

**MINISTRY OF HIGHER EDUCATION, SCIENCE AND INNOVATION
OF THE REPUBLIC OF UZBEKISTAN
TASHKENT STATE UNIVERSITY OF ORIENTAL STUDIES**

““APPROVED BY”

G.Sh.Rikhsieva

“ ” _____, 2024

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“ ” _____, 2024

**SYLLABUS FOR THE COURSE
GENERAL PSYCHODIAGNOSTICS**

Field of knowledge: 300000 – Social Sciences, Journalism, and Information

Field of education: 310000 – Social and Behavioral Sciences

Major: 60310300 – Psychology

Tashkent–2024

Course/Module Code UPD1340		Academic Year 2025/2026	Semester 3	ECTS 4	
Course/Module Type Mandatory		Education Language Uzbek		Weekly Lesson Hours 4	
1.	Course Name		Classroom Sessions (hours)	Self-study (hours)	Total Workload (hours)
	General Psychodiagnostics		48	72	120
2.	<div>I. Course Objective<p>The objective of teaching the course is to develop students’ knowledge of general psychodiagnostic, as well as skills in developing, applying, analyzing, and interpreting psychodiagnostic methods.</p>Tasks of the Course:<ul style="list-style-type: none">Organizing psychological research and assessments;Selecting psychodiagnostic methods according to the goals and objectives of the research;Developing, adapting, modifying new psychodiagnostic methods and verifying them based on psychometric requirements;Applying psychodiagnostic methods;Psychologically interpreting the results of psychodiagnostic methods;Formalizing the results of psychodiagnostic methods and providing recommendations based on them.</div> <div>II. Main Theoretical Part (Lecture Sessions) II.I. The course includes the following topics: Theme 1.1. Introduction to Psychodiagnostics. Psychodiagnostics as a Science and Practical Activity. History of Psychodiagnostics<p>The Concept of Psychological Diagnostics as a Scientific System of Psychological Assessment Methods and Techniques. The Relationship Between Psychodiagnostics and Differential Psychology, Testology, Applied Psychology, and Psychometrics. The Connection Between Psychodiagnostics and Various Branches of Psychology. The Subject of Psychodiagnostics. The Application of Psychological Knowledge in Practice, Relevant Branches of Psychology, and the Justification of Differential Psychometrics in Psychodiagnostics. The Relationship Between Scientific and Applied Psychodiagnostics. The Difference Between Psychodiagnostic Research and Scientific Research.</p><p>Advantages of Psychodiagnostic Methods Among Information-Gathering</p></div>				

Techniques. Two Types of Psychodiagnostic Situations: Expertise and Client Consultation. Fields of Application of Psychodiagnostics. Ethics of Organizing Psychodiagnostic Activities. Characteristics of Using Psychological Tests. Description of Psychological Tests. The Role of Practical Skills in Test Administration. Ethical Issues in Psychological Testing. Professional and Ethical Principles of Psychodiagnostic Practice. Ensuring the Confidentiality of Psychodiagnostic Data and Clients' Personal Information. Methods and Rules for Communicating Test Results. Responsibility Towards the Examinee. The Necessity of Monitoring the Use of Psychological Tests. Rules for Utilizing and Implementing Diagnostic Methods.

The Historical Roots of Psychological Testing. The Contributions of F. Galton and A. Binet to the Emergence of Psychological Testing. The Work of F. Galton, A. Binet, and James Cattell in Testing and the Early "Mental Tests." The Development of Psychodiagnostics in the 20th Century. Psychodiagnostics in the 21st Century. The Current State of Psychological Testing. The History of Psychodiagnostics Development in Uzbekistan.

Theme 1.2. Psychodiagnostic Examination and Research. Classification of Psychodiagnostic Methods and Forms of Psychological Testing.

Differences in the Objectives of Research and Examination. Main Stages of Psychodiagnostic Processes. Initial Preparation Stage. Formulation of Psychological Problems and Research Objectives. Selection of Diagnostic Methods. Preparation of Testing Conditions. Motivation of the Examinee and Establishing Communication. Anxiety During the Testing Process and Boredom During the Test. Stages of Data Collection. The Necessity of Accurately Following Methodological Instructions. Data Processing and Interpretation Stage. The Psychodiagnostician's Psychological Theoretical Background and Professional Experience as a Basis for Interpretation. Psychological Diagnosis as the Main Objective of Psychodiagnostics. Types of Diagnosis According to L.S. Vygotsky: Symptomatic, Etiological, and Typological. Types of Psychological Diagnoses. Criteria for Comparative Analysis of Data Obtained During the Examination Process. Psychological Prognosis. Development of Recommendations and Preparation of Correctional Programs. Presentation of Research Findings. Informing the Client About Psychodiagnostic Examination Results. Providing Written Conclusions. Preparation of a Report on the Psychodiagnostic Study.

Psychodiagnostic Methods. Psychophysiological Methods. Methods of Studying Behavior Using Equipment. Objective Tests Based on Choice Responses. Questionnaires. Projective Methods. Content Analysis. Psychosemantic Methods. Observation Combined with Rating Scales. Sociometric Method. Standardized Analytical Observation. Interview and Survey. Role-Playing Games. Training Experiment in Diagnostics. Special Methods. Forms of Psychological Testing. Test Batteries. Verbal and Nonverbal Tests. Speed and Performance Tests. Individual and Group Tests. Paper-Based, Object-Based, Equipment-Based, and Computer-Based Tests. Oral and Written Tests. Classification of Psychodiagnostic Methods.

Objective Tests. Assessment Center and Alt-Assessment as Comprehensive Personnel Evaluation Methods.

Theme 1.3. Psychometric Foundations of Psychodiagnostics.

Representativeness of Test Norms. Main Stages of Test Development.

Differential Psychometrics. General and Differential Psychometrics. Key Requirements for Measurement and Development in Psychodiagnostic Methodologies. Standardization (Measurement) Methods and Expert (Clinical) Methods. Essential Psychometric Requirements for Psychodiagnostic Methods.

Reliability. Reliability as a Measure of Stability Against Random Factors and Precision. The Problem of Measurement Accuracy. Influence of Unaccounted Factors. Types of Reliability. Reliability Coefficients.

Validity and Its Types. Validity as an Indicator of the Consistency of the Diagnosed Results. Relationship Between Validity and Reliability. Validity Criteria. Problems in Selecting External Criteria to Determine Method Validity. Expert Evaluation Methods. Types of Validity. Diagnostic (Concurrent) Validity. Criterion Validity. Current and Predictive Validity. Empirical Validity. Correlation Analysis as a Method for Determining Reliability and Validity; Regression Analysis. Conceptual (Construct) Validity. Differential Validity. Age-Differentiated Validity. Factor Validity. Factor Analysis. Content Validity. Convergent and Discriminant Validity. Consensus Validity. Face Validity. Incremental Validity. Veracity as a Key Aspect of Validity in Ensuring the Subject's Behavior and Authenticity.

Test Norms and Their Representativeness. Diagnostic Norms: Absolute, Statistical, and Criterion. Statistical Justification of Test Norms: Statistical Reliability of the Subject's Diagnostic Category Assignment. Critical Points of Test Score Scales. Quantiles, Quartiles, Deciles, Percentiles, Promiles. Percentage-Based Test Scale Norms. Parametric Norms. Conversion Tables. Criterion Norms. Deriving Representative Norms Based on Empirical Test Score Distributions. Standardization Tables and Linear Standardization of Scales. Checking the Normality and Stability of Norms.

Examples of Standardized Scales in Psychodiagnostics: The z-Scale, IQ Scale, T-Scale, and Stanine Scale. Procedure for Determining Test Reliability. Percentage Scale. Criterion Norms. Socio-Psychological Normative. Establishing Norms for Tests. Rules for Forming Standardization Samples: Population, Representativeness (Age, Gender, Profession, Social Status), Normal Distribution Curve. Types of Norms: Age, School, Occupational, Local, Intra-Group. Relative Norms.

Purpose of Standardization. Standardization as a Means of Unifying the Diagnostic Process. Standardization as an Evaluation of Test Performance. Linear Standardization. Non-Linear Standardization.

Technology for Developing and Adapting Methodologies. Ensuring the Uniqueness and Formalization of Tests. Development and Analysis of Test Items. Selection and Evaluation of Items. Complexity Index (Effectiveness) and Discrimination of Test Items. Determining Test Reliability and Validity. Principles

of Test Evaluation. Creation of Methodologies for Computer-Based Psychodiagnostics. Development and Utilization of Software Tools in Applied Psychodiagnostics. Normative Requirements for Test Users and Developers. Psychometric Training Requirements for Psychologists.

Theme 1.4. Psychodiagnostic Assessment of Personality and Areas of Psychological Testing. Determining the Characteristics of Human Psychomotor Functions.

Main Directions of Personality Research. Methods of obtaining information about personality: L-data, Q-data, T-data, projective methods of studying personality. Theories of personality traits in psychodiagnostics. Identifying “personality traits” in psychodiagnostics. Theoretical hypotheses related to personality, the five-factor model of personality. Universal factors of the “Big Five”, describing personality. The “Big Five” as a reliable research tool.

Psychodiagnostic Criteria of Professional Activity. Psychodiagnostic support of a professional activity, diagnosis of professionally significant qualities of a specialist, personnel selection and evaluation. Diagnostics of professionally significant qualities of a specialist. Assessment center and alt-assessment as methods of comprehensive personnel evaluation.

Diagnosis of Psychological Development. Diagnosis of psychological development in infancy, early childhood, and preschool age. Diagnosis of abnormal psychological development. Tools for assessing development.

Pedagogical Diagnostics. Pedagogical testing. Diagnosis of academic achievement in schools. Methods of pedagogical diagnostics. Achievement tests in the educational process.

Psychodiagnostics in School Psychological Services. The specifics of psychodiagnostics in school psychological services. Studying the characteristics of students, the teacher’s personality, the environment in the learning group, and the pedagogical team.

Clinical Psychodiagnostics. Clinical psychodiagnostics in preventive medicine, psychoneurological, and somatic clinics. Assessment of patient’s psychological state, differential diagnosis, forensic psychological expertise.

Importance of Improving Work Reliability, Quality, and Efficiency. Motor activity as a basis for psychomotor manifestation. Diagnosis of psychomotor characteristics: speed, reaction, reaction accuracy, movement force characteristics, spatial-temporal characteristics of movement, and movement coordination. Methods for studying psychomotor skills in children, adolescents, and adults. Graphic methods for studying motor skills and personality.

Theme 1.5. Diagnosis of Temperament and Nervous System Characteristics. Multifactor Personality Study Questionnaires.

Manifestation of Nervous System Characteristics in Human Behavior. Instrumental Methods for Diagnosing Nervous System Characteristics.

Questionnaire-Based Methods for Assessing Nervous System Strength and Lability. Ya. Strelau's Questionnaire for Evaluating the Three Main Characteristics of Temperament. N.N. Obozov's Methodology. The "Temperament Formula (Passport)" Method. V.M. Rusalov's Temperament Structure Questionnaire for Assessing the Hereditary Characteristics of Temperament. D. Keirsey's Questionnaire for Evaluating Temperament Types. Determining Temperament Based on G. Eysenck's Questionnaires. Multifactor Personality Questionnaires. Comprehensive Personality Diagnosis Using R. Cattell's 16-Factor Personality Questionnaire. Refinement of Questionnaires. Factor Descriptions. MMPI (Minnesota Multiphasic Personality Inventory). Research on Individual Psychological Characteristics of Personality. L.N. Sobchik's Standardized Method for Personality Research (SMIL). M.P. Miroshnikov, E.D. Sokolov, and F.B. Berezin's Comprehensive Personality Research Method (MMIL). G. Eysenck's Personality Research Methods (EPI, EPQ, PEN). Multifactor Personality Questionnaires Designed for Work with Adults (D. Gough's California Psychological Inventory (CPI), Y. Fahrenberg's "Freiburg Personality Inventory" (FPI), and L.N. Sobchik's "Individual-Psychological Questionnaire"). Myers-Briggs Type Indicator (MBTI) for Classifying Individuals Based on C.G. Jung's Typology. T. Leary, R.L. LaForge, and R.F. Suchak's "Interpersonal Relations Diagnostic Questionnaire".

Theme 1.6. Projective Psychodiagnostics. Psychodiagnostics of Personality Traits. Diagnosis of Aggressive and Conflict Behavior.

Projective psychodiagnostics in personality research explores the theoretical foundations of projective methods in personality studies, including the concept of projection in psychodiagnostics, their possibilities and limitations, and the challenges of ensuring their reliability and validity. Projective methods are classified into various types, such as the inkblot method, picture-based tests, verbal techniques, autobiographical recollections, and movement-based methods. Evaluating these methods involves addressing common errors encountered in their application.

The Thematic Apperception Test (TAT) developed by G. Murray holds significant importance, along with L. Bellak and S. Bellak's Children's Apperception Test (SAT) and their apperception technique for the elderly. H. Heckhausen's motivation test and L.N. Sobchik's pictorial apperception test (RAT) also contribute to the field. Other projective techniques include M. Lüscher's "Color Selection" method for personality and state assessment, G. Freiling's "Color Mirror" method for identifying Jungian personality types, L. Szondi's projective test and its modification through L.N. Sobchik's portrait selection method, as well as G. Rorschach's test and the pictogram method for clinical personality studies.

Associative techniques play a crucial role in projective diagnostics, using storytelling, historical narratives, and sentence completion methods, including the "Incomplete Sentences" method by D.M. Sacks and S. Levy. Story and history

completion techniques, along with the frustration test developed by S. Rosenzweig, provide additional insight into personality problems, characteristics, and states.

The diagnosis of personality accentuations relies on various methodologies, such as K. Leonhard's approach, the Shmishek questionnaire based on Leonhard's typology, and A.E. Lichko's questionnaire for studying adolescent accentuations. The MMPI method is also widely used to diagnose personality accentuations. Studies of personality types include socionics by A. Augustinavičiūtė and S. Dellinger's psychogeometric test for personality research.

Measuring responsibility and its different aspects in psychodiagnostics involves J. Rotter's locus of control method and its scales, as well as a responsibility level assessment questionnaire. Self-awareness psychodiagnostics explores methods for studying self-awareness, self-attitude, and self-esteem, along with approaches to diagnosing personality values.

Understanding aggression and conflict behavior requires analyzing various causes of aggression and diagnosing its sources and types. L.N. Sobchik's test helps determine aggression levels and direction in both children and adults, while the Buss-Durkee questionnaire assesses different types of aggression. The "Personality Aggression and Conflicts" questionnaire by E.P. Ilyin and P.A. Kovalev, as well as E. Wagner's "Hand Test" for in-depth personality analysis, provide further diagnostic tools. Aggression can also be assessed using S. Rosenzweig's frustration test. Conflict resolution styles are explored through K. Thomas's questionnaire, adapted by E.A. Petrova and A.V. Romanova for studying conflict tendencies. E.B. Fantalova's method aids in diagnosing internal conflicts, contributing to a comprehensive understanding of personality dynamics.

Theme 1.7. Psychodiagnostics of a person's functional states.

Psychodiagnostics of a person's emotional states. Diagnosis of functional states.

Methods for assessing a person's functional states and work capacity include evaluating the level of physical development, determining the functional state of the body, and assessing vestibular stability. Djersild's method for assessing a person's mental state is also used.

Psychodiagnostics of a person's emotional sphere involves ten diagnostic methods for evaluating emotional states. This includes diagnosing the level of empathy, emotional expression, and emotional intelligence. Psychophysiological methods are used to assess emotional states, as well as diagnostics for anxiety, depression, emotional disorders, and stress. Methods for diagnosing neurotic conditions and frustration are also applied.

Fatigue and work capacity can be calculated using E. Kraepelin's table. Functional states are differentially assessed through the "Self-perception, Activity, Mood" method. V.I. Chirkov's questionnaire evaluates functional states in learning and work activities. T.A. Nemchin's questionnaire measures the intensity of neuropsychological stress, while N.P. Fetiskin's questionnaire studies monotony resistance. M.P. Moroz's express-diagnostic method assesses work capacity and

functional states.

Theme 1.8. Psychodiagnostics of a person's motivational sphere. Diagnosis of mental cognitive processes. Diagnosis of school readiness.

Diagnostics of motivation and levels of aspiration include the psychodiagnostics of motives, needs, and motivation. Motivation indicators are used in psychodiagnostics to assess personality through self-report questionnaires and projective methods. Cognitive evaluation is also employed to diagnose motives. D. McClelland and J. Atkinson developed research and diagnostic methods to study achievement motivation, while H. Heckhausen contributed with his own research and methodologies. Various methods are applied to study achievement motivation, as well as psychological techniques to examine learning motivation and students' emotional attitudes toward education.

The psychodiagnostics of attention and sensorimotor reactions involve assessing attention characteristics such as stability, concentration, distribution, shifting, and selectivity. Memory and mnemonic activity are diagnosed by evaluating short-term, long-term, and working memory. Thinking diagnostics include assessing different types, operations, and characteristics of thinking, distinguishing between reproductive and productive thinking, and diagnosing object-related, symbolic, sign-based, and imaginative thinking. The psychodiagnostics of imagination and visualization, along with cognitive styles of cognitive activity, are also conducted.

Psychological readiness for school is defined as a child's attainment of a certain level of cognitive abilities and personal qualities. The main components of school readiness include motivation, intellectual development, volitional readiness, and communication skills. Role-playing games serve as a psychological diagnostic tool for school maturity by evaluating role awareness, the ability to control personal situations, and the development of substitutive functions of thinking. Additionally, the child's ability to interact with peers in a play setting is assessed. External behavior serves as an indicator of psychological readiness for school.

Yasyukova's methodology evaluates information processing speed, voluntary attention, short-term auditory and visual memory, speech development, visual, conceptual, and abstract thinking, adaptability, and educational potential, including self-esteem and emotional attitudes toward school. E.I. Cheblanova and I.S. Averina developed the MADIS express diagnostic method for assessing the intellectual abilities of children aged 6-7. A. Ivanova's methodology examines the learning assimilation levels of children aged 6-9. The Kern-Yerashek test is used to assess the level of school readiness.

III. GUIDELINES AND RECOMMENDATIONS FOR PRACTICAL SESSIONS

Practical exercises in the "General Psychodiagnostics" course aim to reinforce the theoretical knowledge acquired in lectures while helping students

develop analytical and research skills. Through additional readings and historical sources, students expand their knowledge base scientifically and critically.

Recommended Topics for Practical Sessions:

1. Introduction to Psychodiagnostics – Understanding psychodiagnostics as a science and practical activity. Historical overview of psychodiagnostics.
2. Psychodiagnostic Testing and Research – Classification of psychodiagnostic methods and forms of psychological testing.
3. Psychometric Foundations of Psychodiagnostics – Representativeness of test norms and key stages in test development.
4. Psychodiagnostic Assessment of Personality and Psychological Testing – Identifying psychomotor characteristics of individuals.
5. Diagnosis of Temperament and Nervous System Characteristics – Multifactorial personality assessment questionnaires.
6. Projective Psychodiagnostics – Evaluation of personality traits, aggression, and conflict behavior diagnostics.
7. Psychodiagnostics of Functional States – Emotional state assessments and functional state diagnostics.
8. Motivational Sphere and Cognitive Process Diagnostics – Diagnosis of motivation, cognitive abilities, and school readiness.
9. Interpersonal Relationship Diagnostics – Family, marital, and parental relationship assessments.
10. Professional Activity Diagnostics – Psychological evaluation of employees, workplace adaptation, and job performance issues.
11. Clinical Psychodiagnostics – Methods of diagnosing psychological disorders and mental health assessment.

Implementation of Practical Exercises

- Practical sessions should take place in multimedia-equipped classrooms under the guidance of a professor.
- Active and interactive teaching methods should be employed, utilizing appropriate pedagogical and information technologies.
- Students should apply psychodiagnostic methodologies and compile psychodiagnostic reports based on their assessments.

By following these recommendations, students will develop essential skills in psychodiagnostics, allowing them to apply their knowledge in real-world psychological assessments.

IV. SELF-STUDY AND ASSIGNMENTS

Recommended Assignments for Self-study:

Actively working with textbooks and study materials to deeply understand the covered topics.

- Preparing in advance for lectures, practical sessions, and exams, making effective use of time.
- Submitting independent study assignments within the specified

deadlines for each subject (module).

- Avoiding plagiarism (copying) when completing independent study assignments.

- Contributing to collaborative independent study assignments in small groups by aligning actions with the team's common goal and completing assigned tasks on time.

- For organizing independent study, it is recommended to use the following formats, considering the specifics of the subject:

- Preparing an analytical report (essay) on a given topic.

- Completing a creative or artistic work.

- Carrying out a coursework (project).

- Preparing an analytical presentation on a specific topic.

- Conducting a comprehensive analysis of a given issue, providing definitions and conclusions.

- Finding solutions to existing practical problems and developing projects by preparing tests, discussion questions, and assignments.

- Writing a scientific article, theses, and reports.

Recommended topics for independent study:

1. The relationship between psychodiagnostics and branches of psychology.

2. The interconnections between scientific and applied psychodiagnostics.

3. Differences between psychodiagnostic research and scientific research.

4. Achievements and shortcomings of computer-based psychodiagnostics.

5. The history of psychodiagnostics development in Uzbekistan.

6. The current state of psychological testing.

7. Requirements for users and developers of psychodiagnostic methods.

8. Correlation analysis as a method for determining reliability and validity; regression analysis.

9. Rules for forming samples for standardization.

10. The complexity index (effectiveness) and discrimination of test items.

11. Psychometric preparation requirements for psychologists.

12. Methods of obtaining information about a person: L-data, Q-data, T-data.

13. Assessment center and alt-assessment as methods for comprehensive personnel evaluation.

14. Psychodiagnostics in school psychological services.

15. Associative methods as the basis for story, history, or sentence-based methodologies.

16. Methods for diagnosing neurotic conditions.

17. Diagnosis of frustration.

18. Methods for studying achievement motivation.

19. Psychological methods for studying learning motivation and students' emotional attitudes toward learning.

20. School readiness.

21. Diagnosis of learning progress and the formation level of study groups.

22. Tests for special populations.

	<p>23. Testing infants and preschool-aged children.</p> <p>24. Comprehensive assessment of individuals with delayed mental development.</p> <p>25. Differential Aptitude Tests (DAT).</p> <p>26. Methods and techniques for diagnosing parent-child relationships.</p> <p>27. Psychodiagnostics in employment services.</p> <p>Note: It is recommended that the topics from this list be used in accordance with the allocated independent study hours. For independently studied topics, students are encouraged to prepare and present reports, crosswords, diagrams, presentation materials, and essays.</p> <p>The requirements for organizing students' independent study are based on Order No. 136 of the Ministry of Higher Education, Science, and Innovation of the Republic of Uzbekistan, dated April 29, 2024, "On the Approval of the Model Procedure for Organizing Independent Study for Students in Higher Education Institutions".</p> <p>The assessment of independent study is carried out by uploading completed assignments to HEMIS throughout the semester, as well as through responses to midterm and final tests and questions.</p>
3.	<p>V. Learning outcomes of the course (developed competencies)</p> <p><i>The student should:</i></p> <ul style="list-style-type: none"> - Have an understanding of the subject and objectives of General Psychodiagnostics, its methods and methodologies, psychodiagnostic research and examinations, and the psychometric criteria of psychodiagnostic methods. - Be able to apply the methods of General Psychodiagnostics in research, implement methods and methodologies based on their interrelation, understand the psychometric criteria of psychological tests, assess their advantages and disadvantages, and apply psychodiagnostic methodologies according to their characteristics. - Possess skills in applying psychodiagnostic methods and methodologies, using psychodiagnostic methodologies according to psychometric criteria, ensuring their reliability and validity, developing and adapting methodologies, selecting appropriate methodologies for testing areas, and improving the application of psychodiagnostic methodologies.
4.	<p>VI. EDUCATIONAL TECHNOLOGIES AND METHODS:</p> <ul style="list-style-type: none"> • Lectures • Interactive Case Studies • Group Work • Presentations • Teamwork.
5	<p>This course program has been improved in accordance with Decree No. 87 of the Ministry of Higher Education, Science, and Innovation of the Republic of Uzbekistan, dated March 29, 2024, "On Improving the Process of Developing</p>

	Normative-Methodological Documents for Higher Education”. It has been refined considering international best practices, particularly those of Moscow State University (ranked 33rd) in globally recognized rankings.
6.	<p style="text-align: center;">VIII. PRIMARY AND ADDITIONAL EDUCATIONAL LITERATURE AND INFORMATION SOURCES</p> <p style="text-align: center;">Main Literature</p> <p>1. N.A.G`avibova, S.X.Jalilova Umumiy psixodiagnostika. -T .: «Fan va texnologiya», 2018, 260 bet.</p> <p>2. Бодалев А.А, Столин В.В. Общая психодиагностика. -СПб.: Речь, 2020.-440 с.</p> <p>3. Бурлачук Ф.Е. Психодиагностика. СПб.: Питер, 2018.-351 с.</p> <p>4. A.I.Rasulov, L.I.Toyrova, L.U.Inagamova Umumiy psixodiagnostika Darslik. - Toshkent 2021 yil. 252 b.</p> <p style="text-align: center;">Additional Literature</p> <p>1. Sh.M. Mirziyoyev. Hozirgi zamon va Yangi O‘zbekiston. - Toshkent: O‘zbekiston, 2024.</p> <p>2. Mirziyoyev Sh.M. Yangi O‘zbekistonda taraqqiyot strategiyasi asosida demokratik islohotlar yo‘lini qat’iy davom ettiramiz. 6-jild. - Toshkent: O‘zbekiston, 2023</p> <p>3. Sh.M. Mirziyoyev. Yangi O‘zbekistonda erkin va faravon yashaylik. 5-jild.- Toshkent: O‘zbekiston, 2023.</p> <p>4. Mirziyoyev Sh.M. Inson qadri, uning huquq va erkinliklari, qonuniy manfaatlar uchun. –Toshkent: O‘zbekiston, 2022.</p> <p>5. Sh.M. Mirziyoyev. Yangi O‘zbekiston taraqqiyot strategiyasi. To‘ldirilgan ikkinchi nashri. - Toshkent: O‘zbekiston, 2022.</p> <p>6. Дилео Д. Детский рисунок: диагностика и интерпретация. М.: 17 Апрель-пресс, ЭКСМО-пресс, 2001.</p> <p>7. Дружинин В.Н. Психология общих способностей. СПб.: Питер, 2006.</p> <p>10. Психологическая диагностика / Под ред. К.М. Гуревича, Е.М. Борисовой. СПб.: Питер, 2004.</p> <p>8. Психологическая диагностика / Под ред. М.К. Акимовой. СПб.: Питер, 2005.</p> <p>9. Шмелев А.Г. и коллектив. Основы психодиагностики. Ростов на\Д., 1996.</p> <p>10. Расулов А.И. Умумий психодиагностика. –Тошкент, «LESSON PRESS» нашриёти, 2020. -280 б.</p> <p>14. А.И.Расулов Психодиагностика.-Т., “Mumtoz so‘z”-2010,-169 б.</p> <p>11. Романова Е.С. Графические методы в практической психологии. СПб.: Речь, 2002.</p> <p>12. Романова Е.С. Психодиагностика.-Спб.:Питер, 2009.-400с.</p> <p>13. Собчик Л.Н. Введение в психологию индивидуальности. М.: Ин-т прикладной психологии, 1998.</p> <p>14. Туник Е.Е. Тест Торренса. Диагностика креативности. СПб.: ИМАТОН,</p>

	<p>1998.</p> <p>15.Фетискин Н.П., Козлов В.В., Мануйлов Г.М. Социально-психологическая диагностика развития личности и малых групп. М.: Изд-во Института Психотерапии, 2002.</p> <p>16.Шмелев А.Г. Психодиагностика личностных черт. - С. – Петербург: Речь, 2002.</p> <p>17.Червинская К.Р. Компьютерная психодиагностика. СПб.: Речь, 2003.</p> <p style="text-align: center;">Information Sources</p> <p>18.http://azps.ru/tests/ 23.http://psiholognew.com/cont.html</p> <p>19.http://www.psyportal.info/psygage/test 25.http://psylist.net/praktikum/</p> <p>20.http://www.psychology.ru/tests/ 27.http://www.psychological.ru</p> <p>21.www.lusher-color.com</p>
7.	<p>The syllabus of the course was approved by Protocol No. __ “__” _____, 20__ of the Department of “Foreign Economic Activity” at Tashkent State University of Oriental Studies.</p> <p>The syllabus was approved at the meeting of the Academic-Methodological Council of TSUOS on “__” _____, 2024 (Protocol No. __) and is recommended for the educational process.</p>
8.	<p>Person Responsible for the Course/Module:</p> <p>T.S.Sattarov – TSUOS, Senior Lecturer, "Pedagogy and Psychology" Department.</p>
9.	<p>Reviewers:</p> <p>Sh.Kh.Abdullaeva – Head of the Department “Pedagogy va psychology”, Professor, Doctor of Psychological Sciences.</p> <p>Bafaev M.M. – Head of the “Psychology” Department, Pedagogy and Psychology Faculty, Tashkent State Pedagogical University named after Nizami, PhD in Psychological Sciences.</p>