

The Science of Psychological Pedagogical Diagnosis of Personality Development, Main Tasks and Directions

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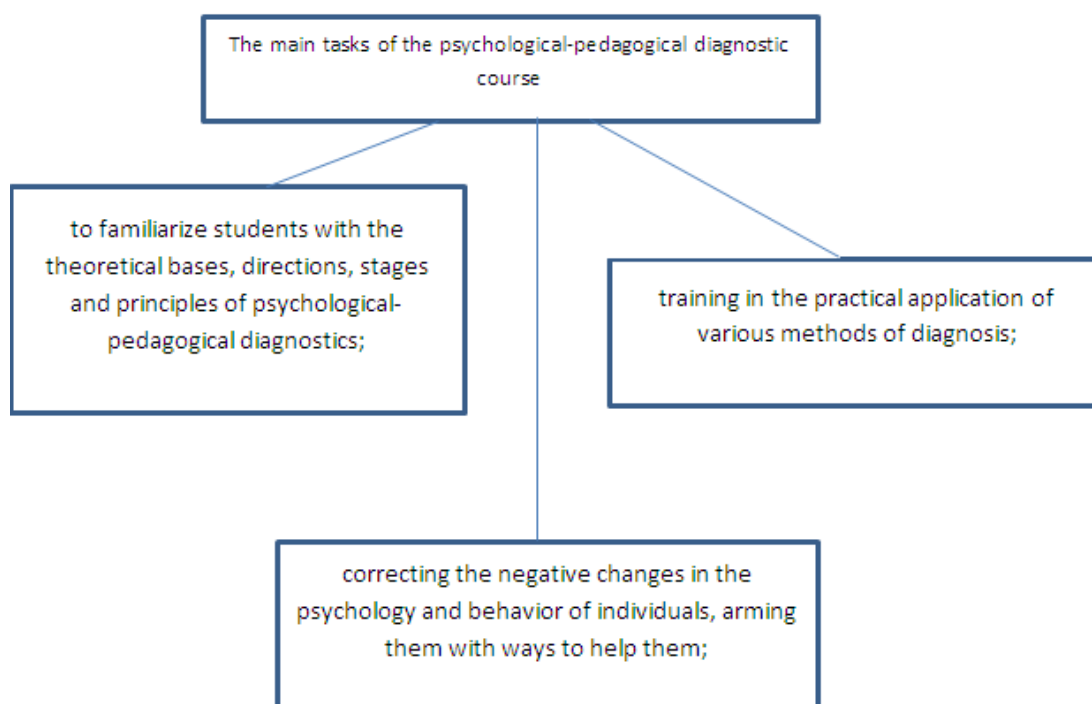
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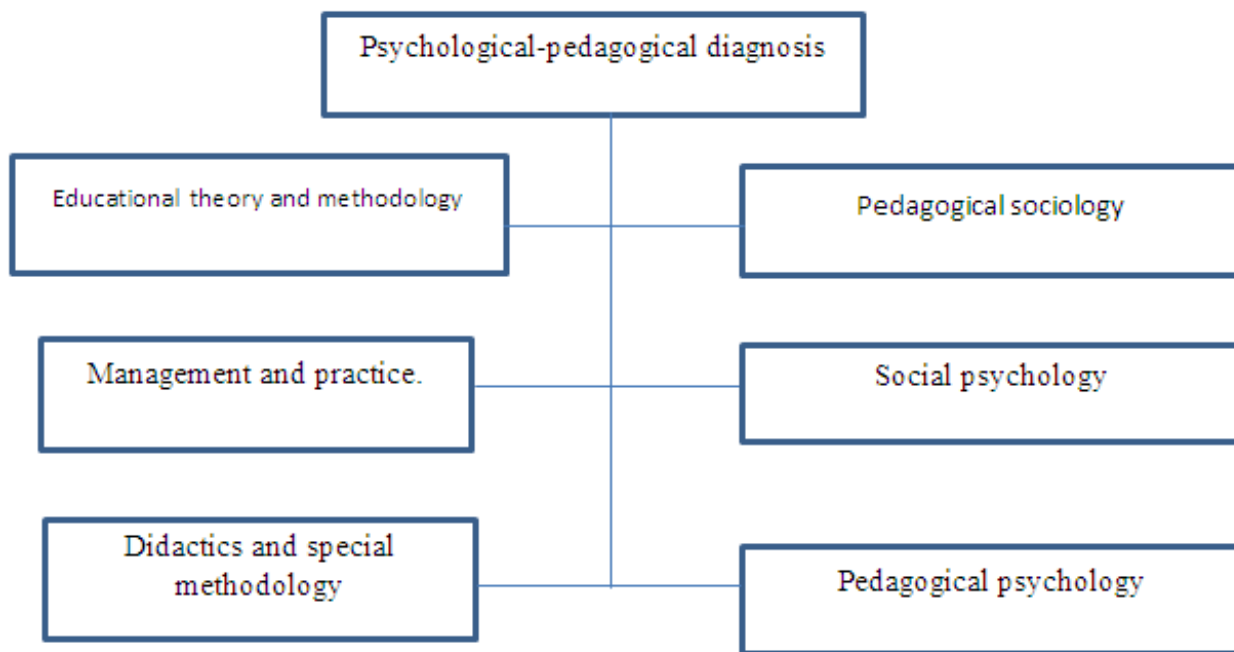
ABSTRACT

As a subject of psychological-pedagogical diagnostics, first of all, it is possible to show the qualities that are formed during the student's education (for example, the level of knowledge) and in the process of upbringing (characteristics), conditionally a few of the areas in which the use of psychological-pedagogical diagnostics is of great practical importance (in life, they are general, it is mentioned that it is an integral part of one pedagogical process).

The subject of psychological-pedagogical diagnosis of personality development is to study the issues of determining and diagnosing the mental characteristics and abilities of a person, their development, education and success levels in education. As the main tasks of the psychological-pedagogical diagnostic course, the following can be indicated:

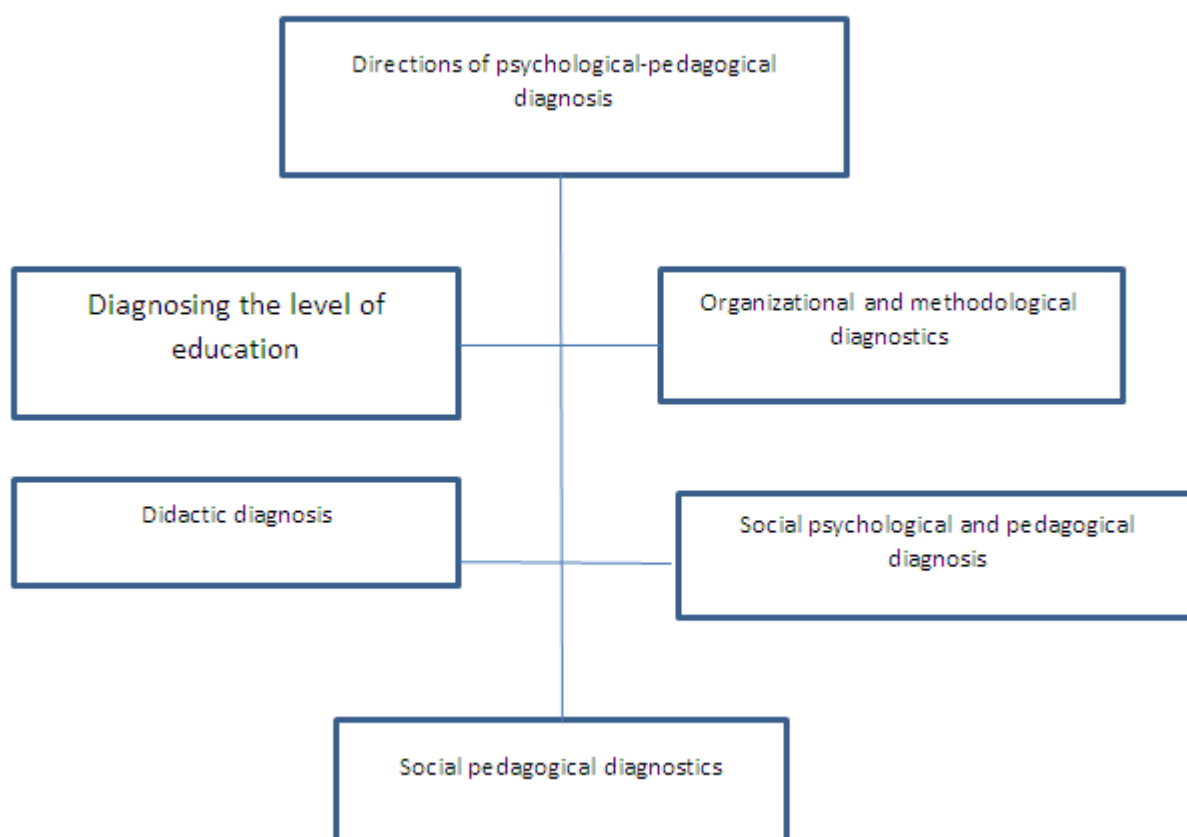


Its purpose is to study the individual qualities of a person being formed in the process of education and training, the (initial) level of the characteristics that need to be developed or formed, and the dynamics of changes in the educational process. Based on the above, as a subject of psychological-pedagogical diagnosis, it is possible to show first of all the qualities that are formed during the educational process (for example, the level of knowledge) and the educational process (characteristics) of the child. In recent years, the transition to the rating system of knowledge assessment in the Republic of Uzbekistan, the improvement of the educational process, including the widespread use of the test method as a method of knowledge assessment, the increase in interest and needs for various psychological methods, especially for studying the level of mental development of individuals, the theoretical and pedagogical and psychological diagnostics of the Republic of Uzbekistan. gave a great impetus to its development in practical terms. Psychological-pedagogical diagnosis today is being formed and developed based on the important tasks faced by psychologists and pedagogues of schools, kindergartens and other educational institutions, their real needs. It should be pointed out that psychological-pedagogical diagnosis is a developing branch of science, and at the same time as it is practical and relevant, the exact boundaries, differences and specific features of this field have not yet been fully understood. Therefore, we will try to briefly touch on some aspects of psychological-pedagogical diagnosis. One of these aspects, we are going to touch on the directions in which the main objects of the field of science are being formed. The main directions of psychological-pedagogical diagnosis are formed based on the level of demand of pedagogical practice. For this reason, its orientations cannot be fully revealed without showing the essence of these orientations in which areas of pedagogical practice psychological pedagogical diagnosis is used. Below we have conditionally selected some of the areas in which the use of psychological-pedagogical diagnostics is of great practical importance (and in real life they are integral parts of a common, single pedagogical process). They are as follows:



Considering that the main tasks and subjects of these fields are not widely covered in pedagogical and psychological literature and textbooks, we will not dwell on them in detail. In each of the above fields, psychologists or specialists interested in these fields perform certain diagnostic work. This complex of works forms the directions of psychological-pedagogical diagnostics. Specific diagnostic works are carried out in each field, and the contents of these works form the directions of psychological-pedagogical diagnostics.

These directions include: (Mikhaylovich E.A., 1997)



Basic principles of psychological pedagogical diagnosis. Of course, any field of science has its own object and subject, and corresponding research or practical study methods, its own principles. The methods and principles used in psychological-pedagogical diagnostics are being formed on the basis of the scientific and practical experiences gained in the modern science of psychology and pedagogy, and the principles formed. At the same time, it has its own characteristics. The reason for this is that the methods and principles used in pedagogic-psychological diagnostics serve the effective application of existing knowledge, methods, and principles rather than discovering something new in science. Based on the above, the following principles of psychological-pedagogical diagnosis can be indicated.

1. Scientific basis of diagnostic theory and methods. Comprehensive genetic and systematic analysis of the diagnostic object, their modeling, applied methods, ensuring the scientific accuracy and validity of indicators on carefully developed methodological bases. The principle of scientific validity requires the suitability of the applied methods to the ethnic social environment, including the educational institution and educational group where the diagnosis is conducted. Adherence to this principle prevents pedagogists from unknowingly using various methods that are easy, pleasing to the eye, or out of hand.
2. Consistency and clear direction of diagnostics. Unlike other psychodiagnostic and pedagogical diagnostics, psychological-pedagogical diagnosis is focused on a specific direction, specific object and goal. Therefore, the results of the diagnostic activity (process) should not be general conclusions, abstract considerations, but belong to a specific person, a specific group, it is necessary to make a clear conclusion as a result of the diagnosis, to eliminate shortcomings, and to show specific ways to help.
3. Optimality of diagnostic forms and methods. The methods used, ways of approaching the person allow a practicing psychologist, pedagogue or pedagogue-diagnostic to collect important, high-quality, highly practical information with little effort and time. In order to ensure the optimality of forms and methods of diagnostics, it is necessary to choose convenient, simple and, at the same time, effective methods that have been used in pedagogy and psychology for many years.

4. Unity of collecting, stating and correcting the facts about the object of study. Collecting information about the studied object, showing it to pedagogues, and providing certain psychological and pedagogical support, guidance, and support functions to the person being studied in the diagnostic process or to the leaders of the educational institution in the improvement of the educational process, to eliminate shortcomings.
5. The sequence and continuity of diagnostics is carried out step by step, uncovering the reasons that interfere with the educational process, the mastering of the person, and the results obtained in the next stages, in the continuous use of the educational process.
6. Convenience and popularity of diagnostic methods and processes. Simplicity of diagnostic methods, convenience for pedagogues, practical psychologists, heads of educational institutions, and the principle that ensures that interest and desire for diagnostics are aroused in them.
7. Comprehensiveness (complexity) of didactics. This principle emerges when the methods and methods chosen to study the personality of a person, his individual-psychological characteristics, the level of development of his mental processes, and other characteristics of educational activities allow to study, define and approach the person as a whole. The fact that diagnostic methods are related to each other and complement each other is one of the main activities of this principle.
8. To be able to foresee (predict) the future and consequences of personal development of diagnostics. Any psychological-pedagogical diagnosis should not be limited to indicating the level of development of a person yesterday or today, the level of organization of the educational process. In the diagnostic process, the future of the object being studied, the development trends, and the consequences of the influence of certain factors should be revealed. Only in this case, based on the nature of the forecast, we will have the opportunity to eliminate the mistakes made in the process of education, the obvious shortcomings in the development of the individual, and to correct them. Therefore, prognosticity of psychological and pedagogical diagnostic methods is one of the most important requirements.

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