

TEACHERS' ROLE IN PEDAGOGICAL DIAGNOSTICS

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Abstract: *The essay focuses on the diagnostic activities of high school instructors. With regard to diagnostic activity, three primary diagnostic techniques (objective, subjective, and projective) are discussed, the choice of which is dependent on the suitable system of diagnostic procedures for interpreting the results. The authors conclude that instructors' control and diagnostic activity enables them to effectively manage students' educational processes.*

Key words: *diagnostic activity, students, instructor, institutes*

Today's educational process is distinguished by the adaptability of organizational forms, content, instructional means and methods, and the openness of the cognitive and socio-emotional worlds. All of these problems necessitate adequate diagnostic work on the part of instructors. Teachers' diagnostic activity, as well as the selection and application of efficient pedagogical technology within the current educational environment, have become essential components of each teacher's professional activity. This occurs as a result of the significant complication of functions of teachers, educators, and heads of educational institutions associated with innovative processes in education, which narrows the understanding of diagnostics, revealing it as the goal of obtaining information that serves to optimize pedagogical activity. The authors emphasize the importance of diagnostics as a collaborative process needing the combined efforts of instructors and students. There are three basic diagnostic approaches: objective, subjective, and projective, which influence the selection of the right diagnostic system and the interpretation of the results. The core of the objective method is connected to the fact that diagnostics are performed based on the success (efficacy) and manner (characteristics) of the activity. In diagnostic activity, there are two sorts of methodologies used to test a student's qualities and determine his or her degree of intellectual development. The subjective method involves diagnostics, which are performed based on knowledge, self-description (self-evaluation) of a personality, condition, or conduct in certain settings. This strategy is implemented through the use of multiple surveys (personal questionnaires, state and mood questionnaires, and questionnaires). The projective technique comprises diagnostics, which are performed on the basis of an examination of the characteristics of contact with outwardly neutral, impersonal like material, which becomes the object of projection due to its recognized uncertainty (weak structure). The approaches developed within the scope of the projective method are classified in many ways. The teacher's diagnostic activity serves as the foundation for the technical advancement of modern educational practice, enhancing its effectiveness, rationality, and purposefulness, and is organically incorporated in the design,

management, and regulation of pedagogical activity. The teacher's diagnostic action is intended to provide a beneficial pedagogical outcome. Consider the diagnostic activity of teachers by determining the purpose and specific tasks of the diagnostic study, the selection of diagnostic tools, the accumulation and processing of diagnostic information, the determination of trends and prospects for personal development of students, control of the dynamics of their development, self-diagnostic of the teacher's actions, and their reconstruction. The researchers provide some broad guidelines for diagnosing and assessing data. Pedagogical diagnostics guidelines include: 1. Specifying the group, number of pupils, and discipline. 2. Defining the goal and scope of diagnostics. 3. Choosing the mode of registration and gathering main diagnostic materials. 4. Presenting diagnostic results in the form of schemes, tables, and diagrams. 5. Analyze and analyze the collected data, explaining their significance. 6. Conducting an overall evaluation and developing pedagogical conclusions and suggestions. 7. Indicate where and how diagnostic and testing findings can be used. (Slastenin V.A. et al., 2013) feel that comparative diagnostics has a lot of promise. The essence of this strategy is a comparative investigation of the ultimate consequences of the educational effect on a set of indicators at various stages of education and raising. The following abilities are part of a teacher's diagnostic culture: 1. The ability to establish a diagnostic target. 2. The ability to select diagnostic methods. 3. The ability to carry out the tests. 4. Data processing and problem-solving abilities. 5. Capability to design and carry out correctional work. The most significant principles of diagnosing and controlling, according to (Slastenin V.A. et al., 2013), are systematicity and visibility (publicity). The term "systematicity" refers to the fact that all students are subjected to frequent diagnostics from the start to the last day of their studies at an educational institution. Diagnostics are performed at all phases of the didactic process, from knowledge perception to practical application. The notion of systematicity necessitates an integrated approach to diagnosis in which diverse forms, procedures, and ways of evaluation are employed in close proximity. The principle of visibility (publicity) entails administering tests to all pupils using the same criteria. Within the diagnostic procedure, each student's evaluation is obvious and comparable. The idea of publicity necessitates the publication of evaluation criteria. The publication of the findings of the diagnostic tests, their discussion and analysis, and the development of prospective plans for error reduction are all prerequisites for the application of this concept. (Slastenin V.A. et.al., 2013) consider that working with diagnostic approaches drives the student to construct personalized self-education programs, allowing him/her to examine and reflect on his/her activities during the educational session. Diagnostic procedures also include many types of self-improvement for instructors, such as questioning, creative improvisation, designing tactics and technologies for educating pupils, self-diagnostics, and assessing their own development possibilities. To summarize, diagnostics is a teacher's analytical job that leads to the development of diagnostic and technical levels of professional thinking.

Conclusion

A diagnostic activity is a type of professional (pedagogical) activity performed by a teacher. We argue that a teacher's diagnostic activity may be considered a distinct form of

professional activity. Diagnostics implementation is linked to issues in the structure of the instructional process. As a result, diagnostic activities can boost the effectiveness of the educational process. We think that introducing diagnostic teacher activity can prevent many errors in the educational system. As a result, it is vital to supplement the lectures of the pedagogical and psychological cycles with knowledge on diagnostic procedures and efficient teaching technologies.

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