

System for forming skills for diagnosing and assessing students' development levels in future teachers

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Received: 25 January 2025; **Accepted:** 24 February 2025; **Published:** 26 March 2025

Abstract: This study explores conceptual approaches to training future educators in diagnosing students' educational outcomes, including the systemic, value-based, activity-based, and competency-based approaches. An interdisciplinary analysis of professional teacher training has identified three key perspectives: philosophical, psychological, and pedagogical. A systematic structural analysis of students' diagnostic activities was conducted, outlining the specific features of each component, such as goals, motivations, content, skills, and expected outcomes.

Keywords: Student training, diagnostic activities, system-structural analysis.

Introduction: In the context of modern societal development, special attention is given to new qualitative requirements for the education system and the professional training of future teachers. One of the key ways to enhance the effectiveness of this training is by teaching students how to diagnose educational outcomes in schoolchildren. To achieve this, the study examines the essence of professional teacher preparation in general and specifically focuses on training future educators in educational diagnostics.

Through an interdisciplinary analysis, the study identifies several conceptual approaches to updating the system of professional teacher training, including:

The systemic approach – establishes connections between various educational processes and phenomena, particularly the relationship between teacher preparation and diagnostic assessment [1].

The value-based approach – highlights the importance of training future teachers in diagnosing students' educational outcomes as a core professional value.

The activity-based approach – focuses on studying the structural components and various types of diagnostic activities.

The competency-based approach – provides a foundation for developing diagnostic competence as an essential learning outcome for teacher training programs.

These approaches serve as key methodological guidelines for shaping effective teacher training strategies, ensuring that future educators acquire the necessary skills to assess, analyze, and improve students' academic progress [2].

METHODS

The interdisciplinary analysis of the professional training of future specialists has deepened the theoretical understanding of its essence. The study reveals that, across various disciplines, researchers emphasize different aspects of professional preparation, highlighting the interconnection between theory and practice and their influence on human activities.

Philosophical Aspect

From a philosophical perspective, scholars such as V. G. Afanasyev, L. P. Bueva, M. S. Kagan, and others stress the importance of studying personality by considering the role of theoretical and practical knowledge in shaping human activity and social interactions. Additionally, they emphasize the significance of analyzing relationships within society and understanding the dynamics of human interaction with the external world.

Psychological Aspect

The psychological dimension (as explored by B. G. Ananyev, L. S. Vygotsky, I. A. Zimnyaya, A. N. Leontiev,

S. L. Rubinstein, V. A. Petrovsky, and others) focuses on [3]:

The process of preparing future specialists based on subject-to-subject interactions,

The development of professional orientation,

The role of motivation in professional activity,

The effectiveness of professional training in shaping competent specialists.

Pedagogical Aspect

From a pedagogical standpoint, researchers such as O. A. Abdullina, N. V. Kuzmina, N. B. Krylova, G. K. Parinova, V. A. Slastenin, A. P. Tryapitsyna, and others focus on [4]:

The content and essence of professional training,

Its distinctive characteristics and stages,

The specific outcomes of training, particularly in developing diagnostic competencies among future professionals.

Key Findings of the Analysis

This interdisciplinary examination has helped clarify key aspects of professional preparation through the lens of different sciences:

Philosophically, the study highlights the practical application of professional training, positioning it as a distinct field within educational practice.

Psychologically, it emphasizes the subject-to-subject nature of interactions among all participants in the training process, promoting collaboration, active participation, and engagement in diagnostic activities.

Pedagogically, it presents the specific features of diagnostic activities and outlines the unique aspects of training programs aimed at enhancing diagnostic competence.

By integrating philosophical, psychological, and pedagogical perspectives, this research provides a comprehensive understanding of how professional training can be optimized to develop highly competent and effective specialists in the field of education.

RESULTS AND DISCUSSION

The further investigation into the training of future teachers in diagnosing students' educational outcomes necessitated a deeper study of the historical and contemporary evolution of pedagogical diagnostics.

A retrospective analysis of diagnostic concepts revealed that at different times, scholars and educators approached the subject from various perspectives:

K. D. Ushinsky emphasized the importance of recording each student's educational history [5].

A. F. Lazursky and P. F. Lesgaft focused on developing

methods for studying personality and providing recommendations for their application.

L. N. Tolstoy advocated for a careful and continuous study of children.

A. S. Makarenko and V. A. Sukhomlinsky suggested analyzing students only through joint activities and active guidance.

Modern Approaches to Pedagogical Diagnostics

In contemporary research, the phenomenon of diagnostics is interpreted in multiple ways:

As an integral part of pedagogical activity, aimed at identifying personal traits and measuring educational, training, and developmental outcomes (V. S. Avanesov).

As a means of recognizing and accounting for the individual and group characteristics of educational process participants (I. A. Skopylatov, O. Y. Efremov).

As an analysis of individual personality development trends to manage the quality of the educational process (N. M. Borytko).

As a measurement of pedagogical effectiveness and an assessment of each participant's potential (K. Ingecamp).

A literature review on the subject demonstrates that pedagogical diagnostics is becoming increasingly significant in the field of education. It is now essential to integrate innovative trends into its development. This has provided a rationale for introducing the concept of developmental pedagogical diagnostics, which allows for the prediction and organization of students' personal growth and self-development.

Pedagogical Diagnostics in the Context of Educational Standards

It is crucial to emphasize that in the context of this research, the object of study is the diagnosis of students' educational outcomes as defined by the Federal State Educational Standards for Secondary (Complete) General Education. These standards outline three key criteria for student development:

Personal Educational Outcomes

The development of a value-based system within students regarding themselves, the educational process, their peers, and learning objects.

This factor plays a crucial role in enhancing students' motivational resources.

Meta-Subject Educational Outcomes

These refer to interdisciplinary skills acquired through one or multiple subjects.

They are applicable both within the educational process and in real-life situations.

Subject-Specific Educational Outcomes

The mastery of concrete elements of social experience, as studied within specific academic disciplines.

These outcomes ensure that students can navigate and interpret real-world phenomena (cognitive abilities).

All of these educational outcomes, along with their diagnostic assessment, constitute an integral part of the professional training of future teachers. The organization of diagnostic activities within teacher education programs ensures that students acquire the necessary skills for effectively assessing and enhancing the learning process.

CONCLUSION

Based on the interdisciplinary analysis, several conceptual approaches to the professional training of students have been identified, including the systemic, value-based, activity-based, and competency-based approaches.

The study has examined theoretical perspectives on the essence of professional preparation for future specialists and has structured diagnostic activities by analyzing their core components, identifying their specific features, and outlining the key aspects of preparing future educators for assessing students' educational outcomes.

Furthermore, the historical and contemporary development of pedagogical diagnostics has been analyzed, with a clear definition of its object—the diagnosis of students' educational results. The research also substantiates the concept of developmental pedagogical diagnostics, which aims to enhance and facilitate students' personal growth and self-improvement through effective diagnostic strategies.

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