

THE IMPORTANCE OF PEDAGOGICAL DIAGNOSTICS IN FUTURE ENGLISH TEACHER TRAINING

Bakiyeva Gulandom Xisamovna, professor, UzSWLU
Rustamova Adash Eshankulovna, PhD, associate professor, SamSIFL

ABSTRACT

The study investigates experimental research on psychological and educational diagnostic techniques of students based on their professional activities, comprehensible thinking, persistent professional conduct on the culture of thinking, and creative attitudes and communication. The essay underlines that the consistency of the outcomes of repeated analytical conclusions is required to assure the trustworthiness of educational diagnostics.

Keywords: Pedagogical diagnostics, research, testing, experience, analysis.

INTRODUCTION

In recent years, the Republic of Uzbekistan has moved to a knowledge assessment rating system, which has improved the educational process, including the widespread use of testing as a method of assessing knowledge, and has increased interest and need for various psychological methods, particularly the study of mental development. Theoretical and practical development of pedagogical-psychological diagnostics has been greatly aided by pedagogy. According to the study's findings, modern educators and leaders vary in the following professional qualities:

- the urge to assess their activities: the capacity to converse;
- the desire to grasp new diagnostic and self-diagnosis techniques;
- the ability to evaluate oneself uniformly.

As a result, dramatic changes in the administration of the learning process, particularly in the management of its participants, are required. To transform them into a self-governing system, each leader must first examine himself and set goals, then plan his own future and manage himself through self-assessment and self-correction. This improves any teacher's diagnostic abilities. The principles of analysis, self-analysis, and individual study have recently been referred to as single diagnoses. The general definition of this phrase - the theory and practice of diagnosis - is a specific form of knowledge, because diagnostics means to identify (mark) in Latin¹.

Pedagogical diagnostics is the process of determining the substance of reality in the realm of educational practice. Reflecting the dynamic flow of educational elements is what comprehensive learning entails. Its mission is to supply the educator and supervisor with timely and trustworthy information on the interconnected movement of causes, identifying which of them will be crucial at the time. As a result, it is critical to diagnose all aspects of the educational process. The substance of pedagogical diagnostics is the fast study and assessment, regulation, and correction of the methodological and educational process, independent of the student's, teacher's, or supervisor's degree of engagement. The investigation of instructors' actions and personalities is a significant aspect in enhancing the quality and efficacy of methodological work. Methodological work aims to assist educators in achieving excellent

¹Bitinas B. P., Kataeva L. N. "Pedagogical diagnostics: dryness, functions, perspectives". 1993. Pedagogy.

results in their actions connected to student education and development. This activity may be completed not only in the context of further progress, but also in the context of a thorough examination of each educator's current competencies. A scientific approach to the organization of methodical work with teachers, as well as their professional and mutual growth, is provided by pedagogical diagnosis. As a result, it is crucial in methodological, educational, and management activities. Pedagogical diagnosis, defined as a technique for analyzing a teacher's degree of professional growth, acts as a foundation for detecting challenges in the workplace and promoting the search for alternative solutions. Simultaneously, it is to discover, reinforce, and identify approaches and unique techniques for the creation of customized methods of pedagogical activity and teaching model². As it removes subjectivism in the assessment of educational institution management, pedagogical competence, diagnosing the success of the educator, provides for an alternate solution to the problem of attestation. However, administrators must remember that diagnosis is not a personal objective, but rather a component of counseling, correction, adaptation, methodological and psychological support, and collaboration with educators. The goal of pedagogical activity diagnosis, particularly self-diagnostic, is for each educator to acquire self-analysis and evaluation abilities. This will allow the collaboration with the educational staff to shift to an active mode of self-regulation and correction. Pedagogical diagnostics assists the leader in knowing and seeing the inner experiences of the majority of the teaching staff during the testing, experimentation, research, and scientific-methodical research processes. It should be remembered that diagnostics reveals the existence or absence of specific traits and characteristics, and the results should be used by the leader to assist identify the educator's prospects, ways, and means of professional growth. Only if the pedagogue's educational activity is not only diagnostic, but also hopeful, can we speak of the efficacy or utility of the work done in this area. The ultimate purpose, objectives, and expected results of the job done will be at the center of each activity. Diagnostics is the process of summarizing the results of activities, making practical conclusions - finding voids or achievements and taking them into account in further phases of the activity³. Pedagogical diagnostics is crucial in analyzing the efficacy of education, the substance of work, the pedagogical activity is carried out, this technique of work is effectively adopted at advanced educational institutions, accomplishments are enhanced, weaknesses and inadequacies are analyzed. The key strategic directions are selected on the basis of which high-level ultimate achievements are accomplished. The question arises:

- Is there a way to assess a student's talents, capacities, knowledge, and skills?
- Is it preferable for the instructor to be engaged in determining the student's knowledge and skills, or for the student to assess themselves?

The subject of pedagogical diagnostics is answering these questions on the most suitable foundation. To attain this purpose, it is critical to design and apply standards and methodological methods. The evolution of pedagogical diagnostics is nearly equal to the evolution of instructional action. In other words, if the pedagogical process has been around for thousands of years, so has the determination of standards and outcomes. It should be emphasized that there is also pedagogical diagnostics, which begins with the assessment of student knowledge, testing and examination, and the determination of final work outcomes.

²Gurel, D. K., Eryılmaz, A., & McDermott, L. C. (2015). A review and comparison of diagnostic instruments to identify students' misconceptions in science.

³Gurevicha K.M., Borisovoy E.M. "Psychologicheskaya diagnostika": Uchebnoe posobie.2000, M.

The sole distinction is that there was no scientific basis for diagnosing knowledge and competence in primitive and medieval schooling. In the early twentieth century, scientific examination and application of educational diagnostics were carried out. As a result, the nomenclature of this instructional procedure differed. According to some, pedagogical diagnostics is the foundation for acquiring the provided knowledge. Others feel that diagnostics are pieces of information that help students learn faster. Others say that diagnostics is the quality check of acquired knowledge. Pedagogical diagnostics, according to a well-known pedagogical scientist, are "a criterion for the correct choice of teaching materials, the correct direction of the goal, as the student learns." Indeed, pedagogical diagnostics serves as the foundation for understanding the teaching content and sets the foundations for reaching an optimum pedagogical conclusion. As a result, pedagogical diagnostics: first, accelerates the individual education of the student; second, provides accurate, fair assessment of student knowledge based on the educational requirements of the state and society; and third, the developed educational criteria determine whether the student meets the minimum requirements for the transition from one course to another, as well as for admission to the specialty⁴. The educational process is accurately studied and its efficiency is correctly measured with the aid of pedagogical diagnostic. In other words, pedagogical diagnostics examine the level of knowledge of educational ideas as well as the level of mastery of the entire course and curriculum. It should be noted that educational diagnosis is a different sort of diagnosis that differs from psychological and sociological diagnostics, as well as diagnostics utilized in scientific research. The existence of intrinsic only her functions and principles; particular structure and a number of specific phases characterizes educational diagnostics. Educational diagnostics is a set of methodologies, procedures, methods, and methods for understanding the circumstances, conditions, and components of the functioning of educational processes, as well as analyzing their efficacy and outcomes in relation to the measures that are contemplated or occur. By definition, pedagogical diagnostics determines a method of recognizing a state of a specific object or system through the rapid registration of its essential parameters and the subsequent relation to a specific diagnostic category in order to make a prediction of the subject to diagnosis's actions, behavior, or development in the desired direction. In terms of substance, pedagogical diagnostics is an analytical analysis and assessment of the condition of the educational phenomena based on statistical data and specified, predetermined parameters. In this sense, the diagnosis of the outcomes of the teacher's professional activity entails the knowledge and ability to use parametric data to characterize the condition of these outcomes at various levels of implementation. The examination of pedagogical theories devoted to the problem of educational quality indicates the steady development in the number of scientific facts and important ideas that distinguish this process and represent its core, deepening their depth. Clarification of the substance of the fundamental ideas and categories that nominated studied phenomena, as well as their ratio, enabled the existence of alternative scientific-theoretical and methodological approaches to their interpretation to be fixed. The term "quality of education" refers to the designation of the outcomes of learning, raising, and development as the ultimate objective and output of the educational process. In the broadest sense, education quality is the result and process of the educational system's functioning, which demonstrates the effectiveness of the actions of the participants in the educational process in terms of the implementation of goals, conditions, social and educational standards capable of meeting

⁴Gurevicha K.M., Borisovoy E.M. "Psychologicheskaya diagnostika": Uchebnoe posobie.2000, M.

consumers, their requirements, and the actual needs of society⁵. In the narrow sense, education quality manifests itself as an integrated set of properties that characterize the adaptability of education to the realization of the social goal of personality formation and development in aspects of its teaching, parenting, mental and physical capabilities. It is demonstrated that research into the efficiency of preparing prospective teachers for pedagogical diagnosis should be conducted in line with dialectic laws and principles of awareness, personality, and action. The practical cut of the methodological basis of the study of future teacher training for pedagogical diagnostics of educational quality includes: axiological (the value of education and its results as universal value), systemic (a set of tools for managing the process of teacher training to meet the educational services of society), competence (professional level of development of the future teacher's personality and his readiness to perform the tasks, knowledge, abilities, learning skills, which define the implementation of their personality in their professional activities and methods. The axiological approach is aimed at identifying value benchmarks and ideological positions in the context of the study of the training of future teachers for pedagogical diagnostics of educational quality, according to which they are able to isolate the parameters of the achieved learning outcomes and upbringing of students, the criteria for their evaluation and forecasting with a view to their further improvement. Such value orientations represent the semantic heart of educational diagnostics as the end outcome of student socialization in the system of professional training and pedagogical action.

The competency approach reveals the essence of social requirements concerning the final results of the future teacher's professional training, his general and pedagogical erudition, and pedagogical skills in accordance with the state standards recognized in society for the recognition of higher and general secondary education. It was used to describe the content of the process of professional training of prospective teachers for pedagogical diagnostics of the quality of students' education in the framework of current curricula and nomenclature of normative educational disciplines, according to its aim in the research. According to the competence approach, future teacher preparation for pedagogical diagnostics of educational quality is a multifaceted phenomenon that is dependent on professional basic knowledge and skills, value orientations, motives of the future teacher's activity, understanding of themselves and the world around them, the style of relationships with people, general culture, ability before developing its educational potential.

The personality-activity method in the research of future teacher training for pedagogical diagnostics of educational quality identifies each student's activities in this process as a source of their own activity, which significantly impacts the learning results. The analysis of the future teacher's personality as a subject of educational activity, with individual cognitive and professional motives and needs, special cognitive strategies (analytical, spatial-synthetic, verbal) of comprehension of educational material, experience of pedagogical activity, and their consideration in the educational process, is the key to the success of his professional training in general, and to pedagogical diagnostics of educational quality in particular⁶.

⁵Van de Watering, G., van der Rijt, J. (2006). Teachers' and students' perceptions of assessments: A review and a study into the ability and accuracy of estimating the difficulty levels of assessment items. *Educational Research Review*, 1(2), 133e147. <https://doi.org/10.1016/j.edurev.2006.05.001>

⁶Jashkova E.B., Sharshakova L.B. "The role of diagnostics in the pedagogical process of complementary education", M.2013.

The system approach considers pedagogical training of future teachers for pedagogical diagnostics as an open, dynamic socially oriented system, the functioning of which is provided by appropriate pedagogical subsystems (content, forms, methods, means of learning), the integral interaction of which is aimed at achieving the intended result. Professional training of future teachers for pedagogical diagnostics of educational quality is a systemic multidimensional phenomenon that determines its subjects' cognitive activity, self-development, and self-organization, which in turn determines the outcomes of professional-pedagogical activity mastered in higher education.

Recently, as part of the modernization of higher education, there have been significant changes in the content and methodology of preparing a future teacher, which exacerbates the problem of identifying the potential of teaching and special disciplines in the preparation of the future English teacher and drawing to pedagogical diagnostics of educational quality. It has been demonstrated that it is critical in educational diagnostics not only to fix the outcome, but also to develop the dynamics of its evolution. A detailed examination of the person; self-analysis of own activities; analysis of the success of the educational process as a cumulative result of many instructors include diagnosis and assessment of teacher effectiveness.

To obtain the desired outcome is the qualitative and quantitative indicator of evaluation of the results of educational activity. It is a norm or a state educational standard that acts as a requirement and the basis for diagnosis in education, as it compares real outcomes to them before evaluating and correcting them. The success of the prospective English and drawing teacher's professional and pedagogical activity is defined, in part, by his capacity to link his conceptual stance about student teaching with a specific model of educational process organization, the ability to correlate the chosen learning technologies with the age-old characteristics of students, taking their interests into account during the design of each lesson's content; the ability to diagnose and monitor the quality of the students' learning tasks, and to simulate the likely development of their creative abilities in technological activities on this basis. Preparation of future English teachers and drawing for pedagogical diagnostics of educational quality is regarded as a holistic educational process aimed at forming the system of knowledge, skills, and abilities required for students to identify the achievements of pupils in a secondary school in the formation of skills and abilities in a specific type of labor education. The concrete result of mastering the methods and methods of diagnosing, monitoring, and evaluating the results is the formation of a professionally directed creative personality of the future teacher, as well as his psychological willingness and practical preparedness for the implementation of pedagogical diagnostics of the quality of students' education. Students' preparedness for pedagogical diagnostics of the quality of education is a complex personal formation that demonstrates the effectiveness of their professional preparation for pedagogical activities in higher education, the degree of orientation in the requirements for the quality of teaching students in a school on a specific subject in accordance with current state standards, theoretical knowledge of pedagogical diagnostics of this quality, practical knowledge of pedagogical diagnostics of this quality, and practical knowledge of pedagogical diagnostics of this quality, to assess the outcomes of work, to manage the quality of students' activity, to anticipate and project draw out the results of your own professional activities and other teachers. The preparation of future English teachers and drawing to the pedagogical diagnostics of the quality of education of students may turn into a personal formation provided that the process of vocational and pedagogical training is organized as an independent cognitive activity of students, during which each of them acquires the experience of the decision diagnostic tasks that are constantly complicated throughout the entire study. At

the same time, an important component of preparation is awareness and mastering of the tools of pedagogical diagnostics by the teacher of the quality of education of students.

In scientific studies of diagnosing the quality of education of subjects of the educational process, various methods are classified in three groups: empirical, theoretical and mathematical-statistical. Among the modern methods of pedagogical diagnosis of the quality of education, the most appropriate are the following: test control (integrated system, which is a subsystem of pedagogical control, an organic part of the educational process in general); monitoring control (a complex of repeated repeating control procedures in the given time parameters in order to find out the trends and deviations in the results obtained and make adjustments in the adoption of management decisions); expert control with the involvement of professional experts (dean's office, administration, accreditation) for assessing the effectiveness of educational processes.

Methods

It is determined that control over the quality of outcomes achieved in the educational process is an important aspect of pedagogical diagnostics, which includes theoretical determination of diagnostic parameters; visual and practical substantive proof of diagnosis findings; and instrumental control of planned control (using a computer, practical control, self-control, testing and tests, "portfolio", product analysis, scaling, rating, pair comparison, and so on.) The diagnostic role of teacher control based on educational process results entails a systematic investigation of the final training products in order to gain objective and trustworthy information regarding the causes for the students' failure in the educational activity. This enables the instructor to modify not only the substance of his instructional activity, but also the method of control, assessment, and quality management of education that he employs. The experimental method, which includes: the first - the preparatory-cognitive stage, was designed to provide future teachers with knowledge, skills, and abilities in pedagogical diagnostics of educational quality; practical and constructive - directed and intensified the students on the positive attitude and use of the system of pedagogical diagnostics of educational quality of students, stimulated the development of the need for the study of the theory of education, conclusions preparation; technological - correction via the introduction of technology, feedback, selection of techniques of pedagogical diagnostic of educational quality; reflective and evaluative - students' self-training to develop novel ways of pedagogical diagnostics of the quality of education of students on the development of self-assessment of their preparedness for the implementation of pedagogical diagnostics in universities. The devised technique of diagnostic control of students' knowledge was integrated in the experimental group during the formative experiment, but the control group continued to study using the old approach. Following the experiment, the control pedagogical diagnostics were performed using the identical research methodologies as the ascertaining experiment. The smart tasks were carefully intended to be associated to the diagnostic procedures in such a manner that the intellectual abilities of analysis, synthesis, distillation, comparison, categorization, and generalization will be engaged during their implementation. With their assistance, students delve into the topic at hand, define the qualities of the components affected by the issue, and select a solution. The method of completing intellectual tasks consists of numerous steps: analysis of the issue conditions, search for a solution plan, solution, validation and inquiry, and analysis of completed work.

Results

The EFL reading comprehension diagnostic test lasts approximately 75 minutes and is divided into two parts: a placement assessment that assigns the test taker to one of four levels of EFL

reading proficiency and a diagnostic assessment that explores reading strengths and weaknesses at the specific level where the test taker has been placed. Following that, test standards were developed, and sample items were prepared and internally reviewed by a panel of language testing and EFL teaching professionals. There are two groups of participants in each university involved in the present study. The student participants were separated into two groups: experimental and control. Two hundred students were assigned to the experimental group ($N_{exp} = 200$), whereas one hundred and ninety eight students were assigned to the control group ($N_{con} = 198$).

Discussion

Teaching methods for incorporating diagnostic evaluation into the EFL reading curriculum. The experimental group's repair was carried out in four stages: planning, framing, implementing, and reflecting. Flora conducted a thorough examination of the present curriculum, instructional objectives, and student requirements throughout the design process. The course's goal was to prepare fourth year graduate students with low reading skills for academic English studies in the subsequent semesters. As considered and determined by all department instructors with expertise teaching the course, small-group discussions were employed as the major teaching approach. They felt that small-group discussions may improve students' text comprehension, problem-solving abilities, and critical thinking. During the conversation, students offered diverse points of view, replied to others' views, and commented on their own thoughts in order to increase their knowledge, comprehension, or interpretation of the book at hand.

Conclusion

Positive qualitative changes were identified in the formation of the preparedness of future technology teachers and the drawing for the pedagogical diagnosis of the quality of education of students, according to the results of the final section of the training of future technology teachers and the drawing for the pedagogical diagnosis of the quality of education of students. The number of students in the experimental group who demonstrated a high degree of preparation increased by 7.54%, those in the satisfactory group increased by 7.33%, and those in the poor group declined by 15.87%. Pedagogical diagnostics is a process that involves analyzing the learning process, objectively defining its outcomes, controlling, verifying, evaluating, collecting statistical data, analyzing it, revealing dynamics, tendencies, and forecasting future improvements in educational quality. A thorough understanding of the results of student performance, i.e. the quality level of students' knowledge, their attitude towards the vocational subject nature, and interest in learning at the ascertaining and forming stages of the experiment, led to the conclusion that the use of reasonable diagnostic methods increased interest and improved attitude of the students to learning, as well as contributed to an increase in the level of quality of knowledge.

REFERENCES

- Bitinas B. P., Kataeva L. N. "Pedagogical diagnostics: dryness, functions, perspectives". 1993. Pedagogy.
- Gurel, D. K., Eryilmaz, A., & McDermott, L. C. (2015). A review and comparison of diagnostic instruments to identify students' misconceptions in science.
- Gurevicha K.M., Borisovoy E.M. "Psichologicheskaya diagnostika": Uchebnoe Jashkova E.B., Sharshakova L.B. and dr. "The role of diagnostics in the pedagogical process of complementary education". M.2013.
- Van de Watering, G., van der Rijt, J. (2006). Teachers' and students' perceptions of

assessments: A review and a study into the ability and accuracy of estimating the difficulty levels of assessment items. *Educational Research Review*, 1(2), 133e147.
<https://doi.org/10.1016/j.edurev.2006.05.001>