

FOREIGN LANGUAGE TEACHING AND PEDAGOGICAL DIAGNOSTICS

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Abstract: *Pedagogical diagnostics plays a significant role in foreign language teaching as it assists teachers understand the strengths and weaknesses of individual students in their language learning process. This article will describe pedagogical diagnostics and foreign language teaching.*

Аннотация: *Педагогическая диагностика играет важную роль в обучении иностранному языку, поскольку помогает учителям понять сильные и слабые стороны отдельных учащихся в процессе изучения языка. В данной статье будет описана педагогическая диагностика и обучение иностранному языку.*

Annotatsiya: *Pedagogik diagnostika chet tilini o'qitishda muhim rol o'ynaydi, chunki u o'qituvchilarga til o'rganish jarayonida alohida talabalarning kuchli va zaif tomonlarini tushunishga yordam beradi. Ushbu maqolada pedagogik diagnostika va chet tilini o'rgatish haqida so'z boradi.*

Key words: *pedagogical diagnostics, foreign languages and diagnostic technique.*

Ключевые слова: *педагогическая диагностика, иностранные языки и диагностическая методика.*

Kalit so'zlar: *pedagogik diagnostika, chet tillari va diagnostika texnikasi*

Introduction: 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





A process known as "pedagogical diagnostics" involves analyzing the learning process, objectively defining its outcomes, controlling, verifying, evaluating, and gathering statistical data. This data is then analyzed to reveal patterns and dynamics in the data and to forecast future improvements in the quality of education. By using pedagogical analysis, educators may better understand the requirements and learning preferences of their students and create resources and teaching strategies that work for each unique learner. Language pedagogy is the discipline concerned with the theories and techniques of teaching language. It has been described as a type of teaching where in the teacher draws from their own prior knowledge and actual experience in teaching language. The approach is distinguished from research-based methodologies [1;62].

Pedagogical diagnosis may contribute to precise the various stages that future foreign language teachers undergo in their growth, their zone of proximal and long-term development, to recognize their professional improvement and to determine the progress achieved during their personality formation. It also presupposes conscious recognition of achievements and difficulties in the teaching learning process, in a way that may help to improve it.

Pedagogical diagnostics plays a vital role in foreign language teaching as it helps teachers know not only the strengths but also shortcoming of individual students in their language learning process. By using various diagnostic tools and techniques, teachers can identify areas where students need support and tailor their instruction accordingly. This personalized approach can lead to more effective language learning outcomes for students.


Some ways in which pedagogical diagnostics can be applied in foreign language teaching include:

1. Assessing students' language proficiency levels: By administering placement tests or proficiency assessments, teachers can determine the starting point for each student and design appropriate learning goals and activities.

2. Identifying specific language skills: Diagnostic assessments can help pinpoint areas where students may be struggling, such as grammar, vocabulary, pronunciation, or listening comprehension. This information can guide teachers in providing targeted instruction and support.

3. Monitoring progress: Regular diagnostic assessments can track students' progress over time and provide feedback on their language development. This feedback can help students set realistic goals and motivate them to continue improving.






4. Differentiating instruction: By understanding the diverse needs and learning styles of their students, teachers can adapt their teaching methods and materials to accommodate individual differences. This personalized approach can enhance student engagement and success in learning a foreign language.

In conclusion, pedagogical diagnostics can be a valuable tool in foreign language teaching, helping teachers support their students' language learning journey and foster a positive and effective learning environment. Pedagogical diagnosis applied in the training of foreign language teachers at the universities constitute an important tool for teacher trainers and foreign language teachers-to-be to adjust either teaching or learning strategies; they are both set up as a dialectical unity in the formative process. The personal implication of the future foreign language teachers is guaranteed through pedagogical diagnosis, by means of which profiles, predictions and strategic plans are elaborated looking for the benefits to improve qualitatively physical, psychosocial, linguistic and pedagogical perspectives during the teaching training process [2;7119].

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