Some Issues of the Methodology of Diagnosing the Mental Development of Preschool Children

Nematova Nodira Rustamova
Master of Termiz State Pedagogical Institute

Abstract: This article describes the specific features of psychodiagnostics of the mental development of preschool children, the main purpose of psychological and pedagogical diagnostics, the use and procedure of using methods used in psychological diagnosis of preschool children.

Keywords: preschool education, mental development, preschool age, psychological diagnosis, diagnostic examination, mental development, methodological materials, evaluation of results.

INTRODUCTION. Psychological diagnosis is a branch of psychology, which develops methods for determining and measuring individual psychological characteristics of a person. The use of psychology as an independent field of diagnosis began in the 20s of the last century. Different authors approached the subject and direction of psychological diagnosis in different ways. In works of a fundamental nature, general psychodiagnostics are embodied as methodological, theoretical and methodological principles of the structure of psychological-pedagogical tools and the formation of psychological-pedagogical conclusions. This is mainly a theoretical task, which requires knowledge of testology as a science and, of course, study of the examiner's mentality.


N.V.Azanova, E.E.Antonova, T.Ermolova, A.A.Margolis, R.Mardashova, E.A.Golubeva analyzed the conditions that serve mental development of the person in their works[1].

Ugur Sak, Maud Besançon, Murat Tekin, Özden Taşğin, J.C. Gowan, Joyce Van Tassel conducted scientific research on the problems of intellectual development in European countries[2].

DISCUSSION AND RESULTS. The task of intellectual education is determined by its content, method and organization. The results of the psychological-pedagogical research carried out in recent years show that there are great opportunities in the mental development of children in the period of preschool education. All this is necessary to further deepen and expand the scope of knowledge, qualifications and skills given to children of preschool age. By the end of preschool age, children will have a large amount of simple knowledge and understanding of the surrounding environment, they will master the basic thinking process, they will be able to distinguish between important and non-important aspects of events in objects and objects. they become aware of cause-effect relationships. The initial indicators of educational activity are formed in them. Therefore, it is important to develop it from preschool age. In the early stages of preschool education, children have imagination education. With the growth of life experience and the development of thinking, creative imagination is formed. Children of preschool age are
characterized by demonstrative action, demonstrative image thinking. On the basis of this, words, logical thinking, understanding thinking are developed. Analytical-synthetic thinking activity is included in the educator's children, it is necessary to deeply understand these events, to distinguish between their important and non-important aspects.

In preschool education, we can observe the problems that await the solution of psychodiagnostics. For example, the child's inability to perform the actions repeatedly shown by the teacher, or the inability to memorize short poems, the inability to communicate, extreme stubbornness in relation to his age, the misunderstanding between the parents and the child, the inability to solve simple logical problems. - it worries both the mother and the pedagogue-educator. Such difficulties can have not only pedagogical problems, such as not knowing certain information, but also more psychological reasons.

Perhaps there are problems in the development of internal planning or mental processes of mental activity, the ability to know is not sufficiently formed. To solve this problem, first of all, it is permissible to determine the cause of the difficulties in the child's learning with the help of tests. For this, a psychologist must have a thorough knowledge of child psychology, youth, pedagogical psychology, psychological psychology, and testology and have excellent knowledge in this field. Especially in the pre-school education system, which is the main link of continuous education, diligence and extreme responsibility are required in the use of psychodiagnostics. It is appropriate to use methods that psychologists know well and use in practice when choosing and sorting diagnostic tools to determine and study the level of mental development of preschool children [3].

At present, methods such as "What's too much in a buyer", "Divide into groups", "Seasons of the year", "Cut out shapes", and "Classifications" are widely used in diagnosing the mental development of preschool children. For example, the methodology for determining the level of development of perception and thinking is designed to determine the level of development of perception and thinking of preschool children and can be conducted by educators and psychologists of preschool educational organizations. The following materials are used for this method: 3 boxes, a square on the side of the first box, a circle on the side of the second box, and triangles on the side of the third box. It consists of 24 objects in the form of 8 squares, 8 circles, 8 triangles. Each shape is divided into large and small objects (4 small and 4 large).

Square objects include cube, matchbox, soap, book; circle-coin, button, sphere, ball; triangle-cone, key, arch, rocket, etc. materials are used. The method is carried out for 15-20 minutes. Using this method, boxes are poured in front of the child and each object is shown to the child one by one and asked what shape it resembles. After the child answers, he is asked to put the object in the appropriate box. Then the next subject is shown and the questions are returned. In this way, all 24 objects are shown to the child one by one and placed in boxes according to the pictures. The obtained results are evaluated by the educator. A maximum of 24 points is given for each correctly found subject. This method is carried out individually with each child [4].

In the "Classification" method, it is used to study the logical thinking of 5-7-year-old children. 25 cards are presented, it is divided into five groups, 5 cards in each group, that is, the first group - bubbles, the second group - clothes, the third group - fruits, the fourth group - vegetables, the fifth group - cleaning items they use The method is carried out for 10-15 minutes. By giving the pictures to the child, they are observed silently. The child is instructed as follows: "Look carefully at all the pictures in front of you. Among them there are pictures that are similar to each other. Find the pictures that are similar to each other and put them into separate groups. a group of similar pictures is collected". By giving the child the opportunity to look at the pictures freely, the child is observed to classify them according to his own criteria. After finishing the work, they were asked why they divided the pictures into groups in this way and what they named each group. If the child gives reasons for his decision, it should be discussed with him. In order for the child to make a mistake, it is necessary to show him a little way. The child should be allowed to find the correct solution to the task by giving a little guidance. For example, the word that
summarizes the second group is the word clothes. The cards describe the following items:

One object on card 1: - a hat

On the 2nd card there are two objects: - a hat and a scarf

There are three objects on the 3rd card: - a hat, a scarf, a blouse

On the 4th card there are four objects: - hat, scarf, blouse, gloves

There are five items on the 5th card: - a hat, a scarf, a blouse, gloves, a jacket

The number of objects on the cards can be seen by the child as external signs and based on these he can make a decision, in fact he classifies all the cards according to the number of objects and not according to the type of objects. The same color was chosen as the background for each group, they were framed in the same frame, which could be the basis for the child to be able to distinguish between the options when classifying them. This classification option is based on external characters.

This test determines the characteristics of the process of transitioning children from visual-image thinking to verbal logic thinking. That is why it is important for children to independently express the basis of the given task. Although, as a rule, the task does not exceed 10-15 minutes, the working time is not limited. The main focus is not on time indicators, but on the description and uniqueness of the work performed. Do not rush to mark it as a mistake if the child cannot perform the task during the test. The fact that most of them did not understand the task can be related to the desire to finish the work faster, as well as the fact that they performed object-manipulative actions with the handouts in advance. Therefore, the child should be allowed to go through this stage. If even then the child cannot complete the task, you can give him a little push. As a rule, ask the child, "Why are you adding the picture of an apple to this group?" is called You have to wait for the answer. In cases where the answer is incorrect, additional questions are asked to find a generalizing word[5].

Curiosity is a characteristic of a child. It is manifested in observing the child to look with interest at the surrounding events, things and objects, to feel everything and watch it carefully. The educator organizes observations and tries to answer the questions that arise in time, leads them to search for answers independently, and does not allow the curiosity of children of preschool age to wane. Kindergarten has the task of developing children's mental abilities. Abilities are manifested and developed during the relevant activity. A person's intellectual ability can be distinguished by the qualities of his mind, such as intelligence, insight, critical eye, thoughtfulness. Development of mental skills and abilities, i.e. composition of the simplest methods of activity, examination of subjects, distinguishing important and unimportant signs in them, comparison with other subjects, etc.

CONCLUSION. In conclusion, it should be said that the correct choice and correct use of diagnostic methods by educators and psychologists is an important issue in determining the mental development of a child in preschool educational organizations. In our opinion, it is appropriate for every pedagogue-psychologist to widely use the above-mentioned methods in the form of a game in his practice.

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