

DIAGNOSTICS OF COGNITIVE ASSIMILATION OF PRIMARY SCHOOL STUDENTS AS AN ACTUAL PEDAGOGICAL PROBLEM

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ABSTRACT

This article describes the views of scientific-theoretical aspects on the actual pedagogical problem of diagnostics of cognitive assimilation of Primary School students.

Keywords: Diagnostics, pedagogy, evaluation, knowledge, skills, qualification, mastering, independent thinking, creativeness, camlametry.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Since the first days of our independence, special attention has been paid to the field of education in our country at the level of Public Policy.. 4.4 of the "strategy of action" on five priority directions of development of the Republic of Uzbekistan in 2017-2021. –In the direction of "development of education and science": the priority tasks on further improvement of the continuous education system, increasing the opportunities of quality educational services, coordination of the quality of education and its evaluation criteria in educational institutions with the introduction of modern methods of teaching and learning in accordance with the modern needs of the labor market, formation of the personality of the new world-wide pupil, reform of the.

As a result of fundamental reforms in the education system, the law of the Republic of Uzbekistan "on education", the infrastructure of Education, which covers all stages of the educational process, fully meets the requirements of modern innovation, that is, the holistic system of continuous education, was created on the basis of the successful implementation of the tasks established in the national program of.

The effectiveness of the system of the use of software in diagnosing the cognitive development of Primary School students sets the task of increasing the effectiveness of the activities of general secondary educational institutions on the basis of innovative requirements. The implementation of this task requires the use of pedagogical diagnostic capabilities in the modern organization of the educational process in public educational institutions. The perfection of an independent-minded, creative seeker, strong-willed, hard-working, committed, high-spiritual, clean conscience through the product of the formation of a harmonious person in the educational process is one of the pressing problems. In this place, pedagogical Diagnostics is of great importance and is characterized by the fact that the educational process corresponds to the purpose of society as the cultivation of a harmonious person in the process of improving the use of pedagogical diagnostics in the innovative organization.

Diagnostics (in greek "dia"- transparent, "gnosiss"-means knowledge)-serves as a common means of obtaining accurate information about the object or process under study. If we look at the importance of diagnostics from the point of view of the median, then if the symptoms of the disease and the causes of their occurrence are correctly determined, the guarantee of recovery of the patient as a result of treatment increases. And the error diagnosis can not only

destroy the mental effort of doctors, but also undermine the patient's chances of recovery. These opinions about the health of body members are also directly related to the study of the quality of Education. The "production output" of the educational system is a competent person and personnel, that is, subjects of Education. Consequently, innovative activity in education is the sum of scientific, technological, organizational, financial, commercial activities aimed at the cultivation of new personnel, the purpose of which is the expression of directing and providing new personnel of this accumulated knowledge, skills, skills, technology and production process to grow a large number of people for the economy of the country in an effective way. So, software tools for diagnosing the cognitive assimilation of Primary School students - Moodle, Wordpress, PHP, Turbo Site, Bandicam, Audisity, Movavi Video, Editor Plus, AutoPley, Media Studio 8, Macromedia Flashдан the system of use is a new product, that is, to ensure the high efficiency of any pedagogical process aimed at the cultivation of an independent thinking person. It is known that today, a person can not be brought up in perfection without intellectual and creative thinking, spiritual maturity, ideological alertness, physical health, mastering foreign languages, civil sensitivity. The use of pedagogical diagnostics in primary education requires improvement, attachment from the teacher to higher competency characteristics, and it is envisaged to demonstrate modern educational technologies, information and computer technologies, methods of teaching the subject, universal and practical training of the teacher.

Scientists from foreign and Commonwealth countries of independent states: G. Rayleke, X. Feger, R. Rollet, K. Leongard, A. Bass, A. Shmelevs emphasize pedagogical diagnostics: "the process of obtaining the necessary information in the optimization, facilitation of pedagogical activity".

The E.Lichko, N. Petillon, V. Bogaski put forward the idea that pedagogical Diagnostics is separated from psychological diagnostics.

However, they were able to show that their "pedagogical diagnostics and the elements that make up it" are only directions intended to improve the quality of Education. However, pedagogical Diagnostics provides a qualimetric assessment of the dynamic development of the students in the spiritual aspect, creating the basis for summing up the achievements of the students in the educational, educational spheres. It ranks Ya. Yirasek, A. Kern conducted directional tests that determine the tendency of young people to acquire knowledge, D. B.Elkonin's "graphic dictant" A.L.Wenger's "drawing on points", I. "Diagnosis of mental development" by shvantsar, it is permissible to pass such famous methods of V. V. Holmovskaya as "diagnosis of moral abilities of students of small school age".

Germany's "single plan for the development of Education "says:" the concept of pedagogical diagnostics covers all the processes and problems in the field of pedagogy, measures to measure the appropriateness and effectiveness of the educational process, to identify the possibilities of each person in the field of education, especially the desired profession in the system of school education, and the third stage of¹ presupposes selection measures". The main emphasis here is on helping to choose a profession.

German scientist M.Mauerman wrote:"pedagogical diagnostics establishes a connection between mastering and preparation for the educational process, correctly determines the

¹ The system of education in Germany consists of three stages: 1-stage - Primary School, 2-stage - secondary school, Real school and gymnasium, 3 - stage - higher education institution..

educational goal that will pass in the educational process, and assesses the appropriateness of educational and organizational forms to the conditions." The G.Klauer criticized a number of scientists who described pedagogical diagnostics and expressed such thoughts: "it is difficult for him to carry out the classification (classification) of pedagogical diagnostics (diagnosis) tasks to someone, at one time, so he should not determine the essence of the term pedagogical diagnostics. Pedagogical diagnostics consists of a set of attempts to make actual pedagogical decisions, judgments.

Russian scientist L. Denyakina writes: " pedagogical Diagnostics is an activity that determines the individual qualification of the educator in the diagnosis of the educational process, promotes the creative development of the individual, increases the success of the pedagogical team". "Pedagogical Diagnostics is used to improve the effectiveness of the educational process, enrich its content and attestation."

Uzbek scientist Sh. A. Abdullaeva puts forward the idea that " pedagogical Diagnostics is a process consisting in the study, detection of various pedagogical situations, knowledge of the level of diverse abilities of participants in the educational system". Summarizing all the descriptions, we consider it permissible to give the following opinion: pedagogical diagnostics- the process of analyzing the results of the didactic and educational system of the pedagogical personality and the subjects of Education engaged in pedagogical activity with it, measuring kvalimetric, guaranteeing effective results and making recommendations.

In recent years, during the evaluation of the educational process in developed countries of the world from the point of view of pedagogical diagnostics, the country-wide comparison of educational achievements of students is actively studied. Included L B.Itelson offers concerted ideas on the use of mathematical techniques in modeling pedagogical kvalimetry H.V.Akinfiyev describes the kvalimetric tools, methods and technologies of pedagogical research, I.F.Modeling in the field of gerbart pedagogy, E. A.Mikhailichev didactic testology, B.C.Composition of Avanesov Test assignments, F.Galton, K.Pirson, G. F.Kyoder, M.V. Richardson and a.Anesthesia was carried out in accordance with the methodology for the development, organization of psychological test assignments. Also at R.Glaser based on criterion-quantitative-oriented testology.

On the basis of the theory of pedagogical diagnostics based on specific experiences in the educational system of our country, the first parameter of the educational effectiveness printsip was defined as "determining the guaranteed effectiveness of the educational process". The indicator" determining the effectiveness of activity " of this parameter is diagnosed on the basis of the following indicators:

The activities of the teachers are diagnosed on the basis of the following indicators: to have theoretical and practical knowledge, professional qualifications and skills within the framework of the specific professional sphere; to know the essence of norms and procedures for the prevention and elimination of emergency situations and consequences; to have the formation of skills for the protection of Labor; adequate formation of the professional skill and circle of thought; the formation of organizational qualities; to have; independent and creative thinking, the formation of skills for writing and oral expression of thoughts; critical assessment of various situations, constant pursuit of innovations; excellent knowledge of the Uzbek language, free communication in writing and orally; possession of universal qualities, love of his nationality and Homeland, pride in him, respect of national traditions and values;

to be able to use modern information and telecommunication tools; to communicate in foreign languages; to practice the acquired theoretical knowledge, to apply elementary professional skills to everyday life, to be able to marry; to know the rights of Labor; to have the skills and technologies of employment; to have the formation of the skills of organizing personal entrepreneurship; to be physically energetic, healthy, ; having the qualities of a systematic increase in knowledge, striving for renewal, creative and independent approach to educational and labor activity; knowledge of methods and methods of logical thinking, having the skills to apply them in practical activities; possession of legal knowledge bases; possession of economic knowledge bases; solid acquisition of practical skills of working with modern media; poss

Pedagogical diagnostics: first, it is necessary to facilitate the individual educational process, and secondly, it is necessary to ensure, guarantee the correct determination of the results of Education, proceeding from the demand of society, in the third, to help in the rational choice of a specific direction of education and specialty. With the help of pedagogical diagnostics, the spiritual and educational process is analyzed and the results of education are determined. In our opinion, the analysis and coordination of interaction, subject-object and subject-subject relations in the participants of pedagogical processes in primary education; competence diagnostics; application of modern technologies of Educational Quality Management to practice; study, analyze and evaluate the needs for professional development in the staff.

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