



REQUIREMENTS FOR THE DIAGNOSTIC ACTIVITY OF A TEACHER OF SECONDARY SPECIAL AND PRIMARY PROFESSIONAL EDUCATION

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Article history:	Abstract:
Received: 24 th October 2022 Accepted: 20 th November 2022 Published: 30 th December 2022	The article analyzes the clarification of all the conditions under which the educational diagnostic didactic process takes place, determining its results, the innovative organization of the didactic process without diagnosis, its effective management, and the achievement of optimal results for the existing conditions.
Keywords: didactic process, control, dynamics, assessment, skill, competence, statistical information, structural element, level of knowledge.	

The Law of the Republic of Uzbekistan "On Education" states that "... persons with appropriate education, professional training and high moral qualities have the right to engage in pedagogical activities." It is not without reason that Article 36 of the Law states that "...experimental and innovative activities in the field of education are carried out in order to modernize education and are aimed at the development of new educational technologies and resources, their testing and introduction into the educational process." According to this Law and today's requirements, the demands placed on the teacher are expanding. In the 21st century, a teacher needs extensive knowledge, thorough practical training, high pedagogical skills, competence and creativity.

In Uzbekistan, a number of scientists are conducting research on the teaching profession and its skills. In 2010 M. Achilov and N. "Teacher's Etiquette" by Ochilova (-Tashkent: Teacher), in 2011 N. "Pedagogical technology and pedagogical skill" by Azizkhodzhaeva, N. Saidahmedov's "Pedagogical Technology" (2010), Sh.A. Abdullaeva Sh.A., B. B. The Sobirovs created teaching manuals for bachelors and masters called "Pedagogical skills" (2014), but until today, the diagnostic work of a modern teacher, educational diagnostics, professional competence issues, teaches the secrets of special pedagogical skills, fully reveals the unique features of the art of teaching. the source does not exist until the need to create it is provided. Therefore, during the research, a special author's program was created in order to study the situation of conducting pedagogical diagnostics in secondary special and primary professional education and clarify all the conditions under which the didactic process takes place. In this Program, the purpose, content, and principles of conducting educational and educational diagnostics in general secondary schools were defined.

Educational diagnostics - clarification of all the conditions under which the didactic process takes place, determination of its results. Without diagnosis, it is impossible to organize the didactic process innovatively, manage it effectively, and achieve optimal results for the existing conditions.

By diagnosing the pedagogical process, it is possible to increase the effectiveness of education.

The goal of educational diagnostics is to identify, evaluate and analyze all aspects of the educational process in connection with its product.

Educational evaluation or inspection only records the results, but does not explain their origin. Evaluates diagnostic results in relation to the ways and means and methods of their achievement, determines the processes and stages that ensure the effectiveness of education. Pedagogical diagnostics includes the following forms of control:

In secondary special and primary professional education, the necessary components of monitoring, evaluation and diagnosis of students' knowledge skill qualification are listed.

One of the important components of the educational process is control and accounting. These concepts have their own essence and characteristics. If the teacher organizes control and accounting correctly, the effectiveness of the educational process increases. For this, the teacher should determine the level of mastery of the educational materials of the student.

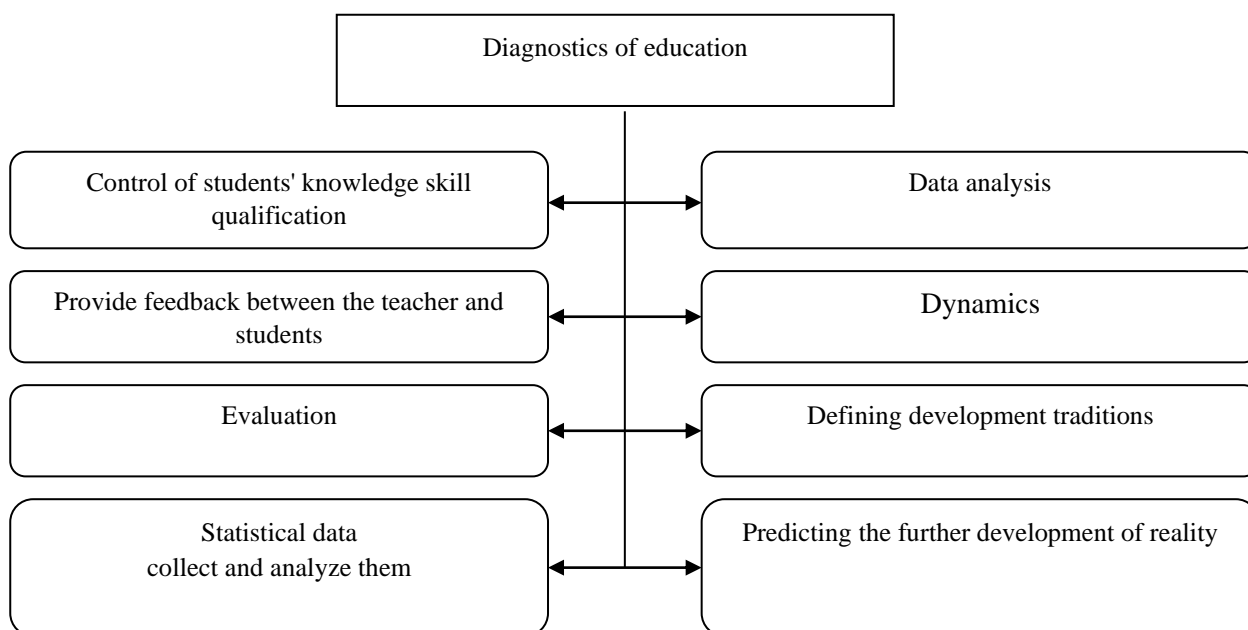


Figure 1.1.1. The main components of educational diagnostics

Supervision refers to the process of determining, measuring and evaluating the level of knowledge, skills and competences of the learner in education. Detection and measurement is also called verification.

Inspection is a component of control, and its main didactic task is to provide feedback between the teacher and students, to obtain objective information about the mastering of educational material by the pedagogue, and to ensure timely identification of deficiencies and defects in knowledge. The purpose of the examination is not only to determine the level and quality of the student's knowledge, but also the amount of his educational work.

In the process of secondary special and primary professional education, pedagogical examination is carried out in several stages. That is:

1. Predetermining the level of knowledge of students. Usually, it is held at the beginning of the school year in order to determine the level of knowledge acquired by students in the previous school year. Such a review can also be conducted in the middle of the academic year when starting to learn a new department (course).

2. It is a current check in the process of mastering each topic. The current examination allows to diagnose the mastery level of some individual elements defined in the curriculum by learners. The main task of this investigation is to study a specific situation taken separately. There are different forms and methods of such examination, which are determined according to the content and complexity of the educational material, the age and preparation of the students, the educational stage and goals, and specific pedagogical conditions.

3. Mid-term examination is a test of knowledge, skills and abilities. The form of determining and evaluating the level of knowledge, skills and qualifications acquired by students in certain chapters or sections of the educational material. While learning a new topic, students repeat what they have learned before. Repeated examination helps to consolidate knowledge, but it does not allow to describe the stage of educational work, to diagnose the level of consistency of knowledge. This examination will give the expected effect only if it is used together with other forms and methods of diagnosis.

4. Periodic examination of students' knowledge, skills and qualifications on a single subject or a separate topic of the course. Its purpose is to diagnose the quality of mastering the interrelationships between the structural elements of the educational material studied in different parts of the course. The main task of periodic inspection is systematization and generalization.

5. Final examination and consideration of acquired knowledge, skills and qualifications of students at all stages of the educational process. The final calculation of mastery is conducted at the end of each quarter and academic year. It should not consist only of mechanically calculating the average arithmetic score by adding the obtained grades. This is, first of all, to diagnose the level (quality) of existing knowledge in accordance with the purpose set at this stage.

Supervision also includes assessment and analysis of student learning. In mastering indicators, group (electronic) journals, rating books and the like, grades are recorded in the form of conditional marks, code signals, memory marks, etc. The results (results) of control are the basis for evaluating the student's level of learning. Both qualitative and quantitative indicators of student work are taken into account. Quantitative figures are more in points or percentages. The quality indicators are recorded with the help of evaluation opinions such as excellent, good, satisfactory, etc. Each evaluative opinion is assigned a pre-agreed (specified) certain score, indicator (for example, place - 1, 2, 3, 4, etc.).

It is necessary to understand the grade as a ratio between the actual acquired knowledge skill qualification and the total amount of knowledge skill qualification determined to be mastered according to the state educational standard.

ACCOUNTING MEANS summarizing and summarizing the activities of students and teachers during a certain period of education.

When taking into account the results of students' mastery, it is necessary to pay attention to the following: 1) comprehensive control of students' knowledge, skills and abilities in learning the subject and subject based on the curriculum; 2) draw a conclusion about the activity of students on each completed topic; 3) not to assess the level of students' mastery based only on average arithmetical data; 4) to provide accurate, detailed information (description) of students' existing knowledge based on the analysis of their statistical mastery over several academic years.

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