

IMPROVING STUDENTS' READINESS FOR PEDAGOGICAL DIAGNOSTICS OF PRESCHOOL CHILDREN

Durdona Chorieva

Teacher, Tashkent State Pedagogical University
Tashkent, **UZBEKISTAN**

ABSTRACT

Research is determined by the leading trend in modern education, which is the transition to the implementation of a new educational paradigm. Personally-oriented interaction, which underlies the organization of the pedagogical process in a preschool educational institution, involves the teacher's knowledge and study of children, the vision of individuality and understanding of their professional mission to provide pedagogical assistance and support to children. Qualitative updating of the content of preschool education, increasing community requirements and parents to the system of preschool education actualize the problem of training specialists, are capable of on a high theoretical and methodological level, to decide questions of pedagogical diagnostics and preschoolers.

Keywords: Preschool children, student, pedagogy, pedagogical diagnostics.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

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 writings 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. Monakhov and others). 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. Beepalko, B.P. Bitinas, Z.I. Vasilieva, Yu.Z. Gilbukh. N.K. Golubeva, I.V.Dubrovina and others. 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, etc.). as a condition for improving professional and pedagogical activity and the growth of pedagogical competence (E.P. Ivutina, N.V. Kuzmina, A.K. Markova. I.P. Rachenko, T.I. Shamova and others) and as a means of improving innovative 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 developing the fundamentals of preparing a teacher for diagnostic activities (G.G. Andreeva, A.A. Popova and others). the content and methods of developing the diagnostic culture of future teachers (O.V. Yersmkina. A.V. Ivanov, G.E. Makarova and others), the development of dialectical skills among future teachers (L.N. Davydova, M.A. Erofeeva, E.S. Tkach, L.V. Trofnmova, etc.). Features of the preparation of primary school teachers for the implementation of pedagogical diagnostics are disclosed in the works of L, Yu. Alexandrova, N.N. Aglaskina, V.M. Yangirova 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 focus on the training of future specialists in preschool education for pedagogical diagnostics in a preschool educational institution. Preparation of students for the management of methodological work in a preschool educational institution on a diagnostic basis is considered by A.I. Morozova; the development of the diagnostic culture of preschool teachers in the process of continuing education - R.A. Islamova; the development of the skills of DOW methodologists in organizing research in kindergarten - I.A. Parshukova 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 an essential 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 the tradition of teaching the domestic methodology for the development of speech and teaching the mother tongue of preschoolers, considerable experience has been gained in the development of diagnostic skills in students at universities. 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 individual development programs for children. Certain issues of preparing students for work on the development of speech on a diagnostic basis and designing on this basis the pedagogical process of preschool education are considered in the dissertation research by V.N. Makarova.

Great attention is paid to the diagnosis of children's speech development in the process of preparing future specialists in correctional pedagogy (G.I. Babiya. L.I. Belyakova. L.S. Volkova, PL.Levina, O.P. Pravlina. V.I. Seliverstov. G.B. Filichea et al.

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

In real university practice, students are rarely included in the process of examining children's speech, the subsequent development of the design and implementation of pedagogical work with children during the period of pedagogical practice. One reason for this is. that university teachers do not have a scientifically-based and experience-tested system development of readiness for pedagogical diagnosis of the level of development of speech of preschoolers, and how. As a result, students lack the skills to study, analyze, evaluate and develop the speech of preschool children. This is confirmed by the materials of the research conducted by the dissertation: 50.07% of the university students examined had a critical level of readiness for pedagogical diagnosis of children's speech, expressed in a lack of knowledge of the ontogenesis of children's speech, lack of ability to correctly interpret the survey results and build an individual trajectory of the child's speech development, to ensure speech education diagnostic basis.

A holistic system of preparing students for pedagogical diagnosis of the speech development of preschool children, insufficient knowledge of the didactics of higher education content, the structure of students' corresponding readiness and pedagogical conditions. Thus, an analysis of the scientific literature and the state of pedagogical practice should be done: the need of society

for pedagogical personnel capable of conducting pedagogical diagnostics of the speech development of preschool children, and the insufficient preparedness of university graduates for the study of children's speech; the need to prepare future specialists at the university to identify the features of speech of preschoolers and the lack of a scientifically based system for developing students' readiness for the diagnosis of children's speech.

In our opinion, the process of developing students' readiness for pedagogical diagnosis of speech development of preschool children will be effective if: readiness for pedagogical diagnosis of speech development of children is considered as a synthesis: a positive-emotional attitude to the study of children's speech in the pedagogical process of preschool education, understanding the importance of speech development of preschool children and organizing speech diagnostic education; psychological and pedagogical knowledge about the features of speech development in ontogenesis and methods of studying children's speech; the ability to study and identify individual characteristics of children's speech development in order to optimally determine the content and methods of pedagogical work with children; a model for the development of students' readiness for pedagogical diagnostics of the speech development of preschool children will include three interrelated components: motivational, theoretical and practical; the development of readiness for pedagogical diagnosis of the speech development of children should be carried out in the process of students studying the subject-specific training disciplines, the special course "Pedagogical diagnosis of the speech development of preschool children", organized on the principles of active educational technologies, including a system of educational research tasks in different types of pedagogical practice: to develop and implement in University educational process a diagnostic card containing characteristics of the criteria and levels of students' readiness for pedagogical diagnosis of speech development of children, to enable monitoring and self-control students achieved results.

In the study, we revealed the essence of students' readiness for pedagogical diagnosis of the speech development of preschoolers and to characterize the specifics of its content; studied and analyzed the current state of the problem of developing students' readiness to identify the features of " speech development of preschoolers in pedagogical theory and practice; developed a model for developing students' readiness for pedagogical diagnosis of speech development of preschoolers; identified and experimentally tested pedagogical conditions that ensure effective development of students' readiness for pedagogical diagnostics speech development of preschoolers; developed and tested software and methodological support echenie prepare students for pedagogical diagnosis of speech development in preschool children.

The most significant results of the study, obtained personally by the author, are that an essential characteristic of the concept of "readiness of students for pedagogical diagnosis of preschool children" is given; a holistic analysis of the current state of the problem of developing students' readiness to identify the features of speech development of preschool children in pedagogical theory and practice is presented; a theoretically substantiated and tested model for the development of students' readiness for pedagogical diagnosis of the speech development of preschool children in the system of a higher educational institution; A strategy for the effective development of students' readiness to study the speech of preschool children is defined and experimentally substantiated.

Our research is done: for the first time, a study was conducted on the development of students' readiness for pedagogical diagnosis of the speech development of preschool children in the higher education system; The specificity of building a model for developing students' readiness for pedagogical diagnostics of preschool children is substantiated, a substantive description of

its basic components (motivational, theoretical, practical) is given: a set of pedagogical conditions is identified and experimentally tested that contribute to the effective development of students' readiness for pedagogical diagnosis of speech development of preschool children.

In our opinion, the process of developing students' readiness for pedagogical diagnosis of speech development of preschool children will be effective if: readiness for pedagogical diagnosis of speech development of children is considered as a synthesis: a positive-emotional attitude to the study of children's speech in the pedagogical process of preschool education, understanding the importance of speech development of preschool children and organizing speech diagnostic education; psychological and pedagogical knowledge about the features of speech development in ontogenesis and methods of studying children's speech; the ability to study and identify individual characteristics of children's speech development in order to optimally determine the content and methods of pedagogical work with children; a model for the development of students' readiness for pedagogical diagnostics of the speech development of preschool children will include three interrelated components: motivational, theoretical and practical; the development of readiness for pedagogical diagnosis of the speech development of children should be carried out in the process of students studying the subject-specific training disciplines, the special course "Pedagogical diagnosis of the speech development of preschool children", organized on the principles of active educational technologies, including a system of educational research tasks in different types of pedagogical practice: to develop and implement in University educational process a diagnostic card containing characteristics of the criteria and levels of students' readiness for pedagogical diagnosis of speech development of children, to enable monitoring and self-control students achieved results.

In the study, we revealed the essence of students' readiness for pedagogical diagnosis of the speech development of preschoolers and to characterize the specifics of its content; studied and analyzed the current state of the problem of developing students' readiness to identify the features of "speech development of preschoolers in pedagogical theory and practice; developed a model for developing students' readiness for pedagogical diagnosis of speech development of preschoolers; identified and experimentally tested pedagogical conditions that ensure effective development of students' readiness for pedagogical diagnostics speech development of preschoolers; developed and tested software and methodological support echenie prepare students for pedagogical diagnosis of speech development in preschool children.

The most significant results of the study, obtained personally by the author, are that an essential characteristic of the concept of "readiness of students for pedagogical diagnosis of preschool children" is given; a holistic analysis of the current state of the problem of developing students' readiness to identify the features of speech development of preschool children in pedagogical theory and practice is presented; a theoretically substantiated and tested model for the development of students' readiness for pedagogical diagnosis of the speech development of preschool children in the system of a higher educational institution; A strategy for the effective development of students' readiness to study the speech of preschool children is defined and experimentally substantiated.

Our research is done: for the first time, a study was conducted on the development of students' readiness for pedagogical diagnosis of the speech development of preschool children in the higher education system; The specificity of building a model for developing students' readiness for pedagogical diagnostics of preschool children is substantiated, a substantive description of its basic components (motivational, theoretical, practical) is given: a set of pedagogical

conditions is identified and experimentally tested that contribute to the effective development of students' readiness for pedagogical diagnosis of speech development of preschool children.

REFERENCES

1. Vygotsky L.S. Pedagogical psychology. - M., 1991. -- 246 p.
2. Gerasimova E.N. Preparing the teacher for the design and construction of the educational process in groups of preschool children of different ages // Problems of implementing the state standard of education.- M: MPU, 2001. - p. 16-20.
3. Grinko SV. Formation of students' readiness for pedagogical communication // Modern technologies in education.- Magnitogorsk: Publishing House of Moscow State University., 2001. -p. 81-86.
4. Dolgopolova A.V. Diagnostics of communicative abilities, abilities and skills of pedagogical communication. - Samara., 2002. - 123 p.
5. Klyshevich N.Yu., Panko E.A. Diagnosis of social and perceptual skills of the teacher. - M., 1990. - 135 p.