

## **SIGNIFICANCE OF FORMULATION OF PSYCHO-DIAGNOSTIC COMPETENCE IN PEDAGOGICAL ACTIVITIES**

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### **ABSTRACT**

This article discusses the importance of the formation of psycho-diagnostic competence in pedagogical activity, the foundations of the success of education, as well as the cognitive, communicative, social and autopsychological systems that underlie it.

**Keywords:** Teachers' professionalism, professional competence, psycho-diagnostic competence, pedagogical improvisation, pedagogical observation, prognostic signs of activity; cognitive, communicative, social and autopsychological systems.

### **INTRODUCTION, LITERATURE REVIEW AND DISCUSSION**

All teaching and learning activities are multifaceted and complex processes involving collaborative mental and physical work, collaborative or independent work, activism and creative thinking with teachers and students. Issues of improving the effectiveness of classroom and extracurricular activities are based on the skills of the teacher, establishing the educational process on a scientific basis and the use of new pedagogical technologies. At present, the implementation of the modernization of the education system in the country is based on the state policy. Specifically, in the fourth paragraph, "Development of Education and Science," section of the Strategy of Action on the five priority areas of development of the Republic of Uzbekistan in 2017-2021, "Development of education and science," continuation of the policy of training highly qualified specialists according to the modern requirements of the market "[2]. This emphasis is placed on the continuation of the policy of training highly qualified personnel.

All of the action is driven by the demands and suggestions made to fulfill the direct social order, or rather to the progress of society. Therefore, in his congratulatory message to teachers and mentors on October 1, 2019, President of the country Sh.M. Mirziyov said, "We all understand that today, in today's fast-paced times, there are very important and urgent tasks for the development of education. Certainly, it is possible to create all conditions for the education of young people, to build educational facilities and to equip them with modern equipment. But training new, innovative-thinking teachers and teachers on the basis of high standards is a daunting task and requires a great deal of work and responsibility. In this sense, the teacher of the day should be a universal specialist, a teacher and a learner, that is, to work hard on himself and to be constantly on the lookout"[1]. This is due to the growing demand for teachers' professionalism and professional competence. Indeed, the teacher must "read, teach and learn." Only then will he be aware of the advances in science and technology, and improve his knowledge of national development.

Preparing future teachers for practical work is important to ensure that students have the most important competencies, and secondly, the modernity and scientific competence of educational resources and, thirdly, the integration of education with production. A number of studies have been conducted on this issue in pedagogy and psychology, with particular emphasis on the formation and improvement of competencies. In particular, the proponents of pedagogical-

psychological approach to the formation of competence are based on the education and training approach [8], and social-pedagogical approach [7], which is a prerequisite for ensuring the competence of scientific competence in the context of social relations and express their views in a professional manner. The ideological basis that unites them is: - the formation of human maturity, the personality of an expert in the educational process.

In our view, competence is an educational complex that is embodied in the personality of an expert to perform professional tasks and is an integrative description of the individual's abilities. In scientific research on competence and its classification, functional classification is performed in the following order: household competences; political competences; metacompetents; subject competence; Methodological competence; psychological and pedagogical competence; information and communication competence; professional and pedagogical competence; social competence; management competence; communicative competence; cultural competence; psychological competence, etc.

Psycho diagnostic competence is not reflected in this type of competence classification. In our view, the formation of psycho diagnostic competence is the basis for a successful engagement in pedagogical activities.

Today, research is being carried out to study the structure, objectives and content of success [7]. At the same time, they pay particular attention to the practice of promoting professional success. O. Musurmanova and R. Samarov studied pedagogical and psychological aspects of ensuring successful management of the activity, "It is a human, material and spiritual creative force, creating something on the machines (for example, kettle or bowl), cultural life, sustainable social life. creates an environment. Creating a sustainable social environment, that is, being sympathetic to oneself and others (including learners - R.Sh.), is able to improve social norms by recognizing that it is responsible for its own behavior, in conformity with accepted social norms. , skills, skills and abilities indicate that they are oriented towards spiritual creation."[5]

It is necessary to define the functional role of specific, and operational components, such as the dynamics of the pedagogical process, the attitude of students to their profession, their aspirations for positive changes in their professional activities. Determining them requires the acquisition of psycho diagnostic competences. Psycho diagnostic competence is a skill that provides the individual characteristics of learners in the course of pedagogical activity, the process of mastering educational information, the technique of applying the acquired knowledge in practice, and the individual pedagogical evaluation of individual psychological characteristics of students. Pedagogical evaluation determines the changes in the learning process of the learner, the way they apply the acquired knowledge in practice, the adaptation to the social and professional environment, and the adherence to the standard of professionalism. As a result, there is a moral basis for successful teaching.

Although there is no exemplary theoretical description of psycho diagnostic competence, however, by A.K. Markova, T.M. Maryutina, O.Yermolaev, V.I. Trubnikov, T.N.Shcherbakova, R.A. Roe, R.S. Mansfeld and others. The role of psycho diagnostic competence for success in activity [4].

Psychodiagnostic competence in pedagogical activity includes the following important private components:

- Psychological knowledge about individual psychological features of educational activity of schoolchildren;
- The study of pedagogical situation takes into account the abilities of students, selection, selection and delivery of educational resources, innovative skills in solving pedagogical problems;
- To carry out analysis and analysis of knowledge, methodology, research and pedagogical experience of their subject, ie pedagogical analysis;
- Professional thinking, acquiring important professional qualities;
- Pedagogical improvisation, that is, the adoption and implementation of unexpected pedagogical decisions;
- Pedagogical observation, i.e. distinguishing marks that are not important for the pedagogical situation in the classroom, and so on.

Structural-functional classification of psychodiagnostic competence can be followed by the ability to clearly identify the student's personal development, the dynamics of mastering professional qualities, the changes in the formation of professional thinking, including the difficulties encountered in individual educational activities. From the foregoing, it is clear that the psychodiagnostic competence ensures successful teaching activities. Although the object and subject criteria of pedagogical success can be distinguished, psychodiagnostic competence provides meaningful activity.

Predictive signs of activity, as a subjective criterion of success, namely:

- A model of behavior for oneself, learners, colleagues, expectations of results;
- Personal qualities such as engagement, emotional stability, social activity, responsibility, openness to communication and cooperation;
- Interest in a colleague, full understanding of the profession, and enjoyment of professional duties, motivations and aspirations.

As objective criteria:

- Efficiency of professional activity;
- Concrete results achieved within the pedagogical system;
- Recognition and support of pups by the pedagogical community.

Given the fact that science, as a system for psychodiagnostic competence, has examples of such interpretations as psychological, pedagogical, sociological, cultural, and economic, it is based on cognitive, communicative, social and autopsychological systems.

To determine the success of their teaching activities, we conducted a pedagogical survey with 110 teachers at Tashkent State Technical University, who teach students in the field of Vocational Education. The purpose of the pedagogical survey was to determine whether they expressed the professional competence needed by students to develop psychodiagnostic competence.

Pedagogical respondents indicated that 55% of respondents had a moderate level of operational performance, making it difficult for students to manage their individual learning activities. 45% of respondents have a low level of academic performance, indicating the need for professional thinking. This is because respondents in this category are more likely to view the learning process as a whole. It is also noted that the status achieved in the social and professional environment is low in 45% of respondents. This is due to the fact that they are not able to demonstrate their professional skills in open lessons or seminars when they are engaged in research. 39% of the respondents indicated that the information they convey during the lesson is perceived by the student, as well as their views and actions. Teachers of this category may

form an observation group in our study. Therefore, we aim to study the specific aspects of their pedagogical activity.

The research revealed that respondents in this category, regardless of their specialization, get acquainted with scientific resources related to pedagogy and psychology. They track colleagues by comparing their accomplishments with their accomplishments. Respondents of this category are guided by such principles as “individual approach to students” and “induce students to take an interest in the subject”.

In general, psychodiagnostic competence is desirable when future teachers are formed during higher education. For this purpose it is desirable to pay special attention to the functional role of pedagogical and psychological knowledge in professional activity in teaching pedagogical and psychological courses.

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