

Analysis Of Pedagogical-Diagnostic Method In The Preparation Of Future Teachers-Biologists

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Annotation: *in the article, the science of pedagogy uses various educational technologies that are called upon to sort out all the factors and conditions of the educational process from an organizational point of view, to accurately construct its stages, to distinguish between them and their methods. Analysis of ideas related to the objective evaluation of educational activities not only achieved, but also expected, planned results is given.*

Keywords: pedagogue, biologist, pedagogical-diagnostics, taste-training, study.

INTRODUCTION.

In New conditions, modern directions of pedagogical activity of the teacher, evaluation and self-assessment, self-management criteria became a necessity. Evaluation of educational systems, technologies, methods and tools, quality and effectiveness of the educational process requires the use of a more precise, compact language to describe its content in pedagogy. Now known pedagogical facts do not contribute to the intensification of the process of education and upbringing of the growing generation – now it is necessary to use quantitative methods of analysis and discover hidden qualities.

Innovation training of biology teachers is considered as a major independent direction in the development of Personnel Training System. Along with the achievements in this activity, there is a need for targeted research on improving the methodology of pedagogical diagnostics in the preparation of future biology teachers. In 2017-2021 in the strategy of action on five priority areas of development of the Republic of Uzbekistan, priority tasks on "quality and efficiency of activities of higher education institutions on the basis of the introduction of international standards for the assessment of the quality of education and training" are defined, respectively, this is of great importance for increasing the efficiency. From this point of view, it is urgent to improve the methods of pedagogical diagnostics in the preparation of future teachers of biology.

LITERATURE VIEW

The content and essence of some aspects of pedagogical diagnosis in the preparation of teachers were revealed by the pedagogical scientists of our republic. He is the basis of the conceptual-terminological apparatus of pedagogical diagnosis. Begimqulov, I. Majidov, L. V. Golish, E. Seytxalilov, S. Turgunov, G. Ibragimova, B. Rakhimov, N. Egamberdieva, E. Yuzlikaeva; pedagogical monitoring issues B. Adizov, B. Ma " Murav, R. Sh. Axlidinov, M. Vakhobov, U. Inoyatov, G. Karimova, X. Rashidov, J. Tolipova, R. Safarova, M. Yuldashev Ya. Name; self-control and thematic (thematic) control problems L. Aristova, R. Isyanov, A. Magrupov, X. Kadirov, O'. Tolipov, G. It was studied by Ergasheva and others.

At present, the only place of knowledge in the Republic of Uzbekistan is characterized by the reform of the educational system, the transition to a paradigm oriented to personality, the introduction of innovations in all educational institutions. In this regard, the need to improve the effectiveness of Educational Management is increasing. This can be achieved on the basis of information-information that reflects the object of the important aspects in the course of quality, reliability, educational processes that are regularly obtained. However, the analysis of the effectiveness of the educational process so far was based on the understanding of the data of statistical reports and episodic observations. The innovations introduced into this pedagogical process significantly reduce productivity and slow the transition of educational systems to the mode of development.

DISCUSSION.

The information system necessary for the qualitative management of innovative processes can be built only on the basis of pedagogical diagnostics. There is an opinion that pedagogical diagnostics occurred "in an empty place". In this context, the study would not have been complete without covering the historical foundations of the concept under study. Therefore, it consists in analyzing the sources of pedagogical diagnostics in the pedagogy of Uzbekistan.

The authors of the following approaches to the requirements for the use of pedagogical diagnostics in the educational process are, in our opinion, very interesting::

1) to accurately determine the target direction of diagnostics, more precisely, the main objects of the spiritual world of children, which should be studied.

The process of educating schoolchildren and the level of Education, Quality indicators are considered as the main aspects of diagnostics. The relationship between educators and the diagnostics of pedagogical community activities is necessary, that is, it is important to identify the reasons for the high or low self-esteem of students through the analysis of individual, teachers,

community, educators, collaborative activities of the school, family and others. In order to determine the status of upbringing of each particular schoolboy, Bunda is initially taken into account the age description of the upbringing of children;

2) the unity of teaching and learning of schoolchildren, the results of the study of students in the Planning, Organization and method of teaching and learning of each teacher are comprehensively taken into account, while the process of teaching itself is organized as the study of the educators at the same time.

Diagnosis of Bunda child care should be organized as a process of its formation. The aggregate of information about the child must be used to educate him. Just collecting and storing information for the purpose of learning to learn does not correspond to pedagogical etiquette;

3) to examine team and individual in unity. More precisely, it is not difficult to find out about his upbringing, depending on what kind of task the person performs in the team and where he is. But the person is connected with the team and the responsible subordination system. Therefore, as we study the individual, we also learn a lot of information about the team. In this way, it is important to determine the impact of the team on the upbringing and self-education of schoolchildren;

4) continuity of pedagogical diagnostics. Team and individual learning is a continuous process, the process of upbringing and development of children in negaki itself is continuous, the quality and number of marks, as well as the factors of upbringing of schoolchildren are also changing;

5) compliance of diagnostics with the level of development of science, that is, the use of such techniques in the study of children tested in science gives an extremely complete and accurate picture of the level of their education and upbringing;

6) the Komplex character of diagnostics, that is, a mutually complementary and clarifying imagination about each child and the use of a system of children's learning techniques that simultaneously classifies his or her relationships with peers and with himself or herself as an adult;

RESULTS.

Summarizing the above, it should be noted that the Diagnostic and educational process, the ideas of the individual and team, subject and object, continuity and complex, as well as analytical character are the leading ideas of the pedagogical diagnostic concept, which is aimed at studying the productivity of the educational process and is considered as pedagogical activity.

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