SCIENTIFIC RESEARCH AND DIAGNOSTICS

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Abstract: The text discusses the concept of "pedagogical diagnostics", its goals, tasks, methods and tools. The author emphasizes the importance of diagnostics for determining future tasks based on the current state of the pedagogical process and for identifying the strengths of the teacher's pedagogical activity.

Special attention is paid to professional diagnostics of teachers, which includes observation, analysis and evaluation of their performance. Diagnostic results are used to identify common professional problems and to develop recommendations for continuing professional development of teachers.

Keywords: "pedagogical diagnostics," teacher's professional competence, personal characteristics, peculiarities of interaction with students (children), education, upbringing, development, activity skills, interest.

Аннотация: В тексте рассматривается понятие "педагогическая диагностика", ее цели, задачи, методы и инструментарий. Автор подчеркивает важность диагностики для определения будущих задач на основе текущего состояния педагогического процесса и для выявления сильных сторон педагогической деятельности учителя. Особое внимание уделяется профессиональной диагностике учителей, которая включает наблюдение, анализ и оценку их деятельности. Результаты диагностики используются для выявления общих профессиональных проблем и разработки рекомендаций по дальнейшему профессиональному развитию учителей.

Ключевые слова: "педагогическая диагностика", профессиональная компетентность педагога, личностные характеристики, особенности взаимодействия с учащимися (детьми), образование, воспитание, развитие, навыки деятельности, интерес.

Annotatsiya. matnda "pedagogik diagnostika" tushunchasi, uning maqsadlari, vazifalari, usullari va vositalari muhokama qilinadi. Muallif pedagogik jarayonning hozirgi holatidan kelib chiqqan holda kelajakdagi vazifani aniqlash va o'qituvchining pedagogik faoliyatining kuchli tomonlarini aniqlash uchun diagnostika muhimligini ta'kidlaydi. O'qituvchilarning kasbiy diagnostikasiga alohida e'tibor qaratiladi, bu ularning faoliyatini kuzatish, tahlil qilish va baholashni o'z ichiga oladi. Diagnostika natijalari umumiy kasbiy muammolarni

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aniqlash va o'qituvchilarning doimiy malakasini oshirish bo'yicha tavsiyalar ishlab chiqish uchun ishlatiladi.

Kalit so'zlar: " Pedagogik diagnostika", o'qituvchining kasbiy kompetentsiyasi, shaxsiy xususiyatlari, o'quvchilar (bolalar) bilan o'zaro munosabatlarning o'ziga xos xususiyatlari, ta'lim, tarbiya, rivojlanish, faoliyat ko'nikmalari, qiziqish.

Introduction

In recent years, special attention has been paid to diagnosing the pedagogical process, conditions, and phenomena in educational practices. Diagnosis allows determining future tasks based on the current state of the pedagogical process, conditions, and phenomena.

Notably, in the past decade, the concept of "pedagogical diagnostics" has drawn the attention of many researchers. While this concept has been interpreted differently by various scholars, it holds a general theoretical meaning.

Pedagogical diagnostics is the process of identifying and studying the conditions of various elements of the pedagogical system, forecasting their status at all stages, and eliminating disruptions in normal development trends (E.A. Mikhaylichev). It is also a system of specific activities carried out by teachers and pedagogical collectives aimed at identifying certain characteristics of an individual during the evaluation of educational and upbringing outcomes (V.S. Avanesov).

Goals, objectives, forms, methods, tools, or equipment of diagnostics, the qualifications and experience of the diagnostician, diagnostic criteria and indicators, diagnostic stages, results, and corrective methodology are essential foundations of pedagogical diagnostics. They should be considered as a whole in any situation.

V. Uruskoy believes that pedagogical diagnostics serves two purposes:

1. To study the teacher's professional level as a system of methods and tools that address difficulties in professional activity and find effective solutions.
2. To identify the strengths of the teacher's pedagogical activity and define ways and means to strengthen and develop these strengths.

In more specific terms, pedagogical diagnostics involves observing, examining, and assessing a person's activity based on specific objectives to collect statistical data related to certain conditions (traits, knowledge acquisition), analyzing this data to identify dynamic development, and is a component of control or monitoring aimed at rapid study, evaluation, direction, and correction of a process or phenomenon at the level of the learner, teacher, or educational institution head.

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Pedagogical diagnosis is the activity aimed at making a pedagogical diagnosis regarding a specific process, phenomenon, or object. It involves real actions carried out by an individual or an automated device.

Teachers are the primary responsible individuals in ensuring the development of the educational process at a modern level. They are currently required to approach their work responsibly, continually improve their professional knowledge and methodological skills, and work with modern pedagogical technology and innovations. To this end, they must engage in continuous self-study and professional development.

Primary education is the foundation of general secondary education and a decisive factor in improving the quality and effectiveness of school education. Enhancing the mechanism of professional development based on the needs of primary school teachers who teach reading, native language, mathematics, natural sciences, labor, ethics, and physical education is crucial. The use of professional pedagogical diagnostic methods is appropriate to improve this mechanism.

The content of professional pedagogical diagnostics consists of organizational, pedagogical, and practical activities conducted within a scientific-methodological framework to identify information necessary to ensure that teachers meet modern professional requirements.

According to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 25 dated February 16, 2006, "On Further Improvement of the System of Retraining and Professional Development of Pedagogical Staff," results of professional diagnostics of pedagogical staff in schools are summarized by regional educational management authorities. This summary defines and groups similar directions based on the relevant results for each teacher. As a result of such generalization, common professional problem areas characteristic of all pedagogical staff in relevant educational institutions are identified. Based on this, the content, forms, and methods of organizing continuous professional development for teachers can be determined.

Professional diagnostics of a teacher's activity involves identifying the theoretical knowledge, practical skills, and abilities that a teacher must acquire and apply in their activity to achieve higher results in their work. This involves determining the level of preparation based on the following components of the teacher's professional activity:

- Theoretical and methodological knowledge in the teacher's specialty, awareness of the latest developments in the field, and their application in practice.
- Mastery and application of advanced pedagogical technologies.
- Study and practical use of advanced pedagogical experiences.

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- The degree of preparedness in pedagogy, psychology, and basics of spirituality.
- Students' learning achievements.
- Participation in school subject methodology association activities, methodological reports, and information.
- Knowledge of relevant regulatory documents.
- Quality and effectiveness of extracurricular activities.
- Cooperation with parents and communities.
- Participation in competitions, reviews, contests, conferences, and seminars.
- Contributions to mass media.
- Colleagues', students', and parents' assessments of the teacher's pedagogical activity.

Professional diagnostics in these components is conducted using appropriate forms and methods such as document analysis, observation, interviews, surveys, tests, self-diagnosis, studying colleagues', students', and parents' opinions about the teacher's pedagogical activity, analyzing the collected data, making summaries, and providing recommendations.

Like every subject or academic discipline, "Pedagogical Diagnostics and Correction" sets specific goals and defines tasks to achieve these goals. Furthermore, this subject has its research object, subject matter, and key categories (core concepts).

The objectives, tasks, object, subject matter, and categories of the subject are determined based on its research direction and the specific characteristics of the discipline.

The goal of the subject "Pedagogical Diagnostics and Correction" is to identify information of pedagogical significance and use it to create the necessary conditions for the comprehensive development and upbringing of the learner's personality. It also aims to prepare students psychologically for academic and professional activities effectively.

Every subject or academic discipline sets specific tasks. The clear definition of these tasks helps to achieve the goals quickly and effectively.

The object of the subject "Pedagogical Diagnostics and Correction" is the pedagogical process and all its components – the teacher, the learner, the content of pedagogical activity, organizational forms, methods, tools, conditions, technologies, and outcomes.

The object of the subject, in turn, helps define its subject matter. In other words, the subject matter of "Pedagogical Diagnostics and Correction" is determined based on its object. In this context, two subjects are considered: the

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learner (child) and the teacher, as well as the conditions of education and upbringing

Table 1

"Pedagogical Diagnostics and Correction" as the Object of the Study of the Subject

When Focusing on the Student (Child)	When Focusing on the Teacher	When Focusing on the Conditions of Education and Upbringing
The object of study of the subject is determined as follows:		
The personal characteristics of the student (child); the level of education, upbringing, and development; activity skills, interests, desires, and tendencies; typological characteristics; levels of behavior; the uniqueness of relationships with peers and adults	The teacher's professional competence, personal characteristics, the uniqueness of their relationships with students (children)	Methods of teaching individuals of various age groups; the environment within micro-groups; the content and means of education (upbringing) for individuals of a certain age; various factors affecting personal development, particularly the influence of the family

As with every subject or academic discipline, "Pedagogical Diagnostics and Correction" has its own key concepts (core categories).

Thus, in modern conditions, applying the ideas of pedagogical diagnostics in practice ensures that didactic and educational processes are scientifically, methodically, organizationally, and practically properly organized. It creates the conditions for students to effectively master the learning material. Additionally, if certain shortcomings in the pedagogical process are identified, it helps to promptly address them and to reasonably set future tasks.

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