



PSYCHODIAGNOSTICS AS A SCIENCE AND PRACTICAL ACTIVITY

Sultamuratova Khamre

Assistant teacher of the "Pedagogy and Psychology" department of Nukus Innovation Institute

Annotation: 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 of an auxiliary character and were used in comparison with the actual observed characteristics of the child's behavior, his mental functions, and the level of development.

Keywords: psychodiagnostics, psychological assessment, personality testing, clinical psychology, educational psychology, organizational psychology, standardized tests, therapeutic interventions, data analysis.

Introduction: Modern psychology has the ability to influence a person's practical activities in various ways. One such way 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. The question arises: what does the term "psychodiagnostics" mean and what does it study, and what are its theoretical and practical tasks?

Psychodiagnostics is a crucial branch of psychology that focuses on assessing, measuring, and understanding psychological functioning and characteristics. It combines theoretical frameworks with practical applications to provide insights into individuals' mental states, behaviors, and personality traits. This dual nature of psychodiagnostics-scientific and practical-enables professionals to address various psychological issues effectively.

Psychodiagnostics integrates scientific theory and practical application to assess and understand psychological functioning. This field encompasses the development and use of various standardized assessment tools and methods for evaluating mental processes, personality traits, and emotional states. Psychodiagnostics employs empirical research to establish the validity and reliability of these assessment instruments, ensuring that they effectively measure the intended psychological constructs. Practically, psychodiagnostics is applied in clinical settings for diagnosing mental health disorders, in educational environments for assessing student needs, and in organizational contexts for personnel selection and development. By bridging the gap between theory and practice, psychodiagnostics enhances the quality of psychological services, contributing to improved mental health outcomes and informed decision-making across diverse settings.

The term "psychodiagnostics" refers to the process of psychological diagnosis, which involves drawing conclusions about an individual's mental state or a specific trait. In this context, "diagnosis" consists of conclusions about the subject's condition and characteristics based on the analysis of developmental indicators and descriptions. The term "psychodiagnostics" was first used in psychiatry after the publication of Rorschach's work "Psychodiagnostics," and it soon began to gain popularity beyond medicine. "Diagnosis," in this sense, means identifying any deviations in personal development, even determining the specific level of development of the individual's 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 psychodiagnostics are as follows:

1. Clarifying the possible level of scientifically principled assessment of the nature and nature of psychic manifestations;
2. Assessing the quantity of psychological manifestations at present and studying the state of its scientific basis.

Practical tasks of the science of psychodiagnostics refer to the special field of 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, that is, as a guarantee, that the psychologist has really mastered this or that psychodiagnostic method as a specialist;
3. Knowledge, skills and qualifications that a psychologist must embody in order to successfully perform his work in the field of psychodiagnostics;
4. Development of criteria and programs for evaluating whether a psychologist is a qualified specialist in the field of psychodiagnostics and practical training.

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 young people (cognitive processes, intellectual abilities, personal qualities and interpersonal relations) from the birth of a child to the school education process. In this case, a special psychodiagnostic card is filled out for each child, and its developmental indicators are recorded every month or year;
2. Checking the individual abilities of each child in mental and behavioral development, identifying his deviations from the average standard norms, i.e. positive (developmentally advanced), negative (developmentally lagging) sides;
3. To provide psychological services in order to determine the achievements of the child in the process of education and training and to develop practical recommendations as a result;
4. Diagnosing the child's talents, abilities and individual abilities and interests, as well as scientifically based psychological counseling and career guidance;
5. Collect all the necessary information for parents and teachers about the child's psychological condition, and choose the appropriate education and training methods 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. Psychodiagnostics - although the individual-psychological characteristics of a person (in precise measurement) are determined and measured by various methods, later it 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, goals and tasks of experimental research.

The second stage in the development of psychodiagnostics corresponds to the 50s and 60s. During this period, much attention was paid to the study of mental development. In particular, the developmental features of speech and its functions were studied in the researches of A.A.Lyublinskaya. Under the

leadership of A.R. Luria, the role of speech in managing activities was studied. 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. Under the leadership of D.B. Elkonin, the development of speech and the role of the game as a leading activity in the kindergarten period were determined. 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. A small practical direction of psychological diagnostics is aimed at knowing and describing one or another phenomenon. B. G. Anan'ev (1968) describes psychological diagnosis 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, to determine a person's ability to work.

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 methodological principles. But despite different definitions of psychological diagnosis, its main concept remains the concept of "psychological diagnosis". In life, we are used to being diagnosed with various diseases in hospitals. In this case, the accuracy of the diagnosis depends on the use of different 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. It is possible to single out the main criteria related to the general conditions of psychological diagnosis: 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.

Psychodiagnostics is grounded in various psychological theories, including cognitive, behavioral, and psychodynamic theories. These frameworks help explain human behavior and mental processes. The scientific aspect involves employing rigorous research methodologies, including quantitative and qualitative approaches, to develop and validate assessment tools and techniques.

Psychodiagnostics relies on standardized tests and questionnaires (e.g., MMPI, 16PF, WAIS) that have been validated through empirical research. These tools measure various psychological constructs, such as personality traits, intelligence, and emotional functioning. Psychodiagnostics utilizes statistical methods to analyze data from assessments, enabling psychologists to draw valid conclusions about an individual's psychological profile. Psychodiagnostics integrates findings from various psychological disciplines (e.g., clinical psychology, educational psychology, organizational psychology) to create a comprehensive understanding of human behavior.

Psychodiagnostics plays a critical role in diagnosing psychological disorders, guiding treatment plans, and evaluating therapeutic outcomes. Psychologists use diagnostic assessments to inform therapeutic interventions, tailoring approaches to meet individual needs based on assessment results. In educational psychology, psychodiagnostic tools assess students' learning abilities, emotional well-being, and behavioral issues, facilitating appropriate interventions and support. Psychodiagnostics aids in career guidance by assessing individual aptitudes and preferences, helping individuals make informed career choices. Organizations utilize psychodiagnostic assessments to evaluate candidates for job positions, ensuring a good fit between the individual and the role. Psychodiagnostics is used in employee development programs, assessing strengths and weaknesses to foster professional growth. Psychodiagnostics contributes to research aimed at understanding psychological phenomena and developing mental health policies. Findings from

psychodiagnostic studies can inform public health initiatives and mental health services.

Conclusion: Psychodiagnostics serves as a vital bridge between scientific inquiry and practical application in psychology. By combining rigorous research with real-world applications, psychodiagnostics enables professionals to assess, understand, and intervene in individuals' psychological functioning effectively. This integration enhances the overall quality of psychological services, contributing to improved mental health outcomes across various settings.

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