

COMPETENCIES OF USING THE METHODS OF GETTING
INFORMATION ABOUT PERSONALITY OF PSYCHOLOGY EDUCATION
STUDENTS

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ABSTRACT	KEYWORDS
Working with psychodiagnostic methods is one of the main conditions of professional competence of psychologists. The methods of obtaining information on personality characteristics are among the most necessary assessment tools in psychodiagnostics. In this article, the levels of knowledge and application of methods of obtaining information about a person at the stages of professional training of students of psychology education are studied. Empirical indicators are one of the determining components in the organization of research, that a person knows enough about the methods of obtaining information about its characteristics in research, can analyze its essence and apply it in practice.	Person, information, L□information, Q□information, T□information, psychologist, knowledge, understanding, application, student, applied psychologist, listener.

Introduction

The science of psychology has succeeded in its research by developing specialized methods for measuring and analyzing empirical results. According to the normal development of the science, the activity of psychologists who managed to find an adequate way to measure the object of research in the psychology of the individual appeared. it is necessary to carry out measurements that allow to reveal. Undoubtedly, for this, psychologists need to master some basic methods and develop their application in their activities. This has led to many studies being so new and based on previous developments in psychology. It began to appear under the influence of personality theories. As a result of multivariate methods, it allowed psychologists to work based on a number of central psychological methods focused on the study of the individual. Through this, it became possible to conduct targeted research on personality formation, transcultural differences, activity efficiency and many other issues [4], [5], [6], [8]. This article is devoted to the description of the results of the study of the formation and application of the methods of obtaining information, which serve as a source of multidimensional personality research methods, in the professional activity of psychologists. In this regard, the results of the analysis of the methods of collecting information in personality research in the professional activities of psychologists are discussed.

Personality research is an important part of the subject of psychological research [1], [2], [3]. Therefore, conducting work based on methods of studying a person and obtaining reliable, truthful and objective information about him is one of the important tasks of psychologists. Psychologists in their professional activities have sufficient competence in psychodiagnostic assessment of a person, they are given basic

knowledge about sources of information about a person. This knowledge serves as a basis for research conducted at various stages of the professional activity of psychologists. It was suggested that knowing, understanding, applying, analyzing and evaluating the sources of information about a person is important for all stages of professional activity of psychologists. His study of methods of obtaining information about a person allows to understand the importance of observation, expert assessment, self-assessment and self-analysis of a person, contingencies and objective tests.

II. Research Purpose

The purpose of the study is to analyze the methods of obtaining information about the personality of psychology students, to study their knowledge, skills and abilities.

III. Methodology

Work with sources of information about the person is an integral part of the scientific research activities of psychologists. Nevertheless, psychologists do not always have the opportunity to work effectively with sources of information about a person. There are a number of attitudes and considerations in psychology regarding the methods of obtaining information about a person. R. Kettell's research in this regard is a clear example [2], [7]. Cattell noted the importance of factor analysis to identify the main aspects of personality. RBKettell uses three main sources of data: real-life data (L-data), self-reported questionnaire data (Q-data). 'data') and relied on the data (T-data) obtained in the application of objective tests [3].

Q-data. It is the study of a person using questionnaires and other methods of self-assessment and the use of data. "Q" stands for "Questionnaire data". Simplicity of structure and ease of obtaining information make Q-data (questionnaires, self-reports, self-rating scales) central to the study of personality. There are many methods for obtaining "Q" data. The most widely used of them are "Minnesota Multidimensional Personality Inventory" (MMPI), "California Psychological Test" (CPI) (3.72), "Sixteen Factor Personality Questionnaire (16PF) It is possible to show such methods as "Gilford-Simmerman test" [3].

Although the instrumental errors are quite strong in the "Q" data, they are much lower in comparison to the "L" data. To have objective methods of evaluation according to the reaction of the examinee. Fulfillment of the first requirement is ensured by reaching out to the examinees which aspects of their behavior remain unclear in the formulation of the test [1], [7].

IV. Methods

In order to obtain primary data in the study, the scale "Evaluation of readiness of psychologists to apply psychodiagnostic methods of personality" was used, Kraskel-Wallis (N) criteria were applied for non-correlated samples in the processing of results.

V. Research objects

494 students of the psychology education department of the National University of Uzbekistan "Psychology" were involved in the research.

VI. Analysis of results

In our research, we have used methods of psychodiagnostics of personality in practice, relying on psychometric principles in the professional training of specialists, being aware of them and determining the possibilities of providing them, methods of obtaining information about a person in studying the features of the harmonious application of psychodiagnostic methods. the research was carried out taking into account that the ability to analyze and work with tests and questionnaires is an integral part of the professional skills and qualifications of psychologists.

The Kraskel-Wallis (K) test was used to determine whether there were differences in the characteristics of the methods of obtaining information about the person. Indicators in this direction are reflected in Tables 1 and 2 below.

Empirical data presented below in the analysis of the indicators of the knowledge, skills and competences of the students of the psychology education department in the analysis of the methods of obtaining information about the person (Table 1).

Table 1. Indicators of psychology education students by stages of professional preparation for assessing the achievements of the methods of obtaining information about the personality (Kraskel-Wallis criterion)

No	Methods of obtaining information about the person	Educational stages			K	p
		2nd course (N=182)	3rd course (N=154)	4th course (N=158)		
1	L-data	338.24	387.07	391.25	6,111	0.049
2	Q-data	266.18	277.20	259.48	3,255	0.731
3	T-data	225.14	407.23	554.62	33,581	0.000**

Note: *- $r \leq 0.01$.

Interpreting the achievements of the L-, Q- and T-information methods of students, there was no difference in the indicators of the knowledge, skills and qualifications of the two methods (Psychology educational direction 2 according to the L-information -year students: 338.24 average color; 3rd year students: 387.07 average color;; there are r-reliability differences between it's not.). "Q-data" of students (2nd year students: 266.24 mean color; 3rd year students: 277.20 mean color; 4th year students: 259.48 mean color; K =3.255, which means that there are no r-reliability differences between the indicators). Based on the stages of professional training of students for two methods of obtaining information about a person, their level of awareness of the examiners on the interpretation of characteristics does not have a sharp difference. Regarding "T-data", a difference was observed in the indicators of the examinees (2nd-year students of psychology education: 225.14 average color; 3rd-year students: 407.23 average color;; 4 -course students: 554.62 mean color; K=33.581, which means there are r-reliability differences between the scores not, which means that there is a confidence difference of $p < 0.01$ between the indicators).

On the other hand, in explaining the shortcomings of the L-, Q- and T-information methods, no difference was found among the examinees regarding the two methods. (According to L-data ("Psychology" field of study: 2nd-year students: 344.68 grades; 3rd-year students: 359.17 grades; 4th-year students: 380.12 average color; K=4.258, r-reliability differences do not exist) in students' Q-data: 278.04 colors; in 3rd year students: 295.62 colors; in 4th grade students: 301.43 average colors, r-

reliability differences are not available. It can be seen that there is no sharp difference in the level of awareness of the examinees regarding the interpretation of the characteristics based on the stages of professional training of psychologists for the first two methods of obtaining information. There was a difference in the results of the test subjects based on the T-data ("Psychology" educational field students: 221.89 colors; educational institution psychologists: 202.11 colors; psychology students: 315.80 colors ; $K=31.072$, which means there is a reliability difference of $p<0.05$ between the indicators).

Table 2. Indicators of students by stages of professional training for assessing the shortcomings of methods of obtaining information about a person (Kruskal-Wallis criterion)

No	Obtaining information about the person	Educational stages			K	p
		2nd course (N=182)	2nd course (N=182)	2nd course (N=182)		
1	L-data	344.68	359.17	380.12	4,258	0.349
2	Q-data	278.04	295.62	301.43	2,682	0.521
3	T-data	233.59	327.31	438.29	44,528	0.000**

Comment: Comment: $*-r\leq 0.01$.

Therefore, both levels do not have a sharp difference. According to T-data, there was a difference in the indicators of the test subjects ("Psychology" educational field: 233.29 points for 2nd-year students; 3rd-year students: 327.31 points; 4th-level students: 438.29 mean color;; $K=44.528$, which has a confidence difference of $p<0.01$ between the means). So both according to the results of the table, students of the 4th level of Psychology have a priority in understanding, analyzing and applying the features of T-information acquisition methods relatively better than the other two categories of test takers. It is related to their knowledge, skills and competence to use these methods from T-data sources in their course project work, graduation qualification work.

VII. CONCLUSION

In the stages of professional training of psychology students, sources of information about the person are used, but in order to eliminate the differences in their use in the professional training of specialists, it is necessary to create observation plans designed for the stage of professional training of psychologist students, the person himself it is necessary to develop a set of indicators intended for self-evaluation, conduct research experiments on unexpected situations and objective test samples.

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