

## THE PROBLEM OF STANDARDIZING PSYCHODIAGNOSTIC METHODOLOGY AND TEST RESULTS

Jakhongirova is the daughter of Muslima

Nasimkhan Namangan State Pedagogical Institute, Faculty of Pedagogy, Special Pedagogy (Speech Therapy) 3rd Level Student

E-mail: jahongirovamuslima389@gmail.com

### ABSTRACT

Through this article, psychodiagnostics and the development of psychodiagnostic knowledge in the period before its formation as a field of psychological research are covered. A study was conducted in order to study the appearance of some signs of the child's mental state and personality characteristics. The data obtained in the study are auxiliary in nature and were used to compare the actual observed characteristics of the child's behavior and the level of development of his mental functions.

**Keywords:** Pedagogical-psychological experiment, psychodiagnostic methodology, description of validity, empirical, standardization. I. The subject and tasks of psychodiagnostics and experimental psychology.

### INTRODUCTION

Modern psychology has the ability to influence a person's practical activities in various ways. One such method is to provide psychological support to people of different categories. But in order to provide psychological help, first of all, it is necessary to determine the causes of mental changes in them and the factors influencing it. In this, we refer to the science of psychodiagnostics and its methods and methodologies. A question arises: What does the term "psychodiagnostics" mean and what does it study and what are its theoretical and practical tasks? The term "psychodiagnostic" means making a psychological diagnosis, making a conclusion about the mental state of a person, a complete individual characteristic, where the "diagnosis" is based on a joint analysis of a person's progress indicator and descriptions, the condition and characteristics of the examinee. consists of conclusions about The term "psychodiagnostics" was first used in psychiatry after the publication of Rorschach's work "Psychodiagnostics", and it soon became popular outside medicine.

"Diagnosis", that is, "diagnosis" means to determine any deviations in the development of a person, even the specific level of development of his condition and characteristics. Psychodiagnostics is a special field of knowledge, which is related to the development of a set of methods for assessing the psychological development indicators, conditions and characteristics of an individual group. Any process studied by the science of psychology can be an object of psychodiagnostic assessment. The theoretical tasks of the science of psychodiagnostics are as follows: To clarify the nature of mental manifestations and the level of possibility of their scientific principled assessment; 1. Assessing the quantity of psychological manifestations at present and studying the state of its scientific basis; The practical tasks of the science of psychodiagnostics relate to the special field of the psychologist's activity and are related to practical psychological diagnosis. Any process studied by the science

of psychology can be an object of psychodiagnostic assessment. The theoretical tasks of the science of psychodiagnostics are as follows: 1. To clarify the nature of mental manifestations and the level of possibility of their scientific principled assessment; 2. Assessing the quantity of psychological manifestations at present and studying the state of its scientific basis; The practical tasks of the science of psychodiagnostics relate to the special field of the psychologist's activity and are related to practical psychological diagnosis.

In this case, the issue covers not only theoretical, but also practical aspects of organizing and conducting psychodiagnostic research and consists of the following tasks:

1. Clarification of professional requirements for a psychodiagnostic specialist;
2. Minimum practical conditions, i.e. as a guarantee, that the psychologist has really mastered this or that psychodiagnostic method as a specialist;
3. Psychodiagnostics knowledge, skills and qualifications that a psychologist must embody in order to successfully carry out his work in the field;
4. Development of criteria and programs for evaluating whether a psychologist is a qualified specialist in the field of psychodiagnostics and practical training.

This article is of particular importance in the context of large-scale reforms and the need for rapid renewal of fixed assets in the Republic of Uzbekistan. 1 In the modern world, the family has new forms and has been significantly changed compared to the traditional forms of family relations accepted during previous generations. 2 This set of tasks, that is, the theoretical and practical tasks of psychodiagnostic science, are related to each other. In order to become a mature specialist in this field, a psychologist must master the theory and the basics of practical psychodiagnostics at a high level.

In practice, the level of mental development of an individual and a group is studied. 1. Psychodiagnostics carries out the following tasks in a special way: studies the dynamics of psychological development of the child from birth to the school education process (cognitive processes, intellectual abilities, personal qualities and interpersonal relations). In this case, a special psychodiagnostic card is filled out for each child, and his development indicators are recorded every month or year;

2. To check the individual abilities of each child in mental and behavioral development, to determine his deviations from average standards, i.e. positive (developmentally advanced) and negative (developmentally lagging) sides;

3. Providing psychological services in order to determine the achievements of the child in the process of education and upbringing for the purpose of development, to diagnose his talents, abilities and individual abilities and interests, and to carry out scientifically based psychological counseling and career guidance;

4. Gather all the necessary information for parents and teachers about the psychological state of the child, and choose the appropriate methods of education and training for the child. The science of psychodiagnostics is one of the branches of psychology, and it is a science that teaches the methods of determining and measuring the individual psychological characteristics and mental development of a person.

Although psychodiagnostics is the determination and measurement of individual psychological characteristics of a person (in precise measurement) with various methods, it later served as a basis for the emergence of projective methods and questionnaires. At the same time, the lack

of theoretical methods in the development of psychodiagnostics became apparent. Mathematical-statistical methods and correlation and analysis, the emergence and improvement of factor analysis, psychometric research have had a great practical effect on psychodiagnostics. Psychodiagnostic research of children has certain characteristics depending on age characteristics, the influence of the type of leading activity for this or that age period, and the level of development of individual typological descriptions. Each age period of child development requires its own methods and methods of working with children, its own goals and tasks of experimental research.

The second stage in the development of psychodiagnostics corresponds to the 1950s and 1960s. During this period, great attention was paid to the study of mental development. In particular, the development features of speech and its functions were studied in A.A. Lyublinskaya's research. The role of speech in activity management was studied under the guidance of A.R. Luria. Under the guidance of A.N. Leont'ev and A.V. Zaporozhets, the role of activity in the development of the main mental processes was studied. D. B. Elkonin development of speech and the role of play as a leading activity in kindergarten The results obtained from these studies served as a basis for creating educational and educational programs for children. The principle of qualitative analysis of mental development developed by Russian psychologists has shown its effectiveness in solving a number of tasks and is reflected in many studies (Z.I. Kalmikova, 1975, 1982; G.A. Vardanyan, 1979; L.A. Wenger, 1974; K.M. Gurevich, 1980, V.I. Voytko; Yu.Z.Gilbukh, 1982; V.V.Stolin, 1987; L.F.Burlachuk, S.M.Morozov, 1989. A small practical direction of psychological diagnostics is aimed at knowing and describing one or another phenomenon. B.G.Anan'ev (1968) defines psychological diagnostics as a direction of psychological research, its purpose is to determine the level of development of psychophysiological functions, processes and personality traits, to know the state of a person under the influence of various stimuli, the ability of a person to work , is to determine the ability. K.K. Platonov (1974) considered psychological diagnostics to be the science of studying the properties and characteristics of mental phenomena. K. N. Gurevich (1974) considers it a science of methods of classification and description of people according to their psychological and psychophysiological characteristics. V.V. Stolin and A.G. Shmelev (1984) considered psychodiagnostics to be the science of psychological diagnosis. Diagnosis (diagnosis) is a conclusion about the nature and condition of the subject based on a deep analysis of individual indicators and characteristics. At the same time, psychodiagnostic research is fundamentally different from experimental research. In a psychodiagnostic study, information is obtained about a specific individual, a group of individuals, and in an experimental study, a theoretical hypothesis is tested. Therefore, psychodiagnostics is subject to special methodical principles. But despite different definitions of psychological diagnosis, its main concept is "psychological diagnosis"remains a concept. In life, we are used to diagnosing various diseases in hospitals. In this case, the accuracy of the diagnosis depends on the use of various clinical methods of examination. In many cases, such a diagnosis is possible only after using complex hardware test methods. In experimental diagnostics, the researcher uses various methods and hardware tests. Based on the received information, the psychologist makes a conclusion about the behavior and activity of the examinee, that is, makes a psychological diagnosis of the person. The main criteria related to the general conditions of making a psychological diagnosis can be



distinguished: a psychological diagnosis should reveal special phenomena and characteristics characteristic of a person; any diagnosis should not be limited to the description of the obtained results, the cause, consequence, and further development of this or that symptom should also be shown.

## REFERENCES

1. [www.khabar.uz/siyosat/prezident-shavkat-mirziyoyev's-address-to-the-supreme-majlisgamatnoma](http://www.khabar.uz/siyosat/prezident-shavkat-mirziyoyev's-address-to-the-supreme-majlisgamatnoma).
2. Munira, Vokhobova, and Turgunbayeva Shokhistakhan. "IMPORTANCE OF THE ENVIRONMENT AND THE FAMILY IN THE DEVELOPMENT OF CHILDREN'S SPEECH." *Educational Innovation and Integration* 15.1 (2024): 59-61.
3. Munira, Vokhobova, and Mirrahimova Khonzodabegim Sadiqjonovna. "THE ORIGIN AND PREVENTION OF JUVENILE RHEUMATOID ARTHRITIS IN CHILDREN." *Educational Innovation and Integration* 15.1 (2024): 33-35.
4. Vakhobova, Mukhtabar. "PROBLEMS IN RELATIONSHIPS OF TEENAGERS WITH THEIR PARENTS." *Journal Pedagogiki i psichologii v sovremennom obrazovanii* 4.2 (2024): 53-57.
5. Dilshoda, Ikromova, and D. D. Oribboyeva. "ALALIYA SPEECH DEFECTS AND ITS TYPES." *Journal of new century innovations* 63.3 (2024): 70-73.
6. SADIRDINOVNA, VOKHOBOVA MUNIRAKHAN. "WAYS AND METHODS OF SPEECH FORMATION OF CHILDREN WITH ALALIYA SPEECH DEFECTS." *Conference* 3.03 (2023): 231-235.
7. Sadirdinovna, Vokhobova Munira. "FORMATION OF SPEECH IMITATION IN CHILDREN WITH SEVERE DEGREE OF MOTOR ALALIA." *Open Access Repository* 4.2 (2023): 316-320.
8. Azamovna, Rasulova Gulnozakhon, and Vakhobova Munira. "CASE STATE AND TECHNOLOGY OF USING NON-STANDARD TESTS IN THE DEVELOPMENT OF EDUCATIONAL AND CREATIVE ACTIVITIES." *Open Access Repository* 8.12 (2022): 277-282.
9. Sadirdinovna, Vokhobova Munirakhan. "CORRECTIVE PEDOGOGICAL WORK CARRIED OUT IN STUTTERING CHILDREN." *Open Access Repository* 9.12 (2023): 372-375.
10. Dilshoda, Ikramova, and D. D. Oribboeva. "PSYCHOLOGICAL CHARACTERISTICS OF AUTISM DISEASE." *Journal of new century innovations* 63.3 (2024)
11. Sadirdinovna, Vokhobova Munirakhan. "FEATURES OF THE FORMATION OF IMITATION OF SPEECH IN CHILDREN WITH ALALIA SPEECH DEFECTS." *Galaxy International Journal of Interdisciplinary Research* (2023): 1001-1004.
12. Sadirdinovna, Vokhobova Munirakhan. "CAUSES AND TREATMENT OF AUTISM." *RESEARCH. UZ* 48.2 (2024): 7-10.
13. Munira, Vokhidova, and Kasimova Marhabo. "THE PEDAGOGICAL BASIS OF VOICE DEFECTS AND THEIR ELIMINATION." *Educational Innovation and Integration* 15.1 (2024): 29-32.

14. Oribboyeva, Dilafruz Dadamirzayevna. "PSYCHOLOGICAL AND LINGUISTIC COMPETENCE." Academic research in educational sciences 5. CSPU Conference 1 (2024): 346-349.
15. Oribboeva, Dilafroz Dadamirzaevna, and Renata Anatolevna Rafikova. "Osobennosti nedreniya inklyuzivnogo obrazovaniya v Respublike Uzbekistan." Science and Education 5.6 (2024): 290-293.
16. Dilafruz Dadamirzayevna Oribboyeva, Shakhnoza Bakhtiyor Kyzi Ganiyeva The uniqueness of assertive behavior formation // Science and Education. 2024. #2. URL: <https://cyberleninka.ru/article/n/assertiv-khulq-shakklanishining-uniqueness-zigahosliniyi> (data obrashcheniya: 09.11.2024).