

**THE IMPORTANCE OF EFFECTIVE USE OF PROJECTIVE METHODOLOGIES
IN SECONDARY SCHOOLS**

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ABSTRACT

This article discusses projective methodologies for psychologists working in secondary schools and its main features, the classification of projective methods.

Keywords: *projection, projective methods, constitutional methods, constructive methods.*

It is known that the teacher must be able to analyze the results of their work, identify the causes of difficulties in students in a timely manner, to overcome these difficulties in the process of individual approach to the student in collaboration with the school psychologist.

Therefore, one of the means and ways to improve the management of the educational process is a scientifically based psychological and pedagogical diagnostics. Psychological pedagogical diagnostics is a field between pedagogy and psychology, which studies the student's personality, his individual characteristics, developmental dynamics and factors influencing them.

Its purpose is to study the level of existence of the characteristics that need to develop or form the individual qualities of the student, which are formed in the process of education and upbringing, and the dynamics of their changes in the learning process.

Each person is a unique irreversible world. It is very difficult to find two people in the world who are exactly alike. A person may look like someone else in appearance, height, but not exactly the same people in terms of character, clientele, and personality traits.

Projective methods of studying the individual-psychological characteristics of the individual have a special place in the science and practice of psychology. Its emergence and development reflects the evolution of psychological views on the idea that a person has the opportunity to know his inner world.

Projective psychology, which has a history of half a century of development, is one of the fields of psychological knowledge about man today, and it is impossible to form holistic ideas about a person without mastering it. The projective method of personality research is based on the detection and description of projections. The concept of "projection" was originally used by Z. Freud to describe the consciously and unconsciously transferred personal characteristics of the subject, the content of the situation in relation to external objects. Projection is derived from the Latin word "proectio", which means to throw forward, to throw. The projective method of studying the person involves identifying the projections based on the results of the experiment and then analyzing them. The description of the concept of projection is inextricably linked with the protective mechanisms of the 'I'. Projection is seen as one of the defense mechanisms along with sublimation (directing activity to other goals), rationalization (a good reason to justify one's actions, inventing a basis), catharsis (clearing).

Projective methodologies focus on measuring personality traits and intelligence, and differ from standardized methods in the nature of the stimulus material, the respondent, i.e., the task set before the respondents, and the nature of processing and interpreting the results.

Projection Perception of reality, people, manifested stimuli is to some extent based on the mental state, needs, motives, attitudes of the person. There is a tendency to describe reality in accordance with the mental

state, needs, characteristics of the person. Projection is an unintelligible psychological mechanism, i.e., the elements of projection are perceived unconsciously.

Projective methods are now one of the most widely used methods. According to A. Anastazi, there are more than 6,000 publications on special projective techniques.

The advantage of projective methodologies is that their purpose is usually hidden. The test subject does not know how to interpret the obtained diagnostic indicators and cannot relate them to his or her personality traits.

Currently, psychologists are working on the psychometric qualification of most projective methods, ie generalization of normative indicators, modification of the procedure for conducting the methodology and methods of processing the results. The work being done will enable future projective techniques to be more widely used by diagnosticians and researchers.

In conclusion, it can be said that projective methodologies are effective in communicating with test takers, especially when working with students. Typically, these techniques are of interest to test takers, and they quickly begin to complete assignments.

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