



# ПСИХОЛОГИЯ XXI СТОЛЕТИЯ

---

in the future it is appropriate to research the aspects of the relationship between social-psychological competence and the level of readiness for expert work.

### References.

1. Glassman AH, Shapiro PA, Depression and the course of coronary artery disease. *Am J Psychiatry*. 1998. - P. 4-11.
2. Gmott HG between Parent and Children. NY, 2003. P – 219.
3. Golniiz G., Schulz-Wulf G. Ritmisch-psychomotorische Musiktherapie. Jena, 2004.- 112 p.
4. Mehribian A. An analysis of personality theories. – Englewood Cliffs. NJ: Prentice-Hall, 2004. - p. 240.
5. Olimov L. Ya. Basics of psychodiagnostics and psychometrics. Textbook. « Durdona « publishing house. Bukhara. 20 21. - B. \_ 747.
6. Reynolds CK, Gutkin TB *School Psychology: Essentials of theory and practice – IV.V.*, 1984.
7. Satir V. *The new peoplemaking*. – California: Science and Behavior Books, Inc., Mountain View, 2003. - 400 p.
8. Enikeev M. I. *Legal psychology: the basis of general and social psychology: uchebnik dlya vuzov*. M.: Norma: INFRA-M, 2017. 640 p.
9. Enikeev M.I. *Basic public and legal psychology*. - M., 1996. - S. 130–131.
10. Enikolopov S.M. *Problemy forensic and psychological expertise // Sb. Voprosy forensic-psychological examination*. 1978.
11. Kostitsky M.V. *Forensic-psychological examination*.— Lviv: 1987.
12. Makhmudova H.T. *Basic judicial and psychological expertise in the Republic of Uzbekistan // Pedagogical education*. - No. 5. - T., 2011. – S. 6-11. \_
13. Makhmudova H.T. *Forensic-psychological parameters, imeyushchie otnoshenie k uridicheski znachimomu povedeniyu po statyam Grajdanskogo kodeksa Respubliki Uzbekistan / Bulletin of Verkhovnogo suda Respubliki Uzbekistan*. - No. 6, 2012. - S. 54-56. \_

## PSYCHOLOGICAL MECHANISMS OF IMPROVING THE PSYCHODIAGNOSTIC COMPETENCE OF A PSYCHOLOGIST IN COURT AND INVESTIGATION ACTIVITIES

*Olimov Laziz Yarashovich,  
Bukhara, Uzbekistan*

**Abstract.** *This article discusses the study of the manifestation and development of factors of competence in the activities of a forensic psychologist and the improvement of its specific socio-psychological factors, the identification of components, the study of the manifestation and development of communicative, emotional and personal components of a forensic psychologist; in the development of socio-psychological competence of forensic psychologists, their connection with the legal system is revealed.*

**Key words:** *forensic psychologist-expert, socio-psychological competence, forensic psychological examination, professional competence, competence, personality of an expert, emotional intelligence, professional activity.*

Analysis of the human factor in many schools of psychology in the world and in our

republic, their professional and socio-psychological special attention is being paid to the use of various psychological methods in the development of

Analyzing the scientific research works on the mechanisms of improving the professional competence of the psychologist in the process of trial and investigation in modern psychology, we paid special attention to the theoretical interpretation of many psychological features related to the methodology of professional competence in them. Based on the analysis of several scientific literature, we can see that there are different approaches by researchers to determine the competence of a psychologist.

We can see the process of professional competence in the practice of not only social and applied psychology, but also many branches of psychology. A similar category is expressed in scientific literature, and a single scientific methodological development of a perfect level has not yet been adopted to evaluate the effectiveness of professional activity as a criterion of social-psychological efficiency as a means of competence.

Our observations on the study of the competence of the psychologist as a specialist and forensic psychologist in the court and investigation process and the analysis of the fundamental literature related to the research problem require special attention to the views of scientists dealing with the problems of psychologist competence.

The professional competence of a psychologist as a specialist and court psychologist expert means their professional activity, which implies the ability to perform practical professional activity and professional treatment at a sufficiently high level. At the same time, the professional competence of a psychologist can be assessed by the proportionality of his professional knowledge and skills, and on the other hand, his professional position and psychological qualities.

A.I. Subetto explores the concepts of competence and competence within the categories of quality, characteristic, skill. He emphasizes that the concepts of competence and competence are a complex structural and dynamic learning process, but are secondary to the categories of quality and characteristics. This, in turn, is subject to the following general principles:

- the principle of integrity and systematicity, on which the working structure of quality is based;
- the quality of the object at the high quality level, and the external structure of the quality determines the quality of the interaction of the object or process with the external environment at the real quality level;
- the principle of the existence of a system of potential and actual external and business conflicts in the emergence and development of quality;
- the principle of reflecting the quality of various processes in the results.

General aspects of the competence problem G.M. Andreyeva, Ye.A. Abulkhanova-Slavskaya, N.S. Aulova, V.P. Bederkhanova, O.A. Bulavenko, A.A. Dunyushin, O.A. Konopkin, M. Kyarest, V.A. Labunskaya, M.D. Lapteva, A.N. Leontev, A.K. Markova, D. Myers, Ye.S. Mikhailova, A.V. Petrovsky, Dj. Raven, A.V. Raysev, G.M. Romansev, S.L. Rubinstein, L.G. Semushina, A.V. Khutorsky, E.F. Zeer, A.J. Yujaninova [4,6,8].

O.A. Bulavenko suggests that competence should be considered not as a characteristic feature of professional activity, but as a state of a person's persistently increased or decreased activity [7].

In our opinion, competence is manifested only in active professional activity, some stability in activity can be an obstacle to its success.

Educator A.A. Dunyushin emphasizes that social-psychological competence of a person is the ability to apply knowledge, skills and abilities necessary for interaction with people in professional activities.

Apparently, the author of the opinion was identified by the following several comments:

- a) competence can be assessed as a description of a specific activity subject;
- b) the content of competence depends on the purpose, structure and special requirements of professional activity;

c) competence emotional-volitional qualities, sociability of a person, intellectual potential, orientation of a person serve as a basis for competence [9].

So, based on the above analysis, we can see that one of the urgent tasks is to develop aspects related to the professional competence of forensic psychologists and psychologists in the process of court and investigation, and it is necessary to assess the research of various aspects of their professional activity as a requirement of the present time.

It is known that the legal basis for appointing an expert in any criminal cases, especially psychology, requiring special knowledge and experience (competencies) is provided in Article 172 of the Criminal Procedure Code of the Republic of Uzbekistan.

As defined in paragraph 5 of Article 173 of the Criminal Code of the Republic of Uzbekistan (Conditions for appointing and conducting an expert opinion), the expert opinion is «when perceiving, remembering and questioning the mental and physical state of the victim, the witness and the circumstances that are important for the case It is necessary to appoint and transfer when it is necessary to determine that they have the ability to express themselves, as well as the ability of the victim to independently protect his rights and legal interests during the criminal proceedings. Naturally, it determines the need to evaluate mental phenomena that are the subject of psychology's research.

The legal basis for conducting forensic psychological examinations in civil court proceedings is the decision issued by the judge of the civil court. As defined in Article 84 of the Federal Criminal Code of the Republic of Uzbekistan, expertise is appointed when there is a need to conduct specific research using special, in particular, psychology knowledge. This is intended.

According to Article 3 of the Law of the Republic of Uzbekistan «On Forensic Expertise» entitled «Basic Concepts», forensic expert examinations are carried out by a forensic expert based on special knowledge in the field of science, technology, art or craft. It is intended to carry out and give a conclusion.

Based on the established standards for the appointment of SPE in criminal proceedings, in the study of the individual-psychological characteristics of the subject who committed a serious crime, his stable motivational-spiritual reasons, as well as the person committed it is carried out when there are difficulties or complications in the assessment of the causes of the crime, due to the fact that it is not possible to determine the legal remedy for the committed action or inaction in an appropriate manner.

The importance of SPE can also be applied in the process of resolving civil legal disputes. In order to appoint an expert in this case, any specific information related to the psychological aspects of one or the other of the parties, for example, the subject's intellectual, knowing, under the influence of delusion, deception or violence, mental pressure at the time of the transaction information about low ability may be the cause.

Thus, psychological concepts related to one or another solution of controversial issues that fall under the jurisdiction of the court for the appointment of SPE in both criminal and civil proceedings, various manifestation mechanisms of the psyche of persons undergoing criminal proceedings or participating in civil proceedings from a psychological point of view It should be noted that any specific information deemed necessary for evaluation may be the cause.

legal practice, the use of psychological theories and practices (experiences) related to the field is one of the most important tasks of making a fair decision and making a judgment or ruling today. Unfortunately, due to the lack of a special institution or center for organizing and conducting forensic psychological examinations, this work is carried out by professors and teachers working in the higher education system of the regions. In addition, it can be noted that the lack of a training system for forensic psychologist-experts causes various difficulties [10].

According to Clause 29 of the «Sample Regulation on the Procedure for Conducting a Forensic Expertise by the State Forensic Expertise Institution or Other Enterprise, Institution, Organization», «Expert opinion consists of three parts: introduction, examination and conclusions (final) will consist of».

The conclusion of the forensic psychological examination commission is an official written document, in which, in accordance with the Codes of Criminal Procedure and Civil Procedure of the Republic of Uzbekistan, the legal grounds and conditions for conducting a forensic psychological examination, the issues put before the expert or experts, they are The experts, as well as the conclusions of the expert commission, will be reflected. The conclusion of the forensic psychological examination shall be considered proof (evidence) in a criminal or civil case.

The conclusion of the commission of forensic psychological expertise is drawn up in a printed form signed by all the experts who conducted the expertise, and it is sealed with the seal of the institution where the forensic psychological expertise was conducted. The general term for drawing up a conclusion should not be later than 15 days after the completion of the expert examination and the issuance of expert conclusions (including in cases where more than one conclusion was drawn up by them due to a disagreement between experts). When the expertise is carried out by the commission, one of the members of the expert commission (the secretary) is responsible for preparing the draft of the expert opinion, agreeing on its text with other members of the expert commission, and drawing up the conclusion.

The conclusion of the forensic psychological examination is formalized in the following order:

1. General part

1.1. Introduction to the conclusion.

1.2. The introductory part of the summary reflects the following:

- date and place of forensic psychological examination;
- legal basis for conducting a forensic psychological examination;
- information about the body (person) that appointed the forensic examination;
- relevant information about the forensic psychological examination commission (surname, first name, title, education, specialization, length of service, academic degree and academic title, position held) and the organization;

• As stated in Articles 238, 240 of the Criminal Code of the Republic of Uzbekistan, a forensic expert may testify falsely, disclose information from an inquiry or preliminary investigation without the permission of the investigator, investigator or prosecutor, as well as the expert's refusal to give a conclusion or this warning of prosecution for evasion of work;

- questions to be determined by an expert or an expert commission. They must be clearly expressed in the court ruling or the decision of the investigative bodies to appoint an expert.

If the questions are expressed incorrectly (not clearly, not in accordance with the accepted terms, etc.), but their meaning is understandable to the expert, the expert can express the questions according to his special knowledge. Having asked several questions, the expert has the right to recategorize them, to state them in a sequence that ensures the order in accordance with the purpose of the investigation.

- Case materials and medical documents submitted to the expert for forensic psychological examination;

- Official information about the respondents who participated in the forensic psychological examination.

1.3. If the forensic psychological examination is being conducted additionally or repeatedly, it should be noted in the introduction of the conclusion. In these cases, brief information about the previous expertise (expertise) - when, where and by whom it was conducted, what conclusions (conclusions) were given, the grounds for appointing this expertise are given.

1.4. If an official request for additional materials for examination by an expert (experts) was submitted during the forensic psychological examination, the introduction of the conclusion should reflect this case and the results of consideration of the request (applications) need

2. Diagnostic measures (research) part

2.1. In the initial stage, the method of determining the biography of the respondent is used.

In this process, chronological order should be followed in determining the events related to the respondent from his birth to the present time, as well as during education, family, work, marriage, social (including criminal) life. a specific activity model is evaluated psychodiagnostically.

2.2. The inspection should reflect the following:

- information obtained from criminal or civil case materials directly describing the behavior, individual-psychological (typological) characteristics and mental state of the examinee in the period before the situation or events related to it. This examination is mainly based on the information provided by the victims, witnesses (plaintiffs, defendants) and allows determining the direction of the person being examined in place and time within the scope of the ability to understand the situation as a whole;

- basic information about the child of the subject, the beginning of schooling, adolescence, early youth, adult life,

- it stipulates the «biographical method» of examining the psychology of the subject;

- the table personality characteristics of the specific characteristics of the person that are related to the person in the period before the incident;

- in the case where it happened, the issues about the individual, the information about the mental illness of the examined person (registered in a psychiatric dispensary or not), factors confirming or rejecting the solution should be justified taking into account. If the respondent has a mental disorder, it is necessary to clearly and consistently reflect the development of the disease and its course, not to generalize, but to note the specific features of the psychopathological experiences. This includes the dates of placement in psychiatric hospitals, the diagnoses of each hospitalization or outpatient psychiatric examination (including past outpatient or in-hospital forensic psychiatric examinations), and the person being examined during that period. it is necessary to give the characteristics of the mental state;

- in the absence of information about the person being investigated, it is necessary to diagnose the psychological characteristics of a person who entered into this or that social relationship in the social environment, and in this, his individual-psychological structure should be taken into account;

- experienced somatic and other diseases and their effect on the mental state;

- not only workplaces and positions held, but also job descriptions, if possible, and the opinions of colleagues about work;

- information about the conviction (if any) should include a brief description of the offense committed, this is especially important if it is of the same type as the offense currently committed. Descriptions of places of deprivation of liberty, if any;

- It is necessary to explain the legal situation in detail.

2.3. When relying on this or that information, it is necessary to indicate its source, and when using criminal or civil cases, the serial numbers of pages and volumes must be indicated.

2.4. Experimental-psychological examination is the central part of the SPE conclusion, in which the mental (psychological) state of the person being examined, the picture created as a result of the examination should be clearly reflected.

Its content includes the following components:

• A brief analysis of the content of the interview conducted with the respondent (a verbal analysis of his experiences in relation to the period of investigation);

• a description of the behavior of the person being examined during the examination, which also includes an assessment of the specific characteristics of communication (maintenance of a certain distance, level of interest, emotional indifference, etc.);

• clearly knowing the direction (orientation) in a situation of legal importance, critical approach to the happening events, emotional state in understanding the purpose of investigation;

- assessment of the situation of legal significance by the person being examined.

2.5. Experimental-psychological examination using diagnostic (diagnostic) methods.

• it is indicated what special means (methods and methodologies-methods) the examination was carried out, in which the full name of the methodology accepted in psychodiagnostics, the author of the methodology, if the methodology has been modified, the author of the modification or a reference to a scientific source must be provided. These are important for the investigator and the court to make sure that the expert research methods are complete and scientific, their validity, and that their application is correct;

• a detailed description of the work process, in which the stages, methods and means of recording the results, data obtained as a result of the use of experimental methods, interpretation of the obtained results are described;

- assessment of the cognitive capabilities of the examined person;

- diagnosis of aspects of accentuation in the behavior of the examined person.

2.6. Comparative analysis of working materials and results of experimental-psychological examination.

• Psychological analysis, taking into account the testimony of the parties (case materials), the case situation, and the experiences of the person being examined during the interview - during the «report», before and after events of legal significance, individual-psychological should be reflected (compared) in accordance with the test results;

• The results of the examination (working materials, including medical documents and experimental testing) should meet the requirements of the criteria of the phenomenology of the psychological processes that are relevant to the behavior of the subject of the examination.

3. Reasoning part (conclusions and their justification)

3.1. It reflects the evaluation of the research results on the issues put before the expert commission, the reasoning and expression of the conclusions.

3.2. The justifying (final) part of the conclusion consists of an assessment of the psychological state of the person being examined, answers to questions and their detailed justification.

3.3. None of the questions put to the expert can remain unanswered and cannot be missed. If there is reason for the expert to answer some questions and give information about the impossibility of answering others, then a single conclusion is drawn up, in which, along with the expert conclusions, some of the questions put to the expert Reasons for not being able to answer are given.

The questions put before the forensic psychologist cannot be solved on the basis of his special psychological knowledge in the field, the examination objects and materials presented to him are unsuitable and insufficient for drawing conclusions, the lack of additional materials or the science and court - when he is convinced that the practice of the expert does not allow to answer these questions, he draws up a document on the inability to give a conclusion and submits it to the body that appointed the forensic examination.

3.4. The conclusion must be written in a language that is understandable for the participants of the trial or the employees of the investigative body, who do not have knowledge of the science of psychology. Therefore, in the conclusion, special terms should not be used too much, and in special cases, the meaning of special terms should be explained.

3.5. It is necessary not to allow expert judgments and conclusions on issues related to the special competence of the court or investigation in criminal or civil case.

If a re-examination is appointed, if there is a difference in its conclusion with the conclusions of the previous examination, it is necessary to conduct an analysis of the conclusions of these examinations, which should contain elements of differential diagnosis. Alternatively, the conclusion may indicate situations that are important for the work and determined by the initiative of the expert.

4. The role of an expert psychologist in comprehensive forensic psychological and psychiatric examinations

4.1. It serves as the foundational principle of equal rights of experts. According to him, a psychologist has the same procedural rights and obligations as any expert, that is, he does not enjoy any advantages in solving issues on the merits. Equality of experts determines the equal value of the obtained inspection results and conclusions. Each of them is initially separated in full.

4.2. Expert psychologists immediately start conducting complex court psychological-psychiatric examination after receiving the decision or ruling on its appointment. From this moment on, they will be responsible for timely and quality examination. Including in the criminal procedure, they are responsible for refusing to give a conclusion or deliberately giving a false conclusion.

4.3. An expert psychologist familiarizes himself with the materials of a criminal or civil case, identifies the issues before him, clarifies their nature, determines the final goals and specific tasks of the investigation, determines its general plan, the sequence of execution of individual operations. They include:

- a specific stage of the examination period consists in studying the information on the qualification (assessment) of the mental state of the person being examined under the authority of a psychiatrist (mental (organic, endogenous, exogenous, etc.) and not falling into the category of mental illness, with work incapacity conditional diseases). Achieving these decisive goals is not only of independent expert importance, but also constitutes a real basis for the performance of the remaining tasks of a psychological nature;

- taking into account the cases related to mental illnesses identified by the psychiatrist, the psychological expert conducts his examination. It takes into account the set of pathopsychological symptoms (symptomatic complex), that is, before the psychological examination, a psychiatric examination must be carried out;

- experimental-psychological examination of the subject of the examination of the psychological expert (on the basis of the analysis of work situations and witness statements, case materials) taking into account psychiatric data and in one or another legally significant situation of criminal or civil proceedings must carry out an inspection;

- the psychologist expert determines the examination position and, in accordance with the obtained results, makes a conclusion about the emotional state (including behavioral components) of the examined person in a situation of legal significance.

5. The conclusion of the psychologist expert in complex court psychological and psychiatric examinations

5.1. The process of formalizing the results of the examination of the forensic psychologist-expert in the complex forensic psychological-psychiatric expertise is structured as follows:

- introduction (introductory part), anamnesis, description of physical, neurological and mental condition and analysis of case (criminal or civil) materials are carried out by psychiatric experts;

- the examination of the psychological expert is carried out in the context of the issues raised by psychologists, taking into account special knowledge. The methods used and the results of their application, which formed the basis of the conclusion, should be presented in full. Violation of this requirement is a reason to consider the expert's opinion insufficiently substantiated, because the legislation emphasizes the importance of the information about the materials used, the methods used, and the inspections carried out being fully reflected in the opinion.

5.2. The psychologist-expert participating in the comprehensive examination signs the part of the conclusion (along with his own conclusions) describing the examinations he conducted, and he is responsible for it .

6. Business and document storage

6.1. Establishing record keeping and document storage ensures the preservation of materials as documents, as well as their use for scientific and practical purposes. Extracts from



the materials of criminal and civil cases, conclusions of forensic psychological expertise, journal of registration of expertise, correspondence with judicial investigation bodies are handled separately and stored in the organization.

6.2. Original copies of forensic psychological examinations are given to investigative and judicial bodies based on the decisions or rulings of these bodies.

6.3. In the above-mentioned cases, the provision of information is carried out with the permission of the head of the institution that established the forensic psychological expert commission or his substitute.

6.4. If there is no archive for the storage of these documents, the documents of the expertise (reports, conclusions) that must be kept for a period of 3 years will be destroyed.

It should also be noted that after evaluating the results of the expert examination, the court may call the expert for questioning to explain his conclusion, if he recognizes the expert opinion as insufficiently clear or incomplete (Article 86, O' of the Criminal Procedure Code Article 186 of the Criminal Code of the Republic of Uzbekistan). Additional expertise may be assigned to this expert or another expert psychologist, if the expert's conclusion is not specified during the questioning of the expert. If the expert's opinion is not substantiated or its correctness is in doubt, the re-examination is assigned to another expert or experts. Experts must keep an account of the conducted expertise.

As stated in paragraph 16 of the Resolution No. 24 of the Plenum of the Supreme Court of the Republic of Uzbekistan dated 12.12.2008 «On some issues arising in court practice in the appointment, conduct and assessment of expert opinions in civil cases», «Courts they should strictly distinguish the basis and procedure for appointment of additional, re-, complex and commission expertise».

The conclusion of the psychologist-expert must be drawn up within the framework of existing legal logic, competently literate, covering all subtle differences of the situation.

As stated in paragraph 22 of this decision of the Plenum, «the opinion of an expert may not be used as a basis for a court decision», and expert opinions should be presented in such a way that the stages of the court can fully use them.

In accordance with paragraph 32 of the «Sample Regulation on the Procedure for Conducting a Forensic Expertise by the State Forensic Expertise Institution or Other Enterprise, Institution, Organization», and should be stated in a clear, understandable language that does not allow for different interpretations.

Psychotechnique aimed at the development of psychological characteristics that arise in connection with the professional development of a person, and based on the analysis of the results obtained from the diagnostic and control experiments in the evaluation of the effectiveness of the training module, in addition, the program for the development of social-psychological competence of forensic psychologists and its professional development of forensic psychologists. The results of the study of the effect on the activity revealed the following:

1. It was determined that social-psychological and professional competence is important in the professional activity of a forensic psychologist as a set of knowledge, skills and qualifications related to the field that ensures the effective functioning of a forensic psychologist.

2. Factors affecting the manifestation and development of socio-psychological competence in the professional activity of a forensic psychologist can serve to improve the level of professionalism.

3. The ability of a forensic psychologist to enter into an adequate relationship with one or another person, in particular, a high level of communication in forensic psychological examinations, the ability to analyze communication situations, adequate sensitivity to the behavior, actions, mental experiences of the interlocutor and to various situations characterized by the manifestation of the qualities of flexibility at a certain level.

### References.

1. Golniiz G., Schulz-Wulf G. Ritmisch-psychomotorische Musiktherapie. Jena, 2004.- 112 p.
2. Glassman AH, Shapiro PA, Depression and the course of coronary artery disease. Am J Psychiatry. 1998. - P. 4-11.
3. Gmott HG between Parent and Children. NY, 2003. P – 219.
4. Makhmudova Z.M. , Olimov L. Yes . Formation of psychological protection mechanisms in teenagers in extreme situations . Monograph. «Bukhara Regional Printing House LLC» publishing house. Bukhara. 20 21 . -B. 160 .
5. Makhmudova Z.M. , Olimov L. Yes . Psychodiagnostics . Study guide . «Turan zamin zia « publishing house . Tashkent 2014 . \_ - B. \_ 298 .
6. Olimov L. Ya. Basics of psychodiagnostics and psychometrics . Textbook . «Durdona « publishing house . Bukhara . 20 21 . - B. \_ 747.
7. Olimov L. Ya. General psychodiagnostics . «Durdona « publishing house . Bukhara . 20 20 . - B. \_ 1103 .
8. Olimov L. Ya., Makhmudova ZM . Psychodiagnostics and experimental psychology. study guide . «Turon zamin ziya» publishing house. T. 2020. -B. 820 .
9. Olimov L. Ya., Nazarov AM . Psychology of deviant children . Study guide . Tafakkur Avlodoli publishing house. Bukhara. 20 20 . - B. \_ 490.
10. Olimov L.Ya., Makhmudova ZM. The uniqueness of the manifestation of psychological defense mechanisms in teenagers . Scientific Journal of Psychology. 202 1 year , 4 issues 103-112 b .
11. Olimov L.Ya., Makhmudova Z. M. \_ Psychological mechanism of deviant behavior . Psychology of the 21st century. Yaroslavl., 2020. -S. 125-127.
12. Olimov L.Ya., Makhmudova ZM. Psychological protection mechanisms and coping behavior in stressful situations . Psychology. Uchrediteli: Bukhara State University, 31-38.
13. Olimov L.Ya. , Makhmudova ZM Psychological defense mechanisms in stressful situations and social psychological features of coping behavior: psychological defense mechanisms in stressful situations . Scientific Journal of Psychology . 2020 , 4 issues 109-115 b .

## O‘SPIRINLARDA HUQUQIY ONGNI RIVOJLANTIRISHNING PEDAGOGIK-PSIXOLOGIK MASALALARI

*Ortiqov Sirojiddin Sa’dullayevich,  
Samarkand, Uzbekistan*

*Annatsiya. Maqolada o‘spirinlarda huquqiy ongni rivojlantirishning pedagogik-psixologik masalalari o‘rganilgan. Ilmiy manbalar tahliliga ko‘ra huquqiy onglilik va huquqiy savodxonlik masalasini shaxsning ontogenetik taraqqiyot bosqichida shaxsning taraqqiyot bosqichlariga ko‘ra tadqiq etishga zarurat tug‘ildi. Huquqiy bilimlarni shaxs tomonidan o‘zlashtirishning muhim shartlaridan biri – fanga oid tushunchalarning shakllanganligi va ularning kundalik amaliyotda qo‘llash ko‘nikmalariga egaligi bilan tavsiflanishidir.*

*Kalit so‘zlar: falsafa, mantiq, pedagogika, dialekt, huquqiy ong, huquqiy madaniyat, huquqiy savodxonlik, yoshlar tarbiyasi, o‘qituvchi-tarbiyachilar, jamoatchilik, barkamol yoshlar, ustuvor vazifalar, muammolar.*

## Содержание

3	<b>ВВЕДЕНИЕ</b>
5	<b>Абдулаева А.В.</b> Значимость интегративного подхода в изучении психологических детерминант адаптации студентов к условиям обучения в вузе
8	<b>Абдуллоев К. Ф.</b> Психологические аспекты предпринимательской личности и деятельности
11	<b>Абдурасулов Р.А., Маджидов Ж.Б.</b> Значение исследования отношений социометрическим методом в профессиональных футбольных командах
18	<b>Абдурахманова Н. А.</b> Психологические воззрения на развитие на основе взаимодействия религии и культуры
21	<b>Авезов О.</b> Оказание психологической помощи населению в чрезвычайных ситуациях
24	<b>Агаева Д.</b> Теоретические и методологические подходы к психологической подготовке педагога к профессиональной деятельности
28	<b>Акалаев Р.Н., Шоумаров Г.Б., Алимов У.Х., Акалаева А.А., Хонбабаева Р.Х., Иномова Ш.А.</b> Роль базисной семьи в формировании суицидальной попытки у женщин
29	<b>Аминова Г.</b> Психологические факторы формирования творческого мышления будущей воспитателей дошкольной образовательной организации
32	<b>Амиркулов Ж. Р.</b> Теоретическая организация понятия таланта в психологии
35	<b>Аскарва А. Т.</b> Психолого-педагогическое просвещение родителей в сфере нарушений в развитии ребенка
41	<b>Атаджанов М. Ю.</b> Узбекские просветители о формировании национального психологического образа
43	<b>Ахмедова М. А.</b> Роль независимой молодежной организации в формировании и психологическом развитии молодых людей от 18 до 30 лет
46	<b>Ачилова М. М.</b> Интерпретация развития эмпатии у педагога в социально-психологических исследованиях
50	<b>Бабаджанова Н.Р., Цой С.В.</b> Психологическая служба как часть гуманитарной среды вуза
52	<b>Бабаджанова С.А.</b> Особенности проявления эмоционального состояния в педагогической деятельности
55	<b>Базарбаева А. Б., Бекбергенова Д. М.</b> Вклад п.б.ганнушкина и б.в.зейгарника в патопсихологию
57	<b>Баратова Д.А.</b> Психологические особенности неполных семей
59	<b>Баратов Х. Ш.</b> Профессиональная компетентность будущих учителей физической культуры к коррекционно-оздоровительной работе и этапы ее формирования
61	<b>Баратов Ш. Ш.</b> Формирование кадрового потенциала таможенных органов в условиях перехода к «интеллектуальной таможне»
64	<b>Бекбергенова Ж. Т., Жолдасова Х. Ж.</b> Стресс в психологии
66	<b>Бекназарова Л. С.</b> Психологические особенности инновационного образования в формировании творческих навыков
69	<b>Бекова Ш.Ж.</b> Психологические особенности формирования культуры общения ребенка в семье
72	<b>Бозорова Д. С.</b> Анализ понятия ответственности в современной психологии
74	<b>Валиева Д.Г.</b> Исследование влияния памяти на интеллект у студентов с психодиагностической точки зрения
76	<b>Владислав Г. Л.</b> Психолого-педагогические технологии нейропедагогики в профессиональном становлении

	<i>личности</i>
78	<b>Галаятдинова С.И., Сафронова Е.В., Рабабах А-Х.</b> <i>Психологическая служба вуза в системе наставничества</i>
82	<b>Ганжиев Ф. Ф.</b> <i>Социально-психологические особенности агрессивных подростков (результаты исследования)</i>
87	<b>Гиёсова В. Ш.</b> <i>Буллинг и развитие кибербуллинга среди подростков</i>
90	<b>Гуламова Л. Х.</b> <i>Педагогико - психологическая особенность развития правовых знаний у подростков</i>
93	<b>Дехконбоев Ш. О.</b> <i>Особенности судебно-психологической экспертизы</i>
97	<b>Джалалова М.</b> <i>Психологические факторы, препятствующие психическому здоровью детей дошкольного возраста</i>
100	<b>Джурсаев Б.</b> <i>Правовая культура и психологические науки, сформированные у подростков, и их значение</i>
103	<b>Джуханова Н.Х.</b> <i>Комплексы и страхи, формирующиеся у человека при определении своего места в общест</i>
106	<b>Елмуратова А. У.</b> <i>Особенности психологической защиты у легкоатлетов различного уровня квалификации</i>
108	<b>Жабборов А. М.</b> <i>Научные подходы к формированию механизма психологической защиты человека</i>
113	<b>Жабборов Ж. А.</b> <i>Анализ проблемы потребности в духовном наследии наших предков</i>
116	<b>Жазбулганова А.А.</b> <i>Проекционная структура психики человека</i>
117	<b>Жалолов Т. С.</b> <i>Способ использования программы spss при обработке психологических данных</i>
121	<b>Закиров С.С.</b> <i>Влияние искусственного интеллекта на будущее трудоустройства и профессионального развития: вызовы и возможности в эпоху цифровой революции</i>
124	<b>Зиявитдинова Г. З., Меликулова Ш. Н.</b> <i>Роль родительских отношений в формировании агрессивности подростков</i>
126	<b>Зиявитдинова Г. З., Содиқова Ш. М.</b> <i>Феномен перфекционизма в психологии</i>
129	<b>Зиявитдинова Г.З., Азимова С. А.</b> <i>Стрессоустойчивость как психологический феномен</i>
131	<b>Зиявитдинова Г. З., Розимбаева Э. И.</b> <i>Роль эмоционального интеллекта в межличностных отношениях</i>
133	<b>Зухурова Д. А.</b> <i>«Я-концепция» и ее социально-психологическая сущность</i>
135	<b>Зухурова Ш.</b> <i>Психологические особенности формирования профессиональной ответственности у студентов</i>
139	<b>Ибрагимова З.</b> <i>Социальные сети как трансформация подросткового интимного дневника</i>
141	<b>Иванова Н.Л., Беляева Т.А.</b> <i>Игровые технологии в работе с компаниями: бизнес-психологический подход</i>
143	<b>Инамов А.К.</b> <i>Социально-психологические особенности профессиональной мотивации сотрудников внутренних дел</i>
148	<b>Исабаева С.Б.</b> <i>Зависит ли успех ребенка от родителей</i>
152	<b>Исматова Д. Т.</b> <i>психологические и педагогические особенности отношений между родителем и ребенком в семье</i>
154	<b>Исхакова Ш.И., Негматова Ш.Ш.</b> <i>Межкультурные ценности в подростковом возрасте важность развития</i>
157	<b>Ишанкулова Н. И.</b> <i>Теоретические основы изучения конфликтов в семейных отношениях</i>
160	<b>Кобилова Ф. Т.</b>

	<i>Психологические особенности развития навыков иностранного языка для учителей начальных классов</i>
164	<b>Калиллаева У. А.</b> <i>Представления подростков о девиантном поведении</i>
167	<b>Камалова С.</b> <i>Особенности психологических особенностей адаптационных процессов иностранных студентов, обучающихся в высших учебных заведениях</i>
170	<b>Камилова Н.Г.</b> <i>Социально-психологические принципы ресоциализации и реинтеграции в социум неорганизованной молодежи.</i>
173	<b>Каримов Х.</b> <i>Манипулятив таъсир самарадорлиги омиллари</i>
175	<b>Каримова В.М.</b> <i>Методологические проблемы социальных исследований в условиях глобальных преобразований</i>
178	<b>Каримов Ж.Б.</b> <i>Стресс в оперативно-розыскной деятельности</i>
180	<b>Касимова Б.Р.</b> <i>Взгляды восточных мыслителей на создание здоровых психологических отношений в молодых семьях</i>
184	<b>Каюмов Б. З.</b> <i>Роль информационных технологий в формировании творчества в образовательном процессе студентов</i>
187	<b>Кисляков П.А., Белов М.С., Меерсон А.-Л.С., Силаева О.А.</b> <i>Роль тренера в формировании ценностно-мотивационной сферы спортсменов с целью демонстрации моральных норм в спорте и правил спортивной этики</i>
189	<b>Китаева М.П.</b> <i>Интегративные психотехнологии как средство преодоления психологического отчуждения</i>
191	<b>Козлова И. А.</b> <i>Бёсэн и хибки в практике рэйки</i>
192	<b>Коллонтай Г.А.</b> <i>Богобан – эффективный коуч-инструмент теории метамодерна при внедрении в бизнес-системы для повышения уровня субъективного благополучия сотрудников</i>
194	<b>Кольчугина Н.И., Шмелева Е.А., Кисляков П.А., Львова Ю.А.</b> <i>Самозффективность и профессиональная жизнестойкость педагога: особенности взаимосвязи</i>
196	<b>Кудратова М. У.</b> <i>Психологические факторы профессиональной квалификации военнослужащих</i>
198	<b>Кудратуллаева Р.Б., Махмудова Х.У.</b> <i>Актуальные проблемы психического здоровья вич положительных женщин</i>
200	<b>Латипова Ч. Н.</b> <i>Мотивация студентов государственных и негосударственных вузов отношение к учебной деятельности</i>
205	<b>Лактеева С. В., Логвинова Ю. В., Шацова Н. В.</b> <i>Современная психология - путь к решению функциональных расстройств личности</i>
207	<b>Мажидов Н.</b> <i>Научно-практические особенности ориентации на педагогическую профессию</i>
209	<b>Маматова Н. Д.</b> <i>Исследование факторов, обеспечивающих стабильность семьи, в психологии зарубежья</i>
213	<b>Мамбеталина А. С., Мадазимова К. Т.</b> <i>Основные факторы субъективного благополучия сотрудников</i>
218	<b>Мамирова Ф. С.</b> <i>Образное мышление как психологический фактор развития слабослышащих детей</i>
219	<b>Махатова Н. И.</b> <i>Гендерные особенности управленческой деятельности в социокультурной сфере</i>
222	<b>Махмудов И.И.</b> <i>Из опыта разработки профессиограммы руководителей службы энергоснабжения железной дороги</i>
224	<b>Меерсон А.-Л.С.</b> <i>Методы и технологии развития психологической устойчивости у обучающихся разного возраста</i>
225	<b>Мелихонов Б.</b>

	<i>Социально-психологическая характеристика нравственного воспитания молодежи</i>
228	<b>Мухслисов С.С.</b> <i>Педагогико-психологические факторы развития организационной компетентности у будущих учителей информатики</i>
230	<b>Муртазаева Ш. М.</b> <i>Психологические особенности отношений между родителями и детьми в семье</i>
232	<b>Мухамедова Д.Г., Кенжаева М.</b> <i>Психологические особенности взаимоотношений родительских и супружеских пар</i>
235	<b>Мухитдинова М.Ш.</b> <i>Проблема изучения совладания личности с хроническими болезнями</i>
236	<b>Салахутдинова М.И.</b> <i>Искусственный интеллект в развитии маркетинговых исследований психологии потребителей</i>
239	<b>Нагайшбаева С.</b> <i>Теоретическое личности подросткового возраста</i>
243	<b>Наджмидинова Г. А.</b> <i>Место и значение женщин захиде-суфие в истории суфизма</i>
247	<b>Нарзуллаева Ж.Э.</b> <i>Проблема адаптации иностранных студентов к обучению</i>
250	<b>Нарзикулова Ф.</b> <i>Анализ развития мотивационно-ценностного компонента, как социально-психологическая особенность в профессиональной деятельности педагога</i>
253	<b>Нарзуллоева С.С.</b> <i>Формирование профессиональной компетенции медицинской сестры</i>
256	<b>Нармуродова Р.У.</b> <i>Анализ психологических аспектов семейных конфликтов</i>
259	<b>Насимов С.Х</b> <i>Кичик мактаб ёшидаги ўқувчиларнинг мактабга адаптацияси</i>
263	<b>Нижегородцева Н.В.</b> <i>Готовность к обучению как предмет психологического исследования</i>
265	<b>Ниязметова Г.И.</b> <i>Развитие в зрелом возрасте: управление и сопровождение</i>
267	<b>Норкобилова С. Г.</b> <i>Синдром дефицита внимания и гиперактивности (сдвг), его причины, факторы риска и профилактика</i>
270	<b>Нурматов Э. О.</b> <i>Сущность понятия социальной зрелости в психологии</i>
274	<b>Одилова Н.Г.</b> <i>Развитость личностных коррелянтов при социальном взаимодействии, как основа нравственного самосознания</i>
276	<b>Омарова Г. Б.</b> <i>Психолого-педагогические основы обеспечения благоприятной воспитывающей среды в организациях образования</i>
283	<b>Оспанбек Н. Б.</b> <i>Эмоциональное выгорание замещающих родителей как причина вторичного сиротства у детей</i>
287	<b>Останов Ш. Ш.</b> <i>Педагогико-психологические аспекты развития креативности у подростков с проблемами поведения</i>
291	<b>Павленко С. А.</b> <i>Метод развития самосознания при помощи игропрактики</i>
293	<b>Полицинская Е. В.</b> <i>Нейропедагогика в развитии эмоционального интеллекта при подготовке будущего инженера</i>
295	<b>Полуян А.А.</b> <i>Структурные компоненты психологического здоровья</i>
297	<b>Поставнев В.М., Поставнева И.В.</b> <i>Подготовка будущих педагогов начальной школы к работе с одаренными детьми</i>
299	<b>Раджабов А.</b> <i>Креативное творчество будущего учителя музыки</i>
301	<b>Ражабова М.Ю.</b> <i>Мактабгача таълим тизимида психологик хизматнинг самарадорлиги</i>
305	<b>Рахимова И.И., Алланазарова М. Ж.</b>

	<i>Особенности психологического состояния у лиц, завершивших военную службу и перешедших в статус отставки</i>
307	<b>Рахимова И. И., Муродов М. Ё.</b> <i>Социально-психологические аспекты девиантного поведения молодежи в профилактических учреждениях</i>
309	<b>Рахимова И. И., Олимжонов С. К.</b> <i>Исследование теоретических аспектов социальной активности молодежи</i>
311	<b>Рахимова М.Х.</b> <i>Инновационные подходы дошкольных образовательных организаций в совместной работе с родителями</i>
313	<b>Рахманова Д.Ф.</b> <i>Социально-психологические особенности при развитии профессиональной компетентности</i>
318	<b>Рахматова Н.С.</b> <i>Развитие воли в поведении и межличностных отношениях</i>
320	<b>Рахмонова Ш.Л.</b> <i>Вариации в когнитивном развитии детей на начальном этапе детского возраста, учитывая их половую принадлежность.</i>
322	<b>Ржаной К.О.</b> <i>Психосоматика лишнего веса</i>
324	<b>Рузикулов Ф.Р.</b> <i>Социально-психологические и этнопсихологические проблемы, связанные с разводом в узбекских семьях</i>
327	<b>Рустамов Ш.Ш.</b> <i>Методические принципы изучения инновационной деятельности у студентов</i>
330	<b>Саидазизова З. У.</b> <i>Особенности эмоционального состояния матерей в аспекте их взаимодействия с детьми</i>
331	<b>Салохиддинова Г. А.</b> <i>Психологические особенности работы с подростковыми трудностями</i>
334	<b>Саминжонов Я. З.</b> <i>Социально-психологические причины суицида у подростков</i>
338	<b>Саноккулов М. Э., Элов З. С.</b> <i>Социально-психологические причины формирования девиантного поведения у подростков</i>
343	<b>Сартакова Е.В.</b> <i>Типология рефлексии в контексте применения коучинга в системе образования</i>
345	<b>Саттарова Д.Э.</b> <i>Системное развитие индуктивного и дедуктивного мышления как фактор повышения эффективности обучения</i>
349	<b>Сатторова М. И.</b> <i>Психолого-педагогическая модель развития жизнестойкости педагога</i>
353	<b>Сафаров Д. Х.</b> <i>Концепции иностранной компетенции в современной практике управления</i>
355	<b>Селиванов В.В., Селиванова Л.Н.</b> <i>Психическое субъекта в онтологии виртуальной реальности</i>
357	<b>Селюгина К.В.</b> <i>Значение категории “предательства” для релокантов из россии в кыргызской республике</i>
361	<b>Собиров А.А.</b> <i>Особенности психологического здоровья педагогов с разным уровнем профессионального мастерства в условиях цифровой трансформации образовательного процесса</i>
364	<b>Сулётбаева Э.С.</b> <i>Этнопсихологические особенности каракалпакской семьи, как основа подготовки молодёжи к семейной жизни</i>
365	<b>Сулётбаева Э.С.</b> <i>Сущность понятия «подготовка к семейной жизни»: психолого-педагогические аспекты</i>
367	<b>Суюнов О.Ж.</b> <i>Социальные представления об уверенном поведении у студентов</i>
371	<b>Терентьева Т.С.</b> <i>Активация ресурсного состояния счастья через речь</i>
372	<b>Тойлоқов У. Б.</b> <i>Обретение юридических понятий в системе профессионального образования</i>
374	<b>Торик М. Д.</b> <i>Препятствия на пути установления “контакта с собой” (коучинговый аспект)</i>
377	<b>Тохирова Г.Д.</b>

	<i>Поддержка социальной активности женщин как приоритетная задача государственной политики</i>
379	<b>Тошева М. Ю.</b> <i>Состояние изучения проблемы подросткового стресса в зарубежной психологии</i>
384	<b>Трушина И.А., Лисичкина А.Г.</b> <i>Взаимосвязь потребности в достижении цели и полихронности у молодежи</i>
385	<b>Туймуродова А.Ш.</b> <i>Социально-психологические механизмы оказания психологической помощи военным сообществам</i>
387	<b>Туляганова Д.У., Мухамедалиева Н. М.</b> <i>Реабилитация семейных отношений при супружеских конфликтах в молодых семьях</i>
394	<b>Тургунова Гулру Тоджибойевна</b> <i>Методологические основы изучения личности в среде интернет</i>
397	<b>Туропова М.А</b> <i>Подготовка к семейной жизни современной молодёжи</i>
402	<b>Умарова Д.Т.</b> <i>Социально-психологические особенности развития рефлексивных черт</i>
404	<b>Усманиева Г.А.</b> <i>Формирование мультилингвизма в образовательном процессе</i>
406	<b>Усманова М.Н.</b> <i>Формы и причины возникновения буллинга в средней школе</i>
409	<b>Файзиева М.Х.</b> <i>Личностные особенности системы психологической защиты</i>
411	<b>Хайдаров Ш. Ш.</b> <i>Главные аспекты психологического здоровья у будущих инженеров</i>
414	<b>Хамроева Д. Р.</b> <i>Формирование творческого мышления у учащихся начальных классов с дефектами развития в системе непрерывного образования улучшение</i>
418	<b>Хасанова М. Т.</b> <i>Теоретические основы изучения билингвизма в современных психологических исследованиях</i>
421	<b>Холбоева Г.</b> <i>Инновационный подход к подготовке детей к этапу начального образования</i>
424	<b>Хорошева Ю.С.</b> <i>Чувство профессиональной гордости: механизмы и факторы формирования</i>
426	<b>Хохлова Л. П.</b> <i>Трансмодальный сценарный анализ совокупности событий проблемы клиента</i>
429	<b>Цой В. С.</b> <i>Понятие свободы в контексте феномена свободных денег</i>
431	<b>Шайланов Е. С.</b> <i>Психологическое благополучие детей в образовательных учреждениях: ключевые аспекты и практические рекомендации</i>
436	<b>Шамсиева М. Б.</b> <i>Лингвокогнитивный подход автора к изображению пейзажа в художественном тексте</i>
438	<b>Шоумаров Г.Б., Акалаев Р.Н., Алимов У.Х., Акалаева А.А., Хонбабаева Р.Х., Каримова М.М.</b> <i>Особенности парасуицидального самоотравления у подрастающего поколения (взгляд из медицинского стационара)</i>
440	<b>Яковлева Т.В.</b> <i>Преодоление психологических травм через восстановление целостности души: подходы шаманизма и эмоционально-образной терапии</i>
443	<b>Янгибоева Д. Р.</b> <i>Психологические особенности социальных отношений в многодетных семьях</i>
445	<b>Abdurakhmanova Z. E.</b> <i>Socio-psychological features of marital relations in international families</i>
447	<b>Abdurasulov R. A. Eshmonov O. B.</b> <i>Stress muammosining ilmiy nazariy tahlili.</i>
450	<b>Abduraxmonov F. M.</b> <i>Ota-onalar bilan farzand munosabatlarining o'zbek oilalari muhitida o'rganilishi</i>
453	<b>Akhmedova Z. J.</b> <i>Theoretical aspects of adaptation of primary school students to educational activities</i>
455	<b>Alqarov E.M.</b> <i>Huquqiy madaniyatni rivojlantirishning falsafiy jihatdan o'rganilganligi talqini</i>
458	<b>Amonova D.A., Elov Z.S.</b>



	<i>Psychodynamic aspects of deviant behavior</i>
461	<b>Asrorov I. B.</b> <i>Jamiyatda huquqiy madaniyatni rivojlantirishning metodologik tahlili</i>
465	<b>Avezova B. K.</b> <i>Theoretical analysis of the essence of the self-management system</i>
469	<b>Azizova D. R.</b> <i>Tarix darslarida muammoli vaziyatlarni yaratish orqali o'quvchilarning tafakkurini rivojlantirish</i>
471	<b>Baqoyeva M. Sh.</b> <i>Understanding and combating school bullying: comprehensive prevention strategies</i>
474	<b>Baxriddinov M. M.</b> <i>Xulgi og'ishgan bolalarda destruktiv xulq-atvor va uning shakllari</i>
484	<b>Dadaxadjayeva D.M.</b> <i>Tibbiyot xodimlari kasbiy faoliyatida emotsional holatlar</i>
487	<b>Djumaniyozova M. K.</b> <i>Specific aspects of the development of motivational psychology</i>
491	<b>Djurakulova D. F.</b> <i>Aybdorlik hissini yuzaga keltiruvchi omillar va ularning psixokorreksiyasi</i>
494	<b>Elmurodov U. Y.</b> <i>Boshqaruv tizimi quyi bo'g'larida rahbarlik faoliyatini takomillashtirish</i>
498	<b>G'oziyev X. N.</b> <i>Oiladagi nosog'lom muhitni bola psixologiyasiga ta'siri</i>
500	<b>G'aybulloyev A. A.</b> <i>Bullying in schoolchildren socio-psychological mechanisms of normalization of behavior</i>
504	<b>Hamroyev J.U.</b> <i>Socio-psychological characteristics of formation of intellectual skills in modern youth with the help of artificial intelligence</i>
508	<b>Ibodova G.I.</b> <i>Cyberbullying and suicidal behavior in adolescents</i>
511	<b>Ismailova A.R.</b> <i>Features of mental activity of schoolchildren in adolescence</i>
514	<b>Karimova N.K.</b> <i>Jamiyatda sog'lom turmush tarzini shakllantirishning tibbiy- psixologik xususiyatlari</i>
518	<b>Keldiyorov O.X.</b> <i>Yoshlarda huquqiy sovdxonlikni ortirishning falsafiy hamda psixologik talqini</i>
522	<b>Kodirova D.T.</b> <i>Talabalarning oila va oilaviy munosabatlariga oid jtimoiy-psixologik tasavvurlari</i>
528	<b>Kuchiboyev Sh. A.</b> <i>O'smirlarda huquqiy tushunchalarni rivojlantirish</i>
533	<b>Kurbaniyozova R. Y.</b> <i>Experimental study of psychological values</i>
535	<b>Maxmudova Z.M.</b> <i>Socio-psychological diagnostics of professional competence of employees</i>
541	<b>Muradullayeva B.A.</b> <i>Oilada ijtimoiy axloq mezonlari hamda qadiriylar tizimini shakllantirish</i>
543	<b>Musinova R.Y., Qurbonova A.D.</b> <i>Victim syndrome</i>
546	<b>Mustafayeva M.Sh.</b> <i>Text of the scientific work on the topic: the study of alexithymy phenomenon by foreign scientists and the views of eastern thinkers on this issue</i>
549	<b>Nabiyeva D.T.</b> <i>O'zbek oilalari funksiyalari va yoshlarni oilaviy hayotga psixologik tayyorlash</i>
552	<b>Nabiyeva M.R.</b> <i>Oilaviy munosabatlarda konfliktli vaziyatlarni oldini olishning psixologik jihatlari</i>
556	<b>Ochilova F.B.</b> <i>Avlodlararo munosabatlar muammosi psixologik tadqiqotlar ob'ekti sifatida</i>
559	<b>Odamova U.K.</b> <i>Text of the scientific work on the topic "content of effective organization of psychological service in the organization of preschool education"</i>
562	<b>Oktamova Sh.O.</b> <i>Legal bases of activity on the prevention of delinquency among minors</i>
565	<b>Oktamova Sh.O.</b> <i>The role of communication in the mental development of a child</i>

568	<b>Olimov L.Y., Rozikova M.F.</b> <i>Demonstration of the competence of the forensic psychologist expert</i>
573	<b>Olimov L.Y.</b> <i>Psychological mechanisms of improving the psychodiagnostic competence of a psychologist in court and investigation activities</i>
581	<b>Ortiqov S.S.</b> <i>O'spirinlarda huquqiy ongini rivojlantirishning pedagogik-psixologik masalalari</i>
587	<b>O'tamurodov S.G'.</b> <i>Yoshlarda destruktiv xulq-atvor paydo bo'lishi va psixoprofilaktikasi</i>
588	<b>Qodirova D.M.</b> <i>Socio-psychological aspects of communicative competence of future psychologists</i>
591	<b>Qodirov O.S.</b> <i>O'smirlarda jinoiy xulq-atvor motivlari psixoprofilaktikasining ijtimoiy xususiyatlari</i>
594	<b>Quchkarova F.X.</b> <i>Turmush tarzi – vijdon erkinligi huquqiy psixologiyasining zamini sifatida</i>
598	<b>Rajabova G. Z.</b> <i>Socio-psychological process in the formation of a child's personality</i>
600	<b>Raxmatov F.U.</b> <i>Tarbiyasi qiyin voyaga etmaganlar bilan ishlashning psixoprofilaktik mexanizmlari</i>
603	<b>Sadullaeva M.</b> <i>Manifestation of psychological violence in the educational process</i>
606	<b>Sagindikov J.N., Sagindikova N.J.</b> <i>Psixologiyada gender xususiyatlari talqini</i>
609	<b>Sagindikova N.J.</b> <i>Jamiyatda gender mas'uliyatini rivojlantirish zaruriy shartlari</i>
611	<b>Saidmuratova M. B.</b> <i>Directing children to learn through the study of intrinsic and extrinsic motives</i>
615	<b>Saidov A. I.</b> <i>Oilaga tayyorlik fenomenining uzoq yillardan buyon tadqiq etilishi</i>
619	<b>Shamsiyev O'B., Tohirova M.U.</b> <i>Ko'rishda nuqsoni bor shaxslarda muvaffaqiyatga erishish motivatsiyasi va mag'lubiyatdan qochish motivatsiyasini o'rganish</i>
623	<b>Shomurodov I.X.</b> <i>Ekstremal vaziyatlarda shaxs psixologik himoya mexanizmi muammosining ilmiy adabiyotlarda yoritilganligi</i>
629	<b>Shukurullayev Xamidulla Nurulla o'g'li,</b> <i>Ta'lim oluvchilarda tafakkur operasialarni tahliliy asoslari</i>
631	<b>Sulaymonova S.A.</b> <i>Social-psychological characteristics of the formation of family relations in adolescents</i>
634	<b>Suleymanova T.G.</b> <i>O'smirlardagi suicidal xulq-atvorning psixologik diagnostikasi va korreksiyasi imkoniyatlari</i>
639	<b>Sultonova M.R.</b> <i>Self-awareness as a psychological problem</i>
641	<b>Tovbayeva M.S.</b> <i>Oilaviy munosabatlarda despotizmning paydo bo'lishida ijtimoiy muxitning ta'siri</i>
645	<b>Toxirova G.D.</b> <i>Xotin-qizlar ijtimoiy faoligini qo'llab-quvvatlash davlat siyosatining ustuvor vazifasi sifatida</i>
647	<b>To'raqulova Z.</b> <i>Aholiga psixologik xizmat ko'rsatishda yuzaga kelayotgan muommolar</i>
651	<b>To'raqulova Sh.D.</b> <i>Aqli zaif o'quvchilarda yozuv malakalarning buzishlari va ularning namoyon bo'lishi</i>
653	<b>To'raqulov L.T.</b> <i>Oila tipidagi bolalar uyi tarbiyalanuvchilarining ijtimoiylashuvida ijtimoiy-psixologik omillarning o'rni</i>
656	<b>Turgunov B. R.</b> <i>Talabalarning intellektual salohiyatini shakllantiruvchi ichki va tashqi omillar</i>
659	<b>Umaraliyeva H.F.</b> <i>O'smirlilik davri psixologik konfliktogenlari va ularning yuzaga kelish sabablari</i>
664	<b>Ummatova S.Sh.</b> <i>Rashk muammosining psixologik mohiyati</i>
670	<b>Urunova N.D.</b> <i>Sog'lom turmush tarzini targ'ib etishning tibbiy-psixologik asoslari</i>

675	<b>Utayev U. S.</b> <i>Yoshlarning har tomonlama barkamol shaxs bo'lib voyaga yetishida psixologik bilimlarning o'rni</i>
678	<b>Xalimova M.V.</b> <i>Ma'suliyat muammosi va uning hazariy asoslari</i>
681	<b>Xotamov Sh.N.</b> <i>Mahkum shaxslarni axloqiy tarbiyalashning pedagogik- psixologik xususiyatlari</i>
685	<b>Yusuvaliyeva A.Y.</b> <i>Maxsus yordamga muhtoj bolalar ijtimoiylashuvida emotsional intellektning o'rni</i>
687	<b>Қодиров У.Д.</b> <i>Защита молодёжи от влияния деструктивных идей как социально-психологическая проблема</i>
690	<b>Қодиров F.</b> <i>Наркомания – ижтимоий-психологик муаммо сифатида</i>
693	<b>Abduhakimova N.</b> <i>Oilaviy ajrimlarning bolalar psixikasiga ta'siri</i>
697	<b>Bobomurodova L.E.</b> <i>Bolalarni komil inson qilib tarbiyalashning pedagogik va psixologik xususiyatlari</i>
700	<b>Hayitov O.E., Shonazarov A.M.</b> <i>Boshqaruv jarayonlarining uslubiy va ijtimoiy-psixologik xususiyatlari</i>
706	<b>Jabbarov H.H.</b> <i>Socio-psychological mechanisms of formation of national qualities in youth behavior</i>
709	<b>Nurmatova M.X.</b> <i>Oilada shaxslararo nizolar va ularni yuzaga kelish sabablari</i>
712	<b>Shonazarov A.M.</b> <i>Maxsus iqtisodiy zonalar faoliyatini boshqarish va ularni samaradorligini oshirishning ijtimoiy-psixologik xususiyatlari</i>
717	<b>Ummatova S.Sh.</b> <i>Oilada rashk muammosi shakllanishining psixologik omillari</i>

**Все материалы конгресса можете  
скачать наших сайтах**

**Наши сайты:**

<https://buxpxti.uz/>

<https://mapn.su/>

<http://zi-kozlov.eu/>

**ПСИХОЛОГИЯ XXI столетия.**

Психология XXI столетия //Сб. научных статей по материалам  
международной конференции «Психология XXI столетия» (Самарканд,  
15-16 марта 2024 г.) /Под ред. В.В.Козлова, Ш.Р.Баратова, М.Н.  
Усмановой. – Самарканд: СамДУ, 2024 – 744 с.

Тираж 500 экз.

Отпечатано на ризографе РПФ «Титул»,  
Г. Ярославль, тел. (4852)58-43-74