

## DIAGNOSTICS AS A BRANCH OF PSYCHOLOGICAL AND PEDAGOGICAL KNOWLEDGE AND TYPE OF RESEARCH ACTIVITY OF A TEACHER

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### ABSTRACT

When considering this issue, we will analyze first of all the content of the concept of “developmental diagnostics” as a branch of psychological and pedagogical knowledge and the type of research activity of a teacher.

**Keywords:** Diagnostics, psychological and pedagogical knowledge, teacher, research.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

A number of philosophers' works (E.I. Vorobyeva, S.A. Gilyarevsky, K.E. Koptina, K.E. Tarasov, G.I. Tsaregorodtsev, E.I. Tselishcheva, is devoted to the consideration of the problem of the general diagnostic methodology as a specific type of cognition. P.I. Shamarina, V.A. Shtoff and others). On the basis of the theory of the development of a holistic personality, the essence and features of pedagogical diagnostics, its place and role in the work of a teacher (M.K. Belova, K. Engenkamp, K. Klauer, A.I. Kochstov, M.I. Kurilova, M.S. Reznikov et al.). The system of diagnosis of upbringing was studied and described (B.P. Bitinas, N.K. Golubev, L.I. Kataeva, M.I. Shilova, etc.).

The definition of the essence of diagnostic activity is based on the sell-out and generalization of a number of scientific approaches of foreign and domestic researchers (Yu.Z. Gilbukh, T.V. Kupriyanchik, K. Engenkamp, B.P. Bitinas, N.V. Kuzmina, N.K. Golubev, K. M. Gurevich, A. I. Kochetov, N. F. Talyzina, V. D. Shadrikov, T. S. Polyakova, V. A. Slastenin, J. Raven, K. E. Tarasov, B. Rollet, M.I. Shilova, L.S. Vygotsky, N.N. Obozov, V.I. Zvereva, N.S. Suntsov, V.P. Bepalko, P.Ya. Galperin, M.L. Frumkin and etc.) to the definition of diagnosis as a specific type of cognition and its features in teachers' activities.

Pedagogical diagnostics as a theoretical and applied branch of pedagogy was studied by B.P. Bitinas, S.G. Vershlovsky, N.K. Golubev, V.I. Zagvyazinsky, G.A. Karpova, L.I. Kataeva, A.I. Kochetov, V.G. Maksimov, G.S. Sukhobskaya, M.I. Shilova and others.

The methodology of pedagogical diagnostics in the implementation of a productive and effective educational process is dedicated to the works of Yu.K. Babansky, M.Ya. Basov, A.S. Belkin, V.P. Bepalko, B.P. Bitinas, G.V. Vorobyov, Z.I. Vasilyeva, N.K. Golubeva, A.I. Kochetova, M.I. Monakhova and others.

In the studies of E.S. Zair-Bek, V.E. Radionov, N.F. Radionova, A.P. Tryapitsyna and others, pedagogical diagnostics acts as one of the necessary tools of pedagogical design, allowing to build an educational system focused on the formation of personality learner. Pedagogical diagnostics as a practice of identifying the quality of professional and pedagogical activity of a teacher, a means of studying and evaluating the work of certified teachers, the condition for

improving the professional skill of a teacher were presented in their studies by L.Yu. Aleksandrova, L.A. Basharin, V.I. Zvereva, N.Y. . Obozov, N.S.Suntsov et al.

The analysis of literary sources shows that in order to control the results of upbringing and education, the elements of pedagogical diagnostics have been used in all pedagogical systems since ancient times. As an early example of diagnosing personal performance, when receiving a job, the literature mentions Chinese exams in the public services system, which took place more than a thousand years before Christmas. In Europe, after 1700, a situation arose where the state, wanting to weaken the nobility, and the bourgeoisie to take leading positions in society, were interested in the fact that state posts were handed out according to their deserts, on the basis of examinations. Since the middle of the 19th century, with the transition to a classroom-graduation system, school certificates with marked academic performance, abilities and interests of students began to be taken into account when transferring to the second level school. Education has become compulsory and widespread. Over the past hundred years, a toolkit of the most objective methods of pedagogical diagnostics has been created. Its description can be found in the writings of researchers who believed that the predecessor of the school performance test was the scaled books of George Fisher that appeared in 1864. In 1894, J.M. Rice used his tables to check spelling knowledge, as well as to study the effectiveness of didactic techniques. The idea of diagnostic study of children by teachers was developed in the works of many domestic teachers and psychologists who developed its theoretical justification and formulated practical recommendations for its implementation in practice. P.G. Redkin in 1840 substantiated the position that the study of human development should be the basis of scientific pedagogy. A.N.A.Korf insisted on the need for teachers to study anthropology. An invaluable contribution to the study of the development of children was made by KD Ushinsky. In his work "The Experience of Pedagogical Anthropology", he showed what kind of knowledge a child must have in order to study and take into account the characteristics of the child's mental development: "If pedagogy wants to educate a person in all respects, then she must, first of all, recognize him in all respects ... ". The concept of pedagogical anthropology put forward by KD Ushinsky gave a powerful impetus to the holistic study of the child.

The main provisions of the pedagogical theory of K.D.Ushinsky on the preparation of the teacher for the study of the development of children were continued and developed by P.F. Kapterev. At the very beginning of his scientific activity, he formulated an important condition, without which scientific pedagogy cannot carry out a study of the development of the child: pedagogy should be based on knowledge of the physiology and psychology of the child. In the work "Pedagogical Psychology for Folk Teachers, Educators", he substantiated the process of training and upbringing in order to develop the personality of the child, considering the study of the child's mental processes to be an essential condition for education. At the same time, he emphasized that the teacher, taking into account the degree of development of children, should record the result of the examination. In the study of the development of children, according to PF Kapterev, the teacher should monitor not only the result, but also the development process leading to this result [91]. Following KD Ushinsky, deepening and expanding the ideas of the anthropological basis of pedagogy, P.F.Kapterev reinforced it with new data on age-related physiology and child psychology. The leading, essential feature of the child's body, believed P.F.Sapterev, is that it grows and develops. PF Kapterev considered the concepts of "growth" and "development" not the same. By "growth" was meant a simple increase in terms of size, size, weight. "Development" is a qualitative change, morphological and functional improvement, the emergence of new functions, structural change in the whole system. Growth and development are carried out in a certain unity, they are interconnected and interdependent.

The progressive ideas of P.F.Kapterev were developed by V.P. Bekhterev. He based his pedagogical concept on the idea of the development of children and the creation of such conditions by teachers under which the child's natural internal desire for development would meet fewer external obstacles and the environment would have an optimal effect for the development of his strengths and abilities. He justified the position according to which from birth a child is endowed not only with positive inclinations, but carries something experienced that he inherited from his close and distant ancestors.

In the works of S.T.Shatsky one of the provisions of his pedagogical concept is the issue related to communication in the diagnostic and pedagogical activity. At the Shatsky school, the study of the development of children was carried out in an atmosphere of complete confidence in adults and in connection with the interest of children. This was possible due to empathic communication with children, due to the fact that teachers got accustomed to the inner world of the child, showed sensitivity to his subtle experiences.

Obligated by the origin of pedagogical anthropology, the intensive development of experimental research in the field of psychology, physiology, medicine, as well as sociology, pedology found a response in Russia at the beginning of the 20th century. Its most prominent representatives during this period were A.F. Lazursky, A.P. Nechaev, G.I. Rossolimo, N.E. Rumyantsev and others. Later, M.Ya. Basov, V.M. Bekhterev, P.P. Blonsky, L.S. Vygotsky, L.B. Zalkind, S.S. Molozhavoy, etc.

In 1904, the pedagogical department (pedagogical laboratory) was opened at the Pedagogical Museum of Educational Institutions in St. Petersburg, which was named after the "first Russian pedologist" KD Ushinsky.

A study of the theory and practice of preparing future teachers for the implementation of pedagogical diagnostics allows us to conclude that this problem is studied in several aspects. The first aspect is reflected in the works of domestic and foreign scientists dedicated to the study of the phenomenon of pedagogical diagnostics, its content and application (K.Ingenkamp, A.I. Kochetov, V.G. Maksimov, N.I. Mopakhov, etc.). The role of pedagogical diagnostics in the organization and implementation of the educational process is disclosed in the works of Yu.K. Babansky, V.P. Bepalko, B.P. Bitinas, Z.I. Vasilieva, Yu.Z. Gilbukh, N.K. Golubeva, I.V.Dubrovina et al. Pedagogical diagnostics is considered as a special type of professional and pedagogical activity of a teacher (V. G. Maksimov, V. M. Miniyarov, M. I. Shilova and others), as a condition for improving professional and pedagogical activity and the growth of pedagogical competence (N.V. Kuzmina, A.K. Markov, I.P. Rachenko, T.I. Shamova and others. ) and as a means of improving the innovative activity of educational institutions (A.V. Mosina, A.P. Tryapitsyna, etc.).

Another aspect of the problem concerns the issues of the university training of students for the implementation of pedagogical diagnostics. Researchers turn to the development of the fundamentals of preparing a teacher for diagnostic activities (A.A. Popova and G.G. Andreev, etc.), the content and methods of developing a diagnostic culture for future teachers (O.V. Yeremkina, A.V. Ivanov, T. E. Makarova and others), the development of diagnostic skills in future teachers (L.N. Davydova, M.A. Erofeeva, E.V. Trofimova, V.M. Yangirova and others).

Features of the preparation of teachers for the implementation of pedagogical diagnostics are disclosed in the works of L.Yu. Aleksandrova, M.M. Alekseeva, N.N. Atlaskina, L.I. Belyakova, L.S. Volkova, E.S. Tkach, T. B. Filicheva, V. M. Yangirova, V. I. Yashina and

others. The authors consider pedagogical diagnostics in the system of improving the professional activity of a teacher and present diagnostic and technological support for the pedagogical process.

An analysis of recent studies indicates a growing attention to the preparation of students of preschool education for pedagogical diagnostics in a preschool educational institution. Preparing students for the management of methodological work in a preschool educational institution on a diagnostic basis is considered by A.N. Morozova [123]; the development of the diagnostic culture of preschool teachers in the process of continuing education - R. A. Islamova [89]; the development of the skills of DOW methodologists in organizing research work in kindergarten - I. A. Parshukova [136] and others.

Of particular importance in the training of students is the development of readiness for work on the development of children's speech on a diagnostic basis, which is a mandatory component of the professional development of preschool teachers, which is due to the social significance of speech and its role in the formation of higher mental functions and personality development.

In line with the traditions of teaching the domestic methodology for the development of speech and teaching the mother tongue of preschoolers, some experience has been gained in the development of diagnostic skills in students at universities and colleges. A system of assignments for students has been developed, involving the examination of different aspects of children's speech, analysis of the data and the subsequent development of programs for the individual development of children (M.M. Alekseeva, V.I. Yashina). Currently, programs have been developed [179], [180], which disclose the contents of seminar, practical, and laboratory classes on the main topics of the subject discipline "Theory and Methods of the Development of Children's Speech." In these manuals, the section "Diagnostics of children's speech development" is highlighted, which presents tasks for independent work of students: the study of diagnostic methods of different authors, the selection of visual material for examination of children's speech, examination of speech of preschool children (indicating the age group), analysis of the results, drawing up a speech characteristic for a child, drawing up an individual program for correcting speech development, development (modification) of diagnostic methods. The issues of preparing students for work on the development of speech on a diagnostic basis and designing the pedagogical process of kindergarten on this basis are considered in the dissertation research by V.N. Makarova [PO].

At the same time, despite the increasing attention to pedagogical diagnostics of the speech development of children in the professional development of a teacher, as well as the constantly updated educational content of preschool children in modern conditions, the development of various types of preschool educational institutions, the problem of developing students' readiness for speech examination remains little studied.

Observation and analysis of the pedagogical process in kindergartens showed that educators experience significant difficulties in identifying the features of the speech development of preschool children. The development of the survey plan and the choice of methods for studying speech are carried out intuitively at best, often any side of speech falls out of the survey, and development programs are not created according to the results of the survey taking into account age and individual speech characteristics.

Despite the sufficient elaboration of many aspects of this issue, the analysis of psychological and pedagogical literature has shown that the problem of developing students' readiness to carry

out pedagogical diagnostics of the speech development of preschool children has not been an object of special study until now, although due to its complexity and importance, it requires a deep special study.

Based on an analysis of the literature, we developed a theoretical model for the development of students' readiness for pedagogical diagnosis of the speech development of preschool children, including the motivational, theoretical and practical components of readiness, content, forms, methods and means of organizing training.

The need to improve the development of students' readiness for pedagogical diagnostics of children's speech development dictates the need to improve the system of teacher training at the university. In this regard, we were faced with the task of building a model system and identifying pedagogical conditions that, in our opinion, ensure the development of relationships, knowledge, and the ability to study and evaluate the child's speech.

The development of these knowledge and skills was of a systemic, multi-level nature. The problems of our study, namely, the content and pedagogical conditions - the development of students' readiness in the system of higher pedagogical education for pedagogical diagnosis of the speech development of children, should be based, in our opinion, both on general scientific approaches and on special scientific approaches, which include personality and oriented, individually creative, reflective-active, systemic. Between these approaches, there is a deep relationship and internal unity that underlies each of them. On the other hand, each of these approaches represents a qualitatively new type of scientific knowledge, which has a certain categorical apparatus of research, as well as specific methods for implementing ideas.

From the position of a systematic approach, all the links of teacher education should maximize the manifestation of all components of readiness to carry out activities on a diagnostic basis. The implementation of the reflexive-activity approach involves the development of the student's ability to enter an active research position in relation to his activity to study and evaluate the speech of children and to himself, as a subject, for the purpose of critical analysis, understanding and evaluation of its effectiveness to increase the level of speech development of preschool children. An individual-creative approach takes to a personal level, which provides for the student's identification and development of creative individuality, the development of his research interests, innovative consciousness, and diagnostic technology in the field of speech development of preschool children.

To confirm the relevance of the problem and to determine the system of work at the university on the development of readiness to carry out pedagogical diagnostics of the speech development of children, a stating experiment was conducted. The experiment involved control and experimental groups; in the experimental group, training was held in accordance with the developed model and pedagogical conditions for its implementation.

The ascertaining experiment was carried out in two stages. At the first stage, the state of training of DOW practitioners for the examination of children's speech was studied. First of all, the following were revealed: educators' understanding of the essence of speech development diagnostics, knowledge of examination methods, and the ability to interpret the examination results and apply them in pedagogical activity. To solve these problems, questionnaires, observations of the activities of educators, analysis of documentation of the kindergarten, conversations with the heads of the preschool institutions, which acted as experts, were used. The experiment involved 104 practitioners of preschool educational institutions, including those with secondary pedagogical education - 56 people (55%) and higher - 48 (45%).

Analysis of the findings of the experiment found that only 5 (13%) of respondents with higher education have an idea of the essence of pedagogical diagnostics of the speech development of children, they call individual examination methods and their authors; 19 (52%) teachers with higher education do not use diagnostic methods in their activities to determine the level of speech development of preschool children; 26 (68%) cannot select diagnostic methods adequate to the studied parameters; 27 (70%) unreasonably apply the methods used in psychology, speech therapy and defectology; 32 (84%) poorly represent the essential characteristics of speech ontogenesis, cannot use the results of examination of children.

According to the questionnaire, 60% of DOE teachers believe that in the work on the development of children's speech it is necessary to be based on information obtained on a diagnostic basis. However, most teachers could not disclose the concept of "Pedagogical diagnosis of speech development of children." 11 (13%) of the educators surveyed were able to correctly answer this question (they gave the correct, but not complete answer, having lost sight of the study of one of the sides of speech). Typical answers: "... the study of coherent speech ...", "... the determination of the level of development of the dictionary and the purity of sound pronunciation ...", etc. They gave the wrong answer, gave vague formulations of the concept of 56 people (66.7%), 17 people (20.2%) did not answer the question posed.

An analysis of the answers to the question "What is the pedagogical diagnosis of the speech development of children" allows us to conclude that most of the respondents have insufficient understanding of the essence of this term.

In parallel with the questionnaire survey, the observation of the examination of the children's speech by the educators, the documentation of the preschool educational institution (annual plans of the preschool managers, perspective and calendar work plans of educators) was studied. It has been established that although the plans of educators reflect the process of examining children's speech at the beginning and at the end of the school year, it suffers from a serious drawback - the absence of a focused approach based on diagnostic information on the speech development of the child and the group as a whole, programs of an individual level of speech development are not developed preschoolers. There is formalism, superficiality of registration of the survey results, lack of work with parents.

In the process of questioning, teachers had the following questions: "How many times a year can I diagnose?", "Do I need to make a written consent of my parents to conduct a diagnosis of children's speech?", "What methodology is better to choose?", "Who should conduct the diagnosis? speech, is it the duty of the educator? ", "Is it possible to conduct test tasks with preschool children to prepare children for school? ", "How to conduct diagnostics - individually or with a group of children? " and many others.

About 76% of the surveyed teachers of urban DOW and more than 90% living in the village considered themselves insufficiently prepared to diagnose children's speech. In accordance with the analysis based on the results of the questionnaire, the analysis of the documentation of the preschool educational institution, and the monitoring of the activities of preschool educators, the following shortcomings were identified in their practical activities in the field of speech development of children on a diagnostic basis: the lack of a clear and clear position in understanding the essence and content of "Pedagogical diagnosis speech development of preschoolers "; the absence of the teacher's installation on the use of diagnostic techniques for studying and assessing the level of speech development of children, its increase or correction; inability of educators to choose diagnostic methods that are adequate to the studied parameters,

unjustified use of psychological methods and techniques used in speech therapy and defectology, widespread use of duplicate methods; non-compliance with the requirements for the procedure for pedagogical diagnosis of speech development of children (choice of place and time for conducting diagnostic tests, motivation children's activities, selection of stimulus material, method of material fixation, etc.); inability to analyze and interpret to diagnose results, apply them in determining the prospects for work on the development of children's speech; the lack of real alignment of pedagogical activity on the basis of the revealed data on the level of speech development of children using diagnostic methods; the lack of data on the age dynamics of quantitative and qualitative indicators of speech development of preschool children and, as a result, building the educational process without taking into account age and individual psychophysiological characteristics; the use of tests and diagnostic methods that are not suitable, not adapted to preschool age. underestimation of the importance of studying the features of children's speech development for systematic and systematic work; the use of unmotivated tasks to test certain aspects of speech, presenting tasks to children only in a question-and-answer form; inability to include in the examination of children the ability to act with objects, toys, lack of contact with adults; inability to correctly fill in the diagnostic documentation.

In our opinion, the following are most common: insufficient knowledge of the theoretical and methodological foundations of “Theories and Methods of the Development of Speech of Children”, including methods for diagnosing individual speech development of a preschool child; low speech culture of educators; limited amount of methodical literature presented in the preschool educational institution, revealing modern approaches to the organization and conduct of examination of children's speech; unwillingness to improve, increase the level of professional knowledge and skills; social and economic factors (low wages, negative attitude to the leaders of the preschool educational institution, underestimation of the social significance of the profession of educator, etc.).

Educators believe that the diagnosis and prediction of the speech development of children is the responsibility of the senior teacher, psychologist or speech therapist of the kindergarten. Only speech cards are used in work on the development of speech, where they record the completion or non-fulfillment of a task, the presence or absence of a defect in sound pronunciation, etc. This form of diagnosis does not fully allow obtaining reliable information about the level of speech development. The survey is random. The difficulty is the interpretation of the facts.

An analysis of the results of observations of the activities of educators, questionnaires, and studying the documentation of preschool educational institutions indicates a weak theoretical and methodological training and, at the same time, an overestimation of the personal knowledge of practical workers in diagnosing the individual speech development of a preschooler.

It is significant that no significant difference in the quality of training of specialists with higher and secondary specialized education was found, which indicates the absence of a work system in vocational training for examination of children's speech. Information obtained through the integrated use of diagnostic methods has led to the conclusion that diagnostic actions in the field of children's speech development and diagnostic type of thinking are not formed in the process of direct pedagogical reality, but require special, focused work on their development in the process of training future specialists in high school.

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