

Pedagogical Diagnosis of Professional Activities of Teachers of Specialized General Education Institutions

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Annotation: In this article, the methods and means of pedagogical diagnosis in the continuous development of professional competence of teachers of specialized general education institutions, effective ways of identifying pedagogical difficulties, understanding their nature and eliminating them are discussed.

Keywords: National qualification framework, professional standard, scientific and technological trends, pedagogical diagnosis, specialized educational institutions, professional skills, labor market.

Today, the rapid development of digital technologies requires taking into account the human factor in the process of continuous development of the professional competence of teachers of specialized general education institutions, first of all, the unique characteristics of each teacher and their team, their personality and professional activity. Continuous development of teacher's professional competence is an important factor in this regard. Resolution No. 287 of the Cabinet of Ministers of the Republic of Uzbekistan dated May 15, 2020 "On measures to organize the activities of the national system of professional qualifications, knowledge and skills development in the Republic of Uzbekistan" defines tasks such as determining the actual level of professional qualifications of pedagogues, studying the level of professional qualifications of pedagogues. In the regulatory documents, it is provided to compare and compare pedagogical activities based on the required level.

The main goal of the national system of development of professional qualifications, knowledge and skills is to replace the existing "diploma market" with a "skills market" and ensure its operation. Currently, the value of an employee is determined by his diploma of an educational institution with a high rating, while in the conditions of the digital economy, the demand for a specialist in the full and effective functioning of the national qualifications framework is determined by his actual qualifications.

The national qualification framework is a structural description of the qualification levels recognized in the labor market, more precisely, a means of harmonizing the labor and education sectors in the territory of the Republic of Uzbekistan by summarizing the qualification levels and the main ways to achieve them.

The National Qualifications Framework is a tabular structure that defines the knowledge, skills and abilities, personal and professional competences required for each qualification level, as well as the pathways to the relevant qualification level. It takes into account not only the results of formal, but also non-formal education and training, that is, the knowledge, skills and competences acquired in the process of gaining professional experience, self-study and self-study. It fits the new paradigm of

continuous learning and encourages its implementation. Today, in the context of the development of the digital economy, the problem of training highly qualified specialists is being shaped under the influence of scientific and technological trends in education. Professional standards - a standard that defines the requirements for the level of skills and knowledge, the content, quality and conditions of work, includes the description of the main work tasks and the conditions for their performance is called a professional standard. Based on the tasks defined in the above educational and regulatory documents, we will focus on the importance of pedagogical diagnosis in the continuous development of the professional competence of teachers of specialized general education institutions.

In the labor market of Uzbekistan, the surplus of labor resources is always considered as the main means of ensuring their competitiveness in the labor market through the development of professional qualifications, knowledge and skills. flexibility of ways of improvement, continuous development of professional competence, as well as close cooperation between the field of education and the labor market are required. If he can clearly and adequately define and understand this difficulty, he will naturally seek to overcome it inevitably. In particular, such phenomena often occur in pedagogical activities. Also, timely identification of pedagogical difficulties is an important problem, without solving them, it is impossible to improve the teacher's work. Untimely problems and mistakes have a negative impact on the quality of education and the teacher's work. Pedagogical diagnosis is important in the continuous development of the professional competence of teachers of specialized general education institutions, that is, as a system of methods and tools for learning the professional skills of teachers in groups and teams, it allows to identify pedagogical difficulties, understand their essence and find effective ways to eliminate them.

Pedagogical diagnosis in the continuous development of professional competence of teachers of specialized general education institutions includes the following tasks:

- Continuous development of professional competence of teachers of specialized general education institutions determines the capabilities of each link in the educational process;
- In the educational process, he studies the positive and negative aspects of the activity of each link;
- It helps to develop methods aimed at improving the continuous development of professional competence of teachers of specialized general education institutions;
- Determines the sphere of influence of each link in the educational process and determines the form of two-way communication between them;
- Effective criteria for the activity of teachers of specialized general education institutions are defined and developed;
- Increases the personal responsibility of the teacher in improving the education of students;
- records the necessary knowledge, qualifications and skills for the level of professional qualification of teachers of specialized general education institutions;
- Determines the connection between the psychophysiological characteristics of teachers of specialized general education institutions and their motivation and qualification;
- It helps to determine the optimal content and purpose, form, methods and means of education for continuous development of professional competence of teachers of specialized general education institutions.

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In the continuous development of the professional competence of teachers of specialized general education institutions, the diagnosis of pedagogical activity should be continuous, that is, it should be carried out together with the educational institution, science and method association, and local methodical service units. This ensures mutual cooperation between the content, forms and methods of continuous development of professional competence and its final result, which leads to the development of the teacher's professional competence and improvement of education.

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