

ADVANTAGES AND USE OF DIFFERENT METHODS USED IN DETERMINING THE PSYCHOLOGICAL CHARACTERISTICS OF PRIMARY EDUCATION STUDENTS

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Annotation: This scientific article provides a detailed explanation of the scientific field of child psychology, its subject matter, its relationship with other disciplines, and the auxiliary methods used. With the help of scientific research, detailed information is provided on the various methods used in child psychology, such as experiments, observations, surveys, and psychodiagnostic tests. These methods are important in studying the various stages of child development, identifying problems, and providing them with effective help.

Key words: Methodists, psychological characteristics, psychodiagnostics, hygiene, ethnography, ontogenesis, chronological, psychosomatics, empirical, projective methods.

INTRODUCTION

Currently, based on the requirements of the "National Program for Personnel Training" being gradually implemented in our Republic, there is a need to review the existing scientific conclusions in the field of vocational guidance based on the main goal of educational reforms.

Preschool education aims to form healthy and mature, at the same time prepared for school. In order to improve the preschool education system, to teach the advantages of proper organization of the educational process by educators, to control it by responsible persons, to create convenience for parents of preschool children to engage in child upbringing in the family, the "Bolajon" basic program was developed based on the Law "On Education", the National Program for Personnel Training, the Concept of Preschool Education, and the State requirements for the development of preschool children.

Educators, methodologists, and heads of preschool educational institutions, which are the initial form of the education system, must have a deep knowledge of the psychological characteristics and psychodiagnostics of preschool children.

Child psychology is a separate branch of psychology that studies the laws of the child's mental development at different age periods, as well as the laws of transition from one age stage to another. The main focus of the science of child psychology is on the development of the human psyche and consciousness from birth to adulthood. As D.B. Elkonin wrote, as a child develops as a member of society and a person, his psyche develops, and his ability to reflect the world becomes more complex and improved from infancy to adulthood. The specific features of this process, its laws, are studied by child psychology.

Various aspects of child development are studied by various sciences - anatomy, physiology, physiology of higher nervous activity, hygiene, ethnography, etc. The study of the mental development of a child from birth to adulthood is the responsibility of a special branch of psychological knowledge - child psychology. Because child psychology is the science of the laws of the mental development of a child, the characteristics of the child's psyche at different stages of development.

As L.F. Obukhova noted, the subject of child psychology has changed historically. Today, the subject of child psychology is to identify the general laws of mental development in ontogenesis, age periods, and the reasons for the transition from one age period to another. If a pediatrician deals with the physical health of children, a child psychologist studies how correctly the child's



psyche is developing and functioning, and if there are any shortcomings in this area, at the expense of what it can be compensated.

Currently, the subject of child psychology is expanding. This phenomenon is occurring as a result of an increasingly in-depth study of the development of the child in the fetal period.

Childhood is a concept used to define the period from birth to puberty to determine the initial periods of ontogenesis. According to the traditional classification of age periods, it includes the periods of infancy, early childhood, preschool age, and junior school age. Childhood is a period of rapid mental development.

Development is the rise to a higher level as a result of quantitative and qualitative changes in things or phenomena over time. Mental development is the improvement of mental activity from birth through age. Mental development is the process of a child's assimilation of knowledge and experience accumulated throughout human history and the formation of a person.

Age is a stage of individual mental development that has a clear time limit. At each stage of mental development, certain physiological and psychological changes are observed in an individual. Usually, in psychology, chronological and psychological age are distinguished. Chronological age indicates how many years a person has lived since birth. Psychological age, reflecting the level of mental development of a person, is often called mental age. Mental age is determined through special test tasks designed for people of different ages. The ratio of mental age to chronological age forms a specific indicator of the child's mental development - the coefficient of intellectual development, which is denoted by the English letters IQ.

Philosophy is the science of the most general laws of nature, society and human development. The laws of philosophy are considered the laws of other sciences, including the science of child psychology. For example, among the laws of philosophy, the three laws of the doctrine of dialectics - the unity and struggle of opposites, the law of the transition of quantitative changes to qualitative changes, and the law of the negation of the negation - occupy a central place. Child development is also the result of the unity and struggle of opposites, that is, the struggle between existing needs and the real capabilities of the child. The laws of philosophy serve as a methodological basis for the science of child psychology.

Pedagogy is the science of the laws, methods and techniques of education and upbringing. It reveals the goals and objectives of education and upbringing, their place in the development of the individual and the life of society. The cooperation of the disciplines of pedagogy and psychology in the field of education and upbringing of a person has a deep history. In his time, the famous Russian pedagogue K.D. Ushinsky emphasized that pedagogy should rely on the achievements of all human sciences to develop a plan for the upbringing of a harmonious personality, and among these disciplines, psychology occupies a central place. If pedagogy tells how to educate and educate a child in solving its tasks of educating and upbringing, psychology determines why it is necessary to do this. For example, pedagogy emphasizes the need to use game methods in the education and upbringing of preschool children. Psychology explains this because the game is the leading activity at this age.

Medicine is the science of human health and diseases, the prevention and treatment of diseases, as well as health promotion. As a result of the interaction of medicine and psychology, it studies the influence of psychosomatic and psychological factors on health and the occurrence of diseases. The source of many diseases in children is psychological. For example, studies have shown that in the majority of patients with bronchial asthma, their parents from childhood limited the ability to freely express emotions and show initiative.

General psychology is a theoretical and experimental study that studies general psychological laws, theoretical principles, basic categories, and methods of psychology. For example, general psychology creates a general idea of the characteristics of thinking activity, types and



operations of thinking. Child psychology studies what features thinking acquires at different age stages, how thinking develops. In this, it relies on the ideas of general psychology, uses its methods and categories.

Child psychology is one of the branches of the science of youth psychology. Age psychology, including child psychology, differs from other branches of psychology in that it studies not the mental phenomena themselves, but their development and age-related changes.

The most important problems of age psychology today are:

- a) scientifically justifying the age-related norms of various psychophysiological functions;
- b) identifying the criteria and patterns of maturity of an individual, personality;
- c) determining what the real and potential capabilities of a person are at different stages of life;
- d) understanding and scientifically predicting what role the early stages of a person's life play in his future development.

To solve these problems, it is necessary to study in-depth the changes in the psyche of a person at each stage of his life - in childhood, adolescence, adulthood and old age. In some places, the concept of "genetic psychology" is used as a synonym for child psychology. This cannot be considered correct. Because genetic psychology studies the emergence and development of mental processes. The subject of child psychology is not limited only to the development of mental processes.

Traditionally, research methods are divided into main and auxiliary methods. The main methods - observation and experiment - can provide reliable information about the development of the child. Auxiliary methods - tests, surveys, study of the products of activity - provide descriptive information, and on the basis of this information it is possible to make only assumptions.

Observation is one of the main empirical methods of psychological research, which is based on the purposeful and systematic perception of mental phenomena. Observation is a specially organized cognitive process based on research tasks. Observation must meet the following requirements:

1. Before observation, its purpose must be clearly defined: it is necessary to clarify which aspects of the child's psyche, behavior and activity will be observed;
2. Observation must be objective: during observation, one should only record this or that state or phenomenon, and not resort to its subjective interpretation;
3. Observation must be carried out regularly, without long intervals;
4. Observation must be carried out in such a way that the child does not know that he is being observed;

The researcher conducting the observation must have the ability to quickly record the observed phenomena.

There are the following types of observation:

- a) internal observation, external observation and embedded observation;
- b) standardized and non-standardized observation;
- c) frontal and selective observation.

The main disadvantage of the observation method is that it involves actively influencing the observed phenomena, changing them, and not being able to recreate the situation in the same way as it was observed. Despite this, this method is still one of the main psychological methods. Experiment is one of the main methods of scientific knowledge. Its main difference from observation is that in it the researcher actively influences the situation under study, manipulates one or more variables. In an experiment, psychic properties are studied under special conditions. For example, to study the memory of a preschool child, he can be taken to a separate room, read a series of words to him there, and then asked to return. However, these conditions are not typical for the child. Therefore, the child's internal emotional tension does not allow him to



begin the task to the best of his ability. Therefore, the results obtained from the experiment cannot be considered authentic. If, playing a game with a child, he is given the role of a buyer and is given the task of buying the specified items from the "store", it is not difficult to determine what he remembers and what he forgets based on the items he brings. Therefore, the results of a natural experiment in this form are much more authentic.

A survey is a method aimed at collecting primary verbal information during direct or indirect interaction between the researcher and the respondent. The survey can be conducted in the form of a questionnaire or an interview. When conducting a survey using a questionnaire, the respondent answers written questions, and in an interview, the respondent answers oral questions. The questions asked to the respondent are not separate and distinct from each other. They are links in a single chain. One question in the survey is perceived in connection with the next. Therefore, special attention should be paid to the following situations during the survey process. The projective method is one of the methods of studying personality. It creates experimental situations that can be interpreted by the respondents. It is by analyzing the interpretation given by the respondent that certain conclusions are drawn about his personality.

The test method uses certain standard tasks and situations. This method has a number of advantages: the study can be conducted with a large group of respondents; it is much easier and simpler to calculate and process the results. The main disadvantage of the method is that it cannot provide information about the future development of the child.

Conclusion

With the help of child psychology, it is possible to determine the psychological state of children and maintain their emotional health. This helps parents or educators to communicate more effectively with children, find solutions to their problems and provide them with support. Through psychological counseling, observation and analysis, children can overcome problems that arise in the learning process. This helps to prevent mental problems such as stress and depression in children and adolescents.

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