



METHODOLOGICAL FOUNDATIONS OF PSYCHODIAGNOSTICS IN ASSESSING AND PREDICTING PERSONALITY DEVELOPMENT IN THE MODERN EDUCATIONAL PROCESS

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Annotation: *This article discusses the methodological foundations of psychodiagnostics in assessing and predicting personality development within the modern educational process.*

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The primary task of education is to ensure the comprehensive intellectual and moral development of the individual. Therefore, it is necessary to study the psychological developmental features and levels of personality at various age stages. In this regard, knowledge related to psychodiagnostics becomes essential. The science of psychodiagnostics provides the methodology, theory, and methods for studying the individual comprehensively—covering cognitive aspects, behavior, and individual-psychological traits. At the same time, it serves as a key source for developing skills in scientifically diagnosing personality development, making forecasts, and formulating practical recommendations.

In modern scientific literature, various approaches to defining the subject of psychodiagnostics can be found. Let us consider some of them. Russian psychologists A.A. Bodalev and B.B. Stolin define the subject of psychodiagnostics as follows: “Psychodiagnostics is a field of psychology that develops methods for measuring and identifying the individual-psychological characteristics of personality.” Psychologist K.M. Gurevich argues that “Psychodiagnostics is the science of methods for classifying and differentiating people based on their psychological and psychophysiological features.” R.S. Nemov emphasizes that “Psychodiagnostics is a special field of knowledge concerned with developing the theory, methodology, and methods for accurately assessing the psychological development, states, and characteristics of an individual or group.”

Based on the above views, it can be concluded that psychodiagnostics is the science of psychological diagnosis. The term “psychodiagnostics” was first widely applied in psychiatry after the publication of G. Rorschach’s work of the same name, but it soon extended beyond the medical field. The term “diagnosis” began to be understood as the identification of any deviations from normal development. Psychological diagnosis (from the Greek “diagnosis”—to determine, to know) is the evaluation of the present state of an individual’s psychological characteristics, predicting future development, and elaborating recommendations. The purpose of modern psychological diagnostics is to identify and explain psychological differences between individuals and groups.



In the modern educational system, psychodiagnostics plays a crucial role in effectively working with students. It enables a deep understanding of students' personal and academic development, the identification of abilities, early detection of psychological difficulties, and providing appropriate guidance. Furthermore, psychodiagnostics is equally important when working with parents, as it allows a thorough analysis of the family environment and the factors influencing child upbringing. Indeed, psychodiagnostics, as a set of scientific methods for studying, evaluating, and identifying psychological characteristics, offers the following key opportunities in working with students and parents:

1. Identifying students' personal characteristics
 - Assessing intellectual potential
 - Analyzing behavior and temperament
 - Determining stress tolerance and emotional stability
 - Identifying abilities and vocational inclinations
2. Studying students' socio-psychological adaptation
 - Assessing the level of school adaptation
 - Examining relationships with peers and teachers
 - Analyzing the impact of the family environment on child psychology
3. The importance of psychodiagnostics in working with parents
 - Identifying parenting styles
 - Assessing parental attitudes toward their children
 - Detecting family conflicts and stress factors

Modern psychodiagnostic methods

Today, the following modern psychodiagnostic methods are widely applied in working with students and parents:

1. Psychological tests
 - IQ tests (to assess intellectual abilities)
 - Temperament tests (Eysenck, Strelau methods)
 - Personality tests (MMPI, Big Five, 16 PF)
 - Stress and anxiety assessment tests
2. Projective methods
 - Lüscher color test (to identify psycho-emotional states)
 - Rorschach test (to study unconscious personality traits)
 - Thematic Apperception Test (TAT)
3. Observation and interview
 - Individual and group interviews with children
 - Diagnostic interviews with parents
 - Observing students' behavior in the learning environment
4. Questionnaires and surveys
 - Self-assessment questionnaires for students
 - Psychological surveys for parents and teachers
 - Tests designed to study the family environment



Application of results

For effective use of psychodiagnostic results, the following approaches are important:

1. Individual approach – developing guidance and recommendations tailored to each student's personal characteristics.
2. Family counseling – conducting individual or group consultations with parents.
3. Psychocorrection programs – organizing special training and activities to resolve students' psychological difficulties.
4. School and teacher collaboration – providing teachers with recommendations based on psychological assessments.

Modern psychodiagnostics makes it possible to identify students' psychological states, study factors influencing their personal and academic development, and establish effective cooperation with parents. By applying psychodiagnostic tools wisely, it is possible to provide psychological support to students and parents and organize the educational process more effectively. Therefore, the scientific aspects of psychodiagnostics must be effectively utilized in practice when working with students and their parents in educational institutions—allowing for early detection of psychological issues, correct guidance, and the development of practical recommendations.

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