personal development. The school environment is an important social space in a child's life, where the student not only acquires knowledge, but also communicates with peers, expresses themselves within the class community, and develops independent thinking, responsibility, and a culture of social relations. Therefore, the psychological adaptation of students to school life is considered an important component of the educational process.

Psychological adaptation is determined by a student's ability to adjust to new conditions, educational requirements, and the class community, as well as to feel safe, free, and comfortable, and to establish healthy relationships with teachers and peers. This adaptation process may be especially complex for students who are entering primary school for the first time, moving from one educational stage to another, or transferring to a new school. In such cases, students may experience anxiety, shyness, lack of self-confidence, decreased interest in lessons, and difficulties in communicating with peers.

In this process, the role of the school psychologist is of particular importance. The school psychologist identifies students' individual psychological characteristics, observes their emotional state, and helps to detect and eliminate adaptation difficulties at an early stage. In addition, the psychologist conducts individual and group conversations with students, organizes psychological training sessions, and provides necessary recommendations to parents and teachers. This contributes to students' faster and more effective adaptation to the school environment. It should be noted that ensuring students' psychological adaptation is not limited only to the responsibilities of the school psychologist. This process requires the cooperation of the class teacher, subject teachers, parents, and school administration. This is because the healthy development of a student's personality requires a positive psychological environment in the educational institution, as well as a system of relationships based on kindness, support, and mutual respect.

Thus, ensuring the psychological adaptation of students in general secondary schools is one of the urgent pedagogical and psychological issues. This article discusses the role of the school psychologist in supporting students' adaptation, the main areas of psychological activity, and effective methods of psychological support.

LITERATURE REVIEW AND METHODS

The issue of students' psychological adaptation is considered an important area in educational psychology. Psychological adaptation refers to a student's ability to adjust to the school environment, educational requirements, classroom community, teachers, and peers. This process directly influences students' emotional well-being, academic activity, communication skills, and personal development. In psychological and pedagogical literature, adaptation is viewed as a complex process connected with social interaction, motivation, emotional stability, and individual characteristics. L.S.Vygotsky emphasized the role of the social environment and communication in child development. From this point of view, a student's successful adaptation depends on positive interaction with teachers and classmates.

A.N.Leontiev's activity-based approach also shows that a child's development is closely related to learning activity, motivation, and personal needs. Therefore, school adaptation should not be understood only as getting used to new conditions, but also as the formation of interest in learning, self-confidence, and emotional comfort.



Research in child and adolescent psychology shows that adaptation difficulties are often observed when students enter school for the first time, move to another educational stage, or transfer to a new school. In such situations, students may experience anxiety, shyness, low self-esteem, lack of motivation, and communication problems. Therefore, the school psychologist plays an important role in identifying these difficulties and providing timely psychological support.

Thus, the analysis of the literature shows that students' psychological adaptation depends on several factors: the school environment, family support, classroom climate, teacher-student relationships, and the professional activity of the school psychologist.

Table 1.

Key Aspects of Students' Psychological Adaptation in School

Main aspect	Brief explanation
Psychological adaptation	Adjustment of students to school life and educational requirements
Emotional state	Feelings of safety, comfort, confidence, and stability
Social interaction	Communication with classmates, teachers, and the school community
Role of school psychologist	Diagnosis, prevention, counseling, correction, and support
Expected result	Successful adaptation, positive learning motivation, and healthy personal development

In preparing this article, theoretical and practical research methods were used to study the role of the school psychologist in ensuring students' psychological adaptation in general secondary schools.

First, the **method of literature analysis** was used to study scientific and methodological sources related to psychological adaptation, student development, and school psychology. This method helped to clarify the theoretical basis of the topic.

Second, the **observation method** was applied to analyze students' behavior in the classroom, their communication with peers, participation in lessons, emotional state, and level of involvement in school life.

Third, the **interview method** was used to collect information from students, class teachers, and parents. Through interviews, it is possible to identify students' adaptation difficulties, emotional needs, and problems in communication.

In addition, **questionnaires and surveys** may be used to determine students' satisfaction with the school environment, their attitude toward lessons, relationships with classmates, and possible psychological discomfort.

The **psychological diagnostic method** is also important in identifying students' anxiety level, self-esteem, emotional stability, and social adaptation. Based on the results, the school psychologist can organize individual counseling, group training, and corrective activities.

Overall, the selected methods make it possible to study students' psychological adaptation comprehensively and to determine effective ways of psychological support in the school environment.

RESULTS AND DISCUSSION

The results of the study show that students' psychological adaptation in general secondary schools is closely connected with the school environment, teacher-student relationships, peer communication, and family support. Students who feel emotionally safe and supported at school adapt more easily to educational requirements and classroom activities. They also show higher learning motivation, active participation in lessons, and more positive communication with classmates.



The analysis revealed that the school psychologist has an important role in identifying adaptation difficulties at an early stage. Through observation, interviews, questionnaires, and psychological diagnostics, the psychologist can determine students' emotional state, level of anxiety, self-confidence, and social interaction skills. This allows the psychologist to provide timely support and prevent possible psychological problems. The findings also indicate that psychological adaptation is more effective when the school psychologist works in cooperation with class teachers, subject teachers, and parents. Such cooperation helps to create a positive psychological climate in the classroom and supports students' personal development. In particular, individual counseling, group training, adaptation programs, and preventive activities are useful in reducing anxiety, improving communication skills, and increasing students' confidence.

Table 2.

Main Results of Psychological Support in Students' Adaptation

Direction of support	Main result
Psychological diagnostics	Early identification of adaptation difficulties
Individual counseling	Reduction of anxiety and emotional discomfort
Group training	Development of communication and cooperation skills
Work with parents	Strengthening family support for the student
Cooperation with teachers	Creation of a positive classroom environment

The discussion of the results shows that students' adaptation should not be considered only as a short-term process. It is a continuous psychological and pedagogical process that requires regular monitoring and support. If adaptation difficulties are not identified in time, they may lead to low academic motivation, isolation, emotional stress, and difficulties in communication.

Therefore, the school psychologist's activity should be systematic and purposeful. The psychologist should not only work with students who already have problems, but also organize preventive activities for all students. This approach helps to create a healthy psychological environment in the school and supports the successful personal and social development of students. Thus, the results confirm that the school psychologist plays a significant role in ensuring students' psychological adaptation. Effective psychological support contributes to emotional stability, positive social interaction, learning motivation, and successful integration into the school community.

CONCLUSION

In conclusion, students' psychological adaptation is an important factor in ensuring their successful participation in school life and educational activities. The adaptation process is closely connected with students' emotional well-being, communication with peers, relationships with teachers, and support from the family. The study shows that the school psychologist plays a significant role in identifying adaptation difficulties, reducing anxiety, developing students' self-confidence, and creating a positive psychological environment. Psychological diagnostics, individual counseling, group training, preventive work, and cooperation with teachers and parents are the main directions of effective psychological support.

Thus, the activity of the school psychologist should be organized systematically and purposefully. Timely psychological support helps students adapt successfully to the school environment, strengthens their learning motivation, and contributes to their personal and social development.



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