

## THE ROLE OF HISTORICAL EVIDENCE IN THE FORMATION OF DIERESIS CONCLUSIONS OF STUDENTS

Sulaymonova Nodira

### ANNOTATION

This article deals with the main evidence of dieresis in students based on the psycho diagnostic method and the possibilities of observation and questionnaire assessment.

**Keywords:** Psycho diagnostics, Psychodynamics, scheme, classification

### INTRODUCTION

Psycho diagnostic method is a research method of psychology. The psycho diagnostic method is unique compared to experimental and non-experimental traditional research methods of psychology. The main feature of psycho diagnostic methods is that they are oriented towards measurement and testing due to the possibility of quantitative (and qualitative) assessment of the studied phenomenon. This can be done as a result of following certain rules. Methods of psychology: observation, experiment, interview, questionnaire, test, analysis of activity results, sociometry. A specific test or questionnaire aimed at determining certain cognitive processes, mental states or individual-psychological characteristics of a person is called methodology.

### LITERATURE ANALYSIS

There are more than a thousand types of psycho diagnostic methods in the world, and it is very difficult to distinguish them if you do not look at them schematically. The general schematic classification of psycho diagnostic methods can be shown as follows:

Psycho diagnostic methods based on observation.

Questionnaire psycho diagnostic methods.

Objective psycho diagnostic methods, including the analysis of human behavioral reactions and the study of activity productivity.

Experimental methods of psycho diagnostics.

Psycho diagnostic methods based on observation are, of course, a guarantee of successful observation and drawing psycho diagnostic conclusions from the obtained results. In such observation, standard schemes and conditions are included, in which it is clearly defined what to observe, how to observe, how to determine the results of observation, how to evaluate and interpret the conclusions. The above-mentioned psycho diagnostic requirements are called standardized observation.

Tests, like psycho diagnostic methods, have strict requirements:

#### 1. Socio-cultural adaptation of the test

This means that word structure, test items and test scores, and the test items given to the test-taker must be consistent with the national values of that society's culture. For example, if a test created in Europe is being used for the first time in another country, and the structure of intelligence in this country is not literal-logical, but figurative-practical thinking, then the test must be socio-culturally adapted. If the test is used unadapted, that is, as it is, then we get very low results, and the results do not correspond to the indicator of the mental development of the

people living in this country. Sometimes it is the other way around, i.e., in this country, verbal-logical thinking has the main role, and if the test questions are about practical thinking, then we have an inadequate indicator of mental development.

## **2. Simple structure and ambiguity of test tasks**

According to this requirement, words and other tasks of the test, i.e. words, pictures, should not have moments of different perception and understanding by people.

## **3. Limited time for completing test tasks**

In this case, the time for performing psychological test tasks should not exceed 1.5-2 hours, because it is very difficult for a person to maintain his work ability at a high level for a long time.

## **4. Availability of standards for this test**

Test norms mean the average indicator of the representativeness of this test, that is, the individual's indicator is compared with the average indicator of the indicators collected from many people, and his psychological progress is evaluated.

## **RESEARCH AND METHODOLOGICAL ANALYSIS**

Questionnaire psycho diagnostic methods are the analysis of written oral answers to selected questions according to a special standard. There are several types of this method: questionnaire, questionnaire, interview. In addition to answering the questions, the test taker gives information about him, which is called the questionnaire method.

The set of questions asked to the examinee is called the questionnaire method. These questions are open and closed.

Standardized answers are called closed-ended questions in which the examinee gives the answer that suits him. For example: "yes", "no", "I don't know", "I agree, I don't agree", "it's hard to say".

Open-ended questions are called open-ended questions in which the examinee independently gives the answer he wants, unlike closed-ended questions, which are analyzed only qualitatively.

Another psycho diagnostic method is content analysis by analyzing activity products. The task of content analysis is that it is aimed at determining and evaluating the psychological description of a person, what he does, mainly through the analysis of the product of his written work.

The important aspects of the experiment as a psycho diagnostic method are that a special psycho diagnostic experiment is developed and organized to assess any characteristic of the subject. Such experimental procedures include a number of medical realities, that is, these phenomena are aimed at developing a standard methodology for evaluating and determining the development of the studied characteristic of the subject. As a result of organizing and conducting a psycho diagnostic experiment, the researcher gets information about the problems of interest by observing the behavior of the subject in a specially organized experimental study.

## CONCLUSION

The presence of the above-mentioned signs is determined by pedagogues and psychologists during the educational process using various didactic tools and methods.

In the conditions of experimental research, the presence of the above signs is determined using verbal, objective and psychometric methods. It is necessary to qualitatively analyze the data obtained in each specific case and connect them with the results obtained from other methods.

## REFERENCES

1. Xasanova M., Ubaydullayev S. Communicative language teaching and learning //boshqaruv va etika qoidalari onlayn ilmiy jurnali. – 2022. – т. 2. – №. 1. – с. 125-128.
2. Madina X. Zamonaviy Ta'lim muhitida ta'lim strategiyalarini ishlab chiqishning ingliz tilini o'qitish samaradorligini ta'minlash asoslari //boshqaruv va etika qoidalari onlayn ilmiy jurnali. – 2023. – т. 3. – №. 3. – с. 27-30.
3. Xasanova M., Usmonova M. Techniques, tools and organizational forms of developing educational strategies //conferencea. – 2023. – с. 22-24.
4. Dilafruz A. The Practice-oriented approach to learning in europe //conferencea. – 2023. – с. 79-80.
5. Aliyeva D., Aliyeva S. Future of modern education system //conferencea. – 2023. – с. 37-39.
6. Muhtarovna A. D. Modern pedagogical innovations in teaching foreign languages for defectologists //euro-asia conferences. – 2021. – т. 3. – №. 1. – с. 168-170.
7. Sayyora, Alimsaidova. "IMPROVEMENT OF SOCIOLINGUISTIC COMPETENCE IN TEACHING THE RUSSIAN LANGUAGE." INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429 11.09 (2022): 313-316
8. Алимсаидова С.А. Дидактические принципы при обучении неродному языку Международный научный журнал «Молодой учёный». – Казань, 2015. – №23 часть X. С. 1062-1063
9. Xasanova M. ANALYSIS OF THE PEDAGOGICAL MECHANISMS OF THE EDUCATIONAL PROCESS IN THE FORMATION OF THE ACTIVITY OF TEACHING THE WORLD ENGLISH LANGUAGE //Galaxy International Interdisciplinary Research Journal. – 2023. – Т. 11. – №. 4. – С. 554-556.
10. Madina X. et al. Zamonaviy pedagogik yondashuvlar vositasida xorijiy til o'qitish metodikasini takomillashtirish //Science Promotion. – 2023. – Т. 2. – №. 1. – С. 222-225.
11. Xasanova M. THE PRACTICE OF USING AN ELECTRONIC COPY INSTEAD OF A TRADITIONAL METHOD //Conferencea. – 2023. – С. 119-122.
12. Aliyeva D., Alieva S., Sharobidinov M. PEDAGOGICAL MECHANISMS OF ENSURING EFFICIENCY OF ENGLISH TEACHING //Академические исследования в современной науке. – 2023. – Т. 2. – №. 23. – С. 19-23.
13. Aliyeva D. SYSTEMIC AND STRUCTURAL FEATURES OF ENGLISH AND RUSSIAN PHONETIC TERMINOLOGY //SCHOLAR. – 2023. – Т. 1. – №. 14. – С. 141-144.