

Didactic Model of Formation of Diagnostic Culture in Future Primary School Teachers

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ABSTRACT

The article provides insights into the process of shaping the diagnostic culture of future primary school teachers, the relationship of diagnostic culture with pedagogical diagnostics, rationalistic, person-centered and activity-based approach, the established order of formation of psychological and pedagogical conditions, didactic model of diagnostic culture comments on the development

Keywords

rationalistic, person-centered, activity-based, didactic model, value-oriented, motivational, technologically significant, emotionally – motivated, organizational and implementation, control and regulation, effective evaluation.

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Introduction

Consistent measures are being taken in our country to raise the education system to a new level, improve the quality of teacher training on the basis of advanced international standards and increase the level of coverage with higher pedagogical education.

President Sh.M.Mirziyoyev can be recognized by the approval of the Resolution of the Government of the Republic of Uzbekistan dated 27.02.2020 No PP - 4623 “On measures to further develop the field of pedagogical education”

The resolution pays special attention to the issue of “increasing the effectiveness of the process of formation of modern teachers with high culture, practical professional skills, thorough knowledge of education, teaching methods and assessment criteria” [1].

We also aimed to clarify the problem of diagnostic culture and its formation in future primary school teachers in order to study, analyze and find solutions to problems in the education system.

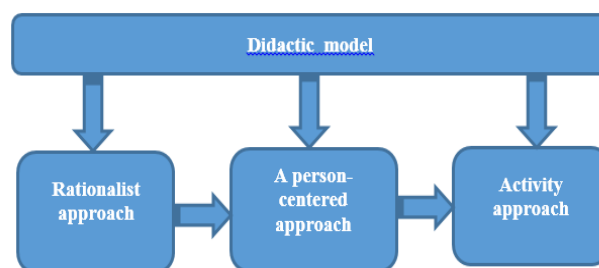
The full formation of a diagnostic culture in the teacher is a long-term process, which can be implemented in the period of professional training (bachelor) at the university, in the next period (master's degree) in the process of professional and pedagogical activity.

In our research, we set the task of forming a diagnostic culture in the process of professional training of future primary school teachers.

We have developed a didactic model of shaping the diagnostic culture in the actual practice of teacher training. The word “model” in the “Explanatory dictionary of pedagogy” (analogy) is described [2; 232].

As a conceptual basis for the didactic model of forming a diagnostic culture in the process of professional and pedagogical training at the university, we used a rationalistic, person-centered and activity-based approach in teaching.

Conceptual framework for the didactic model. 1 – [table](#)



The basis of teaching pedagogical diagnostics is diagnostic knowledge and skills. From the point of view of a rationalist approach, the knowledge of future primary school teachers is not in itself, but in their specific skills, the establishment of relationships, description, use in a particular situation, the acquisition of general or specific skills, analysis, generalization, inference, information that a student knows or does not know is possible only with or without his knowledge and so on. The more skills a student has professionally, the better prepared he or she will be for various tests as a pedagogical professional, the more the level of professional competence will develop for him or her.

A person-centered approach ensures self-development based on the learner's identity and identification of individual characteristics as a subject of objective activity.

Mastering a diagnostic culture through a person-centered approach allows each student to engage in professional pedagogical activities based on self-diagnostics based on his or her abilities, inclinations, interests, values, subjective experience, and motives for the teaching profession. Provides an opportunity to increase.

According to this concept, the main result of the implementation of the didactic model we have created is the formation of a diagnostic culture as an integral part of the professional and personal development of the future teacher. At the same time, teaching the theoretical foundations of

pedagogical diagnostics as a diversity of its professional and pedagogical activities is a means to this end.

Given the shortcomings of the rationalist approach, the main one, according to D.G.Levites, "Defines the development of learning models with students' reproductive activity based on clearly defined skill standards" [3; 59]. According to B.M.Teplov, "The acquisition of knowledge, the formation of needs and abilities is not carried out in any way other than the process of practical or theoretical activity" [4; 20]. In our opinion, it is effective to look for the most effective ways to manage the mastery of the content of focused pedagogical disciplines.

We associate diagnostic knowledge and skills with the implementation of an activity approach in learning as a diagnostic level to develop the most effective model for creating a motivational-value approach to diagnostic activities and conditions for gaining experience in creative activities.

Through activity, the future teacher enters into a multifaceted relationship with pedagogical reality, primarily cognitive and variable. The development of the teacher's personality is associated with changes in the professional activity itself (motives, goals, use of new tools, methods and programs of activity), which form a new skill - activity skills.

But the development of the teacher's personality as a carrier of pedagogical culture cannot be understood only as a complete accumulation of the knowledge, skills and competencies acquired; it must be understood as a change in the methods and forms of their assimilation, that is, the development of the objective activity in which they are formed.

A diagnostic culture is not a simple set of compatible components, but a continuous system in which all components are interconnected and interconnected. In addition, attention should be focused on the subject, and not on individual components, but on the basis of the manifestation of a diagnostic culture and systematic destructive relationships [5; 75].

In this regard, the acquisition of diagnostic knowledge and skills by the prospective teacher is a necessary condition for the formation of all components of the diagnostic culture.

In implementing the activity approach, we rely on the following:

- unity of theoretical and practical activity;
- mediation of activity through it;
- unit of knowledge and activity;
- connection of external and internal activity.

In our opinion, the diagnostic culture of future primary school teachers during the period of special education can be formed in the order established by the following psychological and pedagogical conditions:

- **value oriented** - they form the axiological basis of mastering the diagnostic culture. These conditions imply that the prospective teacher understands and accepts the goals and values of forming a diagnostic culture. It involves students mastering the value system of professional activity in person. The system of personal and professional values also includes those that form the basis for the formation of goals and the direct implementation of diagnostic activities. They serve as a normative criterion. On this basis, the teacher can assess the learning process, the student's

development process, and the success and effectiveness of their professional activities. At the same time, it should be borne in mind that pedagogical diagnostics is focused on educational standards rather than on student development criteria;

- **motivational** - contributes to the formation of a relationship that carries out pedagogical activities on the basis of diagnostics. The pedagogical needs to focus on development, including the emergence of needs and a desire to succeed in solving diagnostic tasks. It is a force that motivates the future teacher to independently and actively master diagnostic tools, diagnostic activities;

- **technological content** - reflects the relationship between the formed diagnostic culture and the content of educational disciplines (especially with the disciplines of psychological, pedagogical and general cultural training). Development of requirements for future pedagogical activities and educational programs based on diagnostics, as well as the integration of the content of pedagogical higher education and qualification requirements in the implementation; diagnostic culture means ensuring that it is reflected in diagnostic professional activities - teaching practice.

In addition, the technological conditions include:

- modeling of pedagogical situations related to the need to use diagnostic data;
- practical training in educational institutions, especially in innovative educational activities, where great attention is paid to the study of psychological and pedagogical conditions for the development of students' personalities;
- creation of conditions for creative self-awareness and development of students (giving them the opportunity to conduct research, including on the problems of pedagogical diagnostics);
- **emotional-volitional** - associated with the development of voluntary actions to master the content of diagnostic culture, with the formation of a sense of responsibility for the study of the object of pedagogical diagnostics and interpretation of the results obtained, mobilization of forces, diagnostics focusing on the task, looking for its solutions, is a necessary tool for optimizing the learning process. These cases also imply an emotional reflection of the process and outcomes of the formation of the diagnostic culture;
- satisfaction or dissatisfaction with the development of diagnostic knowledge and skills, successes and failures in the development of diagnostic activities, the joy of achieving a high level of diagnostic culture;
- **organizational and implementation** - determines the selection and implementation of pedagogically appropriate methods of interaction between teachers and students, methods of active mastering the components of diagnostic culture;
- **during the pedagogical practice**, future primary school teachers will have the opportunity to test their strength in the implementation of diagnostic activities without harming students, student groups, the learning process;
- **control and regulation** - contributes to the analysis, recording and correction of the process and results

of the formation of diagnostic culture in the future primary school teacher;

- **effective evaluation** - ensures the study and recognition of diagnostic culture parameters when using process and self-management methods to control the process and the results of its formation.

The choice of these seven conditions for the formation of the diagnostic culture of future primary school teachers is a process related to the general structure of the didactic process.

At the same time, important pedagogical and psychological conditions for the effective formation of the diagnostic culture of future primary school teachers, in addition to the above: the active personal position of the student as a subject of activity in the formation of this culture; support and encouragement of individual and creative professional research of students by teachers, scientific and pedagogical community, as well as other students of the university; taking into account the socio-psychological and psychophysiological characteristics of the student's personality gives an effective result.

The interdependence of all psychological and pedagogical conditions is an important factor in the effective formation of diagnostic culture.

According to the activity approach, the external manifestation of the presence of the teacher's diagnostic culture, an empirically determined indicator is his diagnostic activity. In organizing the process of teaching diagnostics, we relied on the didactic principle of unity of mind and activity. According to him, activity cannot be sufficiently understood without interaction with the mind.

We believe that the formation of diagnostic thinking and diagnostic consciousness as part of the diagnostic culture in future primary school teachers is, first of all, a necessary condition for the effective implementation of pedagogical diagnostic activities. Therefore, in the didactic model of the formation of diagnostic culture in future primary school teachers, taking into account the specific features of the didactic process, we distinguish the following key elements:

- subjects of educational activity (students and teachers);
- objectives of pedagogical diagnostic teaching;
- the content of the training practice, which is the basis for the preparation and implementation of diagnostic activities;
- measures to master the content of teaching pedagogical diagnostics; criteria for assessing the formation of all components of the diagnostic culture.

According to the concept of student-centered education, the teacher and the student are the full subjects of the pedagogical process. The teacher's activity is aimed at organizing the learning process, choosing the content of pedagogical diagnostics as an educational discipline, creating optimal pedagogical and psychological conditions for the formation of all components of diagnostic culture. The student acts as a full-fledged subject of educational activity. Because this activity is complete in terms of goal setting and reflection components.

Let us turn to the target component of the didactic model. In the didactic model of forming a diagnostic culture, we used several methods of setting diagnostic goals. First, based on rationalistic and person-centered approaches, we have taken

into account the following two subject and personal aspects in defining the goals of professional training in pedagogical diagnostics.

The subjective (objective) side is associated with the acquisition of objective diagnostic knowledge in future primary school teachers, the acquisition of pedagogical diagnostic skills that allow to conduct pedagogical activities at a more professional level and increase the efficiency of the pedagogical process .

The personal (subjective) aspect of the student's self-knowledge as a subject of pedagogical activity is associated with the formation of motivation for professional and pedagogical activity on the basis of diagnostics and, in particular, diagnostic activity, forming his interest in this activity. Self-diagnosis is defined by having the skills and abilities to diagnose their professional and pedagogical activities, to promote self-development.

The study of diagnostics from an object perspective has three objectives. First, the acquisition of diagnostic knowledge, as well as knowledge of diagnostics of this magnitude, on the one hand, helps to understand the meaning of this knowledge for the quality implementation of the pedagogical process and professional activity of the teacher. Second, it helps to understand the specifics of the implementation of diagnostic steps and the rational design of diagnostic activities.

The second goal is for future primary school teachers to master practical, actually diagnostic measures that will help them change the diagnosed object. In addition, access to the creative level of performing diagnostic activities is particularly important. The third goal is to focus on the formation of pedagogical activity and scientific beliefs, taking into account the role of pedagogical diagnostics in the professional activities of future primary school teachers.

From a subjective point of view, teaching diagnostics has three goals, which are inextricably linked with the realization of three objective goals. The first goal is to develop diagnostic thinking and related cognitive skills: memory, attention, perception, and imagination of the diagnosed object.

The second subjective goal of the training is to form the interest, needs of future primary school teachers in the diagnostic activity itself and its results, in order to achieve a high level of professionalism in pedagogy, including diagnostics, activities.

The third subjective goal of the training is to form the student's self-diagnostic skills and abilities that contribute to self-development. In addition, an important condition for achieving this goal is not only the acquisition of specialized knowledge, the development of diagnostic skills, but also the formation of self-development needs, stimulating interest in creative self-awareness of primary school teachers produces.

In summary, in the didactic model we have created, pedagogical diagnostics has a special place as a third way of presenting learning objectives. Given that any learning process involves a teacher's interaction with students, it is important to create a system of goals for their interaction.

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