

The using of psychodynamic tests in educational processes in preschool institutions

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Annotation: This article is aimed at understanding the importance and significance of psychodynamic tests in the study of children's personality in the educational process in preschool education, as well as psychodynamic tests in the field of child development and 5 centers in the "First Step" program about the ways of transmission in connection with.

Keywords: pedagogical diagnostics, psychodynamic approach, psychodynamics, test, personality.

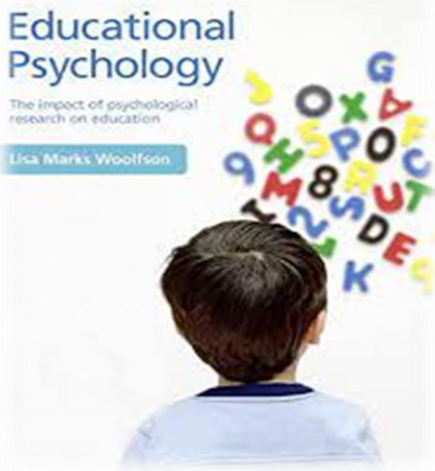
Today, we are witnessing the growing attention to the field of education in our country under the leadership of President Shavkat Mirziyoyev Miromonovich. we can see during the events. These measures identified measures to implement a unified state policy aimed at developing the system of preschool education, to radically reform the system, to establish a management structure on issues such as cleaning up the old ones.

In accordance with the Resolution "On the organization of the Ministry of Preschool Education of the Republic of Uzbekistan", a new system was created in this area, and on the basis of this system began to address some shortcomings in the field of preschool education. Consistent methods of advanced pedagogical technologies that meet modern requirements in this field and various concepts and theories of psychologists in a non-traditional way, which are a great advantage in the development of the child's personality, contribute to the positive conduct of children's education. It is very important in the development of children, as well as in the ability of children to correctly form the concept of "I" in life, in socialization and in the development of a fully developed person. Pre-school age is a period when a child's worldview, taste, self-awareness, perception of different situations in the world around him, as well as interaction with people of different ages and the first steps in education are formed. That is why preschool education is the foundation of children's development.

The development of children is a reflection of the future of our country. One of our highest goals is to ensure that children are fully developed and mature, as well as competitive, as enshrined in the Law on Education and the National Training Program. To do this, first of all, it is necessary to control the pedagogical, methodological and psychological aspects of children's development, to approach it responsibly. This task is based on the **pedagogical diagnosis** of the current period of development.

At the heart of any activity is the main goal, objectives and expected results of the work done. Summarizing the results of activities, drawing practical conclusions - identifying shortcomings or successes, taking them into account in the later stages of the activity is called **diagnostics**. **Pedagogical diagnostics** is aimed at studying the student's mastery, learning difficulties, social and family factors that affect his learning. The results of diagnostics allow to plan the educational process, to correct mistakes, to carry out psychological and pedagogical prevention. In our sacred land, every parent wants to see their child mature and mature, a person who has a place in life, and in this regard, parents place great responsibilities on educators. Even when choosing a preschool organization with the highest level of development for a child, parents try to choose an institution that is more skilled, committed to their profession, and surrounded by educators with a creative style. It should be noted that this choice is primarily the responsibility of parents.

But the control over the mature development of children, the lessons that develop children, one of the important factors in the effective planning of the agenda in the kindergarten for children, is **pedagogical diagnostics**. The role of the child in life as a person in the family, his



understanding of the "I", his consciousness, his inner feelings, his relationships with adults and peers, his socialization, as well as the knowledge of the child's readiness for school can not be imagined from the early days of his visit to the preschool educational organization of children without relying on. One of the important tasks of educators is to manage the educational process correctly and effectively. But it is not enough that the pedagogical methods and the educator are well versed in pedagogical techniques. The educator, in turn, must be able to anticipate the results of their activities, to identify in a timely manner the causes of inconveniences to students in the educational process, and to quickly and skillfully overcome these difficulties. One of the tools and ways to improve the management of this educational process is science-based pedagogical diagnostics.

Nowadays, it is very important for educators to know pedagogical diagnostics and be able to use it correctly and completely in the right situations. Pedagogical diagnostics is essentially a field between pedagogy and psychology.

At present, pedagogical diagnostics plays an important role in the analysis of the effectiveness of education, the content of work, the pedagogical activity carried out, and this method of work is successfully implemented in advanced educational institutions, the achievements are justified. Based on the analysis of shortcomings and deficiencies, the main strategic directions are identified and the expected results are achieved at a high level.

The scientific consideration of pedagogical diagnostics and its implementation in the work of educators and coaches began in the early twentieth century.

According to the well-known **pedagogical scientist Macherman, pedagogical diagnostics is "a criterion for the correct choice of educational material, the correct orientation of the goal, as the child learns"**. Indeed, pedagogical diagnostics allows for the necessary pedagogical conclusions by organizing the process of understanding the necessary learning materials.

Pedagogical diagnostics has a number of unique methods. One of them is the observation method, which determines the child's attitude to the educational process, responsibility and how the child puts himself in the process. **In 1978, U.S. scientist Oini Fitako proposed to determine the level of children's interest during training on the following scale:**

No interested	Interest is uncertain	There was some interest	There is great interest	Very interesting

In his mind the student:

Very critical +2	Prone to critical thinking +1	Prone to conformity -1	Very conformable -2

Propensity for cooperation:

1	2	3	4	5
Empty		medium		strong

Another ancient method of pedagogical diagnostics is the interrogation method. This method allows you to gather a lot of information by asking questions known by name. Information is gathered mainly through oral or written questions. The information is based on objective and subjective information.

The test method, which is the most relevant and popular method of pedagogical diagnostics, is still widely used today. The test method is based on science and is based on rules. It is no coincidence that **the German scientist Liner said, "The test is a scientific method of determining the individual's various states, personal characteristics, capabilities and abilities"**. Because testing is the most convenient method, it often serves to obtain accurate information.

Assessment of student's knowledge by the test method began in 1930 and is still improving, and the test method is a priority system in the assessment. The combination of person-centered forms of testing is based on a psychodynamic approach.

The term "**psychodynamics**" was coined by Woodwardham in 1918 and was originally coined by Sigmund Freud. Sigmund Freud (1856-1939), a scientist who left an indelible mark on the history of psychology, was first a neuropathologist and later known as the founder of psychoanalysis.

The development of psychology during the Renaissance in Europe in the mid-19th century led to the use of art therapy and a psychodynamic approach to the treatment of children with mental illness.

Today, in countries around the world, these psychodynamic tests are used to monitor the subconscious and unconscious emotional experiences of children, pupils and students in the process of education in preschools, schools, colleges and lyceums, and even in higher education, has been widely used to find out how they approach training and how effective it is. In particular, in the Republic of Uzbekistan not only in preschool education, but also in schools and universities, effective and wide range of special psychodynamic tests, art therapy, music therapy developed by the Association of Teachers in accordance with the "State Requirements" for education.

An example of this is the work carried out on the basis of the First Step program, recommended for publication by the decision of the Board of the Ministry of Preschool Education of the Republic of Uzbekistan dated July 7, 2018 No. 4. The first step program consists of 7 chapters, focusing on preparing children for social life and building life skills, and includes 5 centers:

1. Language and speech center;
2. Nature and Science Center;
3. Center for Fine Arts and Creativity;
4. Construction center;
5. Center for staging and adventure games.

Psychodynamic tests play an important role in preparing children for social life and monitoring the formation of life skills through these centers. Each center has its own and appropriate psychodynamic tests. It is especially important to conduct psychodynamic tests on children to determine the effectiveness of these centers.

Today, in the above-mentioned centers, one of the 5 areas specified in the state requirements for the education system of the Republic of Uzbekistan has been added, namely, the field of "music and rhythmic", which now consists of the following areas:

1. "Physical development and healthy lifestyle";
2. "Social and emotional development";



3. "Speech, communication, reading and writing skills";
4. "Development of cognitive processes";
5. "Creative development";
6. Directions "Music and Rhythm".

In our society, various didactic, interactive and mobile role-playing games, free creativity are often used in the development of children in these areas. However, if we plan to use psychodynamic tests to identify children's actions in the above-mentioned areas, the benefits of these areas for children, and to identify shortcomings in a timely manner and improve their effectiveness, we can we can provide high quality education in all aspects. Indeed, in these areas, we try to develop children in all respects correctly, that is, through psychodynamic tests, without analyzing and synthesizing children's mental and social states, children's interests in psychodynamic tests or other approaches. It is a big mistake not to use it correctly. To avoid this mistake, we need to include industry-specific psychodynamic tests in our daily routine. For example, in each developmental center, we can conduct tests based on fun interactive and action games in children as an additional incentive after the children are engaged. Then we can not only analyze and synthesize the conscious and unconscious experiences of the child as a person, but also to direct the child's activities in a more interesting way and comprehensively assess the work of the center and the teacher in the center.

Alternatively, art therapy and music therapy tests can be taken after the children have practiced at all centers. In this case, the educator, in consultation with the psychologist and the methodologist of the institution, will have to choose short-term music in 2 different tones, namely, Major and Minor, and each child will be given 1 sheet of colored pencils. Children are asked to draw a picture on the theme of the day, and a specific time is set according to the total time of the music, and the music they choose while drawing is played using special multimedia tools. When drawing, the educator and the psychologist explain how the children hold the first pencil, in what position they draw on the sheet, horizontally, vertically or curvedly, what they draw first and what color they use, in general, each in the process of drawing. they have to recognize a detail separately and of course write it down in a workbook. Because every detail, every action during a psychodynamic test is important in identifying a child's conscious and unconscious mental experiences as a person and directing them to the correct interpretation. Special psychodynamic cards should be kept for each child to record this control.

In conclusion, if we control children through psychodynamic tests, we will have tremendous opportunities, such as the shortcomings in the educational process-the early detection of those problems, the timely elimination of them, the correct orientation of their conscious and unconscious emotional experiences in the quality of personality, the provision of development of each complete mature and perfect person. Feelings in childhood are the foundation of their improvement as a future person. The construction of this foundation is considered a laborious road ahead of every educator and other professionals in the field of Education. On the same path, conscientiously, skillfully and of course the solid foundation laid by the educator for a child, who approaches his profession with kindness, is evidenced by the fact that the future of the child is bright and can occupy high peaks. In short, the future of each child, the realization of his dreams, is tied to this foundation. This foundation must be controlled first of all in order to become self-sufficient. It is these psychodynamic tests, as we noted above, that serve to make the child's development more effective by balancing the child's experiences, primarily internal, that is, those under consciousness. Because the child's inner experiences are the basis of the child's emotional reaction to external impressions and various realities.the ability to identify inner experiences, eliminate their shortcomings and direct them in a positive way is one of the big tasks facing us. . We must correctly and fully complete this task and determine the emotional state of the child, his inner feelings, find out his interest in classes and fix these indicators. To do this, we will also need the use of a psychodynamic map, and with the help of these maps we will be able to maintain control in balance with discipline to a large extent.

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