



# USE OF PEDAGOGICAL MONITORING AND PEDAGOGICAL DIAGNOSTICS AS A MEANS OF DEVELOPING TEACHERS' SKILLS

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## ABSTRACT

*At the present stage of education, the most important structural and functional component of the education system is the assessment of the effectiveness of training with the final products of the "usefulness" of mastering a certain level of education. In this regard, pedagogical monitoring and pedagogical diagnostics are very important in the training of future personnel. This state considers the use of pedagogical monitoring and pedagogical diagnostics as a means of developing teachers' skills.*

**KEY WORDS:** education, training, pedagogical monitoring and pedagogical diagnostics, teacher, method, methodology, effective

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## DISCUSSION

At the present stage of education, the most important structural and functional component of the educational system is the assessment of the effectiveness of education by the end products of the "usefulness" of mastering a certain level of education.

The concept of "monitoring" is considered in a number of areas: in economics, sociology and pedagogy, which indicates its fairly wide application.

The concept of "pedagogical diagnostics" was proposed by the German teacher Karlheinz Ingenkamp, who believes that "in essence, pedagogical activity has as many years as all pedagogical activity. Those who taught systematically have always tried to determine the results of their efforts. "The concept "monitoring" is a derivative form from the Latin monitor and means the implementation of some action aimed at the implementation of the functions of observation, control, warning.

Pedagogical monitoring is a form of organizing, collecting, storing, processing and disseminating information about the activities of the pedagogical system, ensuring monitoring of its state, as well as making it possible to predict the development of the pedagogical system. Pedagogical monitoring is closely related to both the content and the methods of examination carried out within the

framework of medical, sociological and psychological monitoring.

Monitoring involves tracking results at three levels (monitoring objects):

- Educators;
- Head;
- Parents.

Depending on the selected monitoring object, the type of monitoring is determined, the setting of specific goals and objectives related to their implementation in practice. Monitoring is carried out in two main areas. First, the parameters of activity, procedural characteristics are monitored, since these data are the most informative and operative in comparison with the effective ones. Secondly, observation is carried out, an assessment and forecast of changes in the state of the monitoring object are given.

Practitioners often confuse concepts such as monitoring and diagnostics. Although monitoring is very similar to pedagogical diagnostics, these concepts should be distinguished. Diagnostics is an activity aimed at disclosing the essence of a phenomenon that has already been discovered earlier in the course of scientific research, and has a sufficiently complete, specific description that is contained in the memory of the diagnostician, and with which he correlates the information received.

According to LS Vygotsky, diagnostic



research presupposes a ready-made, already established system of concepts, with the help of which the diagnosis itself is established, with the help of which a given particular phenomenon is brought under a general concept.

Distinctive features of monitoring:

- Monitoring assumes a tracking system for 1, 3, 5 years.

- Monitoring is a purposeful special system, conscious and systematic at all stages of the pedagogical process.

- When conducting monitoring, the main attention is directed to the procedural characteristics, that is, to the peculiarities of the course of the pedagogical process itself, since this procedural information is more important and operative in comparison with the effective one.

In a number of studies A. Talykh singles out a number of tasks that define the essence of monitoring:

1. Continuous monitoring of the state of the education system within the limits of its competence and obtaining operational information about it;

2. Timely identification of changes in the education system and the factors that cause them;

3. Prevention of negative trends in the education system;

4. Implementation of short-term forecasting of the development of the most important processes in the education system;

5. Evaluation of the effectiveness and completeness of the implementation of methodological support of education.

Since monitoring is a constant observation of the educational process, the following organizational and methodological requirements are imposed on it:

- The set and form of monitoring indicators should be organic and consistent over a specified period of time;

- Indicators should, if possible, record such phenomena of the educational process, which are sufficiently deeply studied scientifically and adequately reflect the level of education quality;

- Indicators should be of an evaluative nature of education quality management;

- Periodically (at least once a year) the used set of indicators should be adjusted.

Thus, monitoring is an integral system that implements many functions. In the work of N.P. Trobnikova. a number of aspects of monitoring are highlighted:

1. Continuity (continuous data collection);

2. Diagnostic (the presence of a model or criteria with which the real state of the monitored object, system or process can be correlated);

3. Informativeness (inclusion of criteria for tracking the most problematic indicators and criteria on the basis of which it is possible to draw conclusions about distortions in the monitored

processes);

4. Scientific (validity of the model and monitored parameters);

5. Feedback (awareness of the monitoring object about the results, which allows you to make adjustments to the monitored process).

In the works of N. Kalinina and L. Egorova it is noted that the issues of information dissemination are of particular importance for monitoring in education. Without denying the importance of such instruments of influence on decision-making as the formation of public opinion, informing society, one cannot recognize them as the main ones for monitoring in education.

Monitoring in education will be incomplete without taking into account the opinion of the educational institution itself or the educational system, which is expressed by the leaders. In general, between the stage of obtaining survey data and their analysis, it is necessary to provide for one more stage. This should be a discussion of the monitoring results with the administration. The need for this is dictated by another requirement - further consideration of the information received and its use in practice. Discussion itself cannot be called a scientific method of obtaining information, however, for monitoring its value seems to be quite obvious. Indeed, monitoring in education should provide for a certain system of information dissemination, rather complicated and at the same time reliable.

This is due to the fact that only two groups of monitoring methods are distinguished:

1. Method of collecting information and registering current information;

2. A way of recording the data obtained, making management decisions and regulating the pedagogical process.

Thus, the urgency of the problem of using monitoring in an educational institution lies in:

1. Determining the success and effectiveness of the educational process;

2. Teaching teachers self-analysis and self-assessment of the dynamics of their activities in the educational process;

3. Implementation of appropriate quality management of the state of the educational process;

4. Forecasting the prospects for the development of objects or subjects of the educational process.

Based on the analysis of psychological and pedagogical theory, it was possible to find out the following:

1. The problem of using monitoring in an educational institution is relevant, since monitoring, firstly, allows you to determine the success and effectiveness of the educational process; secondly, it helps to improve the professional competence of teachers; thirdly, it carries out expedient quality control of the state of the educational process; fourthly, it predicts the prospects for the development



of a preschool institution.

2. To determine the main directions of the diagnostic activity of the senior educator: diagnostics of the professional labor of educators, the creative potential and creative activity of educators, diagnostics of pedagogical interaction in working with children; helping educators in diagnosing the development of children; organization and management of teachers' self-diagnostics.

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