

PSYCHODIAGNOSTIC POSSIBILITIES OF IMPLEMENTING PSYCHOLOGICAL SERVICES IN GENERAL SECONDARY SCHOOLS

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ABSTRACT

This article is devoted to the topic of psycho-diagnostic possibilities of providing psychological services in general secondary schools. Also, in the text of the article, the psycho-diagnostic activity of a practical psychologist, psycho-diagnostic work and its content, the basics of psychological diagnosis, psycho-diagnostic work at school, psychological selection, professional guidance, research of children's special abilities, general knowledge tests, psychological assessment, gifted students, etc. analyzed.

Keywords: Psychological service, measurement, psychological selection, psychodiagnosis, applied psychologist, diagnosis, ability, talent, knowledge, test, personality questionnaire, students, school, pedagogue, professional motivation.

ПСИХОДИАГНОСТИЧЕСКИЕ ВОЗМОЖНОСТИ РЕАЛИЗАЦИИ ПСИХОЛОГИЧЕСКИХ СЛУЖБ В ШКОЛЕ

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АННОТАЦИЯ

Данная статья посвящена теме психодиагностических возможностей внедрения психологической службы в общеобразовательной школе. А также психодиагностическая деятельность практического психолога, психодиагностическая работа и ее содержание, основы психологической диагностики, психодиагностическая работа в школе, психологический отбор, профессиональная ориентация, исследование специальных способностей детей, проверки общих знаний, психологическая оценка, одаренность учащихся и др.

Ключевые слова: Психологическая служба, измерение, психологический отбор, психодиагностика, прикладной психолог, диагностика, способность, талант, знания, тест, личностный опросник, учащиеся, школа, педагог, профессиональная мотивация.

Psychodiagnostic activity is a traditional part of the task of a school psychologist, in other words, a type of psychological practice. Psychodiagnostic activities occupy the main part of the specialist's working time. It should be noted that psychologists are the most and most suitable persons in diagnostic work. Secondly, this is the most important process of work psychological service, in which subjects of education are diagnosed. According to V.G. Kamenskaya, - diagnosis is a process that requires a lot of time for a psychologist to conduct, process and

understand the results, because most of the existing tests are not technically or content adapted for use in school settings. For example, how do the determined psychological characteristics of students affect the effectiveness of educational activities, and what pedagogical methods help to work with these characteristics? In other words, what to do with the test results? For example, a school psychologist should know what features of a child's psyche prevent him from mastering science learning material, and psychological tools should improve his attention and concentration, verbal and non-verbal intelligence, etc. Such learning is meaningful, and its results should be translated into the language of learning skills and competencies, methods of providing learning material, and the language of pedagogical requirements for student education. In most cases, it is very difficult for both the school and academic psychologist-researchers to carry out such work.

For this reason, the diagnostic activities in secondary school are very different from the diagnostics of traditional studies. It is distinguished by the fact that it requires less time, it is simple and convenient to process and analyze the results, and its results are "translated" into the pedagogical language. The most important difference is the purpose of diagnostic work and the ability to use it correctly.

According to O.N. Istarova, the following information is needed in school psychodiagnosis: selection of diagnostic tools to create a socio-psychological portrait of the student, identification of methods and methods of helping children with difficulties in communication and mental well-being. However, psychodiagnostic diagnosis and its information cannot and should not be an end in itself. In recent years, works have appeared in the local literature that comprehensively and constructively define the characteristics of psychodiagnostic activity at school. Analyzing these points, the principles of systematic organization of the school psychologist's psychodiagnostic activities are divided as follows

First, the selected diagnostic approach and specific methodology should be consistent with the goals of psychological activity at school (goals and tasks of effective support). For us, this practical methodology means that the student should correctly reveal the psychological characteristics of his knowledge, which are necessary for his successful study and development in the school environment. How to determine which characteristics are clearly diagnosed in education? We think that understanding the child's psychological and pedagogical condition, and determining the importance of some of the student's mental qualities and qualities can be an invaluable help. It includes behaviors, educational activities, psychological characteristics of communication, as well as personal characteristics of the student, which significantly affect the process of education and development at different ages. The task of the school psychologist's diagnostic service is to study the possibilities of students in a timely manner. Diagnostics actually becomes a practical service at school;

- Secondly, the results of the survey should be immediately formulated in the "pedagogical" language or easily translated into the local language. That is, the psychologist or the teacher himself can assess the causes of the child's learning or behavior difficulties and create conditions for successful learning and effective communication. It is also somewhat difficult to implement this principle, because today "most of the methods offered in school psychology do not meet its requirements. Anxiety questionnaires and many methods are indirectly related to

the real life of the child. Their results are practically useless from the point of view of auxiliary tasks ;

- Thirdly - predictability of the methods used, that is, based on them, predict some features of the child's development at the next stages of education, avoid possible disturbances and difficulties. The most important problem facing a school doctor, psychologist or teacher is how to plan the educational process based on diagnostic information so that it does not lead to various problems. Today we cannot practically answer this question. Current research methods cover more of the phenomenon of the current psychological state. Special methods are tools used to determine a child's readiness for school. Most of them allow predicting the child's first grade;

- Fourthly, the high development potential of tests, that is, it is a matter of getting the developing influence on the expertise itself and creating various development programs based on it. In school practice, the psychologist is often not interested in conducting a "pure" diagnosis, avoiding the influence of the child's results, contact with adults. On the contrary, if a child suspected of mental retardation shows interest in the test process, shows constant attention, accepts adult help and can use it during work, this is a priceless fact for us. This is more important than assessing his intelligence on a precise scale. Also, if the methodology can be modified for debugging and development work, it is a very good case.

- Fifth - cost savings in the process. A good school methodology is a short, multi-functional procedure available in individual and group versions, easy to handle and meaningful in evaluating the obtained data. However, the latter may be related to the presence of age norms, which does not always speak in favor of the technique. Two main questions always arise regarding the age standards that authors use in their methods: how were they obtained, and should failure to comply with age standards on this indicator lead to various psychological problems in learning and development? child? Unique methods can boast that they are ready to adequately answer these questions (for example, the famous Wechsler test, etc.).

When creating a system of diagnostic activities, we tried to take into account the above-mentioned goals, tasks and features of practical psychodiagnostics at school. Within this system, three main diagnostic schemes are distinguished: diagnostic minimum, primary differentiation of the form and pathology of mental development and deep psychodiagnostic examination, etc. Each scheme is aimed at solving its own control tasks, has its own "decision" ability. At the same time, they are interrelated and are used in a certain system and sequence in real school practice.

The first psychodiagnostic work is a comprehensive psychological-pedagogical examination of schoolchildren. The scheme is aimed at determining the socio-psychological characteristics of the condition of schoolchildren, which have a significant impact on the effectiveness of education and development. Making a diagnosis allows, firstly, to identify a group of schoolchildren who have serious difficulties in learning, behavior and mental health in school conditions, and secondly, to determine the specific characteristics of the cognitive, emotional-volitional and personality areas. For successful monitoring, the knowledge of all schoolchildren of the analyzed parallel is necessary. Psychodiagnostic work is the main psychodiagnostic scheme in our model of school activity and is defined by a number of its features and capabilities.

As a rule, psychodiagnostic work has a differential nature - it allows the entire group of children under study to be conditionally divided into two subgroups - currently "psychologically safe" children have specific characteristics of mental and personal development . specific problems of education, interaction and well-being in the school environment and "educational and developmental problems" with children (what we mean by problems in this case is discussed below in the section on the content of school psychodiagnostics). This fact is fundamentally important from the point of view of the next sequence. According to R.V. Ovcharova, the main activities of a school psychologist are:

- a) Psychological education;
- b) Psychological prevention;
- c) Psychological counseling;
- d) Psychological diagnosis;
- e) Psychological adjustment and others.

In our opinion, when conducting psychodiagnostic work in general secondary schools, each psychologist should perform the following specific tasks:

Provides advice to the school administration, teachers, and parents on the issues of education and upbringing of children. Consultations can be individual and collective.

Experience shows that teachers of different classes with different pedagogical experience often turn to psychologists because of the lack of control of individual students, seeing them as pests and difficult communicators. It is also difficult to give advice to parents. Often, parents come to the psychologist with a strong recommendation of the principal or class teacher, and in many cases it is difficult to accept options about the psychological causes of deviations in the behavior and upbringing of their children. However, you must understand that children's problems are parents' problems. The child acts as a symbol of the family. If parents see this and accept it, the problem will be solved, if they do not accept it and do not want to see it, it is unlikely that anyone will help them;

2. Students receive individual counseling on learning, development, self-determination in life, relationships with adults and peers, self-education and other issues;

3. Development of psychological measures for self-education, professional direction, intellectual work culture for educational groups and school classes;

4. Contributes to raising the psychological culture of teachers and parents by conducting individual and group consultations, participating in teachers' councils, methodological associations, general education schools and class parents' meetings;

5. At the request of other organizations, commissions and inspections on juvenile affairs in service institutions and guardianship bodies conduct comprehensive psychological examinations of the child's mental state and upbringing in the family.

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