

# **PSYCHOLOGICAL SERVICE AS AN INTEGRAL PART OF THE EDUCATIONAL SYSTEM**

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## **Abstract**

This article discusses the peculiarities of psychological work, which are considered an integral part of the educational system, with a special emphasis on working with early, middle, and older adolescents. The adolescent-parent-teacher relationship is also discussed in the article in the context of psychological work. The changes taking place in all the spheres of the rapidly developing world require revising of values and establishment of new ones. After the collapse of the Soviet Union, completely new realities have been established in the post-soviet countries. The economic collapse and the hard social conditions have had an adverse impact also on the whole educational process. Since 1991 the public educational system of the Republic of Armenia, being the successor of the Soviet educational system, has entered the phase of difficult transitional changes that can be characterized as a survival period of the system. From 1996-to 1997, along with the economic development of the country, reformation of the educational sector has started, being mainly of constructive nature. [2]. Globalization, intensifying integration processes, democracy the establishment of civic society requires a new quality of a human being, not only with knowledge but also with capacities of indulgence, cooperation, orientating in various situations, estimating his/her or others' actions. The reformation that has been implemented in our country since 2003, within the framework of the program on "Quality of Education And Appropriacy", is aimed at the formation of citizens prepared and ready for establishing a free, independent, and developed society. Along with the performance and high efficiency, as well as cooperation capacities of students, great importance is attached to providing a higher level of psychological health. To get the anticipated outcomes within the planned period, public care is to be continued, at the same time making the psychological-pedagogical requirements for the teachers stricter. Teachers must know the regularities and problems of the spiritual development of students and take into account the social environment where they were born and brought up. Based on the interests of comprehensive education of students, teachers must often meet their parents and provide psychological-pedagogical consulting. However, it is not a secret that far not all teachers can deeply understand the peculiarities of the spiritual world of the students. Following the way of educational reforms, the pedagogical institutes of higher education still have many things to do in preparing pedagogues- psychologists that meet the requirements of the time, in

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terms of revising numerous questions occurring in the theory and practice of pedagogy and psychology.

**Keywords and phrases:** teenagers, early, middle, and senior teenagers, educational component, teacher, parent, student, school, psychological service at school, psychological-pedagogical work.

# ՀՈԳԵԲԱՆԱԿԱՆ ԾԱՌԱՅՈՒԹՅՈՒՆԸ՝ ՈՐՊԵՍ ՀԱՆՐԱԿՐԹՈՒԹՅԱՆ ԲԱՂԱԴՐԻՉ

## ԱՐՄԻՆԵ ՄՈՒՐԱԴՅԱՆ

ՀՀ Գիտությունների ազգային ակադեմիայի  
գիտակրթական միջազգային կենտրոն  
հոգեբանական գիտությունների թեկնածու  
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### Համառոտագիր

Սույն հոդվածում քննարկվում են հոգեբանական աշխատանքի առանձնահատկությունները, որոնք համարվում են կրթական համակարգի անբաժանելի մասը, կարևորվում են հատկապես վաղ, միջին և ավագ տարիքի դեռահասների հետ աշխատանքները: Դեռահաս-ծնող-ուսուցիչ եռակողմ հարաբերությունները հոդվածում քննարկվում են նաև հոգեբանական աշխատանքի համատեքստում:

Արագ զարգացող աշխարհի բոլոր ոլորտներում տեղի ունեցող փոփոխությունները պահանջում են արժեքների վերանայում և նորերի հաստատում: Խորհրդային Միության փլուզումից հետո հետխորհրդային երկրներում բոլորովին նոր իրողություններ են հաստատվել: Տնտեսական ճգնաժամը և սոցիալական ծանր պայմաններն իրենց բացասական ազդեցությունն են թողել նաև կրթական ողջ գործընթացի վրա: 1991 թվականից Հայաստանի Հանրապետության հանրակրթական համակարգը, լինելով խորհրդային կրթական համակարգի իրավահաջորդը, թևակոխել է անցումային բարդ փոփոխությունների փուլ, որը կարելի է բնութագրել որպես համակարգի գոյատևման շրջան: 1996-1997թթ.-ից երկրի տնտեսական զարգացմանը զուգընթաց՝ սկիզբ է դրվել կրթական ոլորտի բարեփոխմանը, որը հիմնականում կրում է կառուցողական բնույթ: Գլոբալիզացման, ինտեգրացման գործընթացների արագացումը, ժողովրդավարական քաղաքացիական հասարակության կայացումը պահանջում է մարդու նոր որակ՝ օժտված ոչ միայն գիտելիքով, այլև ամենաթողության, համագործակցելու, տարբեր իրավիճակներում կողմնորոշվելու, իր կամ այլոց գործողությունները գնահատելու կարողություններով:

«Կրթության որակ և համապատասխանություն» ծրագրի շրջանակներում 2003 թ-ից մեր երկրում իրականացվող բարեփոխումներն ուղղված են ազատ, անկախ և զարգացած հասարակության կայացմանը պատրաստված և պատրաստ քաղաքացու ձևավորմանը: Ուսանողների կատա-

րողականության և բարձր արդյունավետության, ինչպես նաև համագործակցության կարողությունների հետ մեկտեղ՝ մեծ նշանակություն է հատկացվում նրանց հոգեբանական առողջության ավելի բարձր մակարդակի ապահովմանը: Նախատեսված ժամանակահատվածում ակնկալվող արդյունքներին հասնելու համար պետք է շարունակել հանրային հոգածությունը՝ միաժամանակ խստացնելով ուսուցիչների նկատմամբ հոգեբան-մանկավարժական պահանջները: Ուսուցիչները պետք է իմանան աշակերտների հոգևոր զարգացման օրինաչափություններն ու խնդիրները և հաշվի առնեն այն սոցիալական միջավայրը, որտեղ նրանք ծնվել և դաստիարակվել են: Ելնելով ուսանողների համակողմանի կրթության շահերից՝ ուսուցիչները հաճախ պետք է հանդիպեն ծնողների հետ և տրամադրեն հոգեբանական-մանկավարժական խորհրդատվություն: Սակայն գաղտնիք չէ, որ դեռևս ոչ բոլոր ուսուցիչներն են կարողանում խորապես հասկանալ աշակերտների հոգևոր աշխարհի առանձնահատկությունները: Կրթական բարեփոխումների ճանապարհին հետևելով՝ բուհերի մանկավարժական ինստիտուտները դեռ շատ անելիքներ ունեն ժամանակի պահանջներին համապատասխան մանկավարժ-հոգեբաններ պատրաստելու՝ մանկավարժության և հոգեբանության տեսության և պրակտիկայում ծագող բազմաթիվ հարցերի վերանայման առումով:

**Բանալի բառեր և բառակապակցություններ.** դպրոցի հոգեբանական ծառայություն, դպրոցի հոգեբան, դեռահասներ, ուսուցիչներ, ծնողներ:

# ПСИХОЛОГИЧЕСКАЯ СЛУЖБА КАК КОМПОНЕНТ ОБЩЕГО ОБРАЗОВАНИЯ

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## **Аннотация**

В данной статье рассматривается специфика психологической работы, которая считается неотъемлемой частью системы образования, с особым акцентом на работу с подростками раннего, среднего и старшего возраста. Трехсторонние отношения подросток-родитель-учитель также рассматриваются в статье в контексте психологической работы. Изменения во всех сферах бурно развивающегося мира требуют пересмотра ценностей и установления новых. После распада Советского Союза в постсоветских странах установились совершенно новые реалии. Экономический коллапс и тяжелые социальные условия негативно сказались на всем образовательном процессе. С 1991 года система общего образования Республики Армения, являясь правопреемницей советской системы образования, вступила в стадию сложных переходных изменений, которую можно охарактеризовать как период выживания системы. В 1996-1997 годах, наряду с экономическим развитием страны, началась реформа сферы образования, носящая в основном конструктивный характер. Глобализация, интенсификация интеграционных процессов, демократия, становление гражданского общества требуют нового качества человека, наделенного не только знаниями, но и способностью быть толерантным, сотрудничать, ориентироваться в различных ситуациях, оценивать поступки себя или других. Реформы, проводимые в нашей стране с 2003 года в рамках программы «Качество образования и соответствие», направлены на формирование свободного, самостоятельного, подготовленного гражданина, готового на достижение более высокого уровня здоровья. Для достижения ожидаемых результатов в планируемый период следует продолжать общественную заботу, одновременно ужесточая психолого-педагогические требования к учителям. Педагогам необходимо знать закономерности и проблемы психического развития учащихся, учитывать социальную среду, в которой они родились и выросли. В интересах всестороннего образования учащихся учителям часто приходится встречаться с родителями для психолого-педагогического консультирования. Идя по пути образовательных реформ, педагогическим институтам вузов предстоит еще многое сделать в плане подготовки педагогов психологов в соответствии с требованиями времени, в плане рассмотрения многих вопросов, возникающих в педагогике, теории психологии и практике.

**Ключевые слова и словосочетания:** школьная психологическая служба, школьный психолог, подросток, учителя, родители, социальная, психологическая, педагогическая деятельность.

## **Introduction**

The changes taking place in all the spheres of the rapidly developing world require revising of values and establishment of new ones. After the collapse of the Soviet Union, completely new realities have been established in the post-soviet countries. The economic collapse and the hard social conditions have had an adverse impact also on the whole educational process. Since 1991 the public educational system of the Republic of Armenia, being the successor of the Soviet educational system, has entered the phase of difficult transitional changes that can be characterized as a survival period of the system. From 1996 to 1997, along with the economic development of the country, reformation of the education sector started, being mainly of constructive nature [2]. Globalization, intensifying integration processes, democracy the establishment of civic society requires a new quality of a human being, not only with knowledge but also with capacities of indulgence, cooperation, orientating in various situations, estimating his/her or others' actions. The reformation that has been implemented in our country since 2003, within the framework of the program on "Education quality and appropriacy", is aimed at the formation of citizens prepared and ready for establishing a free, independent, and developed society. Along with the performance and high efficiency, as well as cooperation capacities of students, great importance is attached to providing a higher level of psychological health. To get the anticipated outcomes within the planned period, public care is to be continued, at the same time making the psychological-pedagogical requirements for the teachers stricter. Teachers must know the regularities and problems of the spiritual development of students and take into account the social environment where they were born and brought up. Based on the interests of comprehensive education of students, teachers must often meet their parents and provide psychological-pedagogical consulting [11].

However, it is not a secret that far not all teachers can deeply understand the peculiarities of the spiritual world of the students. Following the way of educational reforms, the pedagogical institutes of higher education still have many things to do in preparing pedagogues - psychologists that meet the requirements of the time, in terms of revising numerous questions occurring in the theory and practice of pedagogy and psychology. In recent years, organizing the education of disabled children in public schools has become an urgent issue. The well-known psychologist L.S. Vigodski gave special importance to the establishment of such a system, expressing a belief that separating children in special schools distorts their psychology essentially. Recognizing the importance of the process, it is to be emphasized that the role of school psychological service and school psychological problems mentioned above are necessary to efficiently organize the difficult process of education in public schools. The schools have tried to fill the gap with their own initiative and resources or at the best with the help of appropriate educational institutes [4].

It is to be mentioned with satisfaction that in 2010 the schools received, at last, the methodological guideline on “Description of the Activity of Public Psychologist and Ethical Standards” [2].

The latter argues that the psychological service represents a vitally integral part of the public education system that provides personal, rational, and professional development of the potential of the society. At the same time, it determines that the school psychologist provides development of individual peculiarities of each child and their creative attitude to life, assists to the formation of the growing generation, formation of the personality and the way of life developing an individual. Six years old children with their limited experience of communication gained in kindergarten and playlot, attend a school where inter-personal communications are quite different. Not all children are psychologically prepared to directly adapt to the new rules and changes that are to develop them.

In this difficult situation, the teacher and the schoolchildren must receive psychological support from the school psychologist. Applying the effective means of influencing children, he/she can communicate a sense of safety to children and support them become social in the school environment. The school practice shows that some first-grade schoolchildren attend school with fear, which is mainly the result of unreasonable expression by their parents in their presence. Thus, as a result of the cooperative purposeful activity of the teacher and the school psychologist, the child must attend school willingly and not with fear which can cause so-called “school phobia”. This phenomenon is possible also in the period of adolescence when children are extremely sensitive and unprepared for the reality of being separated from people closely connected with them. The school psychologist should render professional assistance to the parents and teachers of the children who appeared in such a situation and provide psychological consultancy. He/she must treat children very carefully and strictly follow the scientifically justified methods of psycho-diagnosis and psychotherapy. The most efficient results are obtained by game therapy, working with “small groups”, which promotes the child’s self-affirmation and independence, and understanding of self-importance. It is necessary for primary school children to feel that their feelings are not ignored and the school psychologist undoubtedly has a key role here. In some cases, an appreciable result can be obtained also through separate work with the siblings of the child. It is very important to carry out so-called “psychological monitoring” of the children with problems, to solve the question of when the family and the child can be “released”, being sure that they will be able to overcome the problems by themselves [5].

One of the problems in public schools that is difficult to overcome pedagogically and psychologically is treating education with indifference by the majority of high school female pupils. The carried out group and individual psychological activities show that a certain phenomenon is rooted in schools when the boys consider it beneath their dignity for a man to do or answer their lessons. Boys do not want to harm their self-appraisal and these psychological mechanisms form the basis for this phenomenon. Even those with talent and gift for knowledge suffer inward

conflicts, overcoming which often turns out to be very difficult for teachers and parents.

Among other major factors, this situation was caused also by the following negative circumstances – the overall female environment of teachers in the modern Armenian school. The small number or lack of male teachers causes undesirable social-psychological consequences in education for boys, formation of their “self”. Psychologists know how important the presence of both father and mother in the family is for the natural psychological development of adolescents. Mainly feminine education in the school has led to the fact that schoolchildren meet merely feminine images here. Even parallels may be drawn between a family without a father and a school without male teachers.

The educating power of the father, paternal word, manhood, and influential person of the same sex is a necessity. It is to be noted that leaving the school by male teachers has mainly social and economic reasons and can not be promptly overcome; overcoming its social-psychological consequences, however, is an urgent problem.

Love and deep respect for knowledge and education are inherent in our nation. Under the present conditions of mixed values, people who are interested in the future of the country people who are responsible for the education of adolescents – pedagogues, psychologists, parents, society, must combine their efforts to solve the problems of personality formation based on the positive national traditions, advanced international experience, and achievements of modern science. Still, Goethe or genius said: “I hate the knowledge that does not make me act and does not fecundate my mind”.

Mikael Nalbandyan considered independence, creative power, and infinite freedom of mind to be among the main features of a comprehensively developed personality. He interpreted the problem of inter-relation between the social environment and education in personality formation in a scientifically-pedagogically correct way. As society changes, humans and their requirements for them are also changing. If one is not able to use the obtained knowledge for his/her own or for shared benefit, then what the objective of the given educational system is [1]. The educational experience of the developed countries shows that a revolutionary change in education can be provided through the transition from teacher-centered to student-centered education. The role of teachers will rather be to organize pupils’ activities during education. Along with the traditional methods, they must be based upon the group and cooperative ways recognized worldwide, which according to Vigodski and Piaje, have powerful potential to “open” students up. Being an integral part and a supporter of reformations in public school, the psychological service of the school should form with its activity a favorable psychological atmosphere and conditions for complete development of children inside the school. The modern school requires an active influence of psychologists in the process of personal development of the child, harmonization of his/her development with the age standards, which will be necessary support to pedagogues and parents in the programs of individual development of children. The school psychologist promotes the formation and development of the culture of psychological knowledge application [9].



Based on the above analysis in this article, we have put forward the following hypothesis: we assume that the need for a psychological service and a psychologist as a profession at school is most often taken into consideration among teenagers, their teachers, and parents who find it expedient to apply for psychological services or need a psychologist to overcome their problems. In this article, we have set out the following goal: to reveal the ideas about the need for school psychology services, and the work of a psychologist among teenagers, their teachers, and parents. To analyze the psychological work more effectively, an experimental study was conducted, focusing on issues related to the role of the school psychologist - the need, the student-teacher relationship, as well as the motivation of schoolchildren.

The methodological basis of the article and the selection of participants

In terms of a more comprehensive analysis of the article, an experimental study was conducted based on the methods of psychological observation, conversation, and questionnaires. The questionnaire was authored and covered three main areas: middle and high school teenagers, their teachers, and their parents were surveyed. During the summary analysis, a correlation analysis was performed, which completed the results of the questionnaires received from both schools. The author's questionnaires are as follows:

1. "Questionnaire for Middle and High School Teenagers", in the framework of which the teenagers' opinions regarding the school psychological service and the work of a school psychologist were examined.

2. "Questionnaire for Parents", which examined the opinions of teenagers' parents about the school psychological service and the work of a school psychologist.

3. "Questionnaire for Teachers", which surveyed the attitudes of teenagers' teachers about the school psychological service and the work of a school psychologist.

The experimental studies were conducted on 80 teenage students of Norakert Basic School in the Armavir region: 40 girls and 40 boys, 30 teachers: 25 women and 5 men, and 80 parents: 60 women and 20 men, 10 of whose families are considered incomplete, as they are in the condition of an actual divorce and live in bad financial situation, as well as 30 teenagers of Norakert High School: 15 boys and 15 girls, 20 teachers: 15 women and 5 men, 30 parents: 20 women and 10 men.

The experimental works were carried out in three main stages:

- a. In the first stage, the set of purposeful methods was selected for the research, the selection of the participants was substantiated, the questions of the initial psychological conversation were compiled, preparatory conversations and discussions were held about the steps to be taken.

- b. In the second stage, experimental works were conducted, during which a preliminary objective and participatory observation, psychological conversation in individual and group, and author's questionnaire in individual and group were used.

- c. In the third stage, the results were summarized, adequate analyzes and conclusions were made.

The questionnaires were conducted individually for parents and among teachers and in groups of adolescents. The purpose of the psychological conversation, observation, in particular, the use of questionnaires, was to find out the ideas, the

needs, and the effectiveness of the school psychologist's work among the students and the need among the beneficiaries: teachers, parents, and teenagers. The questionnaires were conducted anonymously, maintaining the principle of impartiality and psychological confidentiality. The whole process of conducting the questionnaires and other methods took 25 days, which allowed us to work more broadly and honestly with the test subjects. Qualitative-quantitative analyzes of the works were summarized by digital-qualitative analyzes, as well as mathematical-statistical comparative work was performed using the Spearman scale.

The results of summarizing the conducted questionnaires.

According to the received data, the following picture was registered among 40 boys out of 80 teenagers of Norakert basic school in the Armavir region. Twenty of the boys considered the role of a psychologist necessary in the classroom, as they were involved in professional work from time to time, but insisted that only individual work should be done, as they were not ready to work in a group. 10 boys think of the psychologist as a teacher; they mentioned that the psychologist should help them only in terms of learning. 7 boys had no idea about the school psychology service and the work of a psychologist, but in oral conversations, they stressed that they would not mind working if they knew what work was being done.

The 3 boys stressed that they have ideas about the role of a psychologist and the psychological service, but they will not turn to a psychologist because they do not trust anyone. During the summary analysis, it turned out that 35 teenage boys would still apply to the psychological service and psychologist, 3 teenagers twice stated that they would not apply, and two teenagers could not give a clear answer. It was noteworthy that the vast majority of teenagers were prepared for psychological work if the psychologist did not inform their parents, a circumstance that gives grounds for "serious thinking" and further work.

*Figure 1. Teenage boys' perceptions of the need for psychological activity through percentage analysis*

15 out of 40 girls from the same school thought that a psychologist was needed; they worked with a specialist and considered the work very effective. They participated individually, and their parents were informed. Eighteen teenage girls found that the psychologist contributed to school activities and academic achievement, but they would only participate in groups because they did not feel isolated from others and would be in the awkward spot of classmates when applying individually. Besides, they are not ready to share it with their parents because they cannot trust them, they are ashamed, they think their friends will understand better and it is easy with a stranger, etc. 5 girls had heard about psychological work, but had not been in contact with a psychologist and they do not imagine the actual work. This indicates inadequate awareness of the work. According to the 2 girls, they are aware of psychological work, as two of their classmates had special educational needs, and the psychologist worked with them. They mentioned that the psychologist should work only with those children because they do not see the need for themselves.

*Figure 2. Teenage girls' perceptions of the need for psychological activity through percentage analysis*

The vast majority of the 30 teachers at the same school, 23 teachers, stated that psychological support was needed to overcome the behavioral and educational problems, as such work is simply urgent in today's reality. According to 7 teachers, a psychologist is especially needed in the field of inclusive education, as other students think that they can overcome problems on their own or with the help of a teacher. During the oral conversation, the teachers mentioned that the organization of psychological work and the work of a psychologist is especially effective in working with them, as the current socio-psychological transformations have resulted in significant changes in the peculiarities of communication with children. They also

stated that they often wanted to apply for individual jobs, but could not overcome the internal complexes.

*Figure 3. Perceptions of teenagers' teachers about the need for psychological activity through percentage analysis*

30 out of 60 women participant parents stated that they clearly needed psychological services; as they were involved in the psychologist's work, they considered that work to be effective. They made it clear that the working hours with the psychologist should be increased, as they are often unable to fully master the effective management of parent-child interpersonal relationships. We want to prove that these parents had higher education and work. Ten women from incomplete families reported that their children were often treated badly by teachers and classmates at school; the school psychologist had a lot to do here, which they did not notice. During the conversation, they stated that it was not the psychologist who did not work, but the teachers did not direct them to professional work because they did not want to reveal several details. This is of course a debatable point of view, as it was discussed anonymously, without the participation of teachers. Eight of these parents were not working at the time, and two were working. 10 Parents think that the work of a psychologist should be more involved in parenting, but in their opinion, the psychologist lacks in this area: they organize parent meetings or individual meetings only with students studying in inclusive education. This, of course, indicates a flawed working relationship. According to 5 parents, they are aware of the work of a psychologist, but they thought that the whole family should be included, as everyone needs psychological support. These parents did not work. According to 5 parents, they are not aware of the existence of the school psychological service but would like them to work with their children, especially in terms of conflict behavior, as their children are quite aggressive and intolerant. During the concluding psychological conversation, all the parents mentioned the effectiveness of the psychological service and the importance of the value system, as they feel the need for support in the event of possible behavioral, educational, or emotional problems, as their children undergo rapid changes.

*Figure 4. Perceptions of teenagers' parents about the need for psychological activity through percentage analysis*

Thus, in all three groups tested in NorakertBasic School in the Armavir region, the role and work activity of a psychologist was valued, but in all three groups there was skepticism about the work, which is conditioned first by the lack of awareness, then by its own reasons: distrust, skepticism about the quality of work, one's own state of mind, etc. The following picture was recorded in 15 boys out of 30 teenagers in Norakert High School in the Armavir region. 7 boys stated that they were aware of the existence of the school psychological service and psychological work in general, as there were opportunities to apply, but added that they would not apply individually, as they felt more confident in group work because the group is their friends: 5 boys thought that they had not been involved in the school psychological service, they did not know what the psychologist was doing.

In the case of information, they found it difficult to answer whether they would apply or not. 3 boys found that they are aware of psychological work in some way, but do not want to apply because they do not trust anyone at all. All the boys unanimously stated that they did not want to inform their parents about their problems because they did not see the need for it. This provision was observed:

*Figure 5. Teenager boys' perceptions of the need for psychologist activity through percentage analysis.*

A rather unreliable atmosphere in the parent-child relationship was testified as 15 girls got the opposite picture. They were aware of psychological work, the main areas of psychological activity in school, and were involved in psychological work through their own experience. Unlike the boys, they stated that they did not trust the group and preferred to discuss their own problems with the psychologist individually. According to the girls, the psychologist guided them correctly, and their parents were aware of the work being done. The following picture was recorded in 15 female teachers out of 20 teachers of the same school. 10 female teachers argued that psychological services were needed at school and that it was advisable to add the subject in the form of lessons, as they said that teaching the subject would make the actual working relationship between students and teachers more effective. Five female teachers argued that psychological work needed to be applied more practically, as they felt that their specialists lacked experimental skills. According to 5 male teachers, in the current epidemic, especially in post-war situations, it is necessary to organize military psychology courses in schools or to hire military psychologists, because their "children really lack coping skills". They mentioned that in this case, it is very effective for the school psychologist to cooperate with the teachers, to understand such needs of the children. This was a very topical and interesting point of view. 17 out of 30 parents mentioned that they were involved in psychological services in the school system, but 10 of them think that the psychologist should do more individual work, especially concerning behavioral problems, as children at that age are quite conflicted in interpersonal relationships, they are no exception. These parents did not work. Five female parents stated that they were not aware of the work of the school psychological service, but if they were, they would be willing to cooperate. According to the parents of the two women, they were involved in psychological work related to their children but did not consider that work effective. According to them, the psychologist did not spend enough time with their children, the actual problem was not overcome. These parents were working at the time.

*Figure 6. Perceptions of teenagers' parents about the need for psychological activity through percentage analysis*

Five out of 10 male parents mentioned that they had been in contact with a psychologist in connection with overcoming their son's behavioral conflicts at school

and that they had achieved some success through cooperation. They mentioned that the work was done individually, and they are satisfied with the result. 5 Parents think that there should be psychological work, especially in terms of preventing and overcoming delinquent behavior, because, in their opinion, age is quite a turning point, not everyone is safe from being in such conditions.

*Figure 7. Perceptions of teenagers' male parents about the need for psychological activity through percentage analysis*

Thus, the perceptions given by the teenagers, teachers, and parents of Norakert High School in Armavir Province have clearly indicated the approaches to the need to organize a psychological service and the role of a psychologist, which in itself is quite a positive perception. However, awareness of the work was quite low, a fact that also indicates a lack of effectiveness of the work of a psychologist.

## **Conclusion**

Thus, the results of the post-school survey showed that the majority of 110 teenagers (65.37%), 50 teachers (77%), and 110 parents (67%) think that a psychologist is obviously needed in school, but the awareness of psychologist's work is quite low. It was recorded in the subjects who had contact with a psychologist. However, there is more to be done in the school system, and the demands are great. The school psychologist, as a full member of the pedagogical staff, does not fully or sufficiently master the experience, especially in the school system, a circumstance that was especially proved by the parents. According to teachers, the role of a psychologist is irreplaceable, especially when working in an inclusive education system, but according to teachers, more attention should be paid when working with children with special needs. The lack of experimentation was emphasized here again. These analyzed approaches allow psychological work to be more comprehensively organized and analyzed in future similar work.

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