



THE IMPORTANCE OF USING PROJECTIVE METHODS TO INCREASE EDUCATIONAL EFFICIENCY

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Abstract:

This article discusses the effective use of pedagogical technologies in the educational process, projective methods and their importance in the study of the personality of the student, the types of projective methods.

Keywords:

Projective methods, interpretive methods, cathartic methods, expressive methods, impressive methods.

A comprehensive approach to the education system in pedagogical research around the world, the main aspects of the theory of education, the units on which the analysis of the principles of the educational process is based, teacher personality, professionalism, student management methods, "teacher-student" relationship (as a system) research has been conducted on. In the organization of the educational process, the teacher must be able to analyze their work, the results of educational activities, identify the causes of difficulties in students, to overcome these difficulties in the process of individual approach to the student. Therefore, one of the tools and ways to improve the management of the educational process is the effective use of projective methods. These methods study the student's personality, his individual characteristics, developmental dynamics and the factors influencing them.

The projective method of personality research is based on the detection and description of projections.

The description of the concept of projection is inextricably linked with the protective mechanisms of the 'I'. Projection is seen as one of the protective mechanisms, along with sublimation (directing activity to other goals), rationalization (a good reason to justify one's actions, inventing a basis), catharsis (cleansing).

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.

L. Frank (1939, 1948) was one of the first to classify projective methods as follows:

1. Constitutional methods - the subject has to give subjective content to any amorphous, disordered, unstructured material presented to him. This group of projective methods includes Rorschach's "Ink Spot Method" and Warteg's "Circles".

2. Constructive methods - during the experiment, using the individual parts (shapes, cubes) recommended to the examinee, create and interpret a whole object with a specific meaning;

3. Interpretive methods - the examinee is asked to comment on the proposed sheet, event or incident;

4. Cathartic methodologies. The word cathartic means "cleansing". In psychoanalysis, the catharsis method is used to prevent a person from re-experiencing existing negative experiences. In this type of projective technique, he manages to bring out his inner experiences by reflecting on various life situations that are examined in the form of play or psychodrama ("Psychodrama").

5. Expressive methods - express the hidden, pressured motives and relationships through the visual activity being examined (writing, drawings are analyzed). Using these methods, a person's hidden motives are identified by the subject based on changes made to the text or letter ("Non-existent animal", "House, tree, man", "Drawing a picture of a man", "Kinetic picture of a family").

6. In Impressive Methods, the examinee will have to choose between the pleasant and unpleasant of the stimuli recommended to him. For example, in a Luscher test, the examinee will need to place the 8 colored squares recommended to him or her in order according to the burn level. Depending on the chosen location of the colors, a conclusion is drawn about the most important needs of the person. (Probe test)

7. Additive methods. Additivity is a characteristic of the volume of a whole object or feature, and even if it is divided into small components, this quality or feature remains relevant to it. In this type of projective methodology, the examinee is required to complete the sentence or story that began. These techniques can explore everything from changes in a person's life to behavioral motives and young people's attitudes toward sex education. ("Incomplete sentences", "Incomplete pictures").

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 are quick to embark on assignments.

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