THE ROLE OF PEDAGOGICAL DIAGNOSTICS IN IMPROVING THE QUALITY OF EDUCATION

Mohlaroyim Mamaraimova
Lecturer at Gulistan State Pedagogical Institute

Abstract: This article examines the role of pedagogical diagnostics within the modern education system, as well as its functions and significance in enhancing the quality of education, based on national legislation. It also analyzes methods for assessing students' knowledge levels, adjusting the educational process, and monitoring educational quality through diagnostics.

Keywords: education, upbringing, educator, diagnostics, task, problem, effectiveness, quality of education, modern system, standard.

One of the most important tasks facing today's education system is to cultivate well-rounded, competitive individuals and to elevate the quality of education to the level of global standards. Managing and enhancing the quality of education requires a precise understanding of the actual state of the learning process. It is precisely here that pedagogical diagnostics emerges as an integral part of the education system.

The modern education system requires teachers to act not merely as sources of knowledge, but as individuals who analyze, guide, and make necessary adjustments to the students' developmental processes. From this perspective, pedagogical diagnostics becomes an essential and integral component of a teacher's professional practice.

Article 33 of the Law of the Republic of Uzbekistan "On Education"[1] specifically outlines the mechanisms for monitoring and evaluating the quality of the educational process. Under this legal framework, modern teachers are charged not only with imparting knowledge but also with systematically analyzing students' levels of mastery. From this perspective, diagnostics is not merely about assigning grades; it is a primary monitoring tool that ensures the quality of education as mandated by law.

Pedagogical diagnostics is a system that examines the effectiveness of the collaboration between student and teacher, the level of the student's knowledge, skills, and competencies, and the dynamics of their personal development.

Pedagogical diagnostics performs several important functions within the educational process:

1. Information provision (Pedagogical monitoring): It gathers precise data at every stage of the learning process regarding what students have mastered and where deficiencies exist.
2. Correction (Adjustment): Based on diagnostic results, the teacher makes adjustments to their teaching methodology and the curriculum. 3. Encouragement and motivation: Seeing their own level of growth increases the student's enthusiasm for learning.
4. Forecasting (Projecting the future): It makes it possible to anticipate the results a student can achieve in the future based on their intellectual potential.

Through pedagogical diagnostics, it is possible to clarify the educator's activities, orient them toward solving practical tasks, enhance the educator's professional competence, and strengthen both the students' level of knowledge and upbringing, as well as the formative influence of the student collective.

As L.V. Grebennikova notes, diagnostic analysis of a teacher's work makes it possible to observe the relationship between the professional activity organized by the teacher and its outcomes—such as the learners' intellectual and cultural development, their aptitude, and their ability to link theory with practice. It also allows for identifying the conscious integration of modern and traditional approaches within the teacher's work. Regardless of the field, diagnostics is considered a complex process. Consequently, this

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process requires taking all factors into account, comprehensively analyzing the data obtained, and evaluating the results objectively. If any of these requirements are overlooked during the diagnostic process, neither the educator's performance nor the effectiveness of the associated educational and instructional work can be accurately assessed. It is essential to ensure that teachers possess the skills to independently analyze and evaluate their professional competence. Possessing the ability to independently analyze and evaluate their own professional competence helps educators cultivate the habit of working on their professional development, consistently addressing shortcomings, and steadily building upon their achievements. The role of diagnostics in a teacher's work.

The effectiveness of the teaching profession is directly linked to the analytical work conducted with students. The following aspects highlight the importance of diagnostics:

1. It enhances the quality of the educational process. Diagnostics identify gaps in students' knowledge, allowing teaching methods to be adjusted accordingly.

2. It facilitates individualization and a differentiated approach. It enables consideration of each student's unique pace of development, needs, and abilities.

3. It provides a foundation for the teacher's planning activities. Lesson content, methodology, and tools are shaped based on diagnostic results.

4. It supports reflection and self-assessment. Teachers analyze the effectiveness of their work and make necessary adjustments.

The primary functions of pedagogical diagnostics in a teacher's work include:

• Identifying and assessing students' knowledge, skills, and competencies;

• Determining students' psychological state and level of development;

• Analyzing the effectiveness of the pedagogical process;

• Early identification and resolution of problems arising during the learning process;

• Monitoring student progress and determining individual pathways, among others.

• Quality of education is not merely a matter of high grades or graduate statistics; it is the student's ability to effectively apply the knowledge they have acquired in real-life situations. The Decree of the President of the Republic of Uzbekistan No. PF-5712, "On Approving the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030," identifies the introduction of international standards for assessing educational quality and the diagnosis of students' analytical and critical thinking skills as priority tasks.

• The implementation of international assessment programs such as PISA and PIRLS in our country—facilitated by Cabinet of Ministers Resolution No. 997[2]—represents a high-level application of pedagogical diagnostics. Based on these regulatory documents and modern requirements, pedagogical diagnostics ensures educational quality in the following ways:

- Establishing an individualized approach: Every student in a classroom has a unique learning pace and intellectual level. Diagnostics reveal each student's strengths and weaknesses to the teacher. Consequently, a system is implemented to work separately with students who are lagging behind and those who are gifted.
- Timely identification of gaps: If a student fails to grasp a topic and this pattern persists, mastering subsequent topics becomes difficult. Through diagnostics, "knowledge gaps" are identified and addressed at an early stage.

• Assessing teacher proficiency: Diagnostics serve as a mirror reflecting not only the student's performance but also the educator's work. If a significant portion of the class fails to complete an assignment, the teacher must adjust their methodology.

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The need to refine assessment methods arose in the second half of the 19th century due to the widespread adoption of various forms of school education. The development of pedagogical diagnostics proceeded in parallel with the creation of psychodiagnostic methods, and these processes eventually integrated. Many psychological tests were either specifically designed for school needs or rapidly adapted for use within the educational process.

According to K. Ingenkamp, pedagogical diagnostics aim to optimize the individual learning process, ensure the accurate determination of educational outcomes, and align with societal interests. Furthermore, the process adheres to established criteria designed to minimize errors when transferring students between study groups, assigning them to different courses, and selecting educational specializations.

In today's educational landscape, it is essential to refine pedagogical diagnostic tools to a level that ensures the comprehensive development of students. Furthermore, it is advisable to rationally determine each student's developmental trajectory based on their specific challenges and achievements. Crucially, this requires correctly defining the stages of the pedagogical diagnostic process and organizing them systematically.

Consequently, every teacher must possess a solid understanding of the fundamentals of pedagogical diagnostics and be able to effectively apply this knowledge within the teaching and learning process. Doing so ensures the effectiveness of the pedagogical process and fosters the development of students into well-rounded individuals.

Pedagogical diagnostics serve as a vital tool that defines a teacher's professional competence and enhances the quality of education. Teachers must act not merely as sources of knowledge, but as professionals who monitor and evaluate a student's personal development and implement necessary adjustments. Therefore, pedagogical diagnostics constitute an integral part of a teacher's daily routine and play a pivotal role in their professional success.

In today's digital educational environment, diagnostic methods have also undergone a transformation. The following methods are currently widely used:

• Criterion-based assessment and tests: These measure the extent to which a student has mastered a specific skill.

• Portfolio (Collection of achievements): A compilation of a student's work over a specific period, demonstrating their level of creativity and independent thinking.

• Interviews and observation: These help assess a student's psychological state, interest in the lesson, and social adaptation.

• Digital platforms: Through LMS (Learning Management Systems) and electronic gradebooks (e.g., Kundalik.com), it is possible to track a student's learning progress using automated graphs.

In conclusion, pedagogical diagnostics is one of the most effective and fundamental mechanisms for improving the quality of education. Education without diagnostics is akin to acting blindly. Organizing diagnostic activities in educational institutions correctly and systematically—in accordance with regulatory requirements—and enhancing teachers' competence in this area guarantees lesson effectiveness and lays the foundation for each student's success as an individual.

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