

PEDAGOGICAL METHODS AND TOOLS FOR IMPROVING DIAGNOSTIC COMPETENCIES IN FUTURE TEACHERS

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Annotation. This article scientifically analyzes pedagogical methods and tools for improving diagnostic competencies in future teachers. Also, the theories of many scientists were used in the coverage of the topic.

Keywords: competence, development, specialization, pedagogical reflection, methods of diagnosis, methodology, pedagogical activity.

Introduction

By pedagogical diagnosis, we understand the totality of methods for researching the pedagogical system (as well as its individual components), the effectiveness of their use is formed in connection with certain organizational and pedagogical conditions.

The integrity of pedagogical diagnosis provides for a constructive–prognostic point of view, which allows it to find not only diagnostic aspects of the study of pedagogical activity of the teacher, but also the possibility of finding optimal ways and means of overcoming pedagogical difficulties of each teacher on the basis of the interaction of identified causes and consequences with each other,

Literature analysis and methodology

In the research conducted in the field of improving the teacher's pedagogical skills, many scientists have expressed an opinion about the development of pedagogical skills, and the main reserve of this process is the constant striving of the teacher to analyze his own activity (V.I. Zagvyazinsky, Yu.K. Konarzhevsky, Yu.P. Lvova , I.P. Rachenko, L.I.Ruvinsky, V.P.Simonov, V.A.Sukhomlinsky, Ya.S.Turbovsky, T.I.Shamova and others); improving his reflexive abilities (A.A. Bizyaeva, V.V. Vetrova, N.V. Kuzmina, Ye.N. Pekhota, I.A. Stetsenko, etc.); since it depends on the specific pedagogical reflection of the development of the reflexive position (A.V. Khristeva), it is possible to connect it with the formation of pedagogical thinking, thus (Y.N. Kulyutkin, G.S. Sukhobskaya) the teacher's pedagogical reflection can be developed (B.Z. Vulfov, G.M. Kodjaspirova, N.V. Kuzmina, Yu.N. Kulyutkin, I.N. Mesyonov, S.Yu. Stepanov, G.S. Sukhobskaya, N.V. Harkin, A.V. Khristeva and others.)

Most scholars say that reflection is developed by the teacher in the process of analyzing his activities and its results and self-assessment, and argue that "the possibility and necessity of managing reflection is that the teacher can manage and apply his conscious inner influence (self-reflection and thought-making) and external influence, guided in the process of personal learning, no matter in which field of

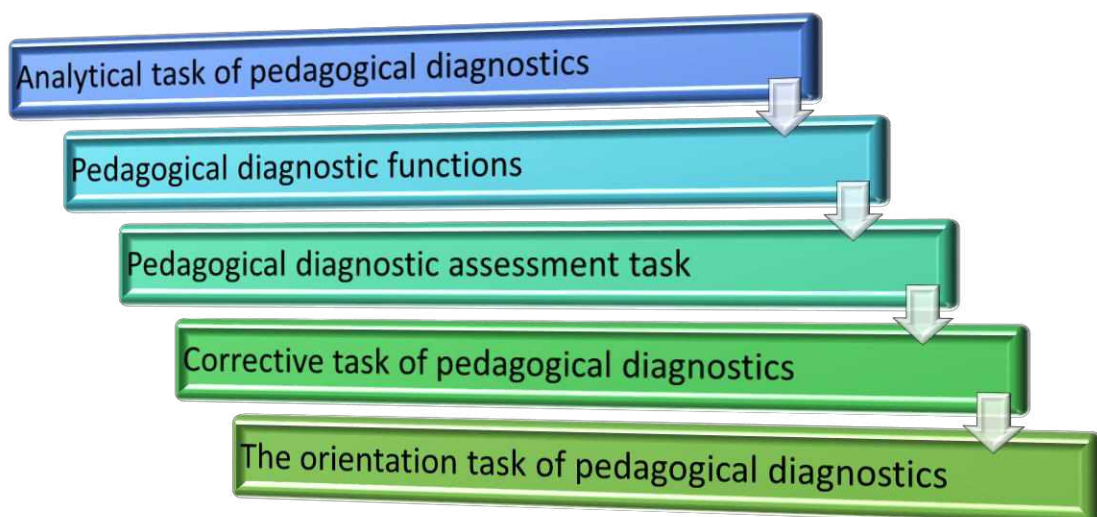
The analysis of scientific literature and the view of professional reflection as a component of the pedagogical activity of a teacher and the basis for the development of his pedagogical skills (15.2. - section), as well as the results of the recording experiment lead to the need to look for methods for the development of professional reflex. For this reason, scientists who were engaged in various areas of professional pedagogical activity touched on the content of tashhis (diagnostics) and tashhis (diagnosis) in more detail.

Discussion

It is accepted to look at diagnosis, that is, diagnostics, as a separate way of knowing (when translated from Greek, diagnosis means recognition). We found it necessary to use the word pedagogical diagnostics instead of the word pedagogical diagnosis.

Pedagogical diagnostics perform many functions depending on the content and essence.

PEDAGOGICAL DIAGNOSTIC FUNCTIONS



Its analytical task is aimed at identifying the causes and consequences of the origin of achievements and shortcomings in the educational process, their interconnections and developing measures.

In fact, the diagnostic function is used to determine whether the student has received education, upbringing and development, however, it is also important when

studying the level of professional component of the teacher.

The task of assessing pedagogical Diagnostics is carried out by the administration, which quantitatively evaluates qualitative indicators on achievements and shortcomings in the activities of a separate teacher or a separate student.

The correctional task of Diagnostics provides for the correction (correct orientation) of the educational process on the pedagogical activity of the teacher and ensures the activity of the teacher to enter diligently in order to professionally improve self – development and pedagogical skills.

The purpose of the orientation orientation (detection) task of diagnostics is to coordinate the continuous solution of problems existing in the activities of the pedagogical team and individual teachers. Continuous messages about the results of the orientation task of pedagogical diagnostics are provided by an informative (informative) task.

At this point, it is necessary to know the difference in the concepts of diagnostics (diagnosis) and diagnostics (diagnosis) and what meaning it gives. If we look at Diagnostics in a simplified form as "diagnosis detection", then diagnostics (diagnosis) is the sum of methods of putting the diagnosis of this process. Therefore, taking into account the peculiarities of pedagogical activity, it seems more appropriate to use the term diagnostics (diagnosis) in its study. The term diagnostic in general is also desirable if it is called diagnostic.

There is a large number of scientific research works dedicated to the study of various aspects of the diagnosis of pedagogical activity of the teacher.

At the moment, a professionogram of the teaching profession (brought into a certain system, aimed at studying labor from the psychological side and using it in future practical activities, providing comprehensive detailed coverage of the profession), which gives the opportunity to identify the most necessary sensations for teachers, psychological scientists (R.Z.Gaynutdinov, M.G.Davletshin, S.Jalilova, A.Jabborov) developed and used in practice. Scientists state that the teaching professionogram covers special requirements for the teacher by a particular subject, that the teacher perfectly knows what requirements are imposed on the subject of his choice, on this basis, the organization of the educational process, the need for the development of a “teacher's professionogram” in a particular specialty in pedagogical higher educational institutions. Currently, this method of teacher education is used, based on the professionogram developed to improve the pedagogical activity of teachers of secondary schools. However, this professionogram cannot fully reflect the dynamics of enrichment

of the teacher's personal worldview, consciousness, ideology in accordance with the requirements of a society that changes from day to day.

The logic of research of pedagogical activity, the need to combine various methodologies of pedagogical analysis N.V.Kuzmina's work is widely covered. Studying such methods of research as survey, observation, Assessment (Rating), Self – Assessment, paired comparison, sociometry and experiment, he argues that it is precisely "self-assessment, as one of the methods of self-realization, that affects the manifestation of all the possibilities of the individual, his behavior, character, pace of activity." Describing the system of pedagogical knowledge and skills of the teacher, N.V.Kuzmina distinguishes between the teacher's cognitive and learning skills and the ability to analyze the advantages and defects necessary for his pedagogical activity with the aim of consciously knowing and correcting or improving them.

I.P.Rachenko believes that the teacher himself, his vision of his personality, his ability to form a positive me – concept, is considered a guarantee of the development of his creative activity.

The above points are the professional reflection of the teacher, ensuring a high level of self – esteem, giving the teacher the opportunity to conduct targeted activities from the path of improving his pedagogical skills.

The main way to improve the pedagogical skills of a teacher is research work, which is organized on a scientific basis directly in an educational institution, believed V.P.Simonov developed a system and approximate content of the main professionally significant indicators for the analysis of the personality and effectiveness of the skillful teacher. The methodologies he proposed, the author believes, provide an opportunity to determine not only the educational activities of the teacher, but also the effectiveness of the educational activities of students who interact with him. The results of the analysis of the teacher's significant professional qualities are evaluated by the scientist in three different directions: by optimal, permissible and critical level. V.P.Simonov says that the superficial approach of Examiners, which does not give a positive result all the time, to some extent disrupts or incorrectly categorizes the professional activity of teachers, dulls their pedagogical initiative and independence, the scientist tells each teacher that it is necessary to assess his pedagogical activity with "reliable and proven" results and develop skills to talk about its results and

Result

Looking at the analysis and self-analysis of professional pedagogical activity as a sum of pedagogical qualifications aimed at solving pedagogical tasks in order to correct and improve in terms of teacher activity and reflexive position, A.V.Khristeva

compares the system of analytical qualifications with the system of analytical activities. It distinguishes the following stages of analysis and self – analysis of professional pedagogical activity:

1. Meaningful-diagnostic (preparatory - adaptation) stage;
2. Target design (goal clarification from analysis and self–analysis) stage;
3. Technological (process of professional pedagogical activity and self–analysis) stage;
4. Theoretical (theoretical understanding of the causes and consequences of connections between the essence of pedagogical activity, its results and the process of pedagogical activity) stage of analysis and self-analysis;
5. Activity reflexive assessment (Activity Assessment and reflexive analysis) phase;
6. The stage of Correction (which is a creative stage, the ways and methods of improving its pedagogical activity on the basis of theoretical understanding and assessment, and the creative use of effective pedagogical experiences of its colleagues are determined).

The algorithm of analytical activity proposed by the author provides an opportunity to understand how in the process of interiorization (the transition of external factors to internal ones), the mechanism of the transition of external activity to internal ones develops, and internal ones, in turn, self–change through external activity (during which the analytical level associated with the development of professional

N.A.Evert, A.I.Sosnovsky, S.N.Kuliev distinguishes three main components from the pedagogical skill system: aesthetic (moral), socio–psychological and technological, develops a diagnostic program of teacher pedagogical skills and distinguishes the following blocks:

- high spiritual perfection;
- individual-psychological characteristics of the teacher;
- pedagogical cooperation with colleagues;
- mastering pedagogical techniques;
- personal professional characteristics;

- easy achievement of positive results.

The teacher's work on himself in the socio-psychological formation has a complex system. In this, the teacher performs the tasks of creativity in extensional, approximate, methodological, communicative, psychological cooperation. In the diagnostic program, the teacher regularly works on such activities as research, dexterity, reproductive (storage in memory), formal – executive in the process of professional training. These programs of activity are especially important in overcoming psychological barriers such as the social attitudes faced by young teachers in their pedagogical activities, fear of class, conflict formation in interaction with students.

Conclusion

In such a deep approach of scientists to the analysis of pedagogical skills, it is practically impossible to cover all interconnected systems at once. The results will be excessively large in size, scattered, the main thing is that in this case, the analysis of individual branches of pedagogical Labor cannot be approached in depth. Pedagogical activity in general should constantly play the role of a kind of "accelerator", which can be the initiator of the development of self-analysis, teacher reflex.

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