

## EDUCATIONAL DIAGNOSTICS DESIGNED TO CLARIFY THE CONDITIONS IN WHICH THE DIDACTIC PROCESS TAKES PLACE

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**Abstract.** *The article discusses the process of elucidating all the conditions under which the educational diagnostic-didactic process takes place, and expressing the conditions intended to determine its results.*

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Educational diagnosis is the clarification of all the conditions under which the didactic process takes place, and the determination of its results. Without diagnosis, it is impossible to organize the didactic process innovatively, manage it effectively, and achieve optimal results for the existing conditions.

By diagnosing the pedagogical process, it is possible to increase the effectiveness of education. The goal of educational diagnostics is to timely identify, evaluate and analyze all aspects of the educational process in connection with its product.

Educational evaluation or inspection only records the results, but does not explain their origin. Evaluates diagnostic results in relation to the ways and means and methods of their achievement, determines the processes and stages that ensure the effectiveness of education.

One of the important components of the educational process is control and accounting. These concepts have their own essence and characteristics. If the teacher organizes control and accounting correctly, the effectiveness of the educational process increases. For this, the teacher should determine the level of mastery of the educational materials of the student.

Supervision means the process of determining, measuring and evaluating the level of knowledge, skills and qualifications of a student in education. Detection and measurement is also called verification.

Inspection is a component of control, and its main didactic task is to provide feedback between the teacher and students, to receive objective information about the mastering of the educational material by the pedagogue, to identify deficiencies and defects in knowledge. is to ensure timely detection. The purpose of the examination is not only to determine the level and quality of the student's knowledge, but also the amount of his educational work.

Pedagogical examination in the educational process is carried out in several stages. That is:

1. Preliminary determination of students' knowledge level. Usually, it is held at the beginning of the academic year in order to determine the level of knowledge acquired by students in the previous academic year. Such a review can also be conducted in the middle of the academic year when starting to study a new department (course).

2. It is a current check in the process of mastering each topic. The current examination allows to diagnose the level of mastery of some individual elements specified in the curriculum by students. The main task of this investigation is to study a specific situation taken separately. There are different forms and methods of such examination, which are determined according to the content and complexity of the educational material, the age and preparation of students, the stage and goals of education, and specific pedagogical conditions.

3. The form of determining and evaluating the level of knowledge and skills acquired by students in certain chapters or sections of the educational material. Along with learning a new topic, students repeat what they have learned before. Repeated examination helps to strengthen knowledge, but it does not allow to describe the stage of educational work, to diagnose the level of strength of knowledge. This examination gives the expected effect only if it is used together with other forms and methods of diagnosis.

4. Periodic examination of students' knowledge, skills and qualifications on a single subject or a separate topic of the course. Its purpose is to diagnose the quality of mastering the interrelationships between the structural elements of the educational material studied in different parts of the course. The main task of periodic inspection is systematization and generalization.

5. Final examination and consideration of acquired knowledge, skills and qualifications of students at all stages of the educational process. The final assessment of learning is held at the end of each quarter and academic year. It should not consist only of mechanically calculating the average arithmetic score by adding the received grades. This is, first of all, to diagnose the level (quality) of existing knowledge in accordance with the purpose set at this stage.

Supervision also includes assessment and analysis of student learning. In learning indicators, group (electronic) journals, rating books, and the like, grades are recorded in the form of conditional marks, code signals, memory marks, etc. Assessment results (results) are the basis for evaluating the student's learning level. Both qualitative and quantitative indicators of student work are taken into account. Quantities are more in points or percentages. The quality indicators are recorded with the help of evaluation opinions such as excellent, good, satisfactory, etc. Each evaluative opinion is assigned a pre-agreed (specified) certain score, indicator.

It is necessary to understand the grade as a ratio between the knowledge, skills and qualifications acquired in practice and the total amount of knowledge, skills and qualifications determined to be mastered according to the state educational standard.

Accounting means summarizing and summarizing the activities of students and teachers during a certain period of education.

When taking into account the results of students' mastery, it is necessary to pay attention to the following: 1) comprehensive control of students' knowledge, skills and abilities in studying subjects and subjects based on the curriculum; 2) draw a conclusion about the students' activity on each completed topic; 3) not to evaluate the level of students' learning based only on average arithmetical data; 4) to provide accurate, detailed information (description) of students' existing knowledge based on the analysis of their statistical mastery over several academic years.

Systematic control means that there is interdependence between all stages of the educational process - from the acquisition of knowledge to their initial perception and practical application. This principle means that every learner is regularly involved in diagnosis from the first days of his stay in the educational institution until the last days. In order to reliably check the

knowledge and skills of the learner, it is necessary to regularly conduct supervision at certain time intervals.

Transparency means openly testing all learners according to exactly the same criteria. The rating of each student determined during the diagnostic process is public. The principle of transparency also requires the publication and motivation of grades.

The methods of monitoring students' activities are as follows: oral examination, written examination, examination based on the performance of practical tasks, examination of homework.

**Oral examination.** This method is one of the more common traditional methods of knowledge control and assessment. During the examination, the teacher asks the students based on the content of the topic studied, based on the question-and-answer method. This method is sometimes called the interview method. In the oral examination, the teacher divides the studied topic into separate parts and asks students questions from each of them. However, in order to develop students' speech and to have deep and solid knowledge, they can be asked to completely recall this or the previous topic.

**Written verification.** It is one of the most effective methods of monitoring and evaluating students' knowledge, skills, and allows to evaluate their creative abilities. According to it, after the student has passed a certain subject or a certain section of the curriculum, he organizes the control and assessment of the students' knowledge. Written examination is carried out with the help of control work, essay, statement, dictation, etc. In this process, a lot of work and time is spent for the teacher to familiarize himself with the completed work and check its quality. Due to the lack of direct contact between the teacher and the student, it will not be possible to observe his thinking.

**Examination based on the completion of practical tasks.** It consists of observing the correctness of practical actions (sports, labor actions) or relying on the obtained results. This form of examination is widely used to assess students' knowledge of natural sciences.

**Check homework.** It is very important to check the performance of homework assignments by students to control their learning. Examining homework allows the teacher to determine the attitude of students to educational activities, how much they have mastered the studied material, and the level of independence in performing homework.

**Scaling.** Modeling concrete processes using a numerical system. Its various techniques help convert qualitative descriptions into quantitative changes.

**Test.** A test tool that allows you to determine the level of a certain condition qualitatively and quantitatively based on a specific goal.

**Pedagogue-** A number of advantages of the test can be seen in practice. They are as follows: 1) less time spent on control; 2) the possibility of determining the level of theoretical and practical knowledge in objective conditions; 3) the ability to organize supervision with a large number of students at the same time; 4) short-term verification of knowledge results by the teacher; 5) all students are asked questions of the same complexity and the same conditions are created for them.

The fact that the five-point system of evaluating students' knowledge was outdated, unable to meet the requirements of the time, required its replacement with the method of evaluation based on the rating system.

**Rating** (from the English "rating", "arrangement") is an assessment of a certain event on a predetermined scale. The rating system is recognized as a type, method and form of monitoring the quality of students' knowledge, and with its help, the quality of students' acquired knowledge is evaluated according to all the requirements specified in the educational standard.

Along with the above-mentioned methods of monitoring students' educational activities, the test method is also effectively used in rating control. Not only the level of knowledge, skills and abilities of students from the test survey.

The rating system has a number of other advantages. For example: expanding the capabilities of the assessment system; objective determination of student knowledge; to ensure the possibility of standardization of education; to ensure the full mastery of mandatory voluntary knowledge, skills and qualifications included in the curriculum provided for in the state educational standards; formation of independent learning and free thinking skills in students; Students will be given the opportunity to voluntarily acquire knowledge and work independently to eliminate shortcomings.

In the educational system, from February 6, 2017, the criteria for assessing the level of formation of basic and subject-related competencies of students are the goals and tasks of each subject, as well as. it is determined based on the mastery level of the students in the group. When developing evaluation criteria, students' oral answers and competencies are approached separately.

In the theory and practice of education, the activation of students' learning activities is one of the most urgent problems. In recent times, the attention of pedagogues has been focused on mastering interactive forms and methods of teaching based on the communicative form of knowledge acquisition. It has been proven in practice that the educational process is effective and gives good results if it follows the following requirements: when students are open to learning and actively engage in relationships and cooperation with other participants of the educational process; when they have the opportunity to analyze their work and realize their personal potential; when they have the opportunity to practically prepare for the situation that they will inevitably face in their life and professional activity in the near future; when they believe in themselves, are not afraid to express themselves, when they know that even if they make a mistake, they will not be discussed and evaluated negatively for these activities.

When the interactive method of imparting knowledge based on communication, cooperation and cooperation of all participants of the educational process is used, almost all of the above requirements are followed.

Decades of research show that the traditional classroom remains one of the most effective models of education.

A traditional lesson is an educational model designed for a certain period of time, the educational process is more focused on the teacher's personality, it consists of the stages of introduction, clarification, reinforcement and completion of the topic.

The purpose of the educational process, the lesson and its positive aspects are based on the following principles:

- Increasing the student's enthusiasm for studying
- Taking into account previously acquired knowledge
- coordinating the speed of the study process
- support student initiative and commitment
- Learning by doing
- Providing bilateral feedback
- Setting up the study process correctly
- A teacher is a person who facilitates the learning process for students
- evaluation of the educational process

In the traditional teaching model, more methods such as lectures, questions and answers, and practical exercises are used. Therefore, in these cases, the effectiveness of traditional lessons is much lower, and students become passive participants in the educational process. Keeping the traditional form of the lesson and enriching it with methods that increase student activity in various areas will lead to an increase in students' mastery.

For this, the lesson process should be organized rationally, the teacher should increase the interest of the students and encourage their activity in the educational process, divide the educational material into small parts, and open their content by debate, discussion, intellectual attack, working in small groups, using the methods of research role-playing games, providing colorful interesting examples, encouraging students to do practical exercises independently, using various assessment methods, appropriate use of educational tools is required. In this case, it is important to compare the quality of the educational process based on quantitative and qualitative indicators.

Measuring the quality of education is of particular importance in pedagogical diagnostics. In this:

- checking and determining the compliance of the educational process with state educational standards, didactic requirements and standards;
- determining the organization of the educational process;
- clarity of the goal set in the educational process;
- the presence of feedback between the teacher and students;
- accurate implementation of educational plans and programs in accordance with the established procedure;
- availability of social and spiritual comfort during the educational process;
- availability of vale logic education, such as the fact that the specified educational loads do not pose a threat to the health of students.

To diagnose the learning process, it is necessary to pay attention to the following:

- organization of the educational process based on scientific and didactic principles;
- level of technologic of the educational process;
- compliance of the main parameters of the educational process with the state educational standards and didactic norms; the following should be taken into account: the incompleteness of the class, the weekly workload of the teacher, the level of provision of the educational space, the provision of the educational process with technical means, which have a positive effect on the educational process such as the existence of a library fund, the existence of teaching-methodical complexes corresponding to the content of each educational subject;
- the smoothness of the educational process, the consistency of the actions of the administration, the orientation of the actions of teachers and students to achieve the set goal, the implementation of educational and calendar plans, the implementation of targeted and generalized programs is ensured;
- the degree of stability of the main parameters, the training schedule, the training plan and the precise implementation of the programs;
- not allowing downloads to have a negative impact on students' health;
- such as the level of social and psychological comfort provided during the educational process.

It is possible to ensure its quality by improving the educational process. It focuses on:

- the content of the educational process is modernized every three years;
- the result of improvement of educational programs in the general secondary educational institution;
- development, implementation, popularization of copyright programs;
- creation and implementation of edited, integrated programs;
- application of personal-oriented educational technologies and information technologies to the educational process that develop students;
- such as the availability of completed pedagogical experiment-test results.

Personal achievements of teachers play an important role in the manifestation of teaching quality. Their personal achievements are reflected in:

- achievements in the field of improving the educational process;
- methodical, scientific, inventive work of teachers;
- levels of participation of teachers in various competitions;
- activities aimed at increasing personal and educational capacities;
- such as work in the direction of independent education and self-improvement.

### **Conclusion**

Thus, the level of preparation of graduates of educational institutions and the satisfaction of higher education institutions with this level also represent the quality of education. An important mechanism for managing the quality of teaching is manifested in influencing it by improving the educational process. An important condition for its implementation is to monitor the quality of education. This monitoring is a goal-oriented, specially organized process that continuously monitors the main changes that occur as training. Its main goal is to make the right decisions on the management of the educational process in a timely manner, to make corrections to it, to analyze predictions and materials, and to create conditions that serve to improve it.

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