THE ROLE OF THE SCHOOL PSYCHOLOGIST IN DEVELOPING PROFESSIONAL RESPONSIBILITY AND SELF-MANAGEMENT IN GENERAL SCHOOL TEACHERS

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Abstract. This thesis analyzes the role of the school psychologist in developing professional responsibility and self-management skills in secondary school teachers. The article focuses on the practical tasks of the school psychologist in this process. Based on modern research, it is shown that a psychologist can conduct diagnostics, individual interviews, consultations and trainings aimed at self-management with teachers. TALIS 2024 data on the professional development of teachers in Uzbekistan are also analyzed. As a result, it is argued that the school psychologist should be considered not only as a specialist who helps the teacher after the problem arises, but also as a specialist who helps prevent professional stress and develop the teacher's internal capabilities.

Keywords: professional responsibility, self-management, teacher, school psychologist, stress, reflection, professional motivation, psychological support.

INTRODUCTION

Today, a school teacher has several tasks at once. He teaches, assesses students' knowledge, manages class order, works with parents, keeps records, and regularly improves his qualifications. All this requires the teacher not only to have good knowledge and pedagogical skills, but also to be able to manage his time, emotions, and work process.

In this regard, the professional responsibility of a teacher and self-management are close concepts. A responsible teacher is able to set clear goals, think about the consequences of his decisions, and analyze his mistakes. Self-management helps him not to give in to emotions in difficult situations, plan his work, and control stress.

The importance of this issue is also evident in modern research. For example, Zhou, Slemp, and Vella-Brodrick summarized the results of 173 studies on teacher well-being. These studies included a total of 89,876 participants. The analysis found that teachers' intrinsic motivation, psychological resources, professional competence, and active problem-solving were positively related to their professional well-being. This result suggests that improving teachers' mental health is not only about external conditions, but also about developing their self-management skills.

Another clear example is a study by Sanchez and Schwinger in Germany. It involved 269 participants: 202 were current teachers and 67 were students and trainees in the field of education. One group of participants received general self-management training, while the other group received training tailored to their individual needs. As a result, training tailored to individual needs was more beneficial, especially for participants with low self-management scores. This suggests that the school psychologist should first identify the needs of all teachers, rather than providing the same training to all.

This issue is also relevant in the context of Uzbekistan. In the OECD TALIS 2024 study, 65% of teachers in Uzbekistan reported that professional development activities they had participated in in the

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past 12 months had a positive impact on their teaching. At the same time, 8% of teachers reported that they felt very stressed at work, and another 8% reported that their work had a very negative impact on their mental health. These figures are not clinical diagnoses, but rather teachers' self-assessments. Nevertheless, they indicate the need to pay attention to the psychological state of teachers in schools.

Therefore, it is not right to limit the role of a school psychologist to working only with students. A psychologist can determine the teacher's stress level, discuss his/her difficulties in the work process, and help develop skills in planning his/her activities and managing his/her emotional state.

The purpose of this thesis is to analyze, based on modern research, the practical possibilities of a school psychologist in developing professional responsibility and self-management in secondary school teachers.

MAIN PART

A teacher's professional responsibility is not determined only by the timely completion of assigned tasks. A responsible teacher plans a lesson, sets a clear goal for himself, thinks about the consequences of the pedagogical decisions he makes, and is able to analyze the shortcomings in his work. To do this, a teacher must have the skills to manage his time, emotions, and work process. Therefore, professional responsibility and self-management are not separate, but interconnected processes.

In a school environment, a teacher faces various situations every day. For example, a lesson may not go as planned, there may be a misunderstanding with students, it may be necessary to have a difficult conversation with parents, or it may be necessary to complete several tasks in a short time. In such situations, it is important for a teacher to analyze the situation and make the right decision without giving in to emotions. Self-management skills are manifested in such situations.

The task of the school psychologist here is not to give the teacher a ready-made solution. The psychologist should first help the teacher determine in which situations he is most struggling. One teacher may have problems with planning work, another with stress management, and another with overly serious perception of his mistakes. Therefore, providing the same psychological support to all teachers is not always effective.

A study by Sanchez and Schwinger in Germany in 2024 helps to understand this idea. The study involved 269 people, of whom 202 were current teachers and 67 were students and trainees in the pedagogical field. The participants were divided into individual training, general self-management training, and a waiting group. The results showed that training tailored to individual needs was especially beneficial for participants with low self-control indicators at the beginning.

This result cannot be directly transferred to the work of a school psychologist, but can be used as a practical principle. That is, it is advisable to determine the needs of teachers before working with them. This can be done using a short questionnaire, individual interviews, self-assessment questions or discussion of difficulties in the work process. Only then can it be determined which teachers need an individual interview, which need stress management exercises, and who else need help with time planning or reflection.

Another important task of a school psychologist is to teach teachers to analyze their own work. It is not necessary to start with complex psychological methods. For example, after the lesson, ask the teacher: "What went well in today's lesson?", "What situation was difficult for you?", "What decision did you make in this situation?", "What can be done differently next time?" can be conducted on the basis of questions such as. Such questions help the teacher to look at his own behavior from the outside and understand the causes and consequences.

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In the issue of self-management, it is also necessary to pay special attention to stress. Because constant tension can affect the teacher's patience, decision-making and relationship with students. However, it is not correct to assess any fatigue or difficulty at work as a psychological problem. The task of the psychologist is to correctly diagnose the situation and select the necessary type of help.

The results of TALIS 2024 for Uzbekistan allow us to consider this issue in local conditions. 8 percent of teachers surveyed reported that they feel stress at work "a lot". Another 8 percent of teachers noted that work has a "very" negative impact on their mental health. These figures are not medical or psychological diagnoses, as TALIS is a survey based on teachers' own responses. Nevertheless, the results suggest that some teachers experience significant stress in their work and that psychological support in schools should not be focused solely on students.

There is another important finding in the TALIS 2024 results: 95 percent of teachers in Uzbekistan said that colleagues at school can help each other. Also, 95 percent of teachers noted that the principal gives them useful feedback. This is a ready-made opportunity for the school psychologist. The psychologist can not only limit himself to individual counseling, but also use the existing cooperation between teachers to organize small group sessions, experience-sharing meetings, and joint discussions of problematic pedagogical situations.

For example, rather than giving teachers general advice to "be stress-resistant," it is more effective to work on specific situations. Training topics can include how to start a conversation with a parent when a disagreement arises, how to manage a situation when a lesson plan is broken, and how to reduce emotional stress after a series of failures. Then psychological support will not be separated from the teacher's daily work.

Motivation is also important in developing a teacher's professional responsibility. A 2024 meta-analysis by Zhou, Slemp, and Vella-Brodrick summarized data from 173 studies and a total of 89,876 participants. The study found that teachers' intrinsic motivation, psychological resources, and professional competencies were positively related to their professional well-being. An approach based on problem avoidance was negatively related to well-being.

This result leads to an important conclusion for the school psychologist: it is not enough to help the teacher only with "stress reduction". It is also important for him to believe in his own strength, to understand why he works in this profession, and to be able to independently find a way to solve the problem. Therefore, the conversation with the psychologist should be not only about the problems, but also about the teacher's strengths, achievements and future professional goals.

The work of a school psychologist with teachers can be organized in five stages:

diagnostics → identification of individual needs → appropriate consultation or training → joint analysis of the result → reassessment.

At the first stage, the teacher's main difficulty is identified. At the second stage, what exactly needs help is determined. At the third stage, individual consultation, small group training or training is selected. At the fourth stage, the teacher analyzes what changes have occurred in him. At the last stage, the initial state and the subsequent result are compared. This sequence turns psychological assistance from general recommendations into specific targeted work.

The most important aspect here is that the psychologist should not make decisions for the teacher. His task is to help the teacher understand the situation, see his own capabilities and make independent decisions. Because professional responsibility also develops precisely through the conscious acceptance of his own decision and the ability to be responsible for its outcome.

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CONCLUSION

The analyzed studies show that the teacher's self-management, internal motivation and psychological resources play an important role in his professional activity. At the same time, it is not correct to consider these skills as immutable personal qualities. The study by Sanchez and Schwinger showed that self-management skills can be developed through special training and that an approach tailored to individual needs is especially useful for some participants.

Therefore, the work of a school psychologist with teachers should not begin only when stress or a serious problem arises. A psychologist can help teachers understand their situation, plan their work, manage their emotions, analyze their mistakes, and set future goals on a regular basis.

TALIS 2024 data for Uzbekistan also shows that schools have opportunities for this. 95 percent of teachers said that they can rely on each other, and 95 percent said that they receive useful feedback from the principal. So, using existing teamwork, a psychologist can organize small group sessions and experience-sharing meetings for teachers, in addition to individual consultations.

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