

The Use of Projective Techniques in Ecological Consciousness

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Keywords: Ecological Consciousness, Ecological Culture, Ecological Competence, Eco Psychology, Projective Psychology, Projection, Personality, Psychoanalysis, Unconsciousness, Consciousness, Past Experiences, Applied Psychology, Ecoculture, Test, Methodology, Modern Psychodiagnostics.

Abstract: This article is devoted to the topic of using projective methods in the study of environmental awareness. Also, in the text of the article, ecological consciousness and its essence, psychological aspects of ecological consciousness, age characteristics of the formation of ecological consciousness, projective method of evaluating ecological consciousness, projective psychodiagnostics and its practical possibilities, psychological description of projective methods, projective diagnosis, ecological consciousness diagnostics and modern psychology such issues are covered in detail.

1 INTRODUCTION

It is known that conducting empirical research requires a high level of professional competence and skills from each specialist psychologist. In addition, the field of psychodiagnostics, which is a practical field of psychology, involves the formation of the ability to provide information about and use a set of tests, methods, personality tests, ability tests, intelligence tests and projective tests. Although many tests and personality questionnaires have been created so far, but among them, projective tests are methods of particular importance. This is because textbooks, monographs and methodological manuals on projective psychology and projective psychodiagnostics have not been sufficiently published in local psychological research. However, the difference between projective methods and other methods is that they have a covert method of obtaining information from an individual. These techniques are nonverbal in nature and can include subjects' drawings, ink stains, and colour tests.

It should be noted that the difficulty of standardizing projective methods, their nonverbal nature, the lack of use of methods in research in our national Uzbek environment, the lack of clear criteria for research, the analysis of research results requires high practical and theoretical knowledge. Therefore, the psychometric aspects of the use of projective methods, projective diagnosis and its peculiarities,

the adaptation of projective methods to the local environment, the study of the practical possibilities of projective methods in the study of the individual are among the most pressing issues. So far, a number of foreign researchers on projective psychology and projective methods Z.Freud, K.Yung, G.Murray, L.Frank, V.Shapar, O.Shapar, F.Chada, F.Galton, F.Klopfer, G.Rorshach, D.Rapaport, L.Bellak. These authors mainly used projective methods in the clinical setting and in determining the norm and pathology. Therefore, most research is recognized as concepts that are illuminated by medical ideas. In Russian psychology, too, extensive research has been conducted on projective methods and their psychodiagnostic nature, the specifics of the use of projective methods, projective diagnosis and personality capabilities, including E. Sokolova, L. F. Burlachuk, I. Shlyapnikov, L. N. Sobchik, D.Ya. Raygorodskiy, K.M.Gurevich, E.M. Borisova, S.A.Pavlova, V.M.Bleyxer, S.A.Pavlova, V.I. Evdokimov, B. I. Hellinger, D.A. An example is the scientific research of scientists such as Leontev, E.I. Kuzmina. In the psychology of our country, specific research has been conducted on such issues as projective methods and their application in psychological practice, the use of projective methods in the study of educational difficulties, projective diagnosis and its advantages. Psychologists of our country M.G.Davletshin, E.G.Gaziev, Z.T.Nishanova, G.K.Tulaganova, P.S. Ergashev also

pay special attention to the issues of projective methods, which are mainly focused on the methodological aspects of projective methods, the study of adolescent students. have conducted research on topics such as the possibility of adapting pre-objective methodologies. However, the diagnostic potential of projective methods in the study of the individual is still - there is still a need for more extensive research. This fact in itself determines the relevance of the topic of this scientific article. Historically, the emergence of projective methods is associated with the establishment of the concept of "projection" in psychology, which in Latin means projection- "throw forward", "throw". The first methodological issues of the methodology are more in the context of the teachings of "psychoanalysis" and "holism". That is, according to this doctrine, with the help of methods lies a person's attitude to objects, the reality that surrounds him, and his desire - desires, needs, as well as the desire to reveal the conditions that make up his inner world. The term "projective research" was first used by L. Frank in 1939. A number of methodologies for research were known during this period. Examples include Jung's associative test, Rorschach's test, TAT, and a range of other methodologies. Based on the results of his research, the author distinguishes the following groups of projective methods - Frank, L.K. (2000):

- Methods of the constitutional category. Methods in this category are characterized by a situation in which the examinee is given a structure, shape, or amorphous configuration (geshalt), plastic, an unstructured substance, such as clay, fingers, or paint to draw, such as a Rorschach card.

- Methods in the constructive category. Such methods are similar to the differences between constitutional analogues, that is, the differences between "dry" and "recycled" material. In the study, the subject behaves in a constructive manner, taking into account the materials recommended to him manidir construction, in which case the construction model reflects certain organizational concepts of its life during this time, for example, the construction of something using cubes is carried out.

- Methods in the interpretive category. It is known from the nomenclature that it expresses the subject's response throughout the story, in which case a stimulus situation is reflected for him or her in the image, i.e., a specific response to the stimulus situation is recorded. For example, the TAT test and the verbal association test are included in this category.

- Methods in the category of catarrh. In this methodology, the subject presents his emotions and

sensations in relation to the stimulus situation, and it is recorded in an emotionally relaxed state, in which he shows an affective reaction to life situations, which is reflected in the reaction to stimulus situations as observed while playing with clay or toys.

- Methods of refractive category. The title in this context was added by L. Frank during the next analysis. This phenomenon, as described by G.Allport, is observed "expressively" and expresses the characteristics of behaviour. If it is considered on the basis of a projective method, then the graphological method is a clear example of this.

Also, psychologist G.M.Proshansky created a specific classification of projective methods based on three components: stimuli, answers, goals and cited notes, according to which stimuli in projective methods - Proshansky, G.M. (2000):

- Verbal; visual; clear; and other conditional responses.

- Associative.

- Interpretative.

- Manipulative.

- Free choice and others.

The peculiarities of the classification, classified above, are that the last part of each category derives from the general order or is considered to have the opposite character to the other parts. In our opinion, the following features are common to the types of projective methodologies:

1. Uncertainty, ambiguity of incentives used;

2. There are no restrictions on the choice of answers;

3. Absence of "correct" or "incorrect" answers.

Psychologist A.Anastazi, commenting on the diagnostic potential of projective methods, emphasizes that the methods are not as a psychometric tool, but as a series of qualitatively analysed works - Anastasi, A, & et. al. (2001). Therefore, the diagnostic potential of projective methodologies is considered reliable if they are interpreted using qualitatively descriptive methodologies rather than with quantitatively processed methodologies L.F. Burlachuk, S.M. Morozov (1989, 2000) offers a different definition: projective methods - (Latin projectyu - throw forward) a set of methods aimed at studying a person and developed within the projective diagnostic approach; a set of holistic personality study methods based on the psychological interpretation of projection results. We give another definition that emphasizes the importance of the special projective situation, and also name the properties that allow us to define projective methods. Projective methods are methods of mediated study of a person based on the

construction of a specific, plastic (weakly structured) stimulating situation, the desire to solve it helps to actualize in the perception of tendencies, attitudes, relationships and other personal characteristics - Burlachuk, L.F. (1997). When assessing the validity and reliability of projective methods, we share the point of view that many of these methods have a holistic approach to characterizing a person, but we cannot agree that this leads to a decrease in the reliability of information. We believe that consideration of the personality traits of a preschooler in integrity is the most psychologically informative. E.D.Belousova suggests using the concepts of "projectivity" and "projectivity". Projectivity - the properties of the stimulus field to actuate the projection mechanism. "The level of projectivity of the stimulating material is inversely proportional to the degree of structure of this material and is directly proportional to the number of all practically possible answers"- Belousova, A.K., & et. al. (2018), Sinha 2024. Projection is considered as an act of perception, the manifestation of the individual in perception, as a reflection of what previously existed in the experience of practical activity and in the emotional sphere. Below we will try to give a brief information about the analysis of the input results conducted and used to assess the psychodiagnostics potential of projective methods.

2 METHODS

In our study, in the process of implementing the method of "Home.Tree.Person", we took into account some aspects of the local environment. Because according to the nature of this methodology, once the main stimuli are presented to the subject, each of them implements the approach in its own way. This projective method can be widely used in assessing the individual's psychological characteristics, diagnosing his emotional sphere, determining his attitude, assessing the defence mechanism and the degree of his development in the person, as well as assessing the person's interpersonal skills, conflict propensity. In addition, the results of this projective methodology can be analysed in a unique way, using statistical methods.

3 RESULTS & DISCUSSIONS

Below we describe the aspects in which the application of the methodology and its stimuli played

a leading role according to the nature of the subjects. Based on the study of the features of this methodology, we came to the conclusion that the diagnosis of the subjects should take into account the periodic features of the psyche, one of which is its relationship to the future, the second to the present, and the third to the past. In calculating the quantitative indicator of the results, we paid special attention instead of recording the stimuli in the drawings of the subjects. This allowed us to use projective methodologies to describe the temporal nature of a person's mental world. In the analysis of the results obtained, we found it necessary to take into account the general qualities and gender characteristics of the subjects. (Table 1).

A review of the results shows that in the results of girls and boys, the leading aspect in their recording of stimuli is the future of their mental states: general - home (65), tree-79, man (61); now- house (57), tree (52), man (47); past-home (36); tree (27) and man (50) were found to be oriented. Even in our subsequent results, if we consider that mental states are related to three periods of human mental state, the fact that the state of the past in girls is higher in expression (28) suggests that they rely on a regressive defense mechanism in mental crisis situations. The expression of the results in the histogram also allows them to be distinguished more clearly. In our study, we also tried to provide an analytical example of the methodology based on the general contingent of subjects and their specific cases. Below we look at some of them (Table 2).

Table 1. Results of the method "House, tree, man" (N = 158).

Stimuli	General (N=158)	Boys (N=80)	Girls (N=78)
	Home	Tree	Person
The future	65	79	61
Present	57	52	47
The past	36	27	50

Table 2: Correlation of Results of the Method "Home, Tree, Person" (N = 158)

Stimuli	General	Boys	Girls
	Home	Tree	Person
Home	1	0.962**	0.556*
Tree		1	0.761**
Person			1

*P < 0.05, **P < 0.01

But what surprised us for some reason was the correlation between the girls' results: the relationship between home and tree performance was not

observed. This is perhaps the reason why we say that they are the result of some difficulty in sufficiently regulating their spiritual control. Therefore, we also focused on ranking the features of the “Home, Tree, Person” methodology that were emphasized by the subjects

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Belousova, A.K., & Yumatova, I.I. (Eds.). (2018). Psychodiagnostics: Textbook. R&D: Phoenix.

4 CONCLUSIONS

The use of projective techniques, as demonstrated in this study, provides valuable insights into the ecological consciousness of individuals. Through the application of the "Home-Tree-Person" method and other projective tools, we were able to assess not only environmental awareness but also psychological factors such as emotional states, defense mechanisms, and interpersonal skills. These projective methods, despite their complexity and subjective interpretation, offer a unique, non-verbal approach to understanding an individual's relationship with their ecological surroundings. Given the limitations of standardized testing in psychological diagnostics, projective techniques allow for a deeper exploration of unconscious attitudes and feelings toward environmental issues. However, as the study highlights, the lack of clear criteria for research, especially in the context of the Uzbek environment, emphasizes the need for further adaptation and validation of these techniques. The findings of this research underscore the importance of integrating projective methods into both clinical and educational settings, as they offer a more holistic understanding of ecological consciousness. Future research should focus on the refinement of these techniques, with an emphasis on cross-cultural adaptation and empirical validation to enhance their diagnostic reliability and applicability.

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<https://doi.org/10.69848/sreports.v1i2.13>