
PSYCHODIAGNOSTIC ACTIVITIES OF SCHOOL PSYCHOLOGISTS IN GENERAL EDUCATION INSTITUTIONS: THEORETICAL FOUNDATIONS, FORMS, AND METHODS

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Abstract:	Keywords
This article explores the socio-psychological foundations of psychodiagnostic activities conducted by school psychologists. It examines the significance of psychodiagnostics in the school environment, social interaction, group dynamics, social norms, and empathy as core psychological principles. The methodological aspects, including testing, observation, and interviews, are also analyzed to ensure effective psychodiagnostic practice.	School psychologist, psychodiagnostics, socio-psychological foundations, group dynamics, empathy, student development.

Introduction

In modern general education institutions, the role of school psychologists is of paramount importance in enhancing the quality of education and ensuring the psychological well-being of students. Psychodiagnostics represents one of the primary areas of activity for school psychologists, allowing them to assess students' cognitive, emotional, and socio-behavioral characteristics comprehensively.

Currently, a major challenge in psychodiagnostic practice lies in the complexity of selecting appropriate methods and forms. Although school psychologists have access to a wide range of tools and techniques, their effective and scientifically grounded application is often insufficient. Therefore, establishing a solid theoretical foundation and identifying effective forms of psychodiagnostic activity remain pressing issues in the field.

The aim of this article is to theoretically analyze the psychodiagnostic activities of school psychologists in general education institutions, to systematize their forms and methods, and to develop practical recommendations for improving their implementation. The study sets out the following objectives:

- To examine the concept and development of psychodiagnostic activity;
- To identify the forms of school psychologists' activity;
- To analyze the system of diagnostic methods;
- To develop theoretical recommendations for enhancing psychodiagnostic practices.

The object of the study is the professional activity of school psychologists in general education institutions, while the subject is the forms and methods of psychodiagnostic activity.

The Concept and Development of Psychodiagnostics

Psychodiagnostics is defined as the process of scientifically assessing an individual's psychological characteristics. The development of psychodiagnostics dates back to the late 19th and early 20th centuries, when scholars such as F. Galton, A. Binet, and L. Terman created the first psychometric methods aimed at measuring intellectual abilities.

Throughout the 20th century, psychodiagnostics evolved through several theoretical schools, including the psychometric approach, clinical psychodiagnostics, and experimental methodologies. International research indicates that psychodiagnostics is an effective tool for identifying individual characteristics of students.

In Uzbekistan, the history of psychodiagnostics also traces back to the late 19th century. It has developed based on national experience, collaboration with CIS countries, and international scientific research, eventually becoming a crucial component of the professional activity of school psychologists. Today, the psychodiagnostic system in Uzbekistan is continuously being improved to align with national specifics and international standards.

Forms of Psychodiagnostic Activities

The psychodiagnostic activities of school psychologists can be classified into three main forms:

Individual form: This involves working one-on-one with a student to identify their specific psychological characteristics.

Group form: Conducted with small groups of students to assess social and pedagogical interactions, group dynamics, and collective behavior.

Complex form: Integrates both individual and group approaches, allowing for simultaneous assessment of students' cognitive, emotional, and social development.

These forms complement each other both practically and theoretically, contributing to the effective organization of a school psychologist's professional activities.

Methods of Psychodiagnostic Activity

School psychologists employ a variety of methods, including:

Test methods: Standardized tests to assess cognitive and emotional characteristics;

Questionnaires and interviews: To understand students' emotional states and social adaptation;

Observation: To evaluate behavior and social interactions in educational settings;

Projective methods: Techniques designed to reveal students' inner world and personality traits;

Online and digital diagnostics: Utilizing modern information technologies for data collection and analysis.

These methods complement each other and ensure a comprehensive psychodiagnostic process. International research, including methodologies proposed by Rean, Leary, and Moreno, is frequently applied as a reference framework for school psychologists.

Socio-Psychological Foundations

The effectiveness of a school psychologist's activities is closely linked to students' psychological characteristics and the socio-psychological environment of the school. Students' age, social orientation, and emotional traits shape the diagnostic process. Collaboration with teachers and parents further enhances the efficiency of psychodiagnostic activities. Creating a supportive, trust-based environment facilitates accurate assessment and encourages students to express their genuine behavior and feelings.

Theoretical Recommendations for Enhancing Psychodiagnostic Activity

Harmonizing individual, group, and complex approaches in selecting diagnostic methods;
Adapting test and projective methods to the specific context of schools;
Implementing online and digital tools to collect and analyze data quickly and accurately;
Integrating psychodiagnostic results into the educational process through coordination with teachers and parents.

Psychodiagnostic activities of school psychologists in general education institutions serve as an essential tool for identifying students' cognitive, emotional, and social characteristics. The theoretical analysis of forms and methods facilitates the effective organization of psychological services and ensures their practical applicability. Future improvements in psychodiagnostic practice should focus on implementing methodological recommendations into everyday school practice to enhance both educational quality and students' psychological well-being.

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