

MODERN APPROACH OF SCIENTISTS TO THE PROBLEM OF "PEDAGOGICAL DIAGNOSTICS"

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Abstract

In modern pedagogy, the problem of "Pedagogical diagnosis" has been studied by various scientists. Based on their experience, scientists have developed pedagogical diagnostic theories.

Keyword: pedagogical diagnostics, educational process, "dia" - transparent, "gnosis" - knowledge, dynamics of development, psychic development, science, diagnostic activity

From pedagogical diagnostics in pedagogical literature it is characterized by the fact that it corresponds to the goal of cultivating a well-rounded person of the society during the improvement of the mechanisms used in the innovative organization of the educational process.

According to SH.A.Abdullaeva, diagnosis (in Greek "dia" means "transparent" and "gnosis" means "knowledge") is the general method of obtaining accurate information about the object or process being studied. serves as a tool [5, 14]. If we look at the importance of diagnostics from the point of view of medicine, if the symptoms of the disease and their causes are correctly identified, the guarantee of the patient's recovery will increase as a result of the treatment. Misdiagnosis can not only destroy the mental activity of doctors, but also reduce the chances of recovery of the patient. These points about the health of the body are directly related to the study of the quality of education.

According to O.V.Almazova, pedagogical diagnosis is a field between pedagogy and psychology, which studies the personality of the child, his individual characteristics, development dynamics and factors affecting them.

According to Z.M.Alieva, "the productivity of the pedagogic process depends on the educator's ability to know his students well and to use various methods of education and training. Such cases of children can be classified as borderline cases, as different manifestations of personality accentuation as a deficiency of mental development. To identify them, knowledge in fields such as pedagogical diagnostics, clinical potopsychology and psychiatry is required. In addition, the educator has to solve problems such as neglect [2].

In her research, F.B.Valikho'jaeva stated that pedagogical diagnosis is a science of pedagogical diagnosis, where the diagnosis consists of conclusions about the state and characteristics of the subject based on the joint analysis of indicators and descriptions [3,75].

In our country, great attention is being paid to the development of innovative technologies, their introduction into all spheres of activity, and formation of the skills of working with them in the young generation. Accordingly, it will be possible to form a desire for innovative activity in the thinking of the young generation only if there is innovative pedagogical activity at each stage of the educational process.

The modern education and training process requires that the teacher is oriented towards an innovative goal, has mastered innovative forms, methods, tools and methods of organizing his activities, and is able to organize innovative pedagogical activities in accordance with the content of education.

In the work "Pedagogical diagnosis" by J.G.Yuldoshev and others, "The Uzbek family did not lose its historically formed image even during the period of independence. Our great writer Abdulla Qadiri says that one of his characters: "No one has ever left this house dissatisfied" contains a great life philosophy unique to our country. This is not something that comes out of nowhere. Parents have duties to their children, debts that will improve their future. If you ask the religious elders of the family, they will list them in a nutshell: giving a good name, entrusting it to a good teacher and making one literate, making one knowledgeable, professional - skilled, having two heads, having a house - having a place [80, 4 -page]. That is why today we pay serious attention to this issue. That is why projects aimed at this goal are becoming the center of attention of our society, the reform of the field of education is becoming today's most urgent problem that will decide our fate tomorrow. The achievement of our great goals, our noble intentions, the renewal of our society, the development and perspective of our lives, the fate of the reforms being implemented, the success of our plans - all this, first of all, is closely related to the problem of training highly qualified, conscious specialists who meet the requirements of the time. , at the same time, we are all realizing another truth. Only a truly enlightened person can selflessly struggle to realize human value, national values, in a word, identity, live in a free and free society, and take a dignified place in the world community of our independent country. [5,57].

Today, the process of innovative improvement of the educational system is being continued, modernization works are being introduced based on the requirements of the times. The general theoretical and implementation bases of the extremely important socio-political goal of fundamental reform of the country's education system, issues of organizing the activities of pedagogues on a new scale are being developed.

E. Yuzlikaeva stated that in her doctoral dissertation "The theory and practice of teacher training for diagnostic activity (Teoriya i praktika podgotovki uchitelya k diagnosticheskoy deyatel'nosti)" she demanded to revise the views on the role of the teacher in the process of education and training. Relinquish authoritarian pedagogy, realize the need to humanize and democratize education, realize the urgency of planning and monitoring the educational process, constantly monitor its development tasks and perspectives, and realize the need to reorient education to personality formation. It was revealed to increase, improve the organization and management of teacher training, increase the quality of scientific and technical equipment and the educational process, and the formation of professional skills and moral qualities of teachers. In the new conditions, it is required that the guidelines, set of criteria and self-regulation for the evaluation of the teacher's pedagogical activity and self-evaluation are sufficient for today. The emerging problems of comparing educational systems, technologies, teaching methods and tools, evaluating the quality and effectiveness of the educational process require the use of a more precise, concise language to describe its content in pedagogy. Pedagogical diagnostic activity is important for a modern teacher, and therefore it is important to prepare teachers to improve their educational work by developing skills to evaluate its results and develop management strategies [1].

In his works, K. Zaripov stated that the main goal of pedagogical and psychological diagnostics is to provide diagnosis and correction, psychological, medical and pedagogical assistance to children with developmental disorders in educational organizations, and to create conditions for their education and upbringing. 'emphasized [7].

In our country, until 2030, the volume of modern teaching-laboratory, computer and production equipment will be expanded in the education system. It is possible for students to acquire not only the full amount of knowledge in general subjects, but also to master the modern techniques and technologies of these educational institutions.

Scientists from foreign and CIS countries: G. Royleke, H. Feger, R. Rollet, K. Leongard, A. Bass, A. Shmelevlar defined pedagogical diagnostics: "the process of obtaining information necessary for the optimization and facilitation of pedagogical activity". - they say.

A.E.Lichko, N. Petillon, V. Bogatsky put forward the opinion that pedagogical diagnosis is separated from psychological diagnosis [1, 98]. However, according to their work "Pedagogical diagnosis and its constituent elements", pedagogical diagnosis was able to show only directions aimed at improving the quality of education. However, pedagogical diagnostics creates a basis for summarizing the achievements of students in the educational and educational spheres, and provides a qualitative evaluation of their morally dynamic development. In this place, Ya.Yirasek, A.Kern's orientation tests for determining the tendencies of young people to learn, DBElkonin's "Graphic dictation", ALVenger's "Draw by points", I.Shvantsar's "Mental development diagnosis", V.V.Kholmovskaya's "Small it is permissible to cite such well-known methods as "diagnosing the spiritual abilities of school-age students" [5, 86].

Germany's "Uniform Plan for the Development of Education" states: "The concept of pedagogical diagnostics includes the coverage of all processes and problems in the field of pedagogy, the measurement of mastery and the effectiveness of the educational process, measures to determine the capabilities of each person in the field of education, especially the desired profession in the school education system and the third stage of education¹refers to selection measures". Here, the main focus is on helping to choose a career [3,89].

According to the German scientist M. Mauerman: "Pedagogical diagnosis establishes a connection between mastering and preparation for the educational process, correctly defines the educational goal of the educational process and adapts the educational and organizational forms to the conditions evaluates the suitability" [9,67].

K. Klauer criticizes a number of scientists who defined pedagogical diagnostics and expresses the following opinions: "It is difficult to classify (categorize) tasks of pedagogical diagnostics individually, at the same time, therefore it should not define the essence of the term pedagogical diagnostics. Pedagogical diagnosis consists of a set of attempts to make relevant pedagogical decisions, judgments" [10, 98].

Russian scientist L. Denyakina: "Pedagogical diagnostics is an activity that determines the individual and professional qualities of a pedagogue in diagnosing the educational process, helps in the creative development of an individual, and increases the success of the pedagogical team" [9, p. 89.], he writes. "Pedagogical diagnosis is used for increasing the effectiveness of the educational process, enriching its content and certification."

Sh. A.Abdullaeva puts forward the opinion that "Pedagogical diagnostics is a process of studying, identifying various pedagogical situations, knowing the level of various abilities of the participants of

¹The education system in Germany consists of three levels: 1st level - primary school, 2nd level - secondary school, real school and gymnasium, 3rd level - higher education institution.

the educational system." Summarizing all the descriptions, we think it is permissible to express the following opinion: the process of analyzing the results of the didactic and educational system, qualitative measurement, guaranteeing effective results and making recommendations of the pedagogical diagnostician-pedagogue and the educational subjects who engage in pedagogical activities with him .

In conclusion: today, in improving the principles of pedagogical diagnosis, it is necessary to take into account not to harm the personality of young people, to ensure their pedagogical independence, to have a positive influence on them through national values, customs, and traditions.

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