



UDC 377

FORMS AND METHODS OF ORGANIZING PEDAGOGICAL DIAGNOSTICS IN IMPROVING THE QUALITY OF EDUCATION

Khudaynazarova K.S.¹, Sayfullaev S.B.²

¹ Tashkent State Pedagogic University named after Nizami, Tashkent, Uzbekistan, sherzodsay@gmail.com;

² Tashkent university of information technologies name after Muhammad al-Khwarizmi, Tashkent, Uzbekistan

Annotation. In this work were analyzed the forms and methods of organizing pedagogical diagnostics in improving the quality of education and reviewed comparison, observation, interview, test, interview, survey methods and scallops of learning children's creativity.

Keywords. Method, pedagogical diagnostics, comparison, observation, interview, test, interview, survey.

Pedagogical diagnosis has the characteristic of clearly reflecting the indicators of the final results of educational work and the progress of this process. Various methods are used in the practice of pedagogical diagnostics.

Method is defined as a way of research, theory, teaching. As a scientific concept, the word "method" in a broad sense means: a method aimed at finding a solution to a specific problem, a way to achieve a certain goal, in a narrow sense: a method of solving a task in order to know the phenomena and laws of nature and social life.

In order to convey the theoretical knowledge provided in the organization of pedagogical diagnostics to the hearts of young people, to direct them to their daily needs, it is necessary to pay attention to the following work methods:

- the mental state of the educational institution, the responsible persons, the class, group team, that is, the level of activity and interest of each person;
- the student-youth's attitude to discipline, state property; the student's activity in social life;
- attitude (positive, negative, indifference) to educational activities held with young people;
- moral behavior and relationships of young adults with their peers;
- relation to and compliance with the laws and regulations established in educational institutions;
- subordination to social opinion in the educational institution.

If the above is followed, it will be possible to properly organize the directions of conducting pedagogical diagnostics.

The fact that the teacher constantly monitors his students is a diagnostic activity in itself. Diagnostic information can be collected with certain indicators (class, group work, test, questionnaire, etc.) or without them (by simple observation).

First of all, the following directions can be distinguished in the diagnostic activity [1]:

- a) compare;
- b) analysis;
- c) prediction (prognosis);
- g) interpretation (implementation);
- d) convey the results of diagnostic activities to students;
- e) controlling the impact of different diagnostic methods on the student.

Comparison method is the main support point of the diagnostic process. While observing everything in life, we involuntarily compare it. We want to think and

evaluate what we see based on our own experience. For this purpose, we remember the same or similar cousins in our memory. Not only our own observations, but also the observations made by others can help classify research. If some new observation has no basis for comparison, we try to use a category that is closer to it in our observation.

While observing the behavior of a person, we compare it with the previous behavior or with the behavior of another individual in the present and in the past, with someone's thoughts about the behavior. It is considered as individual, social or objective comparison norms in pedagogical diagnosis.

Norms mean the collection of information necessary to assess the moral level of a particular student in pedagogical diagnostics. For example, the information we collect can be the following intelligence measuring data: the number of mistakes made in dictation, the number of correctly solved examples in mathematics, the number of spontaneous answers obtained during three exercises, the number of tests to The number of correctly completed tasks or ethical categories that indicate the person's upbringing: ability to restrain oneself in a difficult situation, coolness in the right sense, indicators shown in socially useful work, level of rational use of free time, etc. . But this information is not fully informative. We lack criteria and norms in some cases. If it is known that our students made 9 mistakes in the written work, we need to know the level of difficulty of the written work in order to evaluate it. In addition, we need to know how other learners have written a written work under the same conditions, or how many mistakes can be made to achieve the learning goal. In other words, a comparative analysis is needed.

In science, the percentage scale is widely used for comparative measurements.

This scale determines the student's position within the group according to a specific situation.

For example, a 4th grader ranked 75th in one or another ability, indicating that the student scored at or above 75 % of the class, with only 25 % scoring higher. or achieved an equivalent result.

To determine the position on the percentage scale, it is necessary to know the relative volatility. Deviation scales are widely used in determining T-value and IQ.

The T-magnitude scale is the "standard norm". This scale is widely used in testing. For this scale, the mean magnitude is 50 and the standard deviation is 10.

Non-experimental methods of pedagogical diagnosis: observation, questionnaire, survey, conversation, interview.



The reader can use the popular method of observation to study the different qualities of youth. It is known that the method of observation is more complex, and it is used for the intended purpose: to compare the impact of communication between adults and young people, as well as individual differences.

Monitoring methods through personal relations, communication with peers, comparing individual-psychological differences, taking into account the changes in the mastering of language, behavior and existing problems, and showing the appropriate spiritual and educational impact. It is used to define.

The observation method helps to analyze the scientific worldview, intellectual development, dynamics of the thinking process, independence in making conclusions, activity and connection of the student-youth.

Experiments show that depending on the strength of mental stimulation in the central nervous system of the student-youth, it is possible to determine the activity of entering the general educational process.

Students with a weak nervous system are characterized by a very thin threshold of sensitivity. Because of this, they suffer for a long time even from insignificant psych traumatic effects. It is permissible to pay special attention to these aspects in pedagogical diagnosis and correction.

Belonging to a "strong nervous system" of a teenager and a teenager is shown by the following indicators:

1. To be able to perform tasks that are not interesting enough for a long period of time without losing the intensity and productivity of their activities;
2. The ability to overcome difficulties in the educational process, the presence of stubbornness to achieve the goal;
3. Increase in productivity and persistence in difficult situations (especially in dangerous situations);
4. The presence of characteristics of striving for independence in behavior and behavior, especially in new, unfamiliar situations, the manifestation of undiscovered sides of the soul.

Therefore, the method of observation is important in pedagogical diagnosis. "Scientific observation differs from ordinary observation in that it is targeted, constant, and controlled," believes the English scientist G. Jenks.

Pedagogical observation method – this method introduces the current state of educational processes, helps to know the results of the study, and allows to collect evidence and factors for new discoveries made in this way. This method is more complex and is used to determine how the intended goal is being realized, to compare the interrelationships of "subject-subject" relations, and individual differences.

The observation method assumes the following situation:

1. What question should the observation answer?
2. Under what conditions the monitoring should be conducted.
3. Are categories and concepts distributed regarding the observed behavior, can they answer the question using these concepts, etc.
4. Are these categories appropriate for the observed behavior? Is it possible to work with these categories?

5. Is there a consensus according to these categories in the reports of different observers who observed the same pedagogical situation?

6. Did the individual observer reuse these categories when re-observing?

7. Can the observation of the same behavior be re-observed in comparison situations, etc.

In natural observation, you are the respondents who are being studied (researchers. For example, taking into account the changes in the students', teachers', parents' relations, the students' learning of the subject, their behavior and problems, and the relevant information Science is used to determine the ways of educational influence. Scientific observations are not only the natural activities of the respondents (the studied subject), but also the formation of scientific worldviews, the coefficient of the thinking process, the power of drawing conclusions. identifies and analyzes their activities. Such observations, as a result, enrich the content of pedagogy. Through scientific observation, the quality and quantity of the respondents (these may be preschoolers, pupils, students) in relation to the studied problem This method is organized by a certain aspect of the pedagogical experience and events of the researcher with a goal in mind. It takes into account the speed and number of observations, the object of observation, the time, the characteristics of the pedagogical situation and the characteristics allocated for observation, etc.

Interview method – it is included in the category of traditional pedagogical methods and is conducted in the form of dialogue and discussion. Through this method, it is possible to study human relationships, future plans, views and private thoughts. Pedagogical conversation is different from ordinary conversation. Through this method, it is possible to study the interlocutor's inner world, to get acquainted with his outlook and future plans. The interview method is used to improve the quality of the educational system or to determine how correct the created scientific hypothesis [2].

The interview method is used when working with the teachers and students of the educational institution, with parents and the general public, individually and in groups. Before applying the interview method, a plan is drawn up, the ways of its implementation are determined, the results are analyzed and appropriate conclusions are drawn. As this method is a type of questioning, it requires serious preparation of the researcher, because it is used in the form of an oral conversation during direct contact with the person being investigated, without writing down the interlocutor's answers. In contrast to the interview method, the interview method involves the presentation of questions in a predetermined sequence through the interview. In this case, the answers are recorded on magnetic tapes or cassettes. Currently, in the theory and practice of public inquiry, there are several ways to organize an interview:

- work with groups;
- intensive, developing;
- test etc.

The method of studying social opinion (questionnaire, interview, test) is the process of obtaining information from other people about some aspects or phenomena of



pedagogical experience. This method determines the way to find a solution to the problem being studied. It is desirable that the questions are logically consistent and polite. The questions should be clearly expressed, intended to prevent existing defects and negative consequences. Along with receiving a complete answer to the asked question, an answer is also received in the strict form: "yes", "no". A modified form of questioning is an interview. Interview questions are prepared in advance and sent to the interviewer. The received answers do not always provide an opportunity to analyze the pedagogical problem as a whole, because the interview answers are analyzed in the general public. Because of this, the interlocutor sometimes does not believe in expressing his opinion clearly and clearly.

Test method – it is used to study social thinking, to find answers to some problems in a short time, to study the level of knowledge of students and the level of mastery of science. The test method provides an opportunity to get a large amount of information in a short time, to work with a huge audience. Through tests, the knowledge of students is determined and evaluated in a short period of time. For example, in the middle of the 20th century, in order to enter a higher educational institution, an applicant would take an exam in several subjects for almost a month and spend a lot of time waiting for the answers. In most cases, the grades are subjective, the answers of the subjects being tested are given one after the other, as a result, if the result of the first test of literature is evaluated negatively, they are deprived of the right to enter the next test, and therefore, a large part of the youth could not take up the profession they love.

The content and content of the test questions are varied, and the use of multiple options increases the independent opinions of the examinees, improves the ability to realistically assess the future.

In scientific research, the method of tests and questionnaires is the leader.

Questionnaire method – when the questionnaire method is used, it is possible to know and determine the novelty of the scientific hypothesis created, to study individual or group opinions and views of the researched; it is held in order to find out what kind of professions they are interested in, their future dreams, and draw appropriate conclusions and recommendations.

Developing test, questionnaire questions is a complex scientific process. Ultimately, the reliability of the research results depends on the content of the questionnaires, the form of the questions, and the number of completed questionnaires. Usually, the data of the test questions is structured in such a way that it allows to process the data of the test questions on the computer with mathematical and statistical methods.

A method of studying children's creativity. Studying children's creativity is a multifaceted process. In this, the specific individual activities of the students of educational and training facilities are analyzed and certain conclusions are drawn. Their various written works, notebooks, diaries, poems and stories, life plans, essays, various written reports, drawings, sculptures, composed tunes, songs and dances they wrote and performed reveal their worldview and spirituality. 'serves as a resource for learning. Through

this method, talented people and children with unique abilities are selected from among young people. Especially in our republic, from the first days of our independence, significant work is being done in order to identify talented young people and develop their abilities. Today, our talented young people are showing their talent at science Olympiads of the world's countries, in various competitions (art, music, etc.), on sports fields. they are demonstrating that they are not inferior to other nations, and they are winning. Gifted and talented young people are identified in educational and training institutions and special work is being conducted with them. Children's creativity is shown in science Olympiads, theme exhibitions, song and dance contests, school quizzes, competitions, trips, etc.

Experimental method is experimental works, mainly for the purpose of checking and determining the practical processes of a scientific hypothesis or practical work related to the educational process. will be held. The experiment-testing method is carried out in 3 ways depending on the conditions:

1. Natural experiment,
2. Laboratory experiment,
3. Practical experiment.

Organization of research in pedagogical diagnostics.

The structure of scientific-pedagogical research has experienced various changes in connection with the introduction of one or another element of scientific research into it. The composition of scientific and pedagogical research can be described in a somewhat generalized way. In the organization of scientific editorial research, collecting information, summarizing conclusions, quantitative analysis of research, determining average quantitative numbers, scientific hypothesis, collecting information that ensures the correctness of conclusions: (for this, various methods are used); It is important to put forward a working hypothesis regarding the educational process, develop a special methodology for testing it theoretically and practically, etc.

The researcher creates certain new knowledge based on the use of various methods of scientific knowledge in studying the subject or phenomenon he is researching. This new knowledge goes through several stages of development in various forms, from their emergence to entering the systems of theoretical knowledge of mankind – sciences. These different stages in the development of new knowledge, which appeared on the basis of scientific research, are called forms of scientific knowledge. The main forms of scientific knowledge are scientific idea, problem, hypothesis, theory and scientific predictions. A scientific idea is the first form of scientific knowledge

Survey methods in diagnostics. There are various methods of oral inquiry in pedagogical diagnostics. A non-standard interview is more reminiscent of the first test step. In this case, it is necessary to identify the problem, to check again the basic conditions of the information network plan and to determine the object of research. Once the topic of the interview is chosen, the interviewer will steer the topic in the right direction with the help of only intermediate questions. The respondent will have ample opportunity to express his views in a form convenient for him. This free form places great demands on the interviewer.



In a standard interview, the interviewer works on the basis of a specially designed scheme that covers the structure and sequence of the questions. For example, the scheme of the survey on the topic "Family cooperation in providing sexual education to students" can be as follows:

During the interview, the educator should ensure that the conversation is sincere. The questions must be structured in such a way that they are very gentle, uncomplicated, and do not touch human emotions. It is necessary to avoid as much as possible questions that are asked in a form that arouses emotions. If the question-and-answer process is carried out in mutual trust between the questioner and the interviewer, the answers to the questions will be more complete and sincere. Questions should be able to arouse interest in the respondent. The interviewer must be as neutral as possible, since his task is not to give information from the usual point of view of pedagogy, psychology or ethics, but rather to get more information. Regardless of whether the respondents are people with low or medium education, the interviewer should prepare the questions intelligently, literately, and politely, which is the basis for creating confidence in the listener. A sincere answer can be expected from modestly and politely formulated questions, on the contrary, dry and insensitive answers are obtained from questions composed of demagogues and nonsense. In some cases, parents can talk a lot about the upbringing process, which requires patience from the interviewer. He can ask questions as skillfully as possible, shorten the long-winded answer and hear the information necessary for research [3].

In the process of developing methods for conducting diagnostic research, the teacher must transform these methods into a form of education and training.

The personality characteristics of children can be seen in the process of activity, therefore, the main task of any class leader is to actively involve students in extracurricular activities.

Among the common mistakes made by young teachers, the analysis of the individuality of the child outside the classroom prevails. In order for pedagogical diagnostics to be reliable and complete, it is necessary to assess not only the individual characteristics of the student, but also his relationship with other representatives of the class.

ФОРМЫ И МЕТОДЫ ОРГАНИЗАЦИИ ПЕДАГОГИЧЕСКОЙ ДИАГНОСТИКИ В ПОВЫШЕНИИ КАЧЕСТВА ОБРАЗОВАНИЯ

Худайназарова К.Ш.¹, Сайфуллаев Ш.Б.²

¹ *Ташкентский государственный педагогический университет имени Низами, Ташкент, Узбекистан, sherzodsay@gmail.com;*

² *Ташкентский университет информационных технологий имени Мухаммада ал-Хоразмий, Ташкент, Узбекистан*

Аннотация. В данной работе были проанализированы формы и методы организации педагогической диагностики в повышении качества образования, а также рассмотрены методы сравнения, наблюдения, собеседования, теста, интервьюирования, анкетирования и грешки обучения детскому творчеству.

Ключевые слова. Метод, педагогическая диагностика, сравнение, наблюдение, беседа, тест, собеседование, анкетирование.

The fact that an educator cleverly solves existing problems in various pedagogical situations without any difficulties depends on the fact that he has a high level of professional competence. In addition, the professional competence of an educator in existing conditions, where the need for Human Resources is growing and there is strong competition in the labor market, serves to further increase the relevance of this problem.

In its essence, pedagogical diagnosis assumes a quick access to information about the real indicator and traditions of change, which determines the object of diagnosis (a certain quality of the educator, professional qualifications, competence, level of assimilation, experience) for the assessment and correction of the pedagogical process.

In conclusion, it can be noted that the changes that have taken place in the society are aimed at individuals who are independent, proactive, creative, critical thinkers, able to interact with others, and responsible for their actions. The demand has renewed the focus of education on students' functional literacy and acquisition of basic competencies. Local and international studies show that it is not enough to focus only on the level of acquisition of science knowledge by students when evaluating the quality of education. When determining learning outcomes, it is necessary to take into account the different types of experience that a student will receive: the application of certain methods of action both in the situation in which they are developed and in problematic situations associated with incompleteness or unreliability of information, to which he has already in a situation where it is unacceptable to use known methods of action, the need to independently find new solutions, as well as the opportunity to gain experience and engage in individual creative activity.

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