

# THE SIGNIFICANCE OF FORMING PSYCHODIAGNOSTIC COMPETENCIES IN PRIMARY CLASS TEACHERS

Abdumavlonov M. A.  
Alfraganus University

## Abstract

The article talks about the importance of forming psychodiagnostic competencies in primary school teachers.

**Keywords:** primary education, psychodiagnostics, competence, psychology, character, education.

## Introduction

### BOSHLANG'ICH SINIF O'QITUVCHILARIDA PSIXODIAGNOSTIK KOMPETENSIYALARNI SHAKLLANTIRISHNING AHAMIYATI

Abdumavlonov Murodjon Abdumavlon o'g'li  
Alfraganus University

## Annotatsiya:

maqolada boshlang'ich sinf o'qituvchilarida psixodiagnostik kompetensiyalarni shakllantirishning ahamiyati haqida gap borgan.

**Kalit so'zlar:** boshlan'gich ta'lim, psixodiagnostika, kompetensiya, psixologiya, xususiyat, tarbiya.

## Introduction

The main objects of pedagogical and psychological diagnostics in primary education: education and training of the individual, formation of integration qualities; behavior and activities of learners; diversity of external environmental influences; capabilities and characteristics of family, general school and class communities; As for the content and effectiveness of teaching activities, the main objects of psychological diagnosis are: diagnosis of the emotional-volitional sphere of a person; diagnostics of a person's needs-motivation field; diagnosis of a person's cognitive field; diagnosis of interpersonal relations of people in the family, community; diagnostics to determine a person's ability to distinguish reliable, unreliable and aggressive behavior; diagnosis of a person's attitude to himself; diagnosis of the development of the person in the field of movement; diagnosis of a person's level of mastering the rules of etiquette; is a diagnosis of growth dynamics during the academic year.

Therefore, it is recommended that a primary school teacher thoroughly master pedagogical and psychological diagnostics, continuously improve his research activities. In this, based on the



results of psychological diagnosis, it is planned to achieve the goals of pedagogical activity, the reasons for failures are found, and the task of pedagogical correction is developed; according to the results of the diagnosis of the emotional and volitional sphere of teachers and students, measures for the effective organization of activities are determined; based on the diagnostic analysis of the pupil's motivational needs, motivation and incentive functions are developed; Technologies for the organization of education are selected for diagnosis of the field of cognitive knowledge and operational control of the educational process. In general, pedagogical and psychological diagnostics allow us to adequately apply external stimulation, which in turn increases the level of personal motivation.

Comprehensive diagnostics is a multi-faceted diagnostic activity carried out in the educational system aimed at quickly identifying the current state of educational activity, its difficulties and deviations from planned goals, diagnosis, prognosis and corrective measures.

Pedagogical orientation of diagnostic activity requires the implementation of the leading principles of didactics, which must be followed in order to achieve the best results. At the moment, the principles of modularity, variability, technology and self-management are specific aspects for this activity. By the diagnostic activity of the teacher coordinated with methodical work, we understand the systematic objects and subjects of education and upbringing, their dynamics and direct educational activity. This activity is carried out before the regulatory activity based on the comparison of the results of the pedagogical impact of the administration with the current norms and criteria.

In addition, diagnostic results can be used to forecast the development of pedagogical processes, as well as to analyze their dynamics to evaluate pedagogical phenomena.

The diagnostic component of the activity of a primary school teacher is systematization and consistency, objectivity, reliability and validity, integration of recording and correction tasks, consistency and integrity of diagnostic systems, openness of diagnostic methods and methods, optimization of diagnostic methods and forms, complex nature of diagnostics. requires strict adherence to such principles.

The purpose of the diagnostic activity of the primary school teacher, coordinated with methodical work: to analyze his own activity and the learning and learning activities of students in order to achieve the planned growth parameters in the educational process; introduction and popularization of quantitative methods; identification of hidden, previously unknown pedagogical facts that can be determined using quantitative methods of research; establishment of cooperative relations based on joint diagnostic-methodological activity of pedagogue and students in the educational process. In this case, the learning activity becomes a common work process of the teacher and students.

Implementation of activities based on psychodiagnostic competence in primary school requires compliance with a number of conditions listed below:

- training of primary education students and teachers in methods and methods of psychodiagnostic activity through special courses, compulsory subjects, qualification work;
- development of methodical complexes for them to acquire independent knowledge;
- creation and provision of psychodiagnostic tools (workbooks, maps, schemes, diagnostic methods) for teachers and students;



- creating a bank of psychodiagnostic modules and making it possible for all teachers and students to use it; the administration of educational institutions to encourage teachers to conduct their pedagogical activities based on the psychodiagnostic module.

A clear definition of the goals of elementary psychodiagnostics is a reasonable requirement for diagnostic systems. The existence of different descriptions and properties of the subject of knowledge determines the number of such goals.

We would like to emphasize that for extended follow-up, it is necessary to clearly define the goals, because otherwise the process of comparison of diagnostic results will be difficult (or impossible). Therefore, each diagnostic system should have its own task (what it is intended for, diagnostic goals), so that it is related to the tasks of all modifications of the system.

Different diagnostic methods may be appropriate for exactly one diagnostic purpose. For example, testing the mastery level of elementary school students, oral questioning, written work, etc. methods can be determined. Constructing a certain diagnostic system as a set of tools (instruments) requires specifying specific diagnostics that are adequate for the set goals. This includes requirements for diagnostic measuring devices, including measurement scales and assessment procedures. The general requirement is to standardize diagnostics and their measurement procedures.

Regular diagnostic systems consist of parts such as "teacher-student" and "diagnostic-adjustment" (DT). If a diagnostic system allows you to monitor the progress of a process, a routine diagnostic system allows you to intervene in the process by regulating it. The results of the diagnostics allow the construction of dynamic lines, while the regulation allows the planned result to be achieved. Regulation is mediated by certain objects that can be influenced in order to achieve the expected results, such as: volume and content of education; level of difficulty and complexity of educational material; the quality of students' knowledge and skills; educational effectiveness.

Psychodiagnostics is characterized by a psychometric approach as the development of diagnostic methods. Psychodiagnostics can be used in selection and referral, as well as in counseling. It is formed by the theory of tests, which includes psychometric requirements for the development of psychodiagnostic methods (reliability, validity, validity, etc.).

According to A.F. Anufriev, the psychometric approach stems from the fact that it is possible to assess the state of the elements of the diagnostic object on a scientific basis, and psychodiagnostic methods are the only means of the psychologist's diagnostic activity. The achievements of the psychometric approach are related to the high efficiency of the development, selection and orientation of many diagnostic methods, the possibility of training specialists who develop diagnostic methods.

In our work, we primarily rely on the causal approach to training specialists in the field of psychodiagnostics, because this approach best meets the requirements of modern reality. This approach also allows us to determine the indicators that evaluate the psychodiagnostic competencies of primary school teachers.

Psychodiagnostic competence is based on components of value-semantic, general cultural, educational and knowledge, information, communicative, social and work, self-improvement.



Therefore, we consider psychodiagnostic competence according to the definition of educational competences proposed by A.V. Khutorsky, O.E. Lebedev, and others, according to the classification given by O.V. Eremkina, S.N. Kostromina and E.P. Ivutina according to research.

In modern research Yeremkina O.V., Ivutina E.P., Kostromina S.N. described the characteristics of "psychodiagnostic competence" and "diagnostic competence", in connection with this, we will highlight the essence and some indicators of psychodiagnostic competence and analyze the available data.

Yeremkina O.V. and Ivutina E.P. defines the teacher's diagnostic competence as the unity of theoretical knowledge and practical skills in the field of pedagogical diagnostics, the ability to independently find methods of selecting adequate tools and methods of pedagogical response. Diagnostic competence has qualitative characteristics: breadth and depth; independence; it is manifested as the ability to choose psychodiagnostic methods that exactly correspond to the goals, tasks, nature and content of the pedagogical task.

Kostromina S.N. states that the competence of psychodiagnostic subjects is determined by the level of professional training:

- a) theoretical - the presence (or lack) of past pedagogical knowledge and special psychodiagnostic skills;
- b) practical - the experience of solving a certain type of diagnostic problems, gathering knowledge about the working characteristics of the human mental system in educational conditions. Thus, Kostromina S.N. according to him, the criteria of psychodiagnostic competence are the level of psychological preparation, centralization of conceptual structures, integration of growing psychological and pedagogical knowledge that reflects the specialist's personal readiness for psychodiagnostic activity.

Also, we proceed from the previously discussed features of training specialists in the field of psychodiagnostics, which implies a causal approach, that is, an approach that characterizes psychodiagnostics as a science of solving (diagnosing) diagnostic problems.

And N.S. Sunsov clearly showed the tasks of pedagogical diagnostics: identifying the teacher's personal qualities that affect the educational process; to determine the positive and negative aspects of the teacher; development of criteria for the effectiveness of the teacher's work; determining the level of necessary professional knowledge and skills of teachers; establishing real conditions for the formation of class teams in the education of difficult, gifted, unsuccessful schoolchildren of different categories; development of unified pedagogical positions, increasing the effectiveness of educational effects based on an objective understanding of children in a certain class; development of uniform pedagogical requirements; helping educators and students develop self-awareness and personal responsibility.

N.S. Sunsov also revealed the principles of diagnosis. The appropriateness of the diagnosis, the need to connect organizational forms, tools and methods in its implementation with the final goal - the professional needs of teachers against the background of a significant increase in the effectiveness of the educational process.



---

**REFERENCES**

1. Orifova, O. J. (2023). O'qituvchining pedagogik faoliyati davomida darslarga innovatsion yondashuvi. *Anjuman*, 1(1), 1939-1952.
2. Rayimovna, A. N. (2023, July). Problems of cultural-intellectual development of students. In *E Conference Zone* (pp. 17-20).
3. Rayimovna, A. N. (2023). Cultural-intellectual development of students and its didactic conditions. *Conferencea*, 44-47.
4. Idrisov, M. I. (2022). Aholining jismoniy tayyorgarligi va salomatligi darajasini belgilovchi test me'yorlarining qiyosiy tahlili. *University sports: health and prosperity of the nation*, 1(1), 263-266.
5. Rayimovna, A. N. (2023). Management of creative activity of primary class students. *Scientific Impulse*, 1(11), 121-126.
6. Guzal, R. (2024). Prospects for Distance Education. *American Journal of Language, Literacy and Learning in STEM Education* (2993-2769), 2(2), 105-108.
7. To'rayeva, G. T. (2024). Boshlang 'ich sinf o 'quvchilarining matematik tafakkurini shakllantirish metodikasi. *PEDAGOG*, 7(2), 445-449.
8. Imomberdiev, S. S. A., & qizi To'rayeva, G. T. (2024). Matematika oqitishda didaktik tamoyillar. *PEDAGOG*, 7(1), 197-204.
9. Davlatova, M. A., To'rayeva, G. T. (2024). Ali Qushchining riyoziyot va handasa haqidagi ilmlari matematika o'qitish metodikasi asosi sifatida. *Mug'allim*, 1(2), 327-331.
10. Jabborova, O., To'rayeva, G. (2024). HUSNIXAT – SIFATLI TA'LIM ASOSI. O'quv-uslubiy qo'llanma, 1(1), 1-68.
11. Umurqulov, Z. B. (2020). Comparison in literary text and its linguopoetic value. *Karshi State University*.
12. Umurqulov, Z. (2021). Metaphor is an Important Means of Perception of The Universe. *International journal of multidisciplinary research and analysis*, 1418-1421.
13. Rahimova, U. (2019)a. Lingvopersonologics As A New Direction Of Anthropocentric Linguistics. *Scientific Bulletin of Namangan State University*, 1(8), 259-265.
14. Rakhimova, U. (2023). Formal features of the rhyme. *Proceedings Of ASAR Internaional Conference, New Deihi*, 58-59.
15. Rakhimova, U. (2022). Rhyme and syntagma.

