

Efficiency Of Using Psychophysiological Methods In Diagnosing Psychic Development

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Abstract: This article examines the effectiveness of psychophysiological methods in the comprehensive diagnosis of psychological development in individuals. It analyzes how modern techniques, such as Electroencephalography (EEG), Event-Related Potentials (ERPs), and skin conductance, provide objective and quantitative data about the underlying brain mechanisms and autonomic nervous system activity related to cognitive and emotional functioning. The study suggests that integrating these non-invasive physiological measures with traditional psychological assessments significantly enhances the accuracy and reliability of developmental diagnoses, particularly in early detection of potential risks or atypical developmental trajectories, offering a more holistic and empirical perspective on the child's or individual's mental growth.

Keywords: Psychophysiological methods, Psychological development, Diagnosis, Effectiveness, EEG, ERPs, Cognitive function, Brain mechanisms, Assessment, Non-invasive, Objective data, Autonomic nervous system, Reliability, Early detection, Developmental risks, Mental growth.

Introduction: It should be noted that psychological and pedagogical Diagnostics is a developing branch of science, at the same time as its practicality and relevance, the exact boundaries of this field, its difference from other disciplines and its peculiarities have not yet been fully contained. Therefore, we will dwell only on some aspects of psychological and pedagogical diagnostics.

The direction of psychological diagnostics assumes an active influence from a psychologist on the process of structuring human personality and individuality. The task of a psychologist working in the field of public education is to organize his activities based on a certain rule, criterion, develop the psyche of children, students, students according to the characteristics of the age period, to introduce into practice the laws of personality formation. Helping the teaching community individualize the education of students, children, is represented by their ability to instruct teachers in carrying out correctional work, depending on the level of interest.

In addition, the researcher must react differently to the experimental examination. For example, children of preschool age should be interested in such a way that children are more in the experimenter's room and

strive to fulfill all his requirements. This can be achieved by showing children interesting pictures and telling them stories, or by making various objects out of cubes.

It should be noted that psychic deprivation is a complex and manifested phenomenon in different species. Some of its species are highly vulnerable to correction, while others are less vulnerable. In many cases, the duration of the influence of deprivatory conditions depends on the age of the person, his personal characteristics. Therefore, working with the consequences of psychic deprivation requires taking into account all conditions and individual psychotherapeutic approach.

All experts believe that there were and will not be special tests of psychic deprivation. Therefore, it is necessary to have a comprehensive study of the opinions and mulochases that psychologists can express, and then come from their results. The cooperation of a number of employees is necessary in this – pediatrician, psychoneurologist, psychiatrist, psychologist, social worker, educator, etc. All experts believe that there were and will not be special tests of psychic deprivation. Therefore, it is necessary to have a comprehensive study of the opinions and mulochases

that psychologists can express, and then come from their results. The cooperation of a number of employees is necessary in this – pediatrician, psychoneurologist, psychiatrist, psychologist, social worker, educator, etc. Since the effectiveness of therapeutic and corrective measures also depends on timely learning, it is necessary to familiarize all employees who will interact with deprived children with these signs. First of all there are pediatricians, educators, social workers and pediatric nurses. Deprivation psychodiagnostics and diagnosis are characterized by its complex and complex process that must go through several stages.

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Taking into account the psychic States of children brought up in different educational institutions and in order to be far from negatively affecting them, it is envisaged to follow several rules, these are:

- Diagnosis time does not exceed 30-40 minutes;
- It is not recommended to diagnose the child after the disease, to carry out after two weeks after the child has recovered;
- * The room where the diagnosis is carried out is comfortable for the child and the room is ventilated;
- To make a diagnosis, the child will get to know the psychologist as well as possible; diagnosis time does not exceed 30-40 minutes;
- It is not recommended to diagnose the child after the disease, to carry out after two weeks after the child has

recovered;

* The room where the diagnosis is carried out is comfortable for the child and the room is ventilated;

- To make a diagnosis, the child will get to know the psychologist as well as possible;

- To lower the child's level of anxiety before starting the diagnosis, it is explained to him in an understandable way about who the psychologist is and what they are dealing with;

- The need to sit on the diagonal (oblique) side from the child at the time of diagnosis;

* Diagnosis requires restraint. This means that you should not pay attention to certain actions of the child. Because it is difficult for children to sit physiologically calm. It is especially advisable to take into account that children with deprivation are difficult to attract attention, and the state of depression in them is slightly higher;

- The need for everything necessary for diagnosis, from information about the child to water* Diagnosis requires restraint. This means that you should not pay attention to certain actions of the child. Because it is difficult.

At this point, it should be noted that one of the important characteristics of psychodiagnostics plays an important role in understanding the guidance, guidance that the child is given during the study. The instruction is understandable, it should correspond to the age and level of mental development of the child. After the child begins to complete the assignment, it is necessary to reinforce the instruction with examples or with support, which forms a positive attitude towards the activity in the tester.

M.M.M.Saregorodseva observed that a peer next to a child cannot influence his development and fill the relationship with meaning. These children prefer to observe their peers, have little active relationship with their partner, their facial expressions become poor, so it will be necessary for an older person to direct children's contacts, teach others to see someone who is just like him. The relationship of children increases their emotional tone and gives new impressions, which is considered very important for such a closed institution as a children's home. The relationship of children affects their general psychic development. They serve as an important resource in the development of child cognition. The main direction in the child's psychic development is organized by his communication with adults. Due to the late development of the need for this communication in foster children, the child does not develop full - fledged emotional-personal communication, the need for

situative-work interaction with adults does not form in time, remains behind. In addition, in foster children in a foster home, a subjective-personal, directional relationship with adults does not arise, as in children growing up in the family.

In place of the conclusion, the analysis of psychodiagnostic events and observations in various educational institutions can be used not only in individual work with children, but also in conducting group educational events. In this, the educator can correctly determine the role of each group member in the educational process, and based on this, one form or another of influence can be used. In place of the conclusion, the analysis of psychodiagnostic events and observations in various educational institutions can be used not only in individual work with children, but also in conducting gr.

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