

PSYCHODIAGNOSTIC WORK IN THE PROCESS OF SOCIALIZATION OF CHILDREN IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Abstract

This article describes the content and importance of psychodiagnostic work carried out in the process of socialization of children in preschool educational institutions. The main goals and tasks of psychodiagnostics, the methods and methods used in determining the social development of preschool children are analyzed. Also, on the basis of psychodiagnostic results, attention is paid to the development of children's social adaptation, formation of communication skills and effective organization of educational work.

Key words

preschool education, socialization, psychodiagnostics, preschool children, social development, communication, adaptation, psychological diagnosis, observation, game methods.

Аннотация

В данной статье описано содержание и значение психодиагностической работы, проводимой в процессе социализации детей в дошкольных образовательных учреждениях. Анализируются основные цели и задачи психодиагностики, методы и методы, используемые при определении социального развития детей дошкольного возраста. Также на основании результатов психодиагностики уделяется внимание развитию социальной адаптации детей, формированию коммуникативных навыков и эффективной организации воспитательной работы.

Ключевые слова

дошкольное образование, социализация, психодиагностика, дети дошкольного возраста, социальное развитие, общение, адаптация, психологическая диагностика, наблюдение, игровые методы.

Annotatsiya

Ushbu maqolada maktabgacha ta'lif tashkilotlarida bolalarni ijtimoiylashtirish jarayonida olib boriladigan psixodiagnostik ishlarning mazmuni va ahamiyati yoritilgan. Psixodiagnostikaning asosiy maqsad va vazifalari, maktabgacha yoshdag'i bolalarning ijtimoiy rivojlanishini aniqlashda qo'llaniladigan metod va usullar tahlil qilingan. Shuningdek, psixodiagnostik natijalar asosida bolalarning ijtimoiy moslashuvini rivojlantirish, muloqot ko'nikmalarini shakllantirish va tarbiyaviy ishlarni samarali tashkil etish masalalariga e'tibor qaratilgan.

Kalit so'zlar

maktabgacha ta'lif, ijtimoiylashtirish, psixodiagnostika, maktabgacha yoshdag'i bolalar, ijtimoiy rivojlanish, muloqot, moslashuv, psixologik tashxis, kuzatish, o'yin metodlari.

Enter

In the conditions of current globalization and rapidly developing social relations, the comprehensive development of the individual at all levels of the education system, and its successful adaptation to society, is recognized as one of the important tasks. In particular, preschool educational organizations are an important social institution for children's acquisition of initial social experience, assimilation of society's norms and values, and formation as a person.



Therefore, organizing the socialization process of preschool children on a scientific basis remains one of the urgent issues.

The pre-school period is a crucial stage in a child's mental and social development. It is during this period that the child develops important social and psychological qualities such as self-awareness, communicating with others, finding his place in the team, and following the norms of behavior. A child's relationships with peers and adults have a direct impact on his success in the further education process, as well as on his development as a person.

The process of socialization of children in preschool educational organizations is influenced by various factors. Educator, psychologist, family and educational environment play an important role in this process. However, due to the individual psychological characteristics, temperament type, emotional state and need for communication of each child, certain difficulties may arise in the process of socialization. The importance of psychodiagnostic work in timely detection and elimination of such cases is incomparable.

Psychodiagnostic work serves to determine the level of social development of children in preschool educational institutions, to assess their emotional state, relationships with peers, communication skills, and the level of social adaptation. Based on the results obtained in the diagnostic process, it is possible to plan educational, preventive and developmental work taking into account the individual needs of children.

Also, psychodiagnostic activity helps in early detection and prevention of negative situations in children, such as shyness, low social activity, aggression, avoidance of communication. This ensures that children develop in a healthy psychological environment, freely manifest their abilities, and serves as an important factor in psychologically preparing them for school education.

Based on the above, effective organization of psychodiagnostic work in the process of socialization of children in preschool educational organizations, improvement of their content, form and methods is one of the current scientific and practical problems. In this work, these issues are studied in detail, and the impact of psychodiagnostic work on children's social development is analyzed.

Review of literature on the subject

The issue of socialization of preschool children and the role of psychodiagnostic work in this process has been scientifically researched by many local and foreign scientists. The crucial importance of childhood in personality development, the influence of the social environment and the necessity of psychological diagnosis have been substantiated in the researches.

The first scientific views on the theory of socialization L.S. Vygotsky, A.N. Leontev, S.L. It is widely covered in the works of scientists such as Rubinstein. L.S. In his research, Vygotsky emphasizes that the child's development is inextricably linked with the social environment, and shows play and communication as the main factors in the child's acquisition of social experience. In his opinion, relationships with adults and peers are important in the formation of a child as a person.

A.N. Leontev scientifically substantiated the fact that children's socialization takes place in the process of activity based on the theory of activity. He shows the game as the leading type of activity in the preschool age, and emphasizes that it is during the game that children form social roles, norms of behavior and communication skills.

In research on the psychology of preschool children, D.B. Elkonin, M.I. The work of scientists like Lisina is important. D.B. Elkonin analyzes the development of children step by step and shows that the process of acquiring social experience in the preschool age takes a leading place. M.I. Lisina deeply studies the formation of children's need for communication and its impact on social development, and proves that communication is an important factor in a child's mental development.



In scientific research on psychodiagnostic activity, A.A. Bodalev, K.K. Platonov, R.S. The views of scientists like Nemov deserve special attention. R.S. Nemov describes psychodiagnostics as a scientific-practical activity aimed at determining the individual psychological characteristics of a person and emphasizes the need to use age-appropriate, playful methods in working with preschool children.

In the studies conducted by local scientists, the issue of socialization of children in the preschool education system was studied as an important direction. In the work of pedagogues and psychologists of Uzbekistan, special attention is paid to the issues of improving psychological services in preschool educational organizations, effective organization of psychodiagnostic work, and strengthening cooperation between educators and psychologists.

The analyzed literature shows that psychodiagnostic work plays an important role in the process of socialization of children. At the same time, in existing studies, the issue of organizing psychodiagnostic work in preschool educational organizations in integral connection with the process of socialization is not sufficiently systematically covered. This situation shows the need for further study of this topic.

Research methodology

This research is focused on the study of the content, forms and methods of psychodiagnostic work in the process of socialization of children in preschool educational organizations, based on modern pedagogical and psychological approaches. The research methodology was developed based on the principles of scientific, systematic, continuous and person-oriented education.

The methodological basis of the research is the ideas about the social nature of personality development, theories of development through activity and communication. In particular, L.S. Vygotsky's theory of cultural-historical development, A.N. Leontev's activity theory and D.B. Elkonin's developmental concepts of preschool age were taken as the theoretical foundation of the study. These approaches allow a deep psychological analysis of the process of socialization of children.

General and special psychological-pedagogical methods were comprehensively used in the research process. Analysis and synthesis, comparison, generalization and systematization methods were included among general scientific methods. These methods were used in the study of scientific literature on the topic, analysis of existing views and drawing conclusions.

Observation, interview, psychodiagnostic tests and game methods were used as special research methods. The observation method served to determine the behavior of children in free and organized activities, relations with peers and social activity. The interview method was conducted taking into account age characteristics in order to study the child's emotional state, attitude to communication and social experience.

Psychodiagnostic methods were focused on determining the level of social development of preschool children. In particular, pictorial methods ("My Family", "I'm in Kindergarten"), simplified sociometry and role-playing diagnostic exercises were used. These methods made it possible to assess the level of communication skills, social adaptation, emotional stability and community adaptation in children.

In order to ensure the reliability of the research results, diagnostic data were analyzed and their mutual comparison was made. Based on the obtained results, the level of social development of children was determined, and psychological and pedagogical recommendations aimed at their development were developed.

Thus, the research methodology serves to study, analyze and develop practical recommendations of psychodiagnostic work on a scientific basis during the socialization of children in preschool educational organizations.

Analysis and results

The research was carried out on the basis of psychodiagnostic work with preschool children educated in preschool educational institutions. During the research, children's level of



socialization, communication with peers, emotional state and social adaptation were studied. The analysis of the obtained data showed the importance of psychodiagnostic work in the process of socialization of children.

Preliminary diagnostic results showed that the level of social adaptation was insufficient in a certain part of the children who participated in the study. In particular, in some children, difficulties in communicating with peers, passivity in team games, shyness or, on the contrary, elements of aggressive behavior were identified. According to visual methods and observation results, it was found that the process of accepting social roles and adapting to the group is slow in such children.

The results of the observation method showed that children's social activity during free play is different. Some children took the initiative of the game and started active communication with their peers, while some children remained in the role of observers and showed little social activity. It was found that this situation is related to the individual psychological characteristics and social experience of children.

The results obtained through conversation and game methods allowed to assess the emotional state of children. During the research, some children showed signs of anxiety, mistrust or emotional instability in relation to the kindergarten environment. It was analyzed that such situations can have a negative impact on the child's socialization process.

Based on psychodiagnostic results, development and correction work was carried out. In this process, games aimed at developing social communication, role-playing exercises and team activities were organized. These classes served to form the skills of children to cooperate with their peers, understand social roles and manage their emotions.

The final diagnostic results showed that positive changes were observed when compared with the initial indicators. In particular, it was found that most of the children have increased social activity, it is easier to communicate with their peers, and the level of participation in team games has increased. An increase in self-confidence was noted in shy and passive children, and a decrease in such cases in children who showed aggressive behavior.

The obtained results show that the systematic and purposeful organization of psychodiagnostic work in the process of socialization of children in pre-school educational organizations gives positive results. Psychodiagnostics is an important tool not only for identifying children's existing problems, but also for supporting their social development and implementing an individual approach.

Conclusions and suggestions

This study was devoted to the study of the importance, content and effectiveness of psychodiagnostic work in the process of socialization of children in preschool educational institutions. During the research, theoretical sources were analyzed, practical psychodiagnostic work was carried out, and important conclusions were drawn based on the obtained results.

The results of the research showed that the pre-school period is a crucial stage in the social development of a child, and it is during this period that children develop communication skills, norms of social behavior, and qualities of adaptation to the community. It was found that the success of this process directly depends on the systematic and goal-oriented organization of psychodiagnostic work in preschool educational institutions.

Psychodiagnostic studies have shown that the level of socialization of children is different, some children have difficulties in communication, emotional instability and a low level of social adaptation. At the same time, developmental and correctional work organized on the basis of psychodiagnostics had a positive effect on the increase of children's social activity, improvement of relations with peers, and stabilization of their emotional state.

The results obtained during the research confirmed that psychodiagnostic work is not only a diagnostic tool in the preschool education system, but also an important pedagogical and psychological mechanism that supports the social development of children. Psychodiagnostics is



important in implementing an individual approach to children, effective planning of educational work, and providing psychological preparation for school education.

Based on the above conclusions, the following proposals are put forward:

1. It is desirable to systematically and continuously organize psychodiagnostic work in preschool educational organizations, to include them in annual work plans.
2. It is necessary to strengthen cooperation between psychologists and educators, develop individual development programs based on psychodiagnostic results.
3. It is recommended to increase the types of games, role-playing activities and group activities aimed at developing children's socialization.
4. It is necessary to strengthen cooperation with parents, to regularly inform them about the social development and psychological characteristics of children.
5. It is advisable to organize advanced training courses for psychologists of pre-school educational organizations on the use of psychodiagnostic methods.

In conclusion, the effective organization of psychodiagnostic work in the process of socialization of children in preschool educational organizations is important in ensuring healthy psychological development of children, forming them as socially adapted and active individuals.

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