

PSYCHOLOGICAL-PEDAGOGICAL SUPPLY TECHNOLOGY OF THE FIELD OF EDUCATION

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ABSTRACT

Through this article, the progress of knowledge regarding psychodiagnostics is covered in the period before psychodiagnostics and its formation as an area of psychological research. In this, a study was carried out with the aim of studying the appearance of some signs of the characteristics of the child's psychic state and personality. The data obtained in the study was of an auxiliary nature and was used in comparison with the actual observed characteristics of a child's behavior, the degree of development of his psychic functions.

Keywords: Pedagogical-psychological experiment, psychodiagnostic methodology, validity description, empirical, standardization. I. Subject and tasks of psychodiagnostics and Experimental Psychology.

INTRODUCTION

The goal of reforming the education system is to train the next generation of specialists who are loyal to the motherland, think independently, quickly adapt to any conditions, and make the right decisions. In his address to the Oliy Majlis on December 22, 2017, President Shavkat Mirziyoyev said, "Today, we are going through the path of innovative development aimed at radically renewing all spheres of state and community life. It's not for nothing, of course. Because in today's fast-paced world, who wins? A country that relies on new ideas, new ideas, and innovation will win. Innovation is the future. "If we start building our great future today, we should start it on the basis of innovative ideas and innovative approaches" [1].

Great attention is paid to creating motivation for a healthy lifestyle. In modern schools, there is still no scientific-based system of social-pedagogical, psychological, psycho-pedagogical methods that allows to assess the individual capabilities of schoolchildren and apply the information to the educational process, the joint activities of teachers, psychologists, psychotherapists, doctors complex technology is required. Speaking about the main project task of education, V.I. Slobodchikov considers the field of education as a field of human learning through joint life activities and meetings of all age groups, determination of joint (social) life goals, participation in it [2]. According to I.D.Frumin, B.D.Elkonin, different ages work as a special consciousness and culture in the field of education; "Dialogue of cultures" and "Dialogue of centuries" will take place in it. This is the field of empowerment (A.V. Zaporozhye), the field of full expression of individual and young potential [3]

Designing and creating a new field of education requires a comprehensive study of the student's personality in terms of his psychophysical characteristics and functional capabilities. There are three stages in the growth dynamics of the quality of support service of the "Health" program: 1991-1995 - Medical-psychological association, 1995-1998 - Department of Valeology,

1997 - Personal development support service. These stages reflect the step-by-step collection of diagnostic methods, the systematization of the data bank on the mental, physical and spiritual health of children and adults in the field of education. But in the "Preschool and school education" system, a cross-functional program is needed to diagnose the child's personality. A special service (Personal Development Service) was created for this purpose.

1. The main directions of the service: • assessment of children's medical and physiological readiness for learning; • comprehensive evaluation of the functional status and characteristics of students' development; • adapting to educational conditions and studying psychophysiological professional diagnostics; advise, correct; • organization of informational events on the issues of health care of students and teachers; • organization and management of scientific and methodical activities of professors and teachers on issues; • improving the qualifications and professional skills of participants in the field of education.

2. The tasks of the personality development service include: • assessment and forecasting of the functional state of the child's body systems; • to create an individual psychophysiological portrait of the child, to determine his inclinations, the ability to choose a strategy to influence education (organization of a person-oriented educational environment); • to activate students' intellectual-creative and spiritual activities, to create conditions for them to engage in sports; • information communication with other similar services and information-promoting activities. It is these aspects (in our opinion) that are indispensable for the development of a child, because they form socially valuable behavior habits, healthy lifestyle habits, hard work, endurance, the ability to get along with people, nobility and curiosity, intelligence, etc. is the key.

The work of the whole team, as well as the individual activity of each child, is organized taking into account the active principle, any activity for the child should be meaningful and stimulating (clubs, studios, ensembles, sports sections, scientific societies, modular training and so on). During these years, the main concern of the school is to create a developing health environment; forming a system of reasonable needs among students and, first of all, the need for a healthy lifestyle; modeling of the personality of a school graduate and improvement of the modeling tool - valeological provision of the educational process. Experience shows that intellectual and creative components and the state of his place of residence play an important role in the formation of a lifestyle and health.

At the beginning of the organization of pedagogical experiments in innovative schools: 45% of students could not explain the concept of "Healthy lifestyle"; 55% - no agenda; 40% - do not play sports; 30% - suffer from hypodynamia; The need for valeological education of children has become clear: • education of the first forms of valeological culture; • formation of basic practical skills to control and maintain one's health; • development of valeological consciousness and general valeological culture. Valeological education at the school began its activity: development of a new continuous and person-oriented content of education; informational and educational activities on issues of creation of valeology and valeological monitoring.

Informational and educational activity was an important condition for maintaining and preserving the health of the subjects of the educational process. Skilled specialists: doctors, physiologists, neuropathologists, psychologists, teachers prepared selected and systematic

information: school newspaper "About you and for you"; "Ecology of the Spirit; Ecological bulletin "Ecology of the Body"; Valeological collection "Atlant" (school publishing house); "Diana" newspaper-magazine for girls; Youth magazine "Crisis age"; It consists of the TV club "Under 16 years old and older ...". Valeological education was conducted by the school not only among students and their parents, but also among the residents of the school microdistrict. The priorities for several years are the following directions: • regular physical activity; • rational nutrition; • creating an environment free of smoking, alcoholism, and drug addiction; • reduce stress, depression, aggressive behavior. An individual approach to education requires determining the individual limit of the child's capabilities, i.e. the maximum level of intellectual, nervous tension, stress, fatigue, decrease in body functions, diseases.

As a result of research, we have developed the following: 1. Comprehensive diagnostic program. 2. A set of methods providing medical-psychological-pedagogical diagnostics. 3. Diagnostic-prognostic model of personality development. On the basis of complex diagnosis, comprehensive recommendations were developed for groups of children (or individuals) on the following issues: improvement of work and rest regime; conditions of education and food; admission of students to the first grade; set of extended classes; choosing subjects for in-depth study; selection of modules; implementation of individual and group psychological correction; implementation of physical development correction; primary prevention of health problems among students; selection of means and methods of forming students' self-knowledge, students' professional self-determination; development of recommendations on all subjects of the educational process at school.

For several years, the developed psychological diagnostic program provided by the bank of operative methods has successfully passed the test. Realizing that the school is aimed at highlighting the individual characteristics of each student, the student knows and creates himself, and sees the need to help the teacher in teaching the child, adapting educational methods and conditions to each student. let's go And our main task is to create an educational environment, an environment that develops science, psychological-pedagogical support, or the created educational environment is to create an environment of adaptation and rehabilitation for each student. Complex diagnosis allows to form an educational environment taking into account the age of children. Thus, 4 hours of physical education per week were included in the curriculum for the first grades of the school and the first stage in general: 2 hours of physical education, 1 hour of swimming, 1 hour of choreography. Regardless of the time of the year, physical training sessions are held in the open air, which allows to increase the factor of light and remove the factor of closed, limited space. The set of physical exercises includes exercises to prevent (repair) bone disorders and gymnastics for the eyes. A special educational program has been developed for children with hypodynamia.

Based on the recommendations of the personality development service in the primary school, the amount of homework was drastically reduced, assignments were individualized, and recommendations on the mental hygiene of the lesson were developed and implemented. The teacher's work methods have changed, the highest voltage memory, attention, thinking are required, the calendar-theme plan structure has been changed, the attention has been increased to the problems of the sports and wellness center (physiotherapy, phytotherapy, massage, swimming basin), individual consultations of specialists, communication hours,

trainings, music-play therapy were introduced. Through individual maps of monitoring the child's psychophysiological development, we will have the opportunity to create a stratification that will allow the student to find his own development direction, "his" class within a school, therefore, "linguistic", "economic" , "physics-mathematics", "cadet", "accelerated training classes", "classes with high motivation for education", modular and non-directional training groups appeared. In organizing the educational process, we proceed from the principles of health - the vital basis of a person, its components: physical health, mental health, intellectual health, moral health. When body posture disorders are detected, a group of specialists of the personality development service develops recommendations for the school administration, teachers, practical school psychologists, parents and students. Such recommendations were created when, for example, the creation of accelerated training sessions resulted in a high level of anxiety and an increase in the tension of adaptation mechanisms. Analysis of personal cards of students in the class allows to distinguish groups in order to differentiate psychopedagogical support: Working with students with high or sufficient reserves, without any deviations, their health consists of current monitoring of the situation. Recommendations for optimizing study and relaxation for students whose functional status has deteriorated, who are tired, and with high excitement are developed, and psychologist and doctor consultations are held. Group classes, water music-phytotherapy, dynamic monitoring are held. Pupils with significantly impaired functional status and emotional stress. Individual correction and rehabilitation cards are developed for these students, children are in constant contact with the school doctor, psychologist and psychotherapist. The problem of controlling and correcting the deterioration of health in a timely manner is especially important in connection with the organization of training in specialized classes at different teaching speeds. A number of studies show that even with positive motivation and education matching the interests of the child, the acquisition of large amounts of information by students is accompanied by significant stress on the central nervous system, fatigue, increased anxiety and health problems. The frequency of cases increases. The motivational field of children to study the psychological characteristics of students who started studying in specialized classes and accelerated classes; emotional-volitional sphere; the student's position in the peer group; temperament characteristics; anxiety; adaptation level of students in the changed team; emphasis on characters; we used methods that allow us to determine satisfaction with the results of our activities. By accelerated, we understand the pace of education (temporary and meaningful) that corresponds to the level of individual-personal talent. We consider accelerated education to be one of the effective conditions for creative development and personality formation. A child who is able and willing to learn the standard of education in a short time should not be restricted. This allows the state to significantly save material costs and allows the school to ensure the speed of education in accordance with the nature of gifted children [4].

For this purpose, an accelerated teaching experience was put in place, and its appropriateness was determined. Tasks of the experiment include: 1. Design and organization of socio-cultural environment for accelerated education of children. 2. Development of a program of step-by-step formative experience in the conditions of a school environment that forms a unified health. 3. Development and testing of complex diagnostic social-medical-psychological-pedagogical methods of studying children's social, physical, somatic, mental and moral health,

intellectual and creative potential. 4. Creation of programs for identifying gifted children to organize accelerated training. 5. Mastering the educational courses of students in accelerated education classes, revealing the possibilities of their creative development and self-development. 6. Development and testing of pedagogical technology for accelerated training and development of students. 7. To determine the dynamics of children's learning, the characteristics of their intellectual, personal, social, moral growth and development in the process of learning. Accelerated learning is achieved not by facilitating courses, but by block-module form of presentation of material, integration of training courses, and increase in the competence of teachers. The school's educational department and valeology department systematically monitored the psychophysical condition of children, their workload, and fatigue [6].

The Department of Pedagogy and Psychology carried out a study of children's intellectual, creative, moral, personal development, psychophysical health at each stage of the experiment. At the same time, the study of children was carried out in a complex way, the influence of the socio-cultural environment (family, class group) was taken into account. A professional profile of a teacher, pedagogue-psychologist-coordinator working with gifted children in conditions of accelerated education has been developed. Based on the obtained results, individual psychological maps of students were created and development directions of each child's personality were developed. Based on the purpose of the research, the following criteria were determined to evaluate the success of the experiment: level of intellectual development of the child; mental work activity; child's maturity indicator. The first indicator (the level of intellectual development) allows for a general assessment of the success of the experiment. It can be assumed that unfavorable conditions in the experiment lead to a decrease in the mental development of children. It is known that the indicator of mental development, IQ - intelligence quotient, can increase and decrease during certain periods of a person's life without changing.

IQ shows not only the level of development of thinking, but also the level of development of all cognitive processes (attention, memory, imagination, perception, etc.). The second criterion - mental performance - is a very important indicator for evaluating the progress of the acceleration experiment. If the child works at the limit of his capabilities in conditions of acceleration, then the central nervous system suffers and a decrease in mental activity is observed. A decrease in mental activity causes the child to experience chronic stress associated with unfavorable conditions of educational activities. Mental activity is an important indicator for diagnosing the success of any activity. The third criterion - the indicator of maturity (dominant ego state, as well as the development of the concept of Self) shows the formation of the personality of a gifted child in the context of experiments to accelerate learning. Professional creativity is important for creating a pedagogical project. Because the teacher should choose the educational material correctly, taking into account the individual characteristics of students, their needs and interests, behavioral characteristics, etc.

And technological creativity complements the components of pedagogical professional skills necessary for creating pedagogical projects. Technological creativity helps to achieve the effectiveness of pedagogical design and a much higher quality of mastering pedagogical technologies. The formation of a well-rounded person for our society by raising the quality of

educating young people and providing them with modern knowledge is one of the main goals of the education system. All the activities carried out in the process of continuous education are important for the realization of this goal. Currently, optimal ways of teaching all subjects based on innovative technologies are being researched.

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