

METHODOLOGY FOR DEVELOPING DIAGNOSTIC-PROGNOSTIC SKILLS IN TEACHERS OF GENERAL EDUCATION SCHOOLS

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Abstract

This article examines the methodology and pedagogical mechanisms for developing diagnostic-prognostic skills, which play an important role in the professional activity of general secondary school teachers. The article highlights the system of anticipating, analyzing, and modeling solutions to problems in the educational process. Within the framework of the study, a holistic pedagogical model aimed at the systematic development of teachers' diagnostic-prognostic skills was substantiated, and its target, content, technological, and resulting components were analyzed. Additionally, the effectiveness criteria of modeling problem situations and pedagogical imitation technologies in shaping analytical and creative thinking among teachers are revealed.

Keywords: Diagnostics, forecasting, professional competence, structural-functional model, cognitive component, technological block, outcome criteria, pedagogical imitation, problem-based learning, creative thinking.

Introduction

Today on the day world education in the place teachers preparation and their qualification increase quality new to the stage take exit priority from tasks one is considered. Modern general education school from the teacher not only ready scientific-theoretical knowledge to students transfer , maybe unexpected , uncertainty and a real class full of contradictions in the environment Fast , optimal and innovative decisions acceptance can to take Pedagogical ability is required . activity nature this shows that every how education process certain unexpected difficulties and methodical from problems empty not . Consequently , teachers this situations right to evaluate preparation extraordinary is relevant.

Diagnostic educational solutions consequences in advance according to ability to know (forecast) This skill represents teacher in the activity from reproduction

productive (productive) and creative to activity to pass provides . Traditional qualification increase methods often ready methodical templates presented to reach directed real problems systematic diagnostics to do and forecast process complete cover Therefore , teachers this skills development systematic methodology create and his/her model justification this of the research relevance defines .

Problematic education, diagnostics and pedagogical processes modeling concepts far annual scientific to the basics has . Pedagogy and psychology in sciences problematic situation and his/her thinking activator power J. Dewey , A.M. Matyushkin , M.I. Makhmutov like of scientists in their work research was made . AM Matyushkin problematic situation subject and object between mutual of the relationship so intellectual in that case subject new knowledge or methods of action to master need He describes it as feeling .

Modeling method and his/her in education The importance of V.A. Shtoff , V.V. Davidov by studied is , their I think the model is complicated . object or of the process the most important features save remaining without it , it simplified and study for comfortable in the form reflection provider artificial system . Uzbekistan pedagogy in science N.N.Azizkhodjayeva education to the process innovative technologies take entrance and teachers professional skill increase problems research reached if , RA Mavlonova education process systematic modeling to the issues attention Also , BR Adizov creative and problematic of education didactic the basics learned . However, teachers in the activity diagnostic-prognostic skills integrated without development methodical system enough at the level whole to the situation not cited [1].

This of the research methodological basis systematic system approach , active activity approach and structural-functional modeling principles organization Systematic approach within teachers diagnostic and prognostic activity develop process many from elements consists of was , certain to the hierarchy and internal to the dynamics has whole system as seeing It was released .

Research during following scientific and pedagogical methods from the complex used:

— **Theoretical methods** : To the topic related pedagogical and methodical literature comparative analysis to do , to exist scientific models study and generalization .

— **Empirical methods** : General education schools teachers between conducting surveys, training directly to the process (lessons) and indirectly observation, teachers by working issued lesson developments and case scenarios expert assessment.

— **Modeling method** : Pedagogical diagnostics and forecast process architectonics indicator structural blocks design [2].

In teachers diagnostic-prognostic skills successful develop for education process all stages cover recipient A structural-functional model was designed . The structural-functional model of the system not only internal elements (structure), but also this of elements final to the goal achieve on the way also explain its functions gives .

System elements four main block in the hierarchy merged:

1. Purposeful block (Target Component)

— **Social order** : Modern school in the environment students mastery and behavior problems fast identify them eliminate enough can diagnostic-prognostic to competence has to teachers was need .

— **Methodological Basis** : Systematic, competency-based and to the person directed approaches [3].

— **Main goal** : In teachers methodical and pedagogical problems analysis to systematize , to organize , to logical-functional solutions design and the results right forecast skills development

2. Content block (Content Component). This skill three main microcognitive from the component content finds :

— **Cognitive (knowledge) component** : Teacher's pedagogical diagnostics methods, testology , students psychology , problematic situations nature and lesson process forecast rules fundamental knowledge about .

— **Technological (operational) component** : In the classroom certain problem (e.g., mastering decrease or (conflicts) identification , second level factors aside push, important elements separate to get (abstraction), expected pedagogical of the result model schematic to look to bring and in practice application .

— **motivation** .

3. Technological block (Technological Component). Technological block diagnostic-prognostic skills formation stages and methods defines the process . step by step (algorithmic) practical training and seminars- trainings in the form of done increased :

1. Pedagogical situation diagnostics to make (Diagnosis): A real lesson for the teacher in the process face gave crisis situation (for example , students' the topic lack of understanding or motivation loss) provided Teacher root cause test , questionnaire or observation methods model through determines .

2. Decomposition and analysis : Determined problem small to the elements is divided into . The student's family environment , lesson methodology mistakes such as main and second level factors is separated .

3. Pedagogical the solution forecast and modeling : Teacher problem eliminate to grow for new methodical designs a solution (correction model) . "If I were to innovative method I use it , lesson. at the end of the class mastery level how "Will it change ?" question around of the process future model builds .

4. Pedagogical imitation and reflexes : Created correction model in a seminar session roller games or interactive cases through try seen , way placed methodical mistakes again analysis will be done .

4. Result-based criteria block (Evaluation Component). Teachers diagnostic-prognostic your skill development level three criterion according to is evaluated :

— **Low level (Reproductive):** Teacher in class of the problem only the result sees (for example , the student got "2"), but its root cause diagnostics can can't . Only ready prepared template lesson developments based on works , lesson the result forecast to do indicator very low [4].

— **Medium level (Productive-heuristic):** Teacher of the problem the reasons separate takes , standard lesson situations for usual logical diagnostics methods The problem is one how many traditional solution options offer can takes , but in class unexpected risks forecast in doing a little limp is observed .

— **High Level (Creative-Innovative):** Complex , many factorial and extreme controversial pedagogical situations deep diagnostics can takes . Each student's development trajectory clear forecast to himself unique , original and flexible correction lesson models create takes and their strategic consequences clear based on gives .

Taken theoretical analyses and experiment works results in the past diagnostic-prognostic skills develop process random or spontaneous in a way not , maybe scientific based systematic approach based on organization only when done high to efficiency achieve possible The study showed that during It was found that this of the process success purposeful , meaningful , technological and consequential components each other integral connection to provide directly is related . Therefore working issued methodology of the students professional in the activity occurring problems determination , analysis to do and their development prospects in advance forecast opportunities to expand service does [5].

Research results also showed that diagnostic - prognostic methodology qualification increase to the system current to grow pedagogical process content quality in terms of new to the stage take The result is education environment to the teacher only ready knowledge, instruction and methodical recommendations delivery giver traditional from the shape, its independent thinking , analytical approach , diagnosis to put and forecast abilities developer cooperation and innovative development to the environment is transformed . This is of the students professional to activity creative and responsible attitude to form service does .

Also, work issued diagnostic-prognostic methodology in the past modern education activity for necessary was important professional competencies to develop opportunity In particular , flexibility , systematic and critical thinking , pedagogical situations deep analysis to do , problems probable consequences in advance assessment and lesson the results objective analysis to do such as competencies development was observed . As a result of the students professional activity efficiency increase , their pedagogical decisions reasonable and to the goal appropriate acceptance to do skills noticeable at the level improved [6]. Thus, the research within working issued methodology theoretical and practical efficiency scientific in terms of was founded and him/her qualification increase in the system wide of use to the goal compatibility proved .

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