

METHODS OF PEDAGOGICAL DIAGNOSTICS IN GENERAL SECONDARY SCHOOLS

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Abstract:

This article presents an opinion on the methods and principles of diagnosing the levels of competences developed by teachers of general secondary schools and the basic and subject-related competences formed by schoolchildren.

Keyword: pedagogical diagnosis, competencies, methods, principles, tests, comparison, comparison, prediction, interpretation.

Introduction

Diversification of the demands of the modern and promising labor market in the world education system requires a high level of mastery of parameters related to professional activity, adapted to new strategies of education. Under the modern organization of the activities of the subjects of the educational process, bringing up intellectually advanced, spiritually mature, physically healthy individuals is gaining significant practical importance in harmonizing the models related to its effectiveness (functional education, competence-based approach, competence model) with the ideas of technological development.

In the leading higher educational institutions of the world, research is being carried out on the preparation of high-potential, competitive personnel by organizing the activities of future specialists in a new context. This shows the importance of the problem of pedagogical diagnosis for modern educational theory and practice, the multifaceted and complex nature of the issue of forming a mature, perfect person in all respects. This task is carried out through the teacher's skills, his maturity, deep professional knowledge, skills and qualifications, special knowledge, and it creates the need to put into practice the mechanisms that allow solving didactic and educational problems through pedagogical diagnostics.

At the moment, in the general secondary education system, it is necessary to improve the mechanisms of diagnosis and correction of defects in didactic and educational processes in the pedagogical activities of personnel who are highly qualified, have creativity and initiative, can independently solve professional and life problems, and are able to quickly adapt to new techniques and technologies. . Therefore, scientific research is being conducted to teach teachers the content of education on a scientific basis, to design its organizational and technological foundations, and to develop future development trends. At the same time, there is a need to carry out targeted research on improving the ability to use pedagogical diagnostics in the activities of teachers working in the general secondary education system.



Competencies that should be diagnosed in teachers who are subjects of education: professional, personal, general cultural, special; pedagogical features: intellectuality, diligence, initiative, patriotism, creativity, dedication, humanitarianism, leadership, etc.; social activism: having a strong civic faith, political activism, breadth of scientific-practical outlook, development of propaganda and campaigning skills, etc. should be studied.

However, mechanisms for diagnosing the levels of formation of basic and subject-related competences developed by general secondary school teachers and formed by schoolchildren have not yet been created. From this point of view, based on the priority of the professional, personal, general cultural, special and continuity of education, student personality and interests of the teachers who are subjects of the pedagogical process, it is necessary to create methods for diagnosing the levels of formation of basic and subject-related competencies in accordance with their age characteristics.

In improving the mechanisms of using pedagogical diagnostics in the process of general secondary education: diagnostic methods: tests, comparison, prediction, interpretation; principles: validity, accuracy, objectivity, reliability are important.

In the case of comprehensive (complex) changes in general secondary education institutions (changes have been made to one or another level in educational conditions, curriculum and programs, teaching methods and technologies, interactions between educational subjects at the level of the educational institution), when evaluating the results of these reforms, from the information about the current state had to use. However, this necessity was focused on ensuring that the composition of the control and experimental groups in both periods under comparison is the same (in terms of age, education level), that is, the necessary requirements for conducting pedagogical experiments and tests are fulfilled.

Thus, the importance of methods, methodologies, guidelines in improving the mechanisms of using pedagogical diagnostics in the process of general secondary education is great. Therefore, it is necessary to develop guidelines for conducting PD while improving the mechanisms of using pedagogical diagnostics.

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