

In short, educators, including educators, teachers, or coaches, need to be skilled actors in life. Whether in pre-school, general secondary or higher education, the pupil should be treated appropriately. Being able to treat children as children and adults as nicely as adults is important in educating the younger generation. They need to be prevented from engaging in any kind of negative behavior, such as being bullied, intimidated, or even beaten.[5] During the education of young people, educators and teachers need to create the necessary conditions for young people to think and work freely and independently in the classroom, to fully express their views. Especially in the construction of civil society, it is important to raise and improve the consciousness, culture, sense of belonging and responsibility of citizens at the current level of demand. Of course, this important issue in the activities of young people is distinguished by its relevance.

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ETHICS AND RESPONSIBILITY OF A DIAGNOSTIC PSYCHOLOGIST AT PRESCHOOL

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Abstract: The psychologist is responsible for monitoring the interests of the subject, ensuring his psychological comfort at all stages of the psycho-diagnostic examination, defined in the form of certain norms and rules of professional behavior. The basis of professional ethics is the recognition of the right of every person to the inviolability of the psyche, soul. The diagnostic psychologist must respect the dignity, human rights and

freedoms, religious and moral beliefs of the subject, take them into account when organizing and conducting research, and choose methodological tools. Discrimination on the basis of social origin, ethnicity, financial situation, sexual orientation, etc. Not allowed during psychological and diagnostic examination.

Keywords: Art - therapy, psych diagnostics, psychologist, correction, aspect, therapy, practice.

Compliance with the ethical standards of psychodiagnostics is ensured by the requirements of the principles of the psychologist, his personal and professional qualities and means.

The basic principles of a psychologist are as follows.

- The principle of responsibility;
- The principle of competence;
- The principle of uselessness;
- The principle of confidentiality.

The principle of responsibility implies the responsibility of the psychologist-diagnostician to ensure the mental and physical health, emotional and somatic well-being and social well-being of the subject during the diagnostic process. [1] The psychologist-diagnostician is responsible for monitoring the subject's interests throughout the entire investigation - from task assignment to organizing and conducting the research, processing and interpreting the results. If a psychodiagnostic examination is accompanied by any temporary injury and causes a feeling of emotional and physical discomfort, for example, as a result of the use of an unpleasant emotigenic effect, the psychologist should not exert pressure when deciding on an examination. Only those who voluntarily consent to psychodiagnostic procedures participate. If the verified psychodiagnosis is low, the parent or guardian agrees to his or her participation in the examination.

Psychodiagnostics should be willing to calmly accept the examinee's refusal to participate in the process at any stage and to respect his or her reasons, motives, self-esteem, and experiences.

The psychologist does not restrict the examiner's freedom, he or she may stop the psychodiagnostic work or seek the advice of another psychologist or other specialist.[2] It supports the subject's ability to make independent decisions about solving problems together and does not interfere with actions taken by other professionals. However, if it is performed by other specialists or other psychologists at the same time, he or she may refuse to continue psychodiagnostic procedures.

If the investigation requires a breach or falsification of the original goals and objectives, the psychologist should make sure that this does not lead to significant and long-term harm. The need to violate the objectives of the

study, the guidelines should be revealed after the end of the experimental program. The psychologist is responsible for the accuracy and objectivity of the psychological diagnosis, its purposeful use, and the inadmissibility of the use of the information obtained to the detriment of the subject. Often a special responsibility in writing a psychological conclusion, which plays a decisive role in the fate of the person being examined, lies with psychodiagnostics.

Written characterization requires extreme care and restraint in presenting and interpreting results.[3] In this case, not only scientific but also everyday understanding must take into account the characteristics of a number of psychological categories, such as harmful, mentally retarded, mentally retarded, and so on. The responsibility of the psychologist relates to the form of transmission of psychological information. The results and recommendations are communicated to the client in a way that is understandable and does not allow for the ambiguity of comments or speculations. The professional status of a psychologist is determined not only by personal characteristics and abilities, but also by a qualification that reflects the level of performance of professional duties.

The principle of competence means that a psychodiagnostic examination should always be performed by a qualified psychologist with a basic higher psychological education. [4]He directs psychodiagnostics to daily practical work in accordance with the scientific principles established by the laws of developmental experience and manifestation, based on the psyche and scientific experience. The competence of a psychologist is determined by how much knowledge he has in modern scientific research in his field and maintains a high level of professional knowledge and skills.

Psychologists must always know their powers and limits. A psychologist serves only to solve tasks and problems that fall within his or her professional competence. Therefore, the desire to increase and improve their knowledge, the methodological equipment of their work is a natural professional need for psychodiagnostics, which can be realized in different ways: self-improvement, participation in conferences, symposia and congresses of psychologists, participation in the work, writing monographs, articles, teaching materials, manuals.

The psychologist is well versed in psychodiagnostic conversation, observation and testing skills, which allows him not only to solve the task effectively, but also to maintain the subject's sense of satisfaction from communicating with the specialist.

The skill of the psychologist is to ensure that he or she does not fall into a professionally uncertain situation, such as agreeing to conduct research or organize experimental work with undefined goals and methods of using the

information obtained, and that his or her role or functions are inconsistent or ambiguous. appears in the following cases.

The psychologist takes special care not to be able to carry out his advice professionally, so that his recommendations do not cause unfounded expectations for the client. The client should have an idea of the psychologist's professional ability, his or her level of competence, and ability to solve tasks.

The professional competence of a psychologist is often seen as an integral part of the diagnostic process, which is as important as the selection of psychological diagnostic tools on a science-based basis. Professional competence is based on clear psychological knowledge that allows to draw reliable, objective conclusions, including knowledge in general, age, differential, social and special psychology, as well as in the field of psychopathology and psychiatry.

The professional skill of a psychologist is largely based on general scientific and cultural knowledge that determines the breadth of his or her views. The depth of social thought is necessary to explain the many forms of human behavior

V. K. Gayda identified five areas of knowledge required for psychodiagnostics:

- Know the terms of accepting an order for research;
- Know the conditions (causes) that lead to behavioral changes;
- Technological knowledge;
- Be aware of possible changes in behavior under the influence of the diagnostic process;
- Comparative knowledge.

In the process of making a diagnosis, the psychologist implements another principle - the principle of indifference and impartiality. The psychologist performs his duties regardless of the history of a person's life and past experience, regardless of his appearance, conclusions, subjective impressions about his social status. Psychodiagnostic hypothesis, the objectivity of the psychological conclusion should not be affected by the similarity of personal characteristics, the closeness of psychological, religious, cultural and social relations.[5] During the diagnostic process, the psychologist neither evaluates the statement, nor the method of work, nor the state of mental functions. In writing the conclusion, the psychologist avoids the use of "good memory", "good abilities", "bad character", "passive intellect" and so on.

The principle of confidentiality plays an important role in the work of a psychologist. The respect and trust of the subject or team to the psychologist is determined primarily by how much psychological information is kept confidential. This principle includes the non-disclosure of diagnostic results

without the personal consent of the person being diagnosed. Materials obtained by a psychologist in a psychodiagnostic examination or counseling relationship should not be disclosed, either accidentally or intentionally. The psychologist informs the examinee about what information and to what extent it can be disclosed or disclosed in contact with other professionals. If necessary, for example, in resolving disputes between educators and parents, in determining the professional skills of a particular group member, the results of psychodiagnostic examination can compress the examiner, the client, the psychologist himself, and the science of psychology in general. can be made without namopyon. The form of delivery and the amount of information are accepted in advance by the psychologist, taking into account the individual characteristics of the recipient, the specific situation under investigation.

If a psychodiagnostic examination is performed on an order basis, the psychologist will agree in advance with the client with people who have access to materials that contain psychological information about the subjects. Its form (written descriptions, summary tables, computer version), location and shelf life must also be agreed.

When announcing the results of psychological research, the psychologist should change the names of the survey participants or use a code known only to him.

However, in the work of a psychologist, there are cases where the principle of confidentiality may be violated.[6] This is primarily due to the fact that the data obtained or the observed behaviors endanger the life of the person under investigation or those around him (drug use, suicidal ideation, etc.).

When testing minors, it should be borne in mind that parents may consult a psychologist for the results of their child's test assignments. Such a requirement may lead to a child's right to confidentiality of individual psychological information, especially in adulthood. In this case, the question is not whether to inform the parents about the problems the child knows about the psychologist, but how to do it without harming the child. In this case, it is very important for the psychologist to maintain the confidence of the child, not to break the benevolent relationship with him.

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**DEFINITION OF INDICATORS IN OXIDE ALUMINUM, USED IN GAZOVICH
CHEMICAL PROCESSING COMPLEX**

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Abstract: *In this case, the Shurtan gas-chemical complex during the production of polyethylene, gives the characteristics of aluminum oxide used in the purification of polyethylene from the residues of Sigler-Natta catalysts.*

Keywords: *used alumina, purification of polyethylene, Sigler-Natta catalysts, adsorption, adsorbed.*

In today's fast-paced world, the use of natural resources by people is increasing day by day. Developing fast Today our main goal is to use natural resources wisely and pass them on to future generations. Currently, the level of use of natural resources by man is growing day by day. Therefore, the deep processing of every raw material extracted from the earth, It is our responsibility for generations to create waste-free technologies and prevent damage to nature by various wastes [1].

There are several changes in the form of alumina (Al_2O_3), the most important of which are $\alpha = Al_2O_3$ $\gamma = Al_2O_3$ $\theta = Al_2O_3$ $k = Al_2O_3$ γ -form is thermally processed from hydrates alumina, berrite ($Al_2O_3 \cdot H_2O$) and hydrargillite ($Al_2O_3 \cdot 3H_2O$) are taken from thermal processing $\gamma = Al_2O_3$ becomes $\alpha = Al_2O_3$ as a result of heating. $\alpha = Al_2O_3$ is extremely stable and forms a corundum mineral. Corundum is a white crystalline substance that crystallizes in a rhombohedral lattice. Its hardness is 9 on the Mohs scale, and it liquefies at $2046^{\circ}C$ [2].

Alumina is widely used in the chemical and petrochemical industries as an adsorbent for drying and purifying gaseous and liquid chemicals (Fig. 1), as a catalyst spreader, and in other industries.