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## PECULIARITIES OF PSYCHODIAGNOSTIC AND IMPORTANT QUALITIES OF THE MODERN PSYCHOLOGIST

**Annotation.** The article examines the current state of development of professionally important qualities of psychology students. Also the level of development of personal structural component of professional and important qualities of students of psychology is revealed.

**Keywords:** professional goals mnemonic abilities, responsibility, empathy, altruism, observation, optimism; vigor, high work capacity, planning, persistence.

### Introduction

The stage of preparation of future psychologists enters a significant step in the way of professional formation and the life of a person. In addition, during this period the worldview from the position of the mastered profession is structured, relevant knowledge, primary professional experience is acquired, necessary skills and abilities are formed, and the complex of professionally important qualities of the future specialist is developed.

At the first stage of the study, an expert assessment ( $n = 211$ ) was conducted using a pre-prepared questionnaire, which allowed to prepare of a structural model of professional and important qualities of a modern psychologist, the basis of which included clarified, current professional and important qualities of this category of professionals united in the following, interdependent structural components: worldview component, which is expressed in the psychologist's need for social contacts, interest, useful for society grateful work, independence, creativity, as well as personal maturity and moral normativity; interpersonal component, expressed in communication abilities, positive attitude to people, mental orientation towards extraversion, volitional regulation of behavior, self-control, emotional intelligence and stability, personal-adaptive potential, ability to cooperate in conflict situations; intellec-

tual component expressed in the ability to highlight common in different, ability to generalize and analyze information, the flexibility of thought processes, general mental abilities, ability to concentrate, lack of emotional destruction; personal component expressed in perseverance, resilience, focus on the present, self-organization, planning, self-organization of activities, purposefulness, self-efficacy.

To psychodiagnostic the structural components of current professionally important qualities of the modern psychologist, a psychometric complex was selected that included ten well-known techniques, including personality questionnaires and a test.

The process of selecting the instrument was implemented taking into account such important characteristics reflecting the quality of psychometric techniques as the presence of a clearly defined psychodiagnostic purpose, theoretical justification and conceptualization of the diagnosed attributes, authors-developers, the necessary conditions for the organization of the survey, time spent on diagnostics, description of the diagnosed category of respondents, reliability, validity and standardization of techniques, the practicality of stimulus material, mechanism of processing and interpretation of results of the examination, presence of successful experience of application of techniques in psychological practice, including in conditions of the Republic of Uzbekistan, etc.

## Methods

The entire sample of the empirical study was examined with the help of a previously identified psychodiagnostic complex (Appendix № 16):

- Five-factor personality questionnaire “Big Five” by R. McCrae and P. Costa.
- Multilevel Personality Questionnaire “Adaptability” by A. G. Maklakov, S. V. Chermyanin.
- N. Hall’s emotional intelligence questionnaire.
- Personality Motivational Profile Questionnaire by S. Ritchie and P. Martin.
- General Self-efficacy Scale by R. Schwartz, M. Yerusalem.
- E. Mandrikov’s Questionnaire of Self-Organization of Activity.
- S. Muddy’s Resilience Diagnostic Questionnaire.
- Questionnaire of behavior in conflict situations by K. Thomas.
- V. N. Buzin, E. F. Vanderlick Short Orientation Test.
- Gilbukh Personality Maturity Questionnaire by Yu Gilbukh.

At the same time, the interpretation of the obtained (quantitative) results of a comprehensive psychodiagnostic examination is very difficult, because the applied psychometric tools are not normalized (there is no information about normalization) on a representative sample, and, accordingly, the allocated (author) norms can give quite distorted psychodiagnostic results.

In addition, there is no substantiated mechanism for the complex interpretation of the results of the survey regarding the professional and important qualities of a modern psychologist, and their structural components. This also makes it very difficult to process and interpret the obtained psychodiagnostic data and makes it virtually impossible to present an adequate, concretized result within the framework of psychodiagnostic of the selected structure of professionally important qualities. To solve these rather important problems:

- a special mechanism of translation of the obtained results for each psychometric technique for generalization concerning the selected structural components and professionally important qualities has been developed.
- normalization of psychodiagnostic results for an adequate interpretation of the selected structural components and professionally important qualities, in general, was carried out.

As disclosed above, we carried out their normalization for an adequate interpretation of the obtained data of a complex psychodiagnostic examination.

This process was carried out employing calculating an appropriate norm on a representative sample of an empirical study of the current state of development of professionally important qualities of psychology students ( $n=253$ ). The very notion of the norm in this process reflects the mathematical expectation ( $M$ ) and allows, by calculating the standard deviation ( $\sigma$  - sigma), to determine above average and below average levels of development of both professionally important qualities in general, and their component structures.

The rationing process in general was implemented according to the most common stan scale, which was proposed by R. Kettell (Sidorenko E. G.) and modified, and tested by D. G. Mukhamedova, F. B. Narzikulova, M. B. Narzullaeva, E. Y. Agzamova, S. B. Rakhimirzaev. The essence of the modification is to reduce the ten-point wall scale to a three-point scale, which corresponds to a three-level gradation, i.e. three levels of development of the diagnosed trait:

- above average level of development of the trait under study.
- the average level of development of the trait under study.
- below the average level of development of the studied attribute (.).

## Results and Discussion

During the normalization of the obtained psychodiagnostic data such basic indices as mathematical expectation ( $M$ ), standard deviation ( $\sigma$  –

sigma), and asymmetry and kurtosis (A and E) were calculated. At the same time, these indicators were calculated for all four structural components

(worldview, interpersonal, intellectual, and personal components) and professionally important qualities.

Table 1. – Interpretation of the results of comprehensive psychodiagnostic of the development of professional and important qualities of the modern psychologist

Below average development	The average level of development	Above average development
<b>Worldview structural component</b>		
From 0 to 6 points	7 points	From 8 to 10 points
<b>Interpersonal structural component</b>		
From 0 to 5 points	6 points	From 7 to 10 points
<b>Intellectual structural component</b>		
From 0 to 4 points	5 points	From 6 to 10 points
<b>Personal structural component</b>		
From 0 to 5 points	6 points	From 7 to 10 points
<b>Professional qualities in general</b>		
From 0 to 5 points	6 points	From 7 to 10 points

Thus, based on the results of the performed normalization, a comprehensive psychodiagnostic survey indicates that the prevailing number of students surveyed (51%, 129 people) are the owners of the average level of development of the worldview structural component of professional and impor-

tant qualities. Thirty-six percent (91 people) have this characteristic developed at a below-average level, i.e., at an unsatisfactory level. Accordingly, only 13% (33 people) of the surveyed students have an above-average level of the worldview component (Figure 2.1).

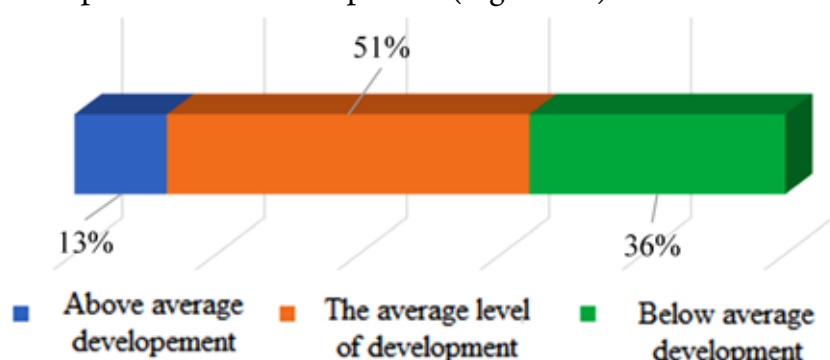


Figure 1. The current state of development of the worldview structural component of professional and important qualities (n = 253)

As for the second structural component – interpersonal, we found out that, as in the previous one, the majority of the examined psychology students (67.2%, 170 people) have an average level of development of the interpersonal structural component of professional and important qualities (Fig. 2.2).

At the same time, only 19.4% (49 people) were observed at the desirable (proper) level, which corresponds to the above-average level. Accordingly, 13.4%

(34 people) of psychology students were found to be at the problem level, i.e. below the average level.

As for the third structural component – intellectual, the majority of the surveyed students have an insufficiently developed diagnostic attribute (42.7%, 108 people), i.e. below the average level. At the same time, 31.6% (80 people) of the surveyed have an average level of development of the intellectual structural component of professional and important

qualities. Accordingly, 25.7% (65 people) of psychology students were found to be at an appropriate level (above the average level) (Fig. 2.3).

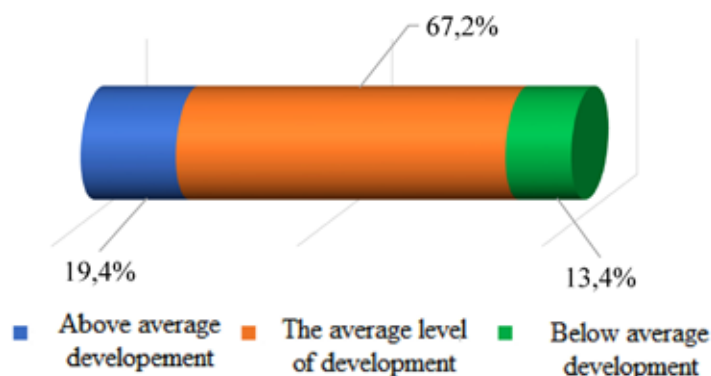


Figure 2. The current state of development of the interpersonal structural component of professional and important qualities (n=253)

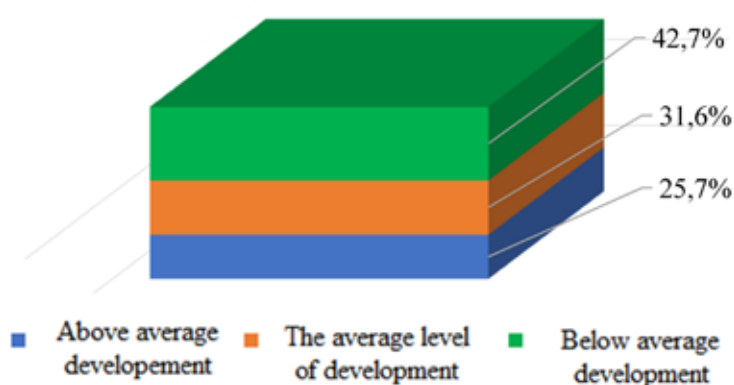


Figure 3. The current state of development of the interpersonal structural component of professional and important qualities (n = 253)

As part of the final, fourth structural component – personal, the prevailing number of the surveyed students (22.9%, 58 people) are the owners of the average level of development of the diagnosed attribute. 22.9% (58 people) of the surveyed respondents were

found to have an above-average level of development of the personal structural component of professionally important qualities. Accordingly, 7.1% (18 people) of psychology students were found to be at the problem level (below the average level) (Fig. 2.4).

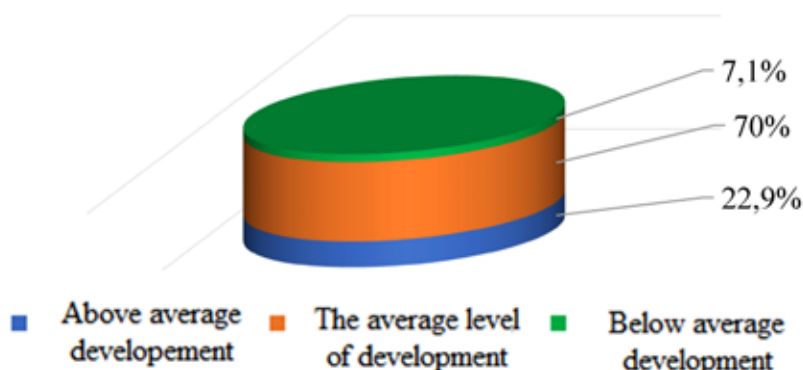


Figure 4. The current state of development of the personal structural component of professional and important qualities (n = 253)

As part of the study of the development of professionally important qualities in general, it is reasonable to state that the largest number of

psychology students surveyed (86.6%, 219 people) have an average level of the diagnosed trait (Fig. 2.4).

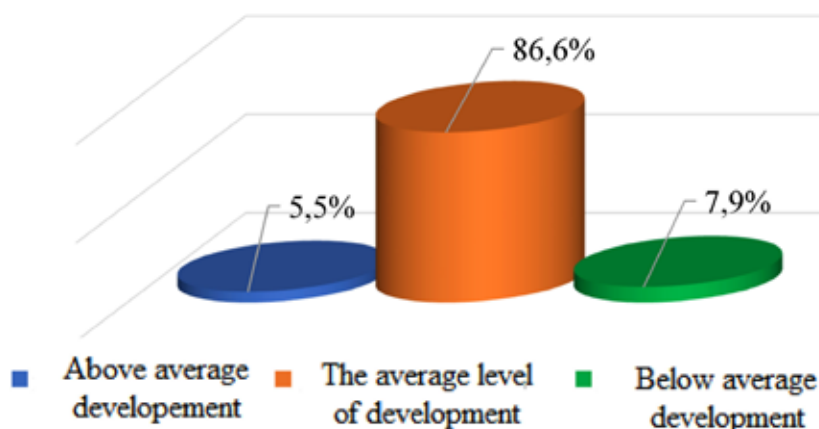


Figure 5. The current state of development of professionally important qualities in psychology students (n = 253)

At the same time, 7.9% (20 people) have an extremely insufficient level (below average) and only 5.5% (14 people) have a proper level (above average) of professional and important qualities development in general.

The correlation analysis of the results of the complex psychodiagnostic examination by nonparametric Spearman criterion in the SPSS program revealed many statistically significant relationships. Let's consider the most significant ones within the framework of the present dissertation research (Table 2.5).

The correlation analysis of the results of the complex psychodiagnostic examination by nonparametric Spearman criterion in the SPSS program revealed many statistically significant relationships.

Let's consider the most significant ones within the framework of the present dissertation research (Table 1). Statistically significant correlation association between the level of development of professionally important qualities and the age of the examined psychology students ( $r = 0.289$  at  $p < 0.01$ ), as well as between the level of development of professionally important qualities and the course of the examined psychology students ( $r = 0.254$  at  $p < 0.01$ ) was revealed. These correlations clearly demonstrate the positive influence of the learning process and, re-

spectively, the age of students on the development of professionally important qualities in general. At the same time, given the obtained correlation coefficients ( $r = 0.289$  and  $r = 0.254$  at  $p < 0.01$ ) it is reasonable to interpret these relations as very weak (very weak), at the level of tendency. This, in turn, indicates an insufficient (very weak) influence of the educational process (the process of preparing future psychologists) on the proper development of professionally important qualities. Correlation analysis by nonparametric Spearman criterion indicates insufficient positive impact ( $r = 0.254$  at  $p < 0.01$ ) of future psychologists' training process on the proper development of their professionally important qualities.

These indicators, on the one hand, confirm the relevance of the topic of this dissertation work, and, on the other hand, highlight the practical need for the preparation of effective means of developing professionally important qualities in the process of training future psychologists. On this basis, it becomes obvious that the formation of professionally significant personal characteristics should become a subject of formation and development not only in the framework of professional activity but also, training, which is considered the first stage of professional formation.

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