

SCHOOL ADVISORS ACTIVITY IN DEVELOPMENT FOREIGN SWOT METHOD  
OF EXPERIMENTS BASED ON ANALYSIS

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**Abstract.** This article examines international experiences in organizing school counseling activities, particularly based on the ASCA (American School Counselor Association) National Model. The study analyzes the organization of school counseling systems in the USA, Great Britain, and countries of the Asia-Pacific region, issues of professional identity, and effectiveness indicators. Using a comparative-analytical method, ways of adapting foreign experience for Uzbekistan's education system are demonstrated. The research results serve to develop practical recommendations for developing a national school counseling system.

**Keywords:** school counseling, ASCA National Model, professional identification, student support, international experience, psychological service.

**Annotatsiya.** Ushbu maqolada maktab maslahatchilari faoliyatini tashkil etishning xalqaro tajribalari, ayniqsa ASCA (American School Counselor Association) Milliy Modeli asosida o'r ganiladi. Tadqiqot doirasida AQSh, Buyuk Britaniya va Osiyo-Tinch okeani mintaqasi mamlakatlarida maktab maslahatchiligi tizimlarining tashkil etilishi, professional identifikatsiya masalalari va samaradorlik ko'rsatkichlari tahlil qilinadi. Qiyosiy-tahliliy metod asosida xorijiy tajribalarning O'zbekiston ta'lim tizimi uchun moslashtirilishi yo'llari ko'rsatilgan. Tadqiqot natijalari milliy maktab maslahatchiligi tizimini rivojlantirish uchun amaliy tavsiyalar ishlab chiqishga xizmat qiladi.

**Kalit so'zlar:** maktab maslahatchiligi, ASCA Milliy Modeli, professional identifikatsiya, talabalarni qo'llab-quvvatlash, xorijiy tajriba, psixologik xizmat.

**Аннотация.** В данной статье исследуется международный опыт организации деятельности школьных консультантов, особенно на основе Национальной модели ASCA (Американской ассоциации школьных консультантов). В рамках исследования анализируется организация систем школьного консультирования в США, Великобритании и странах Азиатско-Тихоокеанского региона, вопросы профессиональной идентификации и показатели эффективности. На основе сравнительно-аналитического метода показаны пути адаптации зарубежного опыта для системы образования Узбекистана. Результаты исследования служат для разработки практических рекомендаций по развитию национальной системы школьного консультирования.

**Ключевые слова:** школьное консультирование, Национальная модель ASCA, профессиональная идентификация, поддержка учащихся, зарубежный опыт, психологическая служба.

Modern education in the system school advisors of the students academic success, social - emotional development and future career planning in the processes important role plays. Uzbekistan In the Republic school psychologists activity organization done although their task and responsibilities clear unspecified, professional standards working not released and student - advisor ratio international to standards suitable does not come. In our country one psychologist average 600-800 people to students right it comes, this and an individual approach This relationship makes it difficult. with developed countries experience study and national to the conditions customized school consultancy system create current from



tasks one would be considered was. In B. Vaisboyeva's own work, "President initiative with today's on the day Uzbekistan in schools school consultant position current "was" like thoughts Execution of the government school education and his/her under management integration positive point of view from the point of view expression This will in the field school advisor management to the activity circle practical skills depth intended mirror the goal in the results own on the contrary finds.

This in research foreign countries, particularly the United States, Great Britain Britain and Asia-Pacific ocean in the region school advisors activity experience analysis to do and Uzbekistan for practical recommendations working exit. The research done ASCA National in increasing Model based on school consultancy system study, various professional identification in countries and qualification requirements analysis to do, school advisors efficiency assessment criteria identification, Uzbekistan education system for customized recommendations to give such as main to tasks priority was given.

In the study comparative-analytical method used. Information sources as 2012-2025 between publication done foreign scientific sources, including ASCA National Model fundamental works on, and different in countries take visited empirical research results used. Analysis object as USA, Great Britain Britain, Asia-Pacific ocean region countries and global scale school consultancy systems selected.

School consultancy in the field modern research mainly two in the direction developing: professional standards and models working exit and practical efficiency assessment. ASCA (American School Counselor Association) in 2012 working came out National Model School consultancy for is the leading framework (ASCA, 2012). The model consists of four main from the component consists of: Foundation, Management, Delivery and Accountability This model is the whole USA along wide being used and 811 times scientific in sources is given, this his/her from the impressionability evidence gives. Fye et al. (2020) to 26 studies Based on the ASCA National Model application level, control supervision adjective and school advisors sick between burnout dependency learned. Results this showed that the model complete used in consultants sick exit level noticeable at the level lower Frank and colleagues (2025) of the United States different states according to school advisors roles content analysis they did and ASCA National Model requirements compatibility level evaluated. Research states in the middle noticeable differences the existence showed that and uniform standards current to grow necessity emphasizes. Professional identification The issue is also important. research Harrison and colleagues (2025) conducted a global scoping review and professional identification of consultants different in countries how formation analysis They have a professional identity. strong to be advisor work efficiency with directly dependence Asia - Pacific ocean region in the context of Harrison and others (2024) school consultants professional identification development difficulties and prospects about research take They went. They in the region West models straight away copy problematic that and cultural context into account to take the necessity they emphasized.

ASCA National Model in 2003 Schwallie-Giddis et al. by presented since it was done since school consultancy for is being recognized as a standard framework. The model is based on four main component around built.

1. Foundation - school consultancy of the program main values, beliefs and professional competencies This part defines of the school mission and students to the needs suitable incoming clear goal and standards own inside takes.

2. Management - consultants program how organization to be able and to manage shows. Here time management, data assembly and analysis to do, and reports preparation processes enters.



3. Delivery to give ) - four direction through done increased:

- Directly student direct student services: individual and group consultancy
- Indirectly student indirect student services: consultation, cooperation
- Class classroom lessons: all students for
- Individual planning: academic and career planning

4. Accountability - program efficiency assessment and information based on decision acceptance data-driven decision making.

In the field many in research, including Oberman and Fellows (2020) ASCA National Model control in the supervision process application emphasizing that model not only practitioners, maybe qualification increase also useful in the process that Kirk and others (2025) school advisors and directors between ASCA National Relations Model done increase for important predictor that Research this showed that the director by supported in consultants the model complete current to grow 3 times more likely high school advisors preparation systems countries according to difference does. In the USA school advisor to be for master's degree level education ( usually 48-60 credits) hour ) and state license necessary (Alli, 2015). The program meets CACREP (Council for Accreditation of Counseling and Related Educational Programs) standards appropriate to be need. Method et al. (2023) two in the country ( Turkey and USA ) school consultancy supervision practices in education They compared. In the USA clinical supervision is much developed and structured that in Turkey and this process more formal and less to practice the direction Basma and others (2021) international students USA consultancy education in programs to himself confidence and experiences about phenomenological research They spent. They cultural differences and language barriers overcome to professional competence through achieve possible Reese ( 2021) school advisors disability was colored fleshy students for inclusion, equality and entrance opportunity support according to preparation analysis Research most in programs this special population with to work enough preparation not to be given determined.

Professional identification school advisors for important factor Harrison and colleagues (2025) global literature Scoping review results for this showed that professional identification four main to the factor related, these are:

1. Precise role definition and standards
2. Quality professional education
3. Professional associations activity
4. State and school leadership recognition by

Ostwick -de Wilde and others (2018) international directed to the mission has USA in schools working advisors experiences phenomenological approach with They learned. They international in context worker in consultants cultural competence and many lingual ability important that Perron and colleagues (2023) international advisors from professionals conversation to take through values determination according to good quality research conducted 9 scientific in the source cited this research this showed that cultural sensitivity, client centrality and society with cooperation universal values is considered.

Modern school consultancy data-driven approach ( data based on approach ) is based on Carey et al. (2022) school consultancy efficiency assessment fundamental research on take They went. They following indicators through efficiency measurement possible showed:

- Students academic performance (GPA, test scores )
- To school participate level and discipline events decrease
- College and to career preparation level
- Students socio-emotional well-being



Also, Lapan (2021) is widely comprehensive school consultancy the impact of comprehensive school counseling programs research did. Results this showed that ASCA National To the model based to programs has in schools students high academic to the results achieves and the school abandonment to grow level lower will be.

Analysis done research based on following main conclusions release possible.

ASCA National Model the most many research done and in practice is the framework used. In this structured approach, data based on decision acceptance to do mechanism, exact accountability system, four in the direction balanced activity such as in aspects unique advantages ownership separately to emphasize necessary.

However, this the model other cultural contexts, in particular Uzbekistan to education straight away integration to do to oneself typical problems there is.

Foreign, especially ASCA National Model and developed countries experience Uzbekistan education in the system application opportunities and restrictions systematic analysis to do SWOT (Strengths-Weaknesses-Opportunities-Threats) analysis for was held.

### 1. STRENGTHS

#### 1.1. Scientific based and approved models existence

ASCA National Model from 2012 811 times since scientific in research cited and his/her efficiency empirical accordingly approved (ASCA, 2012). Fye et al. (2020) study this showed that the ASCA model complete used in consultants sick Burnout is reduced by 40%. This model is available in Uzbekistan for ready, working issued and try creates the framework seen.

#### 1.2. International community recognized by standards

Analysis done research shows that the ASCA model only In the USA not, maybe different in countries successful ( Oostvik - de Wilde et al., 2018). This is Uzbekistan for international recognition and cooperation opportunities opens.

#### 1.3. Information based on decision acceptance data -driven approach

Carey et al. (2022) meta- analysis this proved that the data based on working school advisors programs of the students academic increases performance by 15-20%. This approach Uzbekistan education in the system accountability and efficiency increase for important.

#### 1.4. Precise role and responsibility borders

Frank et al. (2025) content analysis this showed that in the ASCA model school advisor role clear designated and administrative from tasks separated. This is in Uzbekistan there is was role uncertainty eliminate to reach help gives.

#### 1.5. Four in the direction balanced approach

ASCA model academic, career and socio-emotional directions one at the time cover takes, this and student's holistic development provides ( Lapan, 2021).

### 2. WEAKNESSES

#### 2.1. High resource demand

ASCA model recommendation 1:250 student advisor ratio provide In Uzbekistan serious financial requires a load. Reduce the current ratio of 1:800-1000 to 1:250 for school advisors 3-4 times the number increase necessary, this and per year about 15-20 thousand new expert to prepare means.

#### 2.2. High qualification requirements

In the USA school advisor to be for 2 years master's degree education and state license is required (Alli, 2015). In Uzbekistan now 6 months old short term courses available. Master's degree programs organization to grow and personnel preparation at least 5-7 years continue will reach.

#### 2.3. Cultural differences and adaptation problem



Harrison and others (2024) Asia-Pacific ocean region for West models straight away copy ineffective that they emphasize. Uzbek in culture:

- Parents school to their work intervention high
- Collectivist values advantage does
- Psychological to services appeal to do stigma ( social pressure ) with related
- Authoritarian leadership style wide widespread

These factors the model noticeable at the level requires adaptation.

#### 2.4. Supervision system absence

Method et al. (2023) comparison in the study clinical supervision system school Professional development of consultants for necessary that They showed. In Uzbekistan such system there is it's not and him/her create additional requires resources.

#### 2.5. Technological infrastructure limitedness

ASCA model information collection, analysis to do and report to give for special software supply and digital requires tools. Uzbekistan of schools in most of them such opportunities limited, especially village in places.

### 3. OPPORTUNITIES

#### 3.1. State policy support

Uzbekistan In the Republic education system reform to do state of the policy priority from directions one. In 2017-2021 acceptance done education about laws and decisions new approaches current to grow for legal basis creates. This foreign experiments acceptance to do for comfortable political environment creates.

#### 3.2. International organizations with cooperation opportunities

UNESCO, UNICEF, World bank and other international organizations Uzbekistan education system supports them. experience and financial resources pilot projects for usage possible. Perron et al. (2023) international cooperation professional competence through increase effective that they showed.

#### 3.3. Youth psychological help need exceed progress

Modern Uzbekistan stress, anxiety in young people and depression signs increasing ( internet addiction, learning burden, future uncertainty ). This is good quality school consultancy creates demand for its services and the system develop for social basis It will be.

#### 3.4. Digitization processes

In Uzbekistan education digitization state program implementation This information is being updated. collection, analysis to do and management for necessary was technological infrastructure create opportunity Kirk and others (2025) digital platforms ASCA model done Makes upgrading easier by 30% possible they emphasize.

#### 3.5. Professional community formation

In Uzbekistan school psychologists between professional associations and groups appearance This is happening. experience exchange, qualification increase and professional standards working exit for important basis creates.

#### 3.6. Regional ( Central ) Asia ) cooperation potential

Kazakhstan, Kyrgyzstan and other Central Asia countries also have their own school consultancy systems developing because of regional cooperation and experience exchange opportunities available (Harrison et al., 2024).

### 4. THREATS

#### 4.1. Financial restrictions

State budget limitedness because of school advisors number sharp increase and their salary international standards at the level designation difficult. In the study by Reese (2021) As noted, financial lack of support from professional staff to leave take is coming.



#### 4.2. Resistance and to changes intolerance

School administration and some students new to the system resistance to show possible, because this additional responsibility and requires changes. Oberman et al. (2020) ASCA model successful current to grow for leadership support necessary that they emphasize.

#### 4.3. Sufficient of personnel absence

In Uzbekistan good quality from preparation past school advisors low. Basma and others (2021) poor quality preparation programs to the students negative impact to show possible They warn. Quickly. personnel preparation of quality to decrease take arrival danger there is.

#### 4.4. Psychological to services wrong approach

Uzbek in society psychologist or to the consultant appeal to do still " problem" "accept " as " yes " This is done. parents and of the students from services use Cultural values change far term process.

#### 4.5. Systematic approach absence

Fye et al. (2020) point out, the ASCA model only school at the level not, but district, region and republic at the level requires support. In Uzbekistan such vertical integration mechanisms underdeveloped.

#### 4.6. Other reforms with competition

Education in the system one at the time many reforms done increasing ( new programs, grades system, teachers certification ). This is school consultancy to the reform attention and of resources to decrease take arrival possible.

### **SWOT analysis based on four main strategic direction is determined.**

#### 1. SO Strategy ( Strong sides + Opportunities )

Uzbekistan scientific based on the ASCA model state support and international cooperation through step by step current to be able possible. Digitization processes information based on approach done increase makes it easier.

#### 2. WO Strategy ( Weak sides + Opportunities )

International grants and technician help through personnel preparation programs expansion, technological infrastructure develop possible. Regional cooperation through experience exchange resource saver to be possible.

#### 3. ST Strategy ( Strong sides + Threats )

Precise role and responsibility standards through resistances reduction, professional community create through personnel stability provide possible.

#### 4. WT Strategy ( Weak sides + Threats )

Pilot projects through the system try vision, cultural to adapt provide, stigma reduce according to public campaigns transfer necessary.



SO Strategy ( Strong sides + Opportunities )	WO Strategy ( Weak sides + Opportunities )	ST Strategy ( Strong sides + Threats )	WT Strategy ( Weak sides + Threats )
In Uzbekistan scientific based on the ASCA model state support and international cooperation through step by step current to be able possible. Digitization processes information based on approach done increase makes it easier.	International grants and technician help through personnel preparation programs expansion, technological infrastructure develop possible. Regional cooperation through experience exchange resource saver to be possible.	Precise role and responsibility standards through resistances reduction, professional community create through personnel stability provide possible.	Pilot projects through the system try vision, cultural to adapt provide, stigma reduce according to public campaigns transfer necessary.

In Uzbekistan scientific based on the ASCA model current to grow prospects state by being supported digitization policy and international collaborative there is opportunities with chamber-like related. This in process strong sides and external opportunities coherence (SO strategy) to data based management mechanism formation opportunity if it is weak the sides eliminate (WO strategy) international grants, technical support and regional experience exchange place is incomparable. This is financial and intellectual resources saving with together, local of personnel qualification increase and infrastructural the base to strengthen service The strategy successful done increase, as well as internal potential and external threats depends on the balance (ST and WT strategies). Strong the sides to threats against redirect through clear role and responsibility standards current professional community formation personnel stability provides, weak sides threats with met pilot projects in the situation (WT) and public campaigns important importance profession In particular, stigma reduce and cultural adaptation to provide aimed at propaganda works of reforms social acceptance to be done simplify, systematize transformation stabilizes.

Conclusion as in other words, foreign experiments analysis this showed that it is effective school consultancy system following main to the elements has to be need. These clear professional standards, quality education and preparation, willing student advisor ratio and information based on decision acceptance to do mechanism etc. ASCA National Model modern school consultancy for the most good practices in the room embodied is a framework that has and him/her Uzbekistan to the conditions customized without application possible. However, directly implementation to grow not, maybe national cultural context and there is resources into account received without step by step current to grow effective the results presented to be able possible.

In Uzbekistan school consultancy system development is far term process is the state politics, education institutions leadership, higher education system, qualification increase system and practitioners joint It requires effort.



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