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COOPERATION BETWEEN THE SCHOOL PSYCHOLOGICAL SERVICE AND SUBJECT TEACHERS: AN INNOVATIVE METHODOLOGY FOR DEVELOPING THE STUDENT’S PERSONALITY

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Developing the student’s personality is not the sole responsibility of either the subject teacher or the school psychologist. In practice, teachers focus primarily on delivering knowledge, while psychologists focus on diagnostics and counselling. As a result, students’ learning difficulties, academic stress, and motivation problems are often identified at a late stage. The Law of the Republic of Uzbekistan “On Education” requires the individual characteristics of learners to be taken into account [1], which makes cooperation between the psychological service and teaching methodology a relevant task.

Bronfenbrenner showed that personality development takes place through interaction among the systems surrounding the learner [2]. Vygotsky’s concept of the zone of proximal development implies that teacher support should correspond to the learner’s current capabilities [3]. Hattie’s synthesis of meta-analyses highlights the importance of teacher–student relationships and feedback for learning outcomes [4]. At the same time, a concrete model explaining how diagnostic data should be applied to lesson methodology and how the psychologist and teacher should collaborate in this process has not been sufficiently developed for local school conditions.

The aim of the study is to develop a model of cooperation between the psychological service and the subject teacher and to define a procedure for testing its effectiveness. The objectives are: to define the stages of cooperation; to describe a system of differentiated tasks based on diagnostic results; and to design an evaluation procedure for the model’s effectiveness.

The planned study uses a quasi-experimental design with an experimental group and a control group, together with psychological diagnostics, observation, and questionnaires. Learning anxiety can be assessed using the State-Trait Anxiety Inventory [5] or a school anxiety test appropriate for the students’ age, while learning motivation can be assessed using a self-determination-based questionnaire [6]. Measurements are to be taken at the beginning and at the end of the experiment, together with indicators of classroom participation, academic progress, and teachers’ satisfaction with the model. This article presents the model and the research design; empirical testing is the next stage of the research.

The model consists of four stages. At the first stage, the school psychologist identifies students’ age-related and individual characteristics, learning motivation, and anxiety levels using standardized methods, and the results are provided to the teacher in the form of recommendations. At the second stage, the subject teacher develops a system of differentiated tasks: for example, diagrams and infographics for students whose predominant mode of perception is visual, and step-by-step, low-stakes tasks for anxious students. At the third stage, the psychologist observes lessons and records students’ activity and signs of fatigue, after which the lesson is jointly analysed with the teacher. At the fourth stage, each student’s development is monitored through an electronic journal or personal development card; the confidentiality of personal data must be strictly maintained.

The literature suggests that such cooperation can make the learning environment safer and more supportive, provided that diagnostic results are used to support the student rather than to label them. The effect of the model on anxiety, motivation, and academic achievement is a hypothesis that the planned experiment will test; no empirical results are claimed in this article.

Cooperation between the school psychological service and the subject teacher is a promising approach to developing the student’s personality on the basis of an individual approach. Recommendations for practice are: to hold regular methodological meetings between the psychologist and the teacher; to develop teachers’ psychological and pedagogical competence through professional development courses; and to observe confidentiality rules when working with student data. The main limitation is that the model has not yet been tested empirically, so it should be piloted under different school conditions before wider implementation.

References:

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