

FORMATION OF DIAGNOSTIC CULTURE IN FUTURE PRIMARY SCHOOL TEACHERS AS A PRESSING PROBLEM

Kadyrova Khalimakhon Nurmukhammad kizi

Andijan State University, **UZBEKISTAN**

E-mail address: halima.qodirova@mail.ru

ABSTRACT

In the article, the formation of a diagnostic culture for future primary school teachers is an urgent problem, and to give students a first-hand understanding of diagnostic and pedagogical diagnostics, the formation of a diagnostic culture, and the classification of teachers' professional competence in the job function. The importance of diagnostic knowledge and the pedagogical conditions for the formation of a diagnostic culture are described.

Keywords: Diagnostics, pedagogical diagnostics, pedagogical activity, structure of labor, classification of professional skills, diagnostic culture, reflexive component.

INTRODUCTION

The developing Republic of Uzbekistan has already begun reforms in all spheres of society. The development of the country is the basis of scientific and technological achievements. In the emerging community, several areas such as education, training, education quality, and teacher work are seen as competitors.

Additional measures to improve the quality of education in the higher education institutions and their active participation in the wide-scale reforms implemented in the country by the President Sh.M. Mirziyoyev dated June 5, 2018 Decree No. PP-3289 of September 26, 2017 "On measures to further improve the system of teacher training, retraining and advanced training of educators." At the same time, our ability to engage in pedagogical activity was enhanced.

On June 21, 2018, a meeting chaired by Prime Minister of the Republic of Uzbekistan Abdulla Aripov devoted to the problems of public education was held. It is reported that President Shavkat Mirziyoyev has given the Prime Minister a number of tasks related to the education system. The most important of them is to enhance the authority of teachers in the community. It is noted that in many developed countries, teaching is one of the most prestigious professions. Therefore, the most important task of today is to raise the prestige of the teacher, to become one of the most prestigious professions. "I do not respect the leader who does not respect the teacher," said Shavkat Mirziyoev.

In the process of globalization, it is possible to say that the work of the teacher of the classroom is getting worse. 21st century students have their own worldview and character, unlike those of the twentieth century. If we say that this new generation of elementary school teachers is going to make their work more difficult, we are not mistaken. Do you think this is a challenge? The answer is simple curiosity, excitement, masculinity and so on.

And now we have to do our own thing. It is also the preparation of highly qualified, well-trained and competitive pedagogical personnel in accordance with world standards. Today's

elementary education requires a teacher in addition to special education, pedagogical skills, and diagnostic knowledge. It is important that the elementary school teacher combines the skills of the pedagogical diagnostics methods and principles in the organization of the diagnostic activity.

MATERIALS AND METHODS

Pedagogical diagnostics is widely understood and includes monitoring, checking, evaluating, collecting and analyzing statistical data, and identifying dynamics and predicting further development [6;543].

Philosophical education and general diagnostic methodology as a specific form of diagnostics (E.I.Vorobyova, S.A.Gilyarevsky, K.E.Tarasov, G.I.Saregorodsev, V.A.Stoff and others); P.Y.Galperin, A.N.Leontyev, S.L.Rubinstein developed a general psychological theory.

Taking into account the activeness of both parties in carrying out the diagnostic activity, encouraging the reader, requires a conscious approach to the relationship. Diagnostic processes include monitoring, evaluating student performance, achievements, test results, control methods, training programs, and student opportunities.

I.F. According to Isaev, in addition to the innovation, monitoring and computer culture, the information function of the professional and pedagogical culture of a high school teacher determines its diagnostic culture [5;52].

Analysis of the scientific and practical development of the problem of preparing elementary school teachers for diagnostic activity shows that there are some theoretical conditions and practical experience in shaping future teachers for diagnostic knowledge and skills. . A number of studies on the diagnostic skills and the formation of their components in the pedagogical process have been conducted (LA Baikova, L. N. Davidov, E. Kikoin, VA Slastenin and others).

Diagnostic culture is not a simple set of compatible components, but a continuous system where all components are interconnected and interrelated. In addition, the focus should be on the subject, rather than on individual components, but on the basis of the manifestation of the diagnostic culture and on the systematic disruptive relationship.

Thus, in our study, there is a conflict between the needs of building a pedagogical process with the professional activity of a primary school teacher and the inadequate formation of his or her diagnostic culture, resulting in a teacher's diagnostic situation and does not allow them to solve problems qualitatively.

It is important for the elementary school teacher to be able to describe the necessary concepts: basic forms of age, developmental stages, developmental crises, personality socialization, indicators, visual trajectories, their possible deviations, and their pedagogical and psychological diagnosis.

RESULT AND DISCUSSION

A holistic view of the diagnostic culture of the elementary school class may be presented in terms of the external (inherent in some of the larger structures) and the internal (specific to that

culture) structure. Pay attention? In our study, the review of the diagnostic culture structure is based on the following methodologies:

- diagnostic culture is part of a common culture, so its research should be based on cultural data to reveal its overall structure and mechanism of action;
- strengthening the principles of pedagogical diagnostics and professional culture as the basis for the formation of diagnostic culture;

Psychological and pedagogical conditions for the formation of a diagnostic culture are: activity-oriented, motivational, motivational, meaning-technological, emotional, voluntary, organization and implementation, control and regulation, effective evaluation.

Practical errors in the formation of a diagnostic culture will help to restore the educational relationship with the student and to normalize the relationship between their parents.

The reflexive component of the diagnostic culture means that students learn about their own performance and analyze their own performance, develop tools and abilities based on this self-assessment.

Diagnostic culture should not be carried out by itself. This process is most effective in a number of observations.

Pedagogical conditions for the formation of diagnostic culture:

- high level of diagnostic culture of teachers involved in the formation of diagnostic culture;
- active role of science teachers in the development of diagnostic culture;
- equipping with modern diagnostic materials;
- regular diagnostic procedures;
- availability of ideas at the stage of analysis of diagnostic results;
- directing family and school to the formation and development of a conscious person, self-development and self-determination;
- focusing on person-centered and activity-oriented approaches to developing a diagnostic culture;

The developmental work function requires the following requirements for establishing a diagnostic culture of teachers:

- Assessment of learning outcomes: Monitoring of requests for the components of science and metadata, as well as personality traits (required skills), formed in the learning environment;
- Diagnosis of visual education, individual development programs and personality traits, individualized learning, age-specific learning, use of standardized methods, their development and implementation;
- without evaluating educational outcomes: monitoring the health status of the subject and subject matter, as well as physical activity (together with the psychologist), during the teaching and diagnosis of the teacher; The features (necessary skills) can cause problems and errors in practice.

During the diagnostic test, the teacher will talk to parents about it. Takes care of them and organizes the work. Once the diagnostic results are known, this information will not be publicly disclosed to the parents' meeting (confidentiality is required). An elementary school teacher should take this into account. Public disclosure of diagnostic results does not violate the ethics

of the teacher. Information about each student is available to his or her parents. This is done individually with parents and students.

Psychological and pedagogical conditions for the formation of a diagnostic culture are: activity-oriented, motivational, motivational, meaning-technological, emotional, voluntary, organization and implementation, control and regulation, effective evaluation.

Practical errors in the formation of a diagnostic culture will help to restore the educational relationship with the student and to normalize the relationship between their parents.

The reflexive component of the diagnostic culture means that students learn about their own performance and analyze their own performance, develop tools and abilities based on this self-assessment.

CONCLUSION

In our understanding, the diagnostic culture of a future primary school teacher is characterized by the following components when diagnosing a student: self-awareness, a system of motivation for self-development, self-control and to represent the pedagogical diagnosis as an important activity, and to integrate the diagnostic culture. A prerequisite for the effective formation of a diagnostic culture is, in particular, their ability to organize and manage their own work.

In our opinion, a high level of diagnostic culture in the teacher's role in the formation of a diagnostic culture in the course of training will serve as a foundation.

REFERENCES

1. 2018- yil 5-iyundagi PQ-3775 sonli "Oliy ta'lim muassasalarida ta'lim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng qamrovli islohotlarda faol ishtirokini ta'minlash bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi Qarori.
2. 2017-yil 26-sentabrdagi PQ-3289 sonli "Pedagog kadrlarni tayyorlash, xalq ta'limi xodimlarini qayta tayyorlash va ularning malakasini oshirish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi Qarori.
3. Профессиональный стандарт педагога (электронный ресурс): <http://минобрнауки.рф/documents/3071/file/1734/12.02.15>).
4. Выжимова, Н. Г. Организация деятельности учащихся в процессе проверки результатов обучения на основе амбивалентного подхода: дис. ... канд. пед. наук /Россия, Тамбов, 2009. 80-с.
5. Исаев В.П. Профессионально-педагогическая культура преподавателя высшей школы: воспритательный аспект: учеб.пособие. Белгород: БГПИ, 1992. 52 с
6. Подласый И. П. Педагогика: новый курс: в 2 кн. / И. П. Подласый. – М.: ВЛАДОС, 1999. – Кн. 1. – 576 с.]