

EXPERIENCE OF DIAGNOSING THE COMPETENCIES OF FUTURE TEACHERS

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ANNOTATION

The quality and efficiency in education is in many aspects depend on the appropriate use of pedagogical diagnostic possibilities in the modern organization of the process. The education in the process of forming an independent thinker, a creative seeker, a well-rounded person, decide in practice the "subject-subject" relationship based on interactivity, work education. Pedagogical diagnosis is of great importance in the innovative organization of the educational process and is characterized by the improvement of the mechanisms of using pedagogical diagnostics in the innovative organization of the educational process in accordance with the society's goal of educating a well-rounded person.

Keywords: education, process, diagnosis, pedagogical diagnosis, pedagogical technology, competition, result, diagnosis, activity, pedagogical innovation

INTRODUCTION

The educational process is characterized by experimental work carried out in pedagogical systems. From this point of view, in our research, there is a process of pedagogical diagnosis, development of methods for diagnosing the competencies of future teachers, their introduction and implementation, and the process of summarizing the results of changes, on the other hand, diagnosing the results of changes , their aimed at determining its effectiveness. Pedagogical diagnosis was considered in the study as an impulse that moves educational processes, develops it and ensures regularity in its development.

LITERATURE ANALYSIS

Sh. Abdullaeva, diagnostics (in Greek "dia" means transparent, "gnosis" means knowledge) - serves as a general means of obtaining accurate information about the studied object or process. 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 L.I. Malenkova, 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 H.A.Kulemin, "the productivity of the pedagogic process depends on the teacher's good knowledge of his students, and his efforts to use various methods of education and upbringing. 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 teacher has to solve problems such as neglect.

M.M.Vakhobov mentioned in his studies 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.

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 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. 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 destiny tomorrow. The achievement of our great goals, our noble intentions, the renewal of our society, the progress and perspective of our lives, the fate of the reforms being implemented, the success of our plans - all this is, first of all, 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. .

Scientists from foreign and CIS countries: Hayes J.L., Boyatzis R.E., Zvonnikov V.I., Chelishkova M.B., Straka G.A., Holton E.F. emphasize pedagogical diagnostics as " the process of obtaining information necessary for the optimization and facilitation of pedagogical activities."

RESEARCH METHODOLOGY

The "production product" of the educational system is a competent person and staff, that is, subjects of education. Therefore, innovative activity in education is a set of scientific, technological, organizational, financial, commercial activities aimed at training new personnel, the purpose of which is this accumulated knowledge, skills, skills, technology and production is to guide and provide new personnel of the process to produce large numbers of people for the economy of the country in a large scale and efficient manner. Therefore, a pedagogical innovation is a new product, that is, any pedagogical innovation aimed at training a person, an independent thinker, the purpose of which is to ensure the high efficiency of the pedagogical process. It is known that today it is impossible to educate a well-rounded person without intellectual and creative thinking, spiritual maturity, ideological awareness, physical health, mastering foreign languages, civic sensitivity.

ANALYSIS AND RESULTS

Experimental work was carried out covering Kokan State Pedagogical Institute, Tashkent State Pedagogical University and Gulistan State University. Determining the effectiveness of the results obtained in the experimental work and the proposed idea were proved. The experimental works were evaluated according to "high" (creative), "medium" (productive), "pact"

(reproductive) indicators of camaraderie. A total of 457 students were recruited for the experimental and control groups. Students were divided into 6 groups based on the interests of the experimental work (Table 4.1).

Table 4.1 Participants in experimental tests on the assessment of the development of diagnostic competences

| No | Educational institutions | Groups | Number of participants |
|--------------|---------------------------------------|-------------------------|------------------------|
| 1 | Tashkent State Pedagogical University | Experience group | 91 |
| | | Control group | 65 |
| 2 | Gulistan State University | Experience group | 76 |
| | | Control group | 74 |
| 3 | Kokan State Pedagogical Institute | Experience group | 75 |
| | | Control group | 76 |
| Total | | Experience group | 242 |
| | | Control group | 215 |

Higher education through the use of pedagogical diagnostics during experiments it was found that it gives effective results in facilitating and optimizing educational processes in the system. During the research, it was carried out in the direction of using pedagogical diagnostic methods in the educational process, and the results of the attestation conducted at the beginning and end of the academic year showed that the experiments provided a stable positive dynamic in the knowledge level of future teachers and the development of teachers' competencies. observed by analysis. It was manifested in the development of professional, personal, universal and special competencies of future teachers.

The purpose of experiments was to improve the technologies of using pedagogical diagnostic methods in the educational process.

Due to the fact that systemic changes were introduced in a gradual, continuous manner, the main task of the experimental work was to determine the effect of the changes made to the form and methods of education on the effectiveness of education. The main hypothesis of experimental work is higher education when pedagogical diagnosis is used rationally in the process, it ensures an increase in the effectiveness of education.

The process of diagnosing the level of development of competences of future teachers was chosen as the object of experimental work, and the results of the effect on this object were studied in the formative experimental tests.

The uniformity of the conditions created for all higher education systems during the period of the experiment, as well as the similarity of the composition of the control and experimental groups, and the fact that the students' age periods were taken into account in the same ratio Considering that the results of the control and experimental groups were compared only in terms of evaluating the effect of the changes made in the educational process.

In the study, the state of implementation, content, and application of the technologies of using pedagogical diagnostics in the educational process were studied. Pedagogical conditions, laws, methods, forms, tools and techniques that serve to bring about a new quality stage of experience were determined, based on the introduction to the experience of pedagogical practice, a system of necessary recommendations was developed. It was organized on the basis of improving diagnostic technologies of the educational process during the formative trial period.

In the scientific research of most researchers, criteria are recognized as a sign that allows to evaluate the quality of a process or an object. In our work, the main criterion was the regular movement in the level of improvement of diagnostic competences. We distinguish four main levels: inadequate; situational; professional-sufficient; creative.

When manifesting a complex phenomenon, it is necessary to isolate all its indicators in order to fully interpret it. In the development and implementation of the competent approach, we found out that the content of important professional competencies related to the implementation of an effective educational process is based on the involvement of future teachers in the education of their professional qualities.

Any of the proposed indicators can be displayed at different levels. In the process of our developed experiment, we determine the characteristics of their level of equal expression. We assess the level of development of important professional personal qualities on the basis of psychological tests, expert evaluation, observation methods, interviews, self-assessment, questionnaire surveys, as well as participation analysis.

Characteristic aspects of these qualities: focus on high-performance professional activity, independence and self-control, rejection of standard template actions, difficulty in promoting new ideas.

The description of the level of development of the proposed personal qualities is presented in tablet 4.2.

Table 4.2 Improvement of technologies for development of diagnostic competencies of future teachers scale level criteria for

| | |
|--------|--|
| Lower | Clarification of the low level of personal qualities in the process of education of patriotic qualities in rare cases causes certain difficulties in collecting and placing information in labor activities. It also leads to a lack of interest in the effective implementation of targeted media activity. |
| Medium | This stage is expressed in the systematic use of some aspects of information and communication in the provision of partially effective activity in the information environment. This situation is reflected in the effective growth of patriotic qualities in students. |
| High | The acquisition of the level of formation of important professional personal qualities, which are expressed in the collective and creative acquisition of all components in the information education environment, skillful selection of current information media, media communication, collection, storage, processing and critical analysis of information necessary for the media environment, as well as competent mastering of private media messages leads to effective management of the institution with the help of media. |

Figure 4.2. Improved pedagogical diagnostic technologies

On the basis of improved pedagogical diagnostic technologies, existing gaps in the educational process were identified, corrective actions were determined, and preventive measures aimed at preventing these situations in the future educational process were developed.

Based on improved pedagogical diagnostic technologies, the following factors were included in the methodology of the evaluation and testing:

- determining the purpose, direction, content and nature of experimental work;
- to ensure compatibility of experimental work with research topic;
- emphasizing the integrity, continuity, reliance on scientific-theoretical sources, its historicity, nationality, continuity and nationalism of the pedagogical process;
- proportionate consideration of the level of mastery of the object of the pedagogical process in its specialized features, its emotional-emotional, pedagogical and psychological characteristics and uniqueness;
- to correctly determine the basis of experimental work and ensure their relevance to the pedagogical goal;
- to ensure that pedagogical methods, forms and tools are determined in an appropriate and proportionate manner in relation to the pedagogical goal for experimental work;
- to ensure that experimental work is carried out step by step in an appropriate manner and to ensure the continuity and integrity of the pedagogical process;
- appropriate development of pedagogical diagnostic criteria;
- conducting pedagogical experiment-testing in sufficient volume;
- to ensure that experimental work is based on facts, and that the facts are accurate, scientifically based, historical, related to the topic, and derived from practice.

Students studying in the institutions of the general secondary education system involved in the emphatic experiments were studied on the basis of pedagogical diagnostic methods.

Pedagogical diagnostic methods for the implementation of improved pedagogical diagnostics in the educational process : tests, conversations, interviews, questionnaires, content analysis and expert evaluation etc. were used.

CONCLUSIONS

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 very 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.

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