ON THE FACTORS OF SOFTWARE-BASED ANALYSIS OF PROGNOSTIC COMPETENCIES OF PRIMARY EDUCATION TEACHERS

Karaev Abduvafo
Teacher of Samarkand State Institute of Foreign Languages

ANNOTATION
 In this article discusses the factors of software-based analysis of prognostic competencies of primary school teachers. Biz yashayotgan zamonaviy jamiyatda ro'y berayotgan o'zgarishlar ta'lim tizimida ham tub o'zgarishlarga olib keldi. Ta'limni modernizatsiya qilish – uni liberallashtirish, o'qituvchilarning ijodkorligini kuchaytirish, integratsiya jarayonini anglatadi. Ta'lim tizimidagi ob'ektiv o'zgarishlar natijasida yuzaga kelgan bu jarayonlar jamiyat ehtiyojlarini ham aks ettiradi: uning o'z-o'zini rivojlantirishga intilishi pedagogik vaziyatga etakchi ta'sir ko'rsatish ishida namoyon bo'ladi.
KEY WORDS: *prognostic competence, factor, education, teacher, software, thinking.*

INTRODUCTION

Modern pedagogical thinking involves a number of factors aimed at predicting the development of education, taking into account the near and long term; to study the state of social development on the basis of analysis and assessment in order to adapt to trends in social development; to study the educational space, the pedagogical potential of the socio-cultural environment, the opportunities and features of teaching and upbringing in educational institutions; interdisciplinary study of the phenomenon of pedagogical activity and the subject-subject relations associated with them; creating a new concept of the relationship between the individual and the community, the essence of their development, the trends and laws of this process; substantiation of a new system of education management based on information-diagnostic, research and prognostic approaches; encouraging staff professionalism, pedagogical skills and professional self-improvement on a scientific basis.

The prognostic competencies of primary school teachers require the training of a new type of teacher who is able to work in a changing environment in the new situation in the education system. Nowadays, a teacher should not only have a general level of culture, psychological and pedagogical skills, the ability to work with a modern amount of information and an unconventional approach to solving different situations. The task is to organize the factors of software-based analysis of prognostic competencies of primary school teachers The tasks of pedagogical forecasting of primary school teachers in the most general form are: socio-economic conditions of future education development; education and upbringing of the younger generation, new requirements for its level of knowledge; necessary meaningful and organizational and structural changes in the education system as a whole and its individual components;

demographic shifts and the movement of contingents studying at all levels and levels of education; the ability to optimize learning and educational activities in relation to the ever-changing social demands on the personal qualities of students, and so on.

Main part

The main part of this article is discusses the factors of software-based analysis of prognostic competencies of primary school teachers. The predictive ability of primary education teachers allows the organization of the learning process, modeling possible changes in structure and content; make timely and targeted adjustments to the use of pedagogical technologies and innovations; implementation of a personal approach to students based on diagnostic data; planning for future professional and pedagogical activities.

Advanced data obtained as a result of software-based analysis of prognostic competencies of primary school teachers not only predict changes in the organization, structure and content of teaching and educating students in the long run, but also predictable (to a certain extent)) serves as a vehicle that allows for targeted transitions. In this situation strongly justifies the prognostic approach in making optimal decisions in pedagogy, allows to move the work on pedagogical forecasting from the realm of good wishes and theoretical abstractions to the realm of practical activity of research teachers. The results of the study of the work of educational institutions in terms of rapid restructuring, taking into account the regular trends identified in the process of pedagogical forecasting and reasonable regulatory requirements**.[**9]

Factors of analysis of prognostic competencies of teachers are considered in the works of local and foreign philosophers. [1,8]   At the same time, ancient scholars (Confucius, Socrates, Aristotle, Plato) paid special attention to their works.

If we look at the origins of the concept of "prediction" in psychology, - A.V. It gives the meaning of "foresight" as revealed in Brushlinsky's works. Brushlinsky, B.F. Lomova, N.E. Surkov, C.JI. Rubinstein and other scholars have elaborated on this in their works.[6,13,17,15]

Many researchers have been interested in the issues of pedagogical forecasting of primary education teachers: They are Yu.K. Babanskiy, V.P. Bespalko, V.G. Vinogradov, I.V. Bestujev-Lada, V.O. Kutiev. The need to study the problems of pedagogical diagnostics of primary school teachers is detailed in the work of a number of scholars.[1,4,8,9,] The scientific basis of pedagogical diagnostics was also scientifically substantiated by the Russian scientist A.S. Belkin. In their research, these scientists as a network of scientific knowledge about the factors of software-based analysis of prognostic competencies of primary school teachers, as a type of pedagogical activity of a teacher with a certain structure, pedagogical according to certain characteristics and criteria. as a science that takes measurements, that studies the object.[3]

Numerous studies of pedagogical activity (Gershunsky, L.A. Regush, A.I. Shcherbakov) have a positive effect on the course and results, the need to include prognostic activity in all areas of the pedagogical process.[9,]

The dissertations on the factors of software-based analysis of the prognostic competencies of primary education teachers are of great interest: T.B. Bulygina [7] (prediction in learning activities and ethical behavior of young learners), F.I. Kevlya [10] (pedagogical prognosis of the child's personal development), Ya.P. Keimax, E.V.Samsonova [12,16] (prediction of success in teaching students and pupils), A.M. Rodriguez [14](predicting students 'interpersonal relationships) and others.

However, these studies are few and far between on the factors of software-based analysis of the prognostic competencies of primary education teachers. According to V.A. Yakunin, the process of forecasting in education and upbringing is poorly studied, and the term "forecasting" itself is still included in the categorical apparatus of modern psychology and pedagogy. In this regard, psychology and pedagogy have to turn to the experience of other disciplines (physics, chemistry, biology, physiology, economics, sociology, cybernetics, etc.). At the same time, it has already become clear that insufficient assessment of the predictive aspects of the theory and practice of teaching and education in schools does not allow to successfully address many theoretical and practical issues related to improving the quality of pedagogical work, education and upbringing.

The analysis of this article shows that the level of practical development and solution of problems on the factors of software-based analysis of prognostic competencies of primary school teachers, as well as the readiness of teachers for forecasting activities is insufficient, taking into account modern requirements. These circumstances led to the choice of the research problem: what are the key conditions for the successful improvement of the prognostic performance of primary school teachers. Solving this problem is the goal of the study.

- pedagogical prognosting is considered as a manifestation of the highest level of pedagogical skill and an integral part of the professional skills of teachers.;
- diagnostics is considered as a separate type of pedagogical activity, which serves as the initial and final stage of the teacher's prognostic activity;
- Special training of teachers will be organized in order to guide teachers to continuous prognostic activities, to develop the initial set of fundamental practical skills of pedagogical forecasting, to develop the need and ability to constantly improve their professional skills.
- historical-theoretical analysis of problems of pedagogical prognosting.
- Explain the essence, structure and tasks of pedagogical diagnostics as a basis for forecasting in secondary school.
- to reveal the main content of the prognostic activity of the primary school teacher.
- development and testing of a special course program to improve the prognostic activities of primary school teachers.

The methodological basis of the article is: a philosophical interpretation of the predictive nature of the human mind; rules of pedagogy and psychology about an active, creative person; conceptual rules on the essence of didactic principles, methods of forecasting, mechanisms of implementation; a systematic-structural approach to the study of the phenomenon of pedagogical forecasting, the history of its development, the scientific aspects of its organization and content, the identification of problems and contradictions that characterize its current state.

In carrying out the assigned tasks, we used the following methods: analysis of psychological and pedagogical literature on the problem; observation; research; expert evaluation method; test; interrogation; formative experiment; statistical mathematical methods of data processing.

The scientific novelty of the research is that for the first time it defines the nature and structure of the activity of software-based analysis of prognostic competencies of primary school teachers. The principles and tasks of diagnostics as a basis for pedagogical forecasting are revealed; the structure of the prognostic skills of the primary school teacher (general and private) was determined; didactic conditions for successful improvement of teachers' prediction activities, formation of value attitude to prediction activity and its results; involvement in the creative research process; consistent development of general and specific prognostic skills) were identified and tested. The theoretical significance of the work is that it provides a systematic approach to the creation of a didactic model based on a comprehensive analysis of the prognostic skills of the primary school teacher, his ability to pedagogically control the basis of didactic-correction. determinants allow to predict the most possible pedagogical and psychological trajectory of student development; technological parameters of the construction of a system of pedagogical forecasting (in the cognitive field) are revealed.

The practical significance of the article is that it defines the criteria and levels of the process of improving the prognostic activity of the primary school teacher; is based on a

system of didactic tools based on the typology of educational and cognitive tasks with diagnostic and prognostic content
- The prognostic activity of the primary school teacher includes: predicting the development of the student's personality (his qualities, emotions, will and behavior, possible deviations in development, moral behavior -actions, etc.), forecasting the development of the student body, the system of relations between students; predicting the course of the pedagogical process (difficulties in the acquisition of new material by students, the results of the application of certain methods, techniques and tools of education and training, etc.)
- predictive skills are to have a set of mental and practical actions aimed at solving prognostic problems based on the conscious application of psychological, pedagogical and methodological knowledge in practice.
- The effectiveness of the process of improving the teacher's prognostic activity is ensured by a set of didactic conditions: the formation of a value attitude to the prognostic activity and its results; involvement in the creative research process; consistent development of general and specific prognostic skills.

CONCLUSION

When we talk about the conclusions about the factors of software-based analysis of the prognostic competencies of primary school teachers, we will first focus on the prognostic activity. It is a union of substantive, motivational, and operational components. The essence of forecasting is its basics - the knowledge needed to make a forecast. The main motive of pedagogical forecasting is the motive of building a model of the educational process, taking into account the knowledge of the individual psychological characteristics of each child. The operational structure of forecasting activities, like any other, consists of actions, viz. prognosting skills. By prognostic skills we mean a set of mental and practical actions aimed at solving prognostic problems based on the conscious application of psychological, pedagogical and methodological knowledge in practice. By studying the prognostic activity of the teacher in the process of identification experiment, we determined not only whether the teacher has this or that skill, but also the degree of its manifestation in practical pedagogical activity. According to the results of the detection experiment, the majority of respondents concluded that they had a moderate and low level of formation of prognostic skills.

THE LIST OF USED LITERATURE

1. Бабанский Ю.К. Диагностика реальных учебных возможностей школьников в опытно-экспериментальной работе. М.: Педагогика, 1989.
2. Бауэр А. Философия и прогностика. М: Прогресс, 1991. N. A. Berdyaev, G. S. Vinogradov
3. Белкин А.С. Внимание ребенок! - Свердловск, 1981.
4. Беспалько В.П. Слагаемые педагогической технологии. — М.,1989.
5. Болдырев Н.И. Классный руководитель. М.: Просвещение,1978.
6. Брушлинский А.В. Мышление и прогнозирование: Логико-психологический анализ. М.: Мысль, 1979. - 230 с.
7. Булыгина Т.Б. Прогнозирование в учебной деятельности и нравственном поведении младших школьников. Дисс. кан. псих. наук. СПб, 1996.
8. Виноградов В.Г. Научное предвидение. М.'.Высшая школа, 1973
9. Гершунский Б.С. Педагогическая прогностика: Методология, теория, практика. Киев: Вища школа, 1986.
10. Кевля Ф.И. Педагогическое прогнозирование личностного развития ребенка. Учебное пособие для студентов педвузов. М.-Вологда, 1999.
11. Кеймах Я.П. Прогнозирование успешности в обучении студентов пед. вузов. Дисс. канд. псих, наук, Л., 1991.
12. Ломов Б.Ф., Сурков Е.Н. Антиципация в структуре деятельности.• -М., 1980.-227 с.
13. Родригес А.М. Развитие у студентов педвуза умения прогнозировать педагогические явления. Дисс.канд.псих.наук. Л., 1984.
14. Рубинштейн С.Л. Бытие и сознание. — М., 1991.
15. Самсонова Е.В. Сравнительный анализ прогнозов и результатов учебной деятельности школьников. Дисс. канд. пед. наук. Ульяновск, 1981.
16. Сурков Е.Н. Антиципация в спорте. М.: Физкультура и спорт, 1982.-144 с.