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FORMATION OF READINESS OF FUTURE TEACHERS-PSYCHOLOGISTS FOR THE ORGANIZATION OF PSYCHODIAGNOSTIC ACTIVITY

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Annotation: *The article deals with the basics of psychological and pedagogical diagnostics at the present stage of the educational process. The role and significance of diagnostics in the professional activity of a higher school teacher within the framework of the socio-pedagogical process is determined.*

The article reveals the specifics of the implementation of the diagnostic activity of the teacher; the components of the psycho diagnostic culture that contribute to the effective use of psychological and pedagogical methods in the educational process.

Further, the specific features of the implementation of psycho diagnostic activity of specialists in educational practice are considered. Based on the results of an empirical study, it is shown how the subject, conditions and means of psycho diagnostics are reflected in the minds of teachers and psychologists in the course of solving psycho diagnostic problems. The internal conditions for the formation of psychodiagnostic competence of educational specialists are revealed.

In addition, the article should note the content basis of psychological and pedagogical diagnostics in the professional activity of a teacher. The role of psychological and pedagogical diagnostics in the assessment and control of practical results, the implementation of educational programs is noted.

Keywords: *diagnostic activity, psychological and pedagogical diagnostics, professional activity, psychodiagnostic culture of the teacher, stages of psychodiagnostic activity.*

Introduction. The quality of education directly depends on the professional training and educational activities of teachers, especially in the field of vocational education. Teachers should be able to evaluate the results of their activities to develop the personal and educational potential of students, and for this it is necessary to possess psychological and pedagogical methods of diagnosis.

The use of psychological and pedagogical diagnostics allows teachers to consciously improve and create new technologies of training and education, to improve themselves. The creation of a certification and qualification system will also require the knowledge and abilities of organizers and teachers to develop new and adequately apply well-known psychological and pedagogical methods

for diagnosing the development of personality and the level of readiness of students. Knowledge of the methods of psychological and pedagogical diagnostics will allow creating a transparent and understandable system for the recognition of educational results for the general scientific and pedagogical community.

On the part of public practice, the relevance of considering the problems of psychological and pedagogical diagnostics is determined by the following factors [4, 5]:

- 1) the task of further improving pedagogical work in the current conditions of socio-economic development of society, in particular the need to take into account the psychological characteristics of students and their groups in the educational process, significantly improving their study;

- 2) high requirements for the quality of psychological training of teachers and its significant shortcomings, including the weak connection of training with practice, which is manifested in the academic nature of the psychology courses taught, their insufficient orientation to solving practical problems of the educational process;

- 3) the introduction of the post of psychologist in educational institutions and the opening in a number of universities and pedagogical institutes of the country of special faculties and departments that train psychologists, which requires appropriate scientific and methodological equipment.

The purpose of the article is to reveal and theoretically substantiate the main directions of the diagnostic activity of the teacher of professional training in the system of social and educational relations.

Summary of the main material of the article. In any branch of professional activity, a special role belongs to the diagnosis of the condition and quality of the products and the production process. Currently, it is difficult to imagine production, scientific and educational processes without preliminary diagnostics.

Psychological and pedagogical diagnostics is a rather complex and relatively new field of professional activity of teachers, which integrates diagnostic approaches that have developed both in psychology and in pedagogy. It requires appropriate psychological and pedagogical competence, professional skills, as it affects important characteristics of participants in the pedagogical process: students and teachers, their behavior, activities, emotional response, etc. [1, 7].

Psychological and pedagogical diagnostics is a relatively new scientific and practical field of activity, which has not yet been fully understood. It is no accident that there is so little literature devoted to the disclosure of the features of this type of diagnostic activity. Most scientific works are devoted to either psychological or pedagogical diagnostics.

Psychological and pedagogical diagnostics can be defined as an activity aimed at identifying the current state and trends of individual and personal development of the subjects of pedagogical interaction, aimed at managing the quality of the educational process.

Research methods

Psychological and pedagogical diagnostics is one of the components of the pedagogical process, which is an evaluation practice aimed at studying the individual psychological characteristics of the student and the socio-psychological characteristics of the group in order to optimize the educational process [3].

Diagnostic activity in the work of a teacher comes to the fore when first meeting with a group or a new student, when analyzing and evaluating intermediate results by stages of work (summing up the results of a separate event, semester, year results), in problematic cases (student difficulty, offense, deviant behavior) to determine the optimal forms of pedagogical assistance to the student.

A typical feature for diagnostics in education is pedagogical activity aimed at improving the student's personality, his individual and personal development and subject formation. A distinctive feature of diagnostics is its gnostic (recognition) character. Based on these considerations, it is possible to formulate a definition of the diagnostic activity of the teacher.

The diagnostic activity of a teacher is an integral part of his professional activity, aimed at identifying the actual state, specific features, changes in the participants and in the process of socio-pedagogical interaction itself, as well as at predicting the prospects for these changes.

The implementation of psychological and pedagogical diagnostics in practice requires a certain

psychodiagnostic culture from the teacher, which includes the following components [2]:

1. Psychological literacy, which implies knowledge of general, age-related and pedagogical psychology, understanding of the psychological realities that serve as the object of diagnostic research, as well as the objectivity of the teacher when conducting testing and reporting the results. It is unacceptable to put pressure on the subject during the testing process, to misinterpret the results, to report information that can hinder his development or injure his psyche. Finally, for teachers – practical psychologists, the commandment of doctors "Do no harm" is relevant.

2. The teacher's knowledge of diagnostic tools, understanding of the principles of its use. The teacher must learn such concepts as validity, reliability and accuracy related to the main diagnostic tool – the test.

3. The teacher, as well as the practical psychologist, should strive to create a so-called "client situation" and not allow the diagnostic study to be carried out in a "situation of expertise".

The situation of examination occurs when the subjects are forced to be examined in various ways, for example, when a teacher or administration offers students to undergo a survey, the results of which will somehow affect their lives

The client's situation is characterized by the desire of the students themselves to learn about their personal characteristics, inclinations or other personal qualities. The teacher can himself arouse the students' interest in self-knowledge. In this case, the information received should be known only to the teacher and the subject.

4. The teacher should be aware that testing or some other method of diagnosis, for all their validity and reliability, can not be a panacea for all ills. This is just a method of diagnosis, and much more depends on the correct interpretation of the results, correlation with other vital indicators, the results of the student's activities.

5. Diagnostic methods that meet the principles of efficiency and correctness should be selected.

The principle of efficiency implies the selection of such methods that, with a minimum of time and effort spent on the examination procedure and on the processing and interpretation of the results, provide the maximum of useful information [5].

The principle of correction is the ability to use the results of the survey when working with students in order to provide them with psychological assistance, the development and formation of their individual mental processes [5].

6. A competent teacher should know the elements of mathematical statistics, which has become an integral part of the diagnostic examination procedure. Any research conducted by a teacher as part of his creative growth should currently contain the results of the diagnosis, their interpretation and analysis for reliability.

Meanwhile, the implementation of psychodiagnostic activity in education is due to a number of features that emphasize its specificity in this practical field. The most important difference is that if in the practice of psychological counseling, the decision to participate in the psychodiagnostic process and implement the results of the diagnosis is made by the person who applied for psychological help, then for the field of education this is the exception rather than the rule. Thus, we can talk about the arbitrariness of the occurrence of psychodiagnostic situations in the educational process. The randomness of the occurrence of psychodiagnostic situations is caused by the following circumstances.

1. In the field of education, the main participants in the psychodiagnostic process are usually students. Parents, teachers, and administration are more often initiators of diagnostic procedures than objects of diagnostic practice. The age factor and the role position of students determine the obligation of their participation with the consent of parents, i.e. the lack of "freedom of choice" when entering "a psychodiagnostic situation".

2. In educational practice, the psychodiagnostic situation [4] does not arise spontaneously. Its appearance is determined by the demand for the results of psychodiagnostics, and the content is related to the tasks that the education specialist faces and require their solution. Thus, improving the effectiveness of the educational process implies the need for monitoring, determining the level of

readiness (training) of students, assessing the quality of pedagogical activity, i.e. creating psychodiagnostic situations for attesting subjects of the educational process. Profiling of students, identification of psychological fitness and readiness for learning are associated with the organization of psychological selection. Solving the problems of matching the content of the educational process to the individual and age capabilities of students, determining the safety of the psychological climate of the educational environment involves conducting group and mass psychological examinations, many of which are planned and are carried out by order of the educational authorities. The situation of psychological counseling is purely individual in educational practice and, unlike the situation of certification, monitoring of psychological examination or selection, is a voluntary, recommendatory procedure. If we take into account that in a modern educational institution, at best, there are up to 400 students per psychologist, then its lower prevalence becomes clear. It is for this reason that psychodiagnostic activity in the field of education in the minds of most people is associated not with the situation of counseling, but with the procedures of examination, selection, certification and monitoring. Thus, the general feature of psychodiagnostic activity in the field of education is the dominance of social control, which determines the content and types of psychodiagnostic situations. Most of them involve the lack of freedom of expression when making a decision to participate in the psychodiagnostic process or when implementing the results of psychodiagnostics in educational practice [6].

The dominance of social control not only reflects the specifics of emerging psychodiagnostic situations, but also changes the status of psychodiagnostic information and psychodiagnostic decisions formulated on its basis. Confidentiality of information is relative, since it is used in the work of the teacher, the administration, is brought to the parents, is taken into account in the planning of the development strategy of the educational institution, etc. In educational practice, such "disclosure" has a fixed right, making the results of the psychodiagnostic activity of the educational specialist the property of the educational institution and the organizers of the psychodiagnostic process, not the individual (the object of diagnosis).

Another feature of psychodiagnostic activity in education is its polysubjectivity. The initiation of a psychodiagnostic situation, the implementation of a psychodiagnostic process, the adoption and execution of a psychodiagnostic decision most often has not individual, but shared responsibility, when the organization of psychodiagnostic activities and the implementation of the results of psychodiagnostics are carried out by different subjects of the educational process. Shared responsibility is characterized by the distribution of professional activity of subjects according to the forms of organization of the psychodiagnostic process [7].

The initial form of organization of the psychodiagnostic process is a request that reflects the need of educational practice (teachers, students, parents) in individual psychological knowledge. The basis of the request is a situation that is fixed at the level of the subject's consciousness as a problem. The pedagogical situation becomes problematic when contradictions are found in it (usually between the requirements of the educational process and its success, between behavioral characteristics and the norms (rules) established in the educational institution) and generates a process of thinking aimed at removing them. It is for this reason that in almost every case, a teacher or psychologist tries to find out the reasons for the problems that have arisen in the training and upbringing of students, formulating the available data in the form of concrete conclusions with the designation of the existing contradiction, for example: "lags behind in the assimilation of educational content", "undisciplined", "rude, does not obey school requirements".

The next step is to transform the problem situation into a diagnostic task. In order for a problem situation to be transformed into a diagnostic task, it must be supplemented with conditions that convey its uniqueness, and a question that needs to be answered. Thus, the problem situation determines the subsequent forms of activity of the specialist, such as plans, programs, models of psychodiagnostic activity that organize the process of making a psychodiagnostic decision and transform the problem situation into a psychodiagnostic task.

The process of formulating the conditions of a psychodiagnostic task is directly related to taking into account the peculiarities of the functioning of the object of psychodiagnostics in these

educational conditions.

It includes:

- a. general knowledge about the mental functioning of the subjects of the educational process;
- b. knowledge about the content, goals and means of training, education and development;
- c. understanding of the specifics of a particular educational situation, both at the level of subject activity and interpersonal interaction of subjects;
- d. knowledge of the individual identity of the participants in the diagnostic situation;
- e. understanding the value-semantic basis of their behavior and activities.

Thus, this process involves the integration of psychological and pedagogical knowledge of the theoretical and practical plan and indicates the composite nature of the conditions of the psychodiagnostic task: part 1 – a priori and part 2-empirical. The a priori component is the knowledge that a specialist has before getting acquainted with a particular problem. They contain invariant (stable) content that reveals the general laws of a particular psychological phenomenon or pedagogical phenomenon. The empirical component includes data obtained during the observation of the object of psychodiagnostics, conducting psychological examinations that characterize the state of a person at the phenomenological level and reflect the specific characteristics of his personality. The empirical component of the conditions of the psychodiagnostic task can change significantly during the diagnostic search, being updated with new information and refined.

The psychological and pedagogical phenomenology of the problems of the subjects of the educational process shows that none of the educational specialists is able to individually solve not only the entire range of psychodiagnostic problems arising in the educational process, but also to organize the psychodiagnostic process from the moment of formulating the request to the implementation of diagnostic solutions in educational practice. Psychodiagnostic activity in education requires the cooperation of the activity of participants in psychodiagnostic interaction. In this case, there is a transformation of shared responsibility into joint responsibility, which is a condition for developing an adequate diagnostic solution that has value in the educational process. Joint responsibility determines the conditions of psychodiagnostic activity not in the form of a division of labor, but in the form of consciously organized cooperation, when each of the parties is interested not only in obtaining a psychodiagnostic solution and formulating a diagnosis. This means that inclusion in a psychodiagnostic situation cannot be limited to the transfer of responsibilities for overcoming any problems from one education specialist to another, for example: "I can't cope with Ivanov's behavior, let the psychologist decide what to do with him" or "I identified the level of anxiety of students in this class and informed the teacher about it, now it's his problem, how he will take into account my recommendations in his work" , etc. Participants in the psychodiagnostic process are a team that solves a common problem. Only in this case can we talk about the optimal use of the results of psychodiagnostic activity in educational practice [8, 9].

Result

Taking into account the application of the components of the psychodiagnostic culture of the teacher in practice, it should be noted the content basis of psychological and pedagogical diagnostics in the professional activity of the teacher.

The content of the diagnostic activity of the teacher includes the following stages:

1. Acceptance of the order, setting the task and choosing the methods:
 - familiarization with the complex of objective and subjective indicators about the subject, during which the diagnostic task is formed;
 - several techniques are used – a battery of techniques;
 - the principle of selection of methods – maximum reliability with minimum costs.
2. Collecting object data:
 - conditions: special room; elimination of interference and extraneous interference; arrangement of the test material in the correct order;
 - establishing contact with the subject. Friendly relations with the subject. Motivation of the subject for the examination.;
 - the personality of the diagnostician. The success of the examination is influenced by:

appearance, character, manner of behavior and speech, mood, level of professional knowledge and possession of the diagnostic method.

3. Data processing and interpretation two approaches to evaluating results •

- clinical-relies on the analysis of qualitative indicators, seeking to cover them in their entirety.

It is focused on subjective professional experience, the intuition of the diagnostician, very close to the judgments of "common sense";

- statistical – based on objective, formalized criteria. The role of subjective judgment is minimized.

4. Construction of a psychological conclusion (psychological diagnosis)

- a psychological diagnosis is established on the basis of the obtained data on the mental activity and personal sphere of the subject, the analysis of various social information about him.

Conclusions

Psychological and pedagogical diagnostics is the most important part of the professional activity of a teacher in the educational process. With the general meaning of this concept, it is possible to determine the directions of this process – the analysis, selection and building of the student's educational route.

For the student, psychological and pedagogical diagnostics performs the function of psychological and pedagogical support in the educational process, providing an opportunity to independently choose and build their own relationships and educational path. For a teacher in his professional and pedagogical activity, psychological and pedagogical diagnostics is aimed at identifying the difficulties of students in the system of social and educational relations; difficulties in the subject area of the learning process; providing timely assistance in overcoming various situations of the educational process.

Psychological and pedagogical diagnostics also plays a significant role in the assessment and control of practical results, the implementation of educational programs. It allows you to objectively evaluate, analyze, and compare various educational results of students, taking into account the specifics of various pedagogical technologies.

The special value of psychological and pedagogical diagnostics also lies in the fact that it is aimed at studying and investigating changes in the student's personality; at finding comfortable and favorable conditions for the formation of his personality as a subject of the educational process. [10

Diagnostics should cover the experience, prospects, opportunities, abilities of the student, correctly orient him in the conditions of the modern educational process. Therefore, a serious indicator of the successful professional activity of a teacher is the ability and ability to carry out diagnostic activities in the educational process, including both the study of the inner world of the student and the external circumstances of the students' lives.

The use of psychological and pedagogical diagnostics in the professional activity of a teacher involves the systematization of all stages of the diagnostic process, taking into account the specific features of the educational process, the requirements and conditions for the behavior of each stage of diagnosis, and the professionalism of the teacher.

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БОЛАШАҚ МҰҒАЛІМ-ПСИХОЛОГТАРДЫҢ ПСИХОДИАГНОСТИКАЛЫҚ ҚЫЗМЕТТЕРДІ ҰЙЫМДАСТЫРУҒА ДАЙЫНДЫҒЫН ҚАЛЫПТАСТЫРУ

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***Аңдатпа:** Мақала қазіргі білім беру үдерісінің кезеңіндегі психологиялық-педагогикалық диагностиканың негіздеріне арналған. Жоғары оқу орны оқытушысының кәсіби қызметіндегі, әлеуметтік-педагогикалық үдеріс аясындағы диагностиканың рөлі мен маңызы айқындалған.*

Мақалада педагогтың диагностикалық қызметін жүзеге асыру ерекшеліктері, сондай-ақ білім беру үдерісінде психологиялық-педагогикалық әдістерді тиімді қолдануға ықпал ететін психодиагностикалық мәдениеттің құрамдас бөліктері ашып көрсетілген.

Одан әрі білім беру тәжірибесінде мамандардың психодиагностикалық қызметін жүзеге асырудың өзіндік ерекшеліктері қарастырылады. Эмпирикалық зерттеу нәтижелері негізінде психодиагностика субъектісі, жағдайлары мен құралдары педагогтар мен психологтардың санасында психодиагностикалық міндеттерді шешу барысында қалай бейнеленетіні көрсетілген. Білім беру саласындағы мамандардың психодиагностикалық құзыреттілігін қалыптастырудың ішкі алғышарттары анықталған.

Сонымен қатар, мақалада педагогтың кәсіби қызметіндегі психологиялық-педагогикалық диагностиканың мазмұндық негізі көрсетілген. Психологиялық-педагогикалық диагностиканың практикалық нәтижелерді бағалау мен бақылау, сондай-ақ білім беру бағдарламаларын іске асыру барысындағы рөлі ерекше атап өтілген.

***Түйін сөздер:** Диагностикалық қызмет, психологиялық-педагогикалық диагностика, кәсіби қызмет, педагогтың психодиагностикалық мәдениеті, психодиагностикалық қызмет кезеңдері.*

ФОРМИРОВАНИЕ ГОТОВНОСТИ БУДУЩИХ ПЕДАГОГОВ-ПСИХОЛОГОВ К ОРГАНИЗАЦИИ ПСИХОДИАГНОСТИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ

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Аннотация: Статья посвящена основам психолого-педагогической диагностики на современном этапе образовательного процесса. Определена роль и значение диагностики в профессиональной деятельности преподавателя вуза в рамках социально-педагогического процесса.

В статье раскрываются особенности реализации диагностической деятельности педагога, а также компоненты психодиагностической культуры, способствующие эффективному применению психолого-педагогических методов в образовательном процессе. Далее рассматриваются специфические черты реализации психодиагностической деятельности специалистов в образовательной практике. На основе результатов эмпирического исследования показано, как субъект, условия и средства психодиагностики отражаются в сознании педагогов и психологов в процессе решения психодиагностических задач. Выявлены внутренние условия формирования психодиагностической компетентности специалистов в сфере образования.

Кроме того, в статье отмечена содержательная основа психолого-педагогической диагностики в профессиональной деятельности педагога. Подчеркивается роль психолого-педагогической диагностики в оценке и контроле практических результатов, а также при реализации образовательных программ.

Ключевые слова: диагностическая деятельность, психолого-педагогическая диагностика, профессиональная деятельность, психодиагностическая культура педагога, этапы психодиагностической деятельности.

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Abstract: “Baburnoma” is a monumental work that holds invaluable significance for world literary studies and historical source research. It is recognized as the first prose memoir and scientific-historical work in the history of Uzbek literature. This article examines the artistic and psychological portrayal of the author's image in Zahiriddin Muhammad Babur's “Baburnoma”. Special attention is given to how Babur combines realistic depictions of events with profound introspection and emotional depth, revealing the complexity of his inner world. The study highlights “Baburnoma” not only as a crucial historical document but also as a literary masterpiece where the author emerges as both an active participant and a thoughtful observer of his time. By analyzing Babur's narrative style and personal reflections, the article sheds light on his literary contributions and provides a deeper understanding of his personality. Thus, “Baburnoma” is positioned as a vital bridge between history, psychology, and literature in the broader context of world heritage.

Key words: “Boburnoma”, main character, image, Timurid princes, psychological image.