



THEORETICAL FOUNDATIONS OF PEDAGOGICAL DIAGNOSTIC METHODOLOGY IN THE TRAINING OF FUTURE ENGLISH LANGUAGE TEACHERS

Adash Rustamova Eshankulovna, PhD., associate professor, Department of English integrated course, Samarkand state institute of foreign languages, Samarkand

Qayumova Shaxnoza Anvar qizi, Student, Samarkand state institute of foreign languages, Samarkand

Article history:	Abstract:
<p>Received: July 24th 2023 Accepted: August 24th 2023 Published: September 28th 2023</p>	<p>This article discusses the ways and importance of pedagogical diagnostics implementation at the heart of any activity will be the ultimate goal, objectives and expected results of the work done. Pedagogical diagnostics plays an important role in the analysis of the effectiveness of education, the content of work, the pedagogical activity carried out, this method of work is successfully implemented in advanced educational institutions, the achievements are strengthened, the analysis of shortcomings and deficiencies on the basis of which the main strategic directions are determined and high-level final results are achieved. It should be noted that there is also pedagogical diagnostics, where the assessment of student knowledge, its testing and examination, the determination of the final results of work begins. 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.</p>

Keywords: Pedagogical diagnostics; higher education system; philological; future teachers; practical conclusions.

INTRODUCTION

Ways and importance of its implementation at the heart of any activity will be the ultimate goal, objectives and expected results of the work done. Summarizing the results of activities, drawing practical conclusions - identifying vacancies or successes, taking it into account in the later stages of the activity is called *diagnostics*. Pedagogical diagnostics plays an important role in the analysis of the effectiveness of education, the content of work, the pedagogical activity carried out, this method of work is successfully implemented in advanced educational institutions, the achievements are strengthened, the analysis of shortcomings and deficiencies on the basis of which the main strategic directions are determined and high-level final results are achieved. The questions arise:

- Is there a way to assess a student's talents, capacities, knowledge and skills?
- Is it better for the teacher to be involved in determining the student's knowledge and skills, or for self-assessment?

The subject of pedagogical diagnostics is answering these questions on the most suitable foundation. An important task is to develop and implement guidelines and methodological mechanisms to achieve this goal. The history of pedagogical diagnostics is almost identical to the history of pedagogical activity. In other words, if the pedagogical process has existed for thousands of years, the definition of norms and results of this activity is just as ancient. It should be noted that there is also pedagogical diagnostics, where the assessment of student knowledge, its testing and examination, the determination of the final results of work begins. 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. Therefore, the naming of this pedagogical process was also different. Some say that pedagogical diagnostics is the basis for mastering the proposed knowledge. Others believe that diagnostics is information that accelerates learning. Others argue that diagnostics is the control of the quality of acquired knowledge. Well-known pedagogical scientist considers pedagogical diagnostics as "a criterion for the correct choice of teaching materials, the correct direction of the goal, as the student learns." In fact, pedagogical diagnostics forms the basis of the process of knowing the teaching material and lays the groundwork for reaching an optimal pedagogical conclusion. Therefore, pedagogical diagnostics: first, accelerates the individual education of the student; secondly, it provides accurate, fair assessment of student knowledge based on the educational requirements of the state and society; thirdly, the developed educational criteria determine whether the student meets the minimum requirements for the transition from one course to another, for

admission to the specialty. With the help of pedagogical diagnostics, the educational process is correctly analyzed and its effectiveness is correctly assessed. In other words, through pedagogical diagnostics, the level of mastery of educational concepts is analyzed, the level of mastery of the whole course, curriculum is assessed.

In recent years, the Republic of Uzbekistan has moved to a rating system of knowledge assessment, improving the educational process, including the widespread use of testing as a method of assessing knowledge, increasing interest and need for various psychological methods, especially the study of mental development. pedagogy has given a great impetus to the theoretical and practical development of pedagogical-psychological diagnostics. The results of the research show that modern educators and leaders differ in the following professional qualities:

- 1) the need to analyze their activities: the ability to engage in dialogue;
- 2) striving to master new methods of diagnostics and self-diagnosis;
- 3) self-diagnosis the ability to evaluate oneself uniformly.

Therefore, it is necessary to make radical changes in the management of the learning process, especially in the management of its participants. Transforming them into a self-governing system requires each leader to step-by-step analyze himself and set his goals, set his own future plan, and control himself, self-assessment and self-correction. This improves any manager's diagnostic abilities. The concepts of analysis, self-analysis, and the study of the individual have recently come to be referred to as single diagnostics. The general meaning of this word - the theory and practice of diagnosis, is a special type of knowledge, because when diagnostics is translated from Latin means "to identify".

Pedagogical diagnostics - to determine the essence of realities in the field of pedagogical activity. Reflecting the dynamic flow of educational elements is what comprehensive learning entails. Its task is to provide the educator and the supervisor with prompt and reliable information on the interrelated movement of causes, which of them will be critical at the moment. Therefore, it is important to diagnose all components of the educational process. The content of pedagogical diagnostics is the rapid study and evaluation, regulation and correction of the methodological and pedagogical process, regardless of the level of activity of the student, teacher or supervisor. The study of the activities and personality of teachers is an important factor in improving the quality and effectiveness of methodological work. Methodological work is aimed at helping educators to achieve high results in their activities related to the education and development of students. This task can be accomplished not only in the context of further improvement, but also in the context of a comprehensive consideration of the existing capabilities of each educator.

A scientific approach to the organization of methodical work with teachers, as well as their professional and mutual growth, is provided by pedagogical diagnosis. Therefore, it plays an important role in the methodological, educational and management processes. Pedagogical diagnosis, taken as a system of studying the level of professional development of a teacher, serves as a basis for identifying difficulties in the work, encouraging the search for alternative ways to overcome them. At the same time, it is to identify the strengths of the teacher, to strengthen them and to identify ways and specific methods for the development of individualized methods of pedagogical activity and teaching model.

Pedagogical skill, diagnosing the success of the educator, allows for an alternative solution to the problem of attestation, as it eliminates subjectivism in the assessment of the administration of the educational institution. However, teachers need to keep in mind that diagnosis is not a personal goal, but a part of counseling, correction, adaptation, and methodological and psychological support, as well as working 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 work with the teaching staff to be transferred to an active mode of self-regulation and correction. Pedagogical diagnostics helps the leader allows to know and see the inner experiences of the majority of the teaching staff in the process of testing, experimentation, research and scientific-methodical research. It should be borne in mind that diagnostics indicates the presence or absence of certain qualities and characteristics, and the leader should use its results to help determine the prospects, ways and means of professional development of the educator. Only if the pedagogical work of the pedagogue is not only diagnostic, but also promising, it is possible to speak about the effectiveness or usefulness of the work done in this direction.

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