

MECHANISMS OF INTRODUCING PEDAGOGICAL DIAGNOSTIC WORKS IN QUALIFIED PRACTICE

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Abstract: the article describes the importance and mechanisms of introducing the future primary school teachers to pedagogical diagnostic work in the process of professional practice, and improving the professional skills of pedagogical diagnostic work.

Keywords: pedagogical diagnostics, professional skills, pedagogic activity, process

It is equivalent to introducing pedagogical diagnostic works in the process of professional practice of future elementary school teachers and improving their professional skills.

Pedagogical diagnostics summarizing the results of pedagogical activity, making practical conclusions - identifying mistakes and shortcomings, taking into account mistakes and shortcomings in the next stages of pedagogical activity is called pedagogical diagnostics. So, pedagogical diagnosis is a process that is carried out from a pedagogical point of view in the activity of a pedagogue. How to start this process for future elementary school teachers will be shown by the head of practice and the primary school teacher who is active in school practice.

Acquainting practitioners with the content of pedagogical diagnostics is the first task of the assigned class teacher. In this regard, it is appropriate to inform practitioners about the following:

- in-depth study of the students of the attached class;
- to determine the learning difficulties of the students of the attached class;
- to study the social and family factors affecting the education of students of the attached class.

Proper implementation of these goal-oriented activities encourages close relations with students.

Examination and assessment of knowledge is of national importance. The results of the inspection of educational activities in continuing education organizations include the knowledge, skills and qualifications acquired by schoolchildren. they draw conclusions about the work of schools, teacher teams, and students' learning. Acquaintance with the students whose knowledge will be tested during qualification practice will help to properly organize pedagogical diagnostic work:

- examination and assessment of knowledge must meet certain didactic requirements. If this requirement is not met, students' attitude towards studying will deteriorate, the quality of knowledge will be negatively affected;
- that schoolchildren prepare for class every day need It is necessary to constantly monitor students will be done.
- knowledge assessment is individual in nature. Every student should understand that his knowledge, skills and abilities are being evaluated. None of his comrades could share a good or bad opinion with him.
- The state of preparation for answering the teacher's questions and tasks is an important part of the learning process. that it has become Knowledge, skills and qualifications of schoolchildren state education are checked and evaluated in terms of the implementation of the programs.
- the quality of mastering the content of the programs is the main criterion in the evaluation of knowledge. The teacher should know what additional knowledge

the student has, what additional literature he reads, but he should not be assessed for this.

- it is enough to help with advice, recommendations, instructions. When checking whether schoolchildren have mastered theoretical and factual material, it is necessary to consider the impact of the knowledge gained on the general and intellectual development of students, the formation of personal qualities, and the attitude of schoolchildren to studying.

- knowledge test teacher school student mental, moral, emotional and volitional development process of a person helps to visualize the process of formation of qualities.

- the teacher should be very fair and honest in checking and evaluating the knowledge, skills and qualifications of the students. This situation, in turn, has a positive and educational effect on the personality of the student. Any unfairness, the teacher's mistake in assessing the knowledge, has a negative effect on the students, makes them lose confidence in their own strength, extinguishes their enthusiasm for learning. As a result, the educational effect of the teacher is undermined.

- the teacher must correctly assess the student's knowledge in any case. Only a well-thought-out assessment will have a positive effect on the students and give them moral satisfaction.

In conclusion:

- Pedagogical diagnostics is of great importance in the analysis of educational effectiveness, work content;

- continuing education achievements if pedagogical diagnostics are successfully carried out in institutions becomes stronger;

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