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PEDAGOGICAL DIAGNOSIS OF FUTURE TEACHERS IN TEACHING ENGLISH

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Abstract. The article examines current issues of organizing pedagogical practice in the new conditions of work of schools of general and vocational education. Particular attention is paid to diagnostics of students in an educational organization. The work of future English teachers in the process of pedagogical practice is presented.

Keywords: teaching practice, students, diagnostics, questionnaire, test, extracurricular activities.

INTRODUCTION

Pedagogical practice is a necessary link in teacher training. It is carried out in conditions as close as possible to the professional activity of the future teacher. This is the organization of independent practical activity to solve various pedagogical problems, the formation of competencies. Educational-cognitive and educational-practical activities of students to acquire the necessary pedagogical teachings and skills, the formation of competencies in the process of academic work are organized in accordance with the logic of science, in close connection with the theoretical course. The work of students during the practice is built on the logic of practical activity (in accordance with the needs of the educational organization, although within the framework of state standards, the educational program). During the practice, it is necessary to simulate the practical work of future English teachers, optimally adequate to real pedagogical activity.

MATERIALS AND METHODS

The following remain the main principles of organizing practice [1]:

- 1) connection of practice with real life;*
- 2) compliance of the content and the process of conducting practice with the requirements of a specific educational organization imposed on the school and the teacher;*
- 3) systematicity, continuity, diversity of types of practice;*
- 4) complication of its content and technologies from course to course;*
- 5) close connection with theoretical courses;*
- 6) complex nature, providing for the unity of students' academic and extracurricular work.*

RESULTS AND DISCUSSION

In the realities of modern life, new circumstances are constantly emerging, for example, distance learning for school-age children, and even university students themselves, forces us to search for new forms of organizing pedagogical practice. We can assume that in the near future the practical focus of student training will be strengthened, including in connection with the changed circumstances of education management in the country. Pedagogical universities are now in the same educational structure with schools [2]. Also, the diversity of types of educational organizations, forms of education, levels of education requires alternative options for conducting practice. We are moving away from uniformity, but schools maintain the unity of basic requirements, for example, taking into

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account the educational needs of special children. The requirements for teachers have increased qualitatively and quantitatively: organizing educational platforms, holding video conferences, online teaching, checking the completed assignments sent by students. Universities are required to involve students' practice in this process. This has to be done not episodically, but by including it in a system whose links are continuous, otherwise the entire process of teacher training is disrupted. In the current higher pedagogical school, according to the bachelor's degree curricula, there are different types of practice:

- 1) educational practice to obtain primary professional skills and abilities, including primary skills and abilities of scientific research activities;
- 2) educational psychological and pedagogical practice,
- 3) industrial practice to obtain professional skills and experience of professional activity (summer);
- 4) industrial pedagogical practice (in English);
- 5) industrial pedagogical practice (in a second foreign language);
- 6) industrial pre-graduation practice.

Adaptive pedagogical practice is also introduced according to new educational standards. The types of practice are built taking into account the complexity of the content and technologies of implementation. This allows, for example, to gradually increase research activities, accumulate material for the final qualifying work, which logically completes the learning process. Industrial pre-graduation practice will only help to complete the research, analyze, summarize the research work, which should begin in the junior years. The technological process also follows a certain logic. Thus, in the junior years, students are involved in completing diagnostic tasks, and in the senior years - in the process of designing and constructing lessons.

In particular, among the tasks solved in the process of educational psychological and pedagogical practice, it should be noted:

- 1) "development of research skills of future bachelors of pedagogical education in the process of studying the characteristics of the development, upbringing and training of students; 2) mastering the skills of analyzing conditions that ensure the effectiveness of the development, education and training of adolescents and high school students;
- 3) developing the skills of diagnosing the level of development of personal and educational achievements of an adolescent, high school student, the level of his relationships in the classroom, creative and social activity, his educational independence;
- 4) promoting the acquisition by students of primary professional skills in solving professional problems (seeing the student in the educational process, establishing interaction with other subjects of the educational process, creating an educational environment of the school and using its capabilities, designing and implementing professional self-education)" [1, p. 8].

Tasks related to diagnostics are among the most difficult for students. According to N.K. Golubev, V.P. Bitinas, "pedagogical diagnostics is aimed at the results of the formation of the student's personality, the search for the reasons for these results and the characteristics of the integral pedagogical process" [2, p. 6]. The search for the reasons for the results, in fact, requires prolonging the process of studying the student's personality in further joint activities with the teacher, class teacher. Taking into account the specifics of the subject being studied – English – this can be the beginning of long-term experimental work completed in the final year. The specificity of this task is also reinforced by the fact that we are dealing with a person with characteristics of gender, age, sex,

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level of training, mood, finally, etc. It is extremely important to comply with the necessary requirements. "General requirements for diagnostics:

- 1) what is being brought up and what is important for the student himself is studied;
- 2) a connection is necessary between the study and self-knowledge of the personality of the student, the methods of studying schoolchildren simultaneously serve as methods of self-knowledge, ultimately forming an objective self-assessment;
- 3) the team and the individual are studied simultaneously, the study of the upbringing of each student acts as an integral part of determining the educational capabilities of the children's team ... "[4].

CONCLUSION

The pedagogical diagnosis of future English teachers plays a crucial role in ensuring their readiness for professional practice. The implementation of various types of pedagogical practices in teacher training programs allows for a systematic and comprehensive approach to skill development. The study highlights the importance of aligning practice with real-life teaching scenarios, integrating theoretical knowledge with practical application, and developing research and diagnostic competencies among future teachers.

In light of modern educational challenges, including distance learning and the digitalization of education, pedagogical universities must adapt their curricula to incorporate innovative diagnostic techniques. Effective pedagogical diagnostics help educators assess students' learning needs, identify challenges, and provide targeted solutions for their professional growth. Furthermore, a structured approach to pedagogical practice, incorporating research, psychological analysis, and practical teaching experiences, enhances the overall competency of future educators.

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