



Technologies Of Self-Diagnostication Of Future Teachers

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Annotation. This article presents some thoughts on the technologies of self-diagnosis of future teachers, their role in the educational process, methods of application, and positive impact on the educational process. The article also describes the conditions created for teachers in our country, as well as the issues of future teachers' work on themselves.

Keywords. Diagnostics, self-assessment, analysis, development, harmonious personality, general concept.

Introduction. In accordance with the Resolution of the President of the Republic of Uzbekistan No. PP-3289 dated September 26, 2017 "On measures to further improve the system of training pedagogical personnel, retraining and advanced training of public education workers", the territorial institutes for retraining and advanced training of public education workers of the Republic of Karakalpakstan, regions and the city of Tashkent were transferred to the management of higher educational institutions in the relevant regions and began to be called regional centers for retraining and advanced training of public education workers.

Tashkent State Pedagogical University named after Nizami is a base higher educational institution for regional centers for retraining and advanced training of public education workers under the control of higher educational institutions in the relevant region, and its main tasks are to be responsible for improving the skills of public education workers, developing a model curriculum, program, educational and methodological and other documents for retraining and advanced training of public education workers.

Literature analysis and methodology. The main responsible persons for ensuring the development of the educational process at a modern level are teachers, who are currently required to take a responsible approach to their



work, continuously improve their professional knowledge, professional qualifications and methodological skills, and work on the basis of modern pedagogical technology and innovations. For this, they must constantly engage in independent study and advanced training.

The content of professional pedagogical diagnostics consists of organizational-pedagogical and practical works in the scientific-methodical direction, which are carried out in order to determine the information necessary to ensure that primary school teachers have professional training at the level of modern requirements.

In accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 25 dated February 16, 2006 "On further improving the system of retraining and advanced training of teaching staff", the results of professional diagnostics of teaching staff in schools are summarized by territorial education management bodies¹. In this case, similar directions are identified and grouped according to the results for each teacher. As a result of such generalization, the directions of common professional problems inherent in all teaching staff in the relevant educational institutions become known. On its basis, the content of the organization of continuous advanced training of teachers, as well as expedient forms and methods, can be determined.

Result and discussion. In our research work on the topic "Improving the mechanism of professional development based on the needs of public education workers (on the example of primary school teachers)", we developed criteria for self-professional diagnostics of primary school teachers in their pedagogical activities, professional diagnostics by the head of the school methodological association, district (city) public education department, and regional professional development centers.

On this basis, the existing needs for professional development for each pedagogue in the educational institution and common for all pedagogues and their directions are determined. Based on these identified needs, it is required to determine the content of the training course. For this, it is necessary to make changes to the curriculum and programs of the courses in a certain order. Organization of professional pedagogical diagnosis of primary school teachers in school allows to increase the quality and effectiveness of professional development by ensuring their professional development aimed at specific goals



in accordance with the needs. As a result, the content, form and methods of the training course will be oriented towards the specific goals expected of them.

The professional diagnosis of the teacher's work is to determine the theoretical knowledge, practical work skills and competencies that he needs to acquire and apply in his work to ensure that he achieves a higher result in his work. For this purpose, the level of preparation for the components of the teacher's professional activity is determined and conclusions are drawn.

The teacher's activity can be analyzed by dividing it into the following main components:

- theoretical and methodological knowledge in the specialty, knowledge of the latest innovations in this field and their practical application;
- mastering and practical application of advanced pedagogical technologies;
- studying advanced pedagogical experiences and using them in practice;
- the level of preparation in the basics of pedagogy, psychology and spirituality;
- the level of mastery of students;
- activity in the work of the school's subject-methodological association, prepared methodological reports, information;
- knowledge of relevant regulatory documents;
- quality and effectiveness of extracurricular activities;
- effectiveness of cooperation with parents, neighborhoods;
- participation in competitions, contests, conferences, seminars;
- appearances in the media;
- assessments of the teacher's pedagogical activity by colleagues, students and parents.

In order to use the results of the identified professional diagnostics in practice, it is advisable to develop and implement a procedure for making rapid changes to the content of advanced training courses based on the needs in the applications



for advanced training of teachers. In the regional centers for retraining and advanced training of public education workers at the Chirchik State Pedagogical Institute, Namangan State University, and Gulistan State University, which were selected as the sites of our research, the needs of primary school teachers were identified, summarized, and groups were formed in certain areas. The teacher was trained based on the needs he felt in his work based on variable programs. This created an effective system of advanced training.

Conclusion. In conclusion, the following specific aspects are important in improving the mechanism of advanced training of public education workers based on needs:

- Early identification of teachers' needs for advanced training based on professional pedagogical diagnostics.
- Taking into account the previously identified needs of teachers during advanced training sessions.
- To improve the content and methods of advanced training courses based on the practical use of the results of professional diagnostics.
- To organize targeted advanced training.
- To organize professional diagnostics of teachers in schools.
- To familiarize school leaders and teaching staff with modern forms and methods of conducting professional diagnostics, taking into account the previously identified needs of teachers, to formulate orders for advanced training and to organize targeted advanced training.

References

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