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PERSONAL DEVELOPMENT RESEARCH CRITERIA AND DIAGNOSTICS

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Abstract

This article describes the analytical results of research criteria and diagnostics in personality development. In a number of foreign literature, the theoretical analysis of the results of scientific research on communication and social intelligence is mentioned. In this, the structural criteria of the ability to scientific research, which is an important aspect in the development of a person, are distinguished and analytical conclusions are presented. Psychodiagnostic methods "Research ability diagnostic test program" were created considering that the requirements for scientific and research activities of the person are very significant and important. This program includes the "Reflection" test, "Individual style of thinking", and "Social intelligence" methodology aimed at determining the research characteristics of a person.

Keywords: personality, social intelligence, research skills, research criteria, diagnosis, "Reflection" test and "Individual style of thinking", "Social intelligence".

The problem of ensuring the maturity of the person is the eternal good intention of mankind, and it has acquired special social, spiritual, economic, political, and legal importance due to its primaryness and extreme relevance at all stages of the socio-historical development period. For the same reason, the study of the human personality, its maturity, internal and external factors affecting it, activity, experience, knowledge, skills, qualifications, and the role of social relations on a scientific basis, taking into account the current socio-economic requirements and needs, to determine the mechanisms of ensuring the maturity of the individual and it is necessary to develop an effective form, method, and tools. Nowadays, in the field of studying the personality and the factors ensuring its maturity, on the one hand, there is a phenomenon of differentiation, and on the other hand, the state of integration according to the synthetic (generalization) description of human development is emerging. It is desirable to study him from a social and sociobiological point of view in order to imagine that a person is the object of research of a number of sciences in a compact, integrated way [1]. There are the following contradictions between a person's level of education and training in different age periods, acquiring a profession, and the level of development in different periods of labor activity and the determinant of social intelligence:

- the maturity of a person and the level of his social intellectual activity;
- complexity of the structure of the phenomenon of social intellectual activity of a person and psychological obstacles in its manifestation;
- lack of a scientifically based psychological approach to the formation of new types of personal development in modern life and the study of the manifestation and development of social intellectual activity of a person;
- the need to develop a concept for early identification of social intellectual activity of a person, to define its theoretical and methodological foundations, to create experimental programs for

psychological support of a person's high level of development;

- lack of scientific and methodological support for the practice of psychological-pedagogical support for the development of a person's socio-intellectual activity taking into account his typology, age and gender[1-2]. At the present time, the sharp changes in the development of the society pose qualitatively new and relatively complex tasks, in which the level of development of a person's social intelligence, the regulator of his mental capabilities, and moral aspects are of particular importance.

Therefore, it is important to take into account the attitude of psychologists to the specific aspect of this issue. From the point of view of psychologists, there is an attempt to express scientific and research activity in the close connection of intellectual ability and creative talent. Also, leading psychologists expressed ability as an individual-psychological characteristic. This requires the assessment of ability to scientific and research activity as an individual-typological characteristic. Even a number of scientists expressed scientific activity as the result of ***scientific abilities*** formed on the basis of natural possibilities (V.I. Andreev, J. Godfrois, S.D. Smirnov, etc.)[4-6]. An important aspect of their relationship is the fact that they distinguish the structural criteria of the ability to do scientific research. For example, V.I. Andreev singles out the following as the main criteria of the general ability that conditions creative ability: motivational and creative activity of a person (creative interest, curiosity, emotionality; striving to achieve creative achievements, striving for leadership, striving to get high marks according to the recognition of others; duty and sense of responsibility, personal significance of creative activity; work on oneself and self-discipline to develop creative ability); ***intellectual-logical abilities*** (analysis, comparison; distinguishing between basic and important aspects; being able to describe the event, process; being able to clarify; explaining; justifying, proving; systematizing, classifying); ***intellectual-heuristic abilities*** (generalization of ideas; fantasy, imagination; formation of associative symbols of thinking; ability to see problems, problems; ability to transfer knowledge and skills in new situations; abandoning accepted ideas, eliminating thinking inertia; reflection, self-analysis capable; critical thinking, the ability to evaluate judgments; quick understanding, working memory); ***Qualities related to a person's worldview*** (ensuring the social significance of creative activity in the chosen field; Ability to defend one's creative positions; Ability to master the methodology of creative activity; placing a high level of creativity among the most important creative qualities for a person; high evaluation of ideological qualities among the most important creative qualities for a person position); ***moral qualities of a person*** (justice, purity; tendency to eliminate shortcomings; restraint, courage; perseverance, self-confidence); ***the ability to self-manage in creative activities*** (aspiration for the goal, the ability to plan and use time wisely; the ability to evaluate creative abilities and achievements; the ability to self-organize and mobilize strength; self-control; diligence, diligence); ***communicative and creative abilities*** (the ability to collect and use the experience of other people's creative activities; the ability to cooperate and help each other in creative activities; the ability to defend one's point of view and convince others in the process of creative discussion; the ability to organize the creative activities of others; in the process of creative activity the ability to prevent conflicts and resolve them if they arise); ***aesthetic qualities*** (a person's desire and ability to achieve harmony, simplicity and beauty of the process as a result of creative activity; desire and ability to achieve interpersonal harmony, simplicity and beauty of human relations in the process of collective creative activity; aesthetic criteria have a high place in the system of personal values); ***individual characteristics of a person*** (high level of creative activity; effectiveness of a person in creative activity).

The above-mentioned abilities and qualities mean that the requirements for scientific and research activities of a person are very significant and important. This does not lead to the conclusion that any student can fully realize the possibilities of scientific research. As a result, for the first time, the "Test program for diagnosing research ability" was formed. This program includes the "Reflection" test, "Individual style of thinking", and "Social intelligence" methodology aimed at determining the research characteristics of a person.

The method of reflection assessment is designed to study the nature of analyzing situations related to the person himself and the events in the environment. The methodology includes self-assessment and self-

analysis of one's own research activities, identification, evaluation of ways of self-development in scientific knowledge. On the one hand, it evaluates the characteristics of analyzing one's own activities, and on the other hand, it expresses the ability to analyze other people and surrounding situations.

The level of reflection in the methodology allows a person to assess the situation in three different situations:

- the ability to analyze one's own behavior and activity in a specific life situation and the ability to make decisions.
- the ability to analyze past events and activities, the conditions and causes of events, their performance indicators and errors;
- perspective-reflecting reflection, that is, the function of analyzing future activities and behavior; planning; predictability of results.

According to the information about the original form of the methodology, the level of reliability reflecting the accuracy and stability of its results meets psychodiagnostic requirements. It is concluded that the validity of the methodology is ensured according to the psychometric criteria.

The second methodology is designed to determine the priority style of a person's thinking, as well as to evaluate the person's problem, problem-solving and decision-making methods.

Methodology is the ability of a person to find new, original solutions, to combine ideas, often contradictory ideas, to carry out thought experiments; find practical methods necessary to find clear solutions; that he can successfully find behavioral tactics; the nature of selecting facts and working with them; evaluates the features of correction of situations to achieve the goal. As a result, it determines which of the characteristics of synthetic, idealistic, realistic, pragmatic and analytical thinking styles lead.

It can be said that the criteria of a person's creative ability presented in these analytical materials and the content of diagnostic tools complement each other. Therefore, as an organic continuation of research in this direction, it will be necessary to develop a complex diagnostic system aimed at evaluating other aspects of research criteria. This will be one of the important tasks of the future research work of the scientific team.

Thus, it was determined that the social intellectual with the research activity of the individual realizes the connection of the person with the world and its maturity is manifested in the activity of the subject acting in concrete conditions. The social intelligence of the person and the research activities integratively ensure its maturity. This ensures the adaptability of the professional education while influencing the quality of it in the environment of students of different ages.

Literature

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