

“ORGANIZATION OF PSYCHODIAGNOSTIC ACTIVITIES IN PREPARATION OF CHILDREN FOR SCHOOL EDUCATION

Mahliyo Norbutayevna Ko`chkinova

The 3rd year student of Denov Institute of Entrepreneurship and Pedagogy

mahliyo.kochkinova@mail.ru

Zarina Sayriddinova Saidova

The 2nd year student of Denov Institute of Entrepreneurship and Pedagogy

ABSTRACT

This article describes the organization of psychodiagnostic work in preparing a child for school education, preparation for school from birth, determining the dynamics of psychological development of adolescence, testing the individual abilities of the child in mental and behavioral development, setting his average standards It provides information on scientifically based psychological counseling and career guidance, and most importantly, on the creation of a "healthy environment" that is necessary for the proper education of the child.

Keywords: continuing education, preschool education, basic foundation, radical reforms, measures, foreign experience, investment, intellectual, ethical, aesthetic and physical development, psychodiagnostics, diagnostic analysis, modern education, technology , short-term group, state requirements, socio-emotional, speech, communication, reading and writing skills, cognitive process, formation of creative development, enlightenment, psychoconsultative, individual, psychocorrection.

INTRODUCTION

There is a great demand for preschool education in our country. Because pre-school education is the backbone of lifelong learning, simply put, the foundation of a building under construction. The stronger the foundation, the stronger the building. As a result of the measures taken last year to radically reform and improve the system of preschool education, create an effective system of public administration of preschool education and strengthen its material and technical base, President Mirziyoyev The Ministry of Education and its local branches were established. On December 29, 2016, it signed Resolution No. PQ-2707 “On Measures to Further

Improve the Preschool Education System in 2017-2021".[1] This decision is based on advanced foreign experience creation of conditions for comprehensive intellectual, moral, aesthetic and physical development of children, improving the quality of preschool education, radically improving the quality of preparation of children for school in preschool institutions, modern educational programs widely used in world practice and the introduction of technology, the organization of a short-term group to prepare children aged 5-6 in preschool education for school education. In accordance with the "State requirements for the development of primary and preschool children of the Republic of Uzbekistan", revised in 2018 on the basis of foreign best practices, children are sent to school in all aspects of physical, socio-emotional, speech, communication, education.[2] Indeed, a new innovative approach to the full-fledged upbringing of children in preschool education is being introduced. In the pre-school education system, it is time for every educator to have the skills and abilities to use pedagogical and psychological methods in monitoring the level of development of children in the pedagogical group. Practical psychologists carry out educational, psycho-consultative and psycho-correctional work for parents in the pre-school education system. The organization of psychological services in the education system is based on the study of individual psychological characteristics of the pupil, the development of the individual in all respects, his spiritual and mental development, self-awareness and ability to express appropriate educational and pedagogical skills. One of the main directions of psychological services is psychological diagnostics.

MATERIALS AND METHODS

Psychological diagnostics is the study of children in preschool and school age is a psychologically continuous comprehensive study aimed at identifying their individual-psychological characteristics, identifying the causes of reading and behavioral disorders. Psychodiagnostics specifically performs the following functions:

- preparation of the school for the educational process from birth, - studies the dynamics of psychological development of adolescence (cognitive processes, intellectual abilities, personality traits and interpersonal relationships). A special psychodiagnostic card is filled out for each child and its development indicators are recorded on a monthly or annual basis;

- to examine the individual abilities of each child in mental and behavioral development, to identify its deviations from the average standard, ie the positive (advanced), negative (developmental);

- psychological services to determine the child's achievements in education and upbringing, and as a result to develop practical recommendations;

- to diagnose the child's abilities, talents and individual abilities and interests, as well as to provide scientifically based psychological counseling and career guidance;

- Gather all the necessary information for parents and teachers about the psychological state of the child and choose the most appropriate methods of education and upbringing for the child.

Psychodiagnostic studies of children have some features, depending on the characteristics of age, the impact of the leading type of activity for a particular age, the level of development of individual typological characteristics. Each age of child development requires methods and techniques of working with children, their own goals and objectives of experimental research. On this basis, the psychologist of the preschool institution should use psychodiagnostic methods, taking into account the age and individual characteristics of preschool children. Preschoolers develop mainly figurative, verbal, and visual thinking. The type of logical thinking is now in its infancy in preschool children. To diagnose figurative-logical thinking in 3-4 year olds, we recommend using the "Seasons" and "What is Missing in Pictures" techniques.[3] For example, the Irrational Images method is used to determine a child's logical reasoning and grammatical ability to express their thoughts. The process of organizing the methodology is as follows. The picture shows a series of "irrational" events involving different animals. As the child is shown the picture, he or she is instructed: "Look carefully at the pictures in this picture and tell us if everything is in place in the picture. If not, tell me what it should look like. " There is a time limit for viewing pictures and completing the task, which is three minutes. During this time, the child will need to find as much irrational reality as possible and explain how it really should be.

RESULTS AND DISCUSSION

Evaluation of the results is as follows:

A score of 10 is given if, within a given 3 minutes, he manages to explain all the illogical images in the picture and explain how it really is.

A score of 8-9 means that the child identifies and identifies all the irrational images, but is unable to interpret up to three images as they really are.

A score of 6-7 is given if the child identifies and identifies all the illogical images, but is unable to interpret 3-4 images as they really are.

A score of 4-5 is given if the child identifies and identifies all the illogical images, but a score of 5-7 does not allow the child to interpret what they really are.

2-3 points If the child is unable to identify 1-4 irrational images and does not have time to comment.

A child with a score of 0-1 is given 4 irrational pictures.

To draw conclusions about the level of development of the type of figurative logical thinking:

10 points - very high, 8-9 points - high, 4-7 points - average, 2-3 points - low, 0-1 points - very low.

One of the main tasks of the psychologist of preschool education is to protect the psychological health of children of preschool age, to analyze the results of psychological and pedagogical diagnostics in order to study the personality, cognitive processes and mental state of each child. to record in a special diagnostic book, to determine the interests, tendencies and abilities of children using psychological methods, to create appropriate conditions for their development, to provide advice to educators, parents.

REFERENCES

1. www.lex.uz Resolution of the President of the Republic of Uzbekistan No. PQ-2707 "On measures to further improve the system of preschool education in 2017-2021" December 29, 2016
2. State requirements for the development of primary and preschool children of the Republic of Uzbekistan in 2018..lex.uz.
3. R.Sunnatova, I.Irgashova, S.Tadjieva. Psychological diagnosis of child development (textbook) T., Sano standart, 2008.
4. F.R. Qodirova, Sh. K. Toshpolatova, N. M. Qayumova, M. N. Azamova Preschool pedagogy Tafakkur Publishing House Tashkent 2019
5. Z. Nishonova, G. Alimova Child psychology and its teaching methods. Publishing House of the Literary Fund of the Writers' Union of Uzbekistan Tashkent 2006 p.
6. Jalilova S. X Psychology of preschool children "Philosophers Publishing House" Tashkent 2017 322 pages