

**IN PRESCHOOL EDUCATIONAL ORGANIZATIONS USE PEDAGOGICAL
DIAGNOSTICS PRACTICAL SIGNIFICANCE**

Khadicha Mukhammadieva Karomatovna

Primary education of TSPU named after Nizami Faculty Pedagogy of primary education

PhD) Associate Professor

E-mail: xadicha20182020@gmail.com

Feruza Ismatullaeva Rajabovna

Lecturer of the Department of Russian Language and Literature of the Denov Institute of
Entrepreneurship and Pedagogy

Abstract: Annotation: The basics of using pedagogical diagnostic software in preschool education are explained. An interpretation of the concepts of practical aspects of the use of pedagogical diagnostics in preschool educational organizations is given.

The importance and necessity of using pedagogical diagnostics in the didactic processes of preschool educational organizations, in which pedagogical diagnostics examines the level of personal, intellectual, physical and aesthetic development of a child preparing for school, and the aspects of correction requirements are discussed.

Key words: education, pedagogical diagnostics, research, information and communication technologies, development

Аннотация: Изложены основы использования педагогических диагностических программ в дошкольном образовании. Представлена интерпретация понятий о практических аспектах использования педагогической диагностики в дошкольных образовательных организациях. Обсуждаются важность и необходимость использования в дидактических процессах дошкольных образовательных организаций педагогической диагностики, в которой педагогическая диагностика исследует уровень личностного, интеллектуального, физического и эстетического развития ребенка, готовящегося к школе, и аспекты коррекционных требований.

Ключевые слова: образование, педагогическая диагностика, исследования, информационные и коммуникационные технологии, развитие.

Annotation: This article describes the basics of using pedagogical diagnostics in preschool education organizations. Conceptual interpretation of practical aspects of the use of pedagogical diagnostics in preschool education organizations is presented.

The importance and necessity of using pedagogical diagnostics in didactic processes in preschool education organizations, where pedagogical diagnostics examines the level of personal, intellectual, physical and aesthetic development of the child preparing for school, and the aspects requiring correction are discussed.

Keywords: education, upbringing, pedagogical diagnostics, research,

Information and communication technologies ,development.

Entrance. The field of preschool education, being the first link of the continuous education system, plays an important role in the subsequent education system, preparing the child for school. In our country, preschool education has become an integral part of the lifelong education system, so to speak. Of particular importance is the involvement of children in the preschool education organization, involvement in the preschool education organization and involvement in education in the implementation of difficulties in the future of preschool children, easy adaptation to school, prevention of problems that may arise in the personality of the child, elimination of difficulties.

In short, preschool education is the primary part of lifelong education. It instills a passion for learning, preparing the child for systematic training, ensuring the formation of a healthy and developed individual. Therefore, it is necessary to further strengthen the functioning of the system, to organize preschool education.

Pedagogical diagnostics in the educational process, analysis of educational activities and identification of the need for changes; evaluate and select newbies;

- studying the design of the foreseeable educational system; determine the level of adoption of innovations; should be focused on the analysis and evaluation of the results. At the same time, pedagogical diagnostics diagnoses the activity of different levels - an individual teacher or pupil. In this:

a) active: the result obtained as a result of the use of motivated goals, tasks, content, form, methods is diagnosed;

b) subjective: all subjects of the educational institution - teachers, children, parents, methodologists, consultants, experts, employees of educational authorities, the attestation commission are diagnosed;

c)degree; international, republican, regional, district, city, education

The degree of interaction between subjects of pedagogical activity at the level of the institution is diagnosed;

g)meaningful; educational work, educational process

level of organization, innovations in the management of the educational institution

assessment of the state of development and mastering;

d) identification of problems of management activities in an educational institution, the level of their coverage is measured quantitatively.

It is known that the task of pedagogical diagnostics is to measure and diagnose the knowledge, qualifications and skills of the child. One of the important issues is the development and implementation of guidelines, methodological mechanisms for achieving this goal. Diagnosis is carried out in the middle and at the end of the school year, in accordance with state requirements for preschool education. Educators - teachers will evaluate the successful implementation of the work in all departments and areas of the program. Music workers, physical education instructors, defectologists, psychologists and other specialists working in preschool educational organizations conduct diagnostic research in their areas. The effectiveness of the pedagogical process depends on the teacher's knowledge of his educators, the use of a variety of methods of teaching and upbringing. Such cases of children can be classified as borderline cases, as different manifestations of personality concentration as a deficit of psychological development. To identify

them, knowledge in areas such as child psychology, clinical pathopsychology, and psychiatry is required. In addition, the caregiver will have to deal with issues such as neglect. Modern pedagogical diagnostics involves the use of a number of methods to assess children's attitude to the environment, including emotional goodwill towards their peers in the group, the maturity of the children's team and the formation of educational programs in this group. Thus, the study of children and the further development of the methodological apparatus on the basis of the existing methods by the educator is not the only goal, but a factor in the development of the team.

Today, the development of fully developed, physically healthy, mentally mature and spiritually formed preschool children is interpreted as a socio-pedagogical phenomenon. Based on these in 2017, state requirements in the field of preschool education were created in the country. These requirements are the state requirements of the Republic of Uzbekistan for the development of primary and preschool children, they are enshrined in the Law of the Republic of Uzbekistan "On Education", Resolution of the President of the Republic of Uzbekistan dated December 29, 2016 No. PP-2707 "On measures to further improve the system of preschool education in 2017-2021" and the Cabinet of Ministers of November 21, 2017 No. 929 "Preschool education of the Republic of Uzbekistan" On approval of the Regulation on the Ministry of Education" established state requirements for the comprehensive development, education and upbringing, preparation of primary and preschool children for school education. The reorganization of the preschool education system is considered in connection with the creation of a system that is more compatible with the organization of preschool education. Consequently, the preschool education institution has been adopted as an organization capable of meeting the basic requirements of the state in the education and upbringing of children, firstly, the tasks of the new type of state requirements have been improved; secondly, differentiated in sphere and sub-spheres; Third, changes have been made to the State Requirements Sector and Small Sector Indicators.

Educational and educational activities in preschool educational organizations are carried out on the basis of "The state requirements of the Republic of Uzbekistan for the development of primary and school-age children."

The state's requirements are broken down into five major developmental areas of children from birth to 7 years of age. Each development area is sub-sub-sectoral in its place, consisting of several requirements (expected development indicators) appropriate to each age group (Table 1.3).

Stages of age periods based on state requirements

No	Age periods of a child's preschool education	Stages
1	infant from birth to 1 year	from birth to 1 year
2	Early childhood	from 1 to 3 years
3	Junior Preschool	Age 3 to 4 years old
4	adult preschool	age 5 to 6 years old
5	school preparatory	age 6 to 7 years old

Taking into account the stages of the age periods based on state requirements, we set out to improve the person-centered technologies in our study that enable the development and social adaptation of children of preschool and preschool age aged 5-6, 6-7 years. For this purpose, we tried to

differentiate the criteria for assessing the intellectual, physical, spiritual, spiritual, aesthetic development of pupils of preschool education institutions (5-6,6-7 years) by age period (Table 1.4).

Indicators of development of children of preschool age

Age periods	Criteria	Development Indicators Assessment
Senior Preschool Age (ages 5-6) Age of prep school (ages 6-7)	Social-Emotional Development; the concept of "I"; Emotions and their management;	major motors; fine motor skills; sensomotrics; healthy lifestyle and safety
Senior Preschool Age (ages 5-6) Age of prep school (ages 6-7)	Development of the cognitive process; creative development	skills in speaking, communication, reading and writing; artistic imagination of the world; - artistic and creative abilities
Adult preschool age (ages 5-6) Age of prep school (ages 6-7)	Intellectual-perceptual qualifications; elementary math qualifications; Research-Cognitive and Effective Reflexive Activity.	speech and language; - Qualifications; - fine motor skills of the fingers; artistic imagination of the world; - artistic and creative abilities.
Adult preschool age (ages 5-6) Age of prep school (ages 6-7)	Physical development and formation of a healthy lifestyle	major motors; fine motor skills; sensomotrics; healthy lifestyle and safety

As reflected in the table, we differentiated for age the use of person-centered educational technologies designed to ensure the intellectual, physical, spiritual, spiritual, aesthetic development of pupils of preschool education organizations (5-6,6-7 years old) and developed criteria for areas of child development.

In this:

the concept of "I" in the field of "Social-Emotional Development"; emotions and their management; socialization, with an emphasis on adult and peer interaction, in the field of "speaking, communication,

reading and writing skills": speech and language; Reading qualifications; Attention is paid to the fine motor skills of the fingers.

In the field of "Development of the cognitive process" of the child: intellectual and cognitive qualifications; elementary math qualifications; Major motor skills in "the formation of physical development and a healthy lifestyle", with an emphasis on research-cognitive and effective reflexive activity; fine motor skills; sensomotrics; Healthy lifestyles and safety are taken into account. Artistic imagination of the world in the field of "Creative development" of the child; artistic and creative skills. Consequently, the State Requirements state that "a sub-area of key areas encompasses certain aspects of development and indicates a specific direction thereof. The expected result is determined by the indicator of knowledge, skills and competencies acquired in children.

CONCLUSION

In conclusion, with the help of pedagogical diagnostics, the educational process is properly analyzed and its effectiveness is properly assessed. In other words, through pedagogical diagnostics, the object of education, the degree of mastery of educational concepts is assessed, the level of mastery of the entire course and curricula is assessed. Using integrated pedagogical diagnostics in his/her work, the educator will be able to solve educational tasks that require urgent and at the same time postponement for several terms. It is important for the caregiver to fully explore the group in which he or she is working.

A caregiver studying a children's team solves the following tasks: -Receives full information about the growth of his team. - in accordance with the changes in the level of growth of the team, the teacher corrects the content, form, method and style of his/her work on pedagogical basis. -It will be necessary for the team to master integrated diagnostic methods to assess the level of development. Modern pedagogical diagnostics involves the use of a number of methods to assess children's attitude to the environment, including emotional goodwill towards their peers in the group, the maturity of the children's team and the formation of educational programs in this group.

Thus, the study of children and the further development of the methodological apparatus on the basis of the existing methods by the educator is not the only goal, but a factor in the development of the team.

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