

## SCIENTIFIC THEORETICAL BASIS OF PEDAGOGICAL DIAGNOSTICS

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**Annotation:** In the article, the dictionary meanings of the word diagnostics, the fact that nowadays diagnostics are widely used in various fields of human activity, Scientific-theoretical foundations of pedagogical diagnosis, such as determining the degree of formation of one or another quality in a person with the help of unique methods in the science of pedagogy, diagnosing the child's intelligence, are highlighted.

**Keywords:** diagnosis, personality, intelligence, diagnosis, transparent, knowledge, educational process, unit of measure.

The concept of "diagnosis" (from the Greek "dia" - transparent and "gnosis" - knowledge) means a widespread method of obtaining preliminary information about the object or process under study. Diagnostics is defined as a method of knowing, studying and creating various relationships, states, qualities and characteristics of research objects.

Today, diagnostics is widely used in various fields of human activity, and its most used types include "medical diagnostics", "psychodiagnostics", "management diagnostics" and "technical diagnostics".

"Diagnostics" is the process of collecting statistical data on the upbringing of a person by determining the degree of formation of one or another quality in a person with the help of methods unique to the science of pedagogy and evaluating them at certain values, recording them, determining dynamic trends, predicting the further development of reality. , or called "diagnosis".

The problem of diagnosis of personality education has long been of interest to many philosophers-scientists, and it still remains an unexplored field for both psychologists and pedagogues.

So, what was the history of pedagogical measurements in Uzbekistan? Determination of the unit of measurement in pedagogical measurements is one of the main problems. Scientists of the ancient East have expressed a number of important points in this field. For example, Abu Rayhan Beruni writes in one of his works that "...the quantity of a thing is determined by comparing it with what is perceived as a unit...". Even in ancient times, "measurement" of the acquired knowledge and the level of mastery of the profession was carried out through examination and test conditions. In Mahmud Kashgari's work "Devonu Lug'ati-Turk" (1072), there are such sentences: "...learn knowledge, wisdom, do not be vain and arrogant in learning, consider yourself knowledgeable without learning anything." "He who shows and brags will be ashamed and pitied during the exam."

According to A. Jurinsky, a scientist who conducts researches on the history of pedagogy, Abu Rayhan Beruni used questions with several alternative answers in his work "Al-Taqqim" dedicated to the teaching of geography, mathematics and astronomy. Raised the issue of learning concepts by asking comprehensive questions. In 1927-1930, he was actively engaged in the problems of creating didactic tests and using them in the process of measurement at the Institute of Psychology and Pedagogy, which was operating under the Central Asian University in Tashkent.

Psychologists initially diagnosed the child to determine the level of intellectual development (KNKornilov, MASikorsky, V. Shtern, RISunnatova), and later studied his formation as a full-fledged psychic and personality (Sh. Abdullaeva, LAVengir, N. Dalimova, ZIKalmikova, TDMorsinkovskaya, NINepomnyashaya, NFTalizina, Sh. Tolaganova DBElkonin and others).

Until now, pedagogical diagnostics have been used to determine to what extent the teaching methods used in the educational process are appropriate (KNBukhholts, R.Mavlonova, N.Rakhmonkulova, PAShevarev), and then to evaluate the result of the educational process. began to be used for identification purposes.

In one of the authoritative American references (Lindguis), a place is allocated to pedagogical diagnostic tasks (Educational Measurement) with large chapters, which are methodological support in the teaching process, improvement of the educational process, educational the problem of the social pedagogue in the place is to determine the place of education in the educational process. Scientifically based pedagogical diagnosis serves to enrich the content of the educational process.

The concept of "pedagogical diagnosis" began to be widely introduced into school practice in the 60s, and from the end of the 70s into pedagogical practice. In those years, special methodological experiments were carried out to adapt psychological techniques to psychological and pedagogical diagnostic conditions, and the international conference held in Berlin in 1967 gave a new impetus to the development of tests and informal tests focused on specific criteria. gave Around this time, the term "pedagogical diagnosis" officially appeared in pedagogical literature with its full justification. This concept was compared to medical diagnosis in 1968 by the German educator K. Ingenkamp in one scientific project.

The full foundation of the term "pedagogical diagnosis" did not happen by chance. In 1970, all German-speaking countries had 122 test items and questionnaires that could measure school achievement, school readiness, mental development, and vocational readiness of children.

The theoretical basis of pedagogical diagnostics is closely related to such fields of science as philosophy, sociology, biology, psychology, didactics, neuropedagogy, social pedagogy, ethnopedagogy. The current stage of the development of pedagogical diagnostics as a field of science can be characterized as "the stage of formation of differential diagnosis" in pedagogy.

Diagnostics in the field of upbringing, education and development of a person is a very important issue that requires high skills and responsibility, diagnostic activity in this field is called "pedagogical diagnostics". Pedagogical diagnosis assesses the child against certain social norms and standards. This often leads to a judgmental attitude toward the student's personality and an unconditional acceptance of it. Therefore, in some cases, the teacher should not only use ready-made pedagogical assessments, but also develop their positive feelings in the eyes of others by showing the best aspects of children's behavior.

Pedagogical diagnostics is aimed at more effective implementation of the functions of the educational institution and includes the study of the progress of the educational process and all components and connections in the system of the educational institution on the basis of a systemic-functional approach.

Therefore, pedagogical diagnosis is considered as one of the most important components of the educational process in an educational institution, as a theoretical and practical field of pedagogy.

We all know that pedagogical diagnostics is a field of pedagogy used in the process of teaching students. Examples of this include oral and written work, exercises and didactic tests. That is, didactic assessment of students' knowledge, skills and abilities in educational institutions is highly developed.

However, although many observations are made about the formation of the concepts and categories that are widely used in pedagogy - virtues such as spiritual and moral, patriotism, hard work, or vices

such as spiritual baseness, selfishness, and laziness. , rarely expressed clear ideas and attitudes about how these feelings can be measured in units using some method. The main reason for this is that there are complex aspects of evaluating a person's education in specific dimensions or indicators. One of such aspects is the lack of diagnostic methods for measuring the level of development of one or another emotion in a person in specific units, and the second is the change of criteria in accordance with the social development of society and changes in value relations. is going.

In short, pedagogical diagnostics, as a theoretical field of pedagogy, develops reliable diagnostic methods for determining the levels of education and upbringing of a person, criteria for the formation of personal feelings, rules for interpreting the obtained results and using them correctly and effectively in practice. gives recommendations for implementation. In some cases, such rules may be easy to use, while in some cases they may be too complicated and require additional diagnostic knowledge, skills, and abilities from the pedagogue.

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