



PEDAGOGICAL DIAGNOSTICS IN THE CONTEXT OF PEDAGOGY

Adash Rustamova Eshankulovna

PhD., associate professor, Department of English integrated course, Samarkand state institute of foreign languages, Samarkand

Qayumova Shaxnoza Anvar qizi

Student, Samarkand state institute of foreign languages, Samarkand

Article history:	Abstract:
Received: July 26 th 2023	This article discusses the importance of pedagogical diagnostics. Pedagogical diagnostics plays an important role in the analysis of the effectiveness of education, the content of work, the pedagogical activity carried out, this method of work is successfully implemented in advanced educational institutions, the achievements are strengthened, the analysis of shortcomings and deficiencies on the basis of which the main strategic directions are determined and high-level final results are achieved.
Accepted: August 28 th 2023	
Published: September 30 th 2023	

Keywords: pedagogical diagnostics; philological; practical conclusions

INTRODUCTION

The term *diagnosis* originated in the medical sphere. The Spanish Language Dictionary "Océano Multimedia", defines it as "A compound of signs that is used to fix the peculiar character of a disease". So the following formula could be stressed: **dia = through + gnosis = knowledge**

"*Diagnostics*" (from the Greek lang. «diagnostikos» – a discerning, distinguishing) means "the ability to identify" (Aminov et al., 2002, p. 283). The term was first used in Ancient Greece medicine. For successful treatment, the Greeks tried to establish the cause of the disease, identify the characteristics of a sick organism, to collect information about the course of the disease, to determine the effect of various drugs, and due to the all symptoms, they properly made the diagnosis about sickness.

The Pedagogical Dictionary has also defined *diagnosis*: "the process of reflection that needs the analysis and concrete information". It presupposes the analysis of the students' learning and potentialities of their results.

Specialized literature recognizes as the essence of *diagnosis*, the systematic description and explanation of a given operative problem or situation. It also considers as its function to be a scientific procedure that helps to know the reality, make predictions, preview and guarantee success.

As a scientific activity, *diagnosis* has the aim of providing parameters for real educative interventions. Through its application one can, not only precise the problems, but also to find out the causes and possible solutions. As it could be seen, this definition now includes issues of pedagogical and psychological sciences. In the specialized literature, there are multiple definitions of *diagnosis*, which concentrate on

pedagogical and psychological facts or on general features.

Different authors as Bríguez (2010), Páez (1998), Recary Fernández. S (2003), Castellanos Simons. B (2004), Del Pino, J.L (1996), among others, consider pedagogical diagnosis as a continuous, dynamic, systemic and participative process that consists on describing, analyzing, interpreting and understanding the nature of the educative reality to express concrete judgments. In this sense, it also permits:

- To design, evaluate and modify teaching and learning strategies.
- To interpret the students' diversity and to provide an adequate individual treatment.
- To elaborate different learning tasks for measuring the students' development, potentiality and learning styles.
- To predict possible personal transformations.

Arias (2002), sustains, that pedagogical diagnosis should be organized using principles that give clarity for its further application:

- **Individuality.** Each person is unique.
- **Multidisciplinary.** Different approaches should be considered in correspondence with the school performance of the learner and under the base of different subjects.
- **Continuous.** It can be applied in different moments to evaluate the students' transformations.
- **Scientific and objective.** Scientific instruments are applied to compile concrete information about the students' bio-psychological-social reality.

The concepts and principles analyzed above allow the authors of this paper establishing the essential phases that typify the pedagogical diagnosis as an integrative, holistic process:



First phase: characterization of the phenomenon being researched, establishing the starting point or initial state.

Second phase: making prognostics of the tendencies of possible changes and previewing possible transformations.

Third phase: projecting actions that potentiate changes towards the desired state. (Final state)

Hence, teacher trainers who mentor future foreign language teachers must be prepared consciously, scientifically, objectively and efficiently, in order to apply pedagogical diagnosis through dimensions that spring from the careful analysis of the system of contents; and in general in all the system of formation of a given major. That is to say, the different academic, scientific and labor components, which comprise the formation system. In this sense, the pedagogical diagnosis provides parameters containing measurable and reliable indicators, which permit to evaluate the future foreign language teachers' pedagogical performance that contribute in the formation of their personality. During the application of the pedagogical diagnosis, the teacher trainer uses a series of instruments that facilitate to get close to the educative reality of the teacher-to-be and later on make prognostics of his evolution. Specific and general instruments can be used according to the subjects' characteristics. Some of them are:

- Systematic, partial and final evaluations.
- Interviews
- Observations
- Documentary analysis

From the perspective of personalized teaching, all the information that is provided by the already mentioned instruments, ease the elaboration of pre-service trainees' profiles. Departing from this, it is possible to precise their strengths, potentialities and weaknesses which enable the design of strategies for pedagogical interventions, according to their educative needs and future decision making for curricular adjustments. Relevant physical, mental, linguistic, emotional, social developments are also analyzed, as well as family relationships, motivations, learning styles and learning strategies.

The information compiled from the instruments helps in deepening into the development of basic learning capacities, such as: perception, attention, memory, comprehension and reasoning during the initial developmental stage, and their real future potentialities, the image they have of themselves, self-esteem, respect for the others, and the capacity to receive and offer help.

Pedagogical diagnosis in the training of ELFT major is a valuable tool for understanding, paying attention and giving solution to the multiple contradictions that take place in the diverse psychosocial classrooms of a university. To guarantee the personal implication of the future foreign language teacher and his conscious responsibility in self-learning, as an active transformer of the reality, pedagogical diagnosis must be structured as a process and as a result for contributing to the development of his professional pedagogical communicative competence. Then, the subject that benefits foremost the competence mentioned above is Integrated English Language Practice, which propitiates an active learning of the foreign language through the development of linguistic and professional abilities, learning styles and learning strategies.

LIST OF LITERATURE

1. Luo, Ch., Zhou, N., Zhai, Q., Cao, Zh. (2014). Cross-Cultural Adaptation of Foreign Students in Chinese University: Based on Network of Social Support. *Cross-Cultural Communication*, 10(1), 16. doi.org/10.3968/j.ccc.1923670020141001.4018
2. Gaponova, S. A. (1994). The peculiarities of student adaptation in higher educational institutions during learning. *Psychological Journal*, 15(3), 131-135. doi.org/10.14529/jpps200105
3. Liliental, I. E. (2003). *Psychological support of students during their adaptation to the educational process of higher educational institutions*. Moscow, 178.
4. Pilyugina, Ye. I. (2012). Psychological support of the personal and professional development of higher educational institution students. *Young Scientist*, (10), 289-291.
5. Rean, A. A., Kudashev, A. R., Baranov, A. A. (2006). *The psychology of personality adaptation: analysis, theory, practice*. St. Petersburg, 479. 3(1):573-583 doi.org/10.18844/gjhs.v3i1.1822
6. Shchelina, T. T. (2013). The psychological and pedagogical mechanisms of formation and development of an academic group of students during professional socialization in higher educational institutions. *Pedagogical Psychology: Theory and Practice: Collection of Materials of International Scientific Symposium*. Moscow, 69-82pp.