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SCIENTIFIC AND THEORETICAL BASIS OF DIAGNOSIS OF PREPARATION OF PROFESSIONALS FOR PROFESSIONAL ACTIVITY

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Abstract: In this article, how the training and practicum of students in the higher education system, the successful development of their specialties, the strengthening and maintenance of their health in all parameters, and the increase in the level of professional readiness have become a requirement of the time. Diagnostics of professional training of future specialists to perform this task requires the study of scientific, theoretical and practical aspects of the system. The need to diagnose the professional training of future specialists in the higher education system is determined by the state, society and employers who are able to think independently, strive for success and build an independent trajectory of individual development set by society in the educational sphere. and the management process. responsive, creative, communicative, describes the process, methods, directions and scientific and theoretical foundations of the diagnosis of the implementation of the requirements of graduate training. In addition, the higher education system provides future professionals with the necessary professional knowledge and skills to develop personal and professional qualities that meet the changing needs of the labor market, the individual, the state and society on the basis of the need to form nicknames.

Keywords: higher education, specialist, student, diagnosis, method, method, task, goal, teacher, student, qualities, attributes, degree, criteria, measure, professional development, personal maturity, pedagogical activity, effectiveness, result.

Introduction

Currently, the implementation of diagnostic projects of the educational process is one of the priority tasks, requires a creative approach to the formation and selection of educational content, the formation of professional knowledge, a broader study of the problems of improving training for professional activity, the goals of developing the student's capabilities in the training for professional activity. This task can be accomplished through the development of professional formation activities of students on the basis of improvement of diagnostics of professional readiness of specialists.

The concept of professional formation was described by N.A. Muslimov, M.H. Usmanbaeva as follows: "professional formation is one of the important aspects of a person's maturity and expresses the needs and interests of an individual in relation to the choice of labor and professional activity only. The general development expresses the

complex of all needs, its existence, the system of relations with respect to itself" [1].

A series of productive conceptions of the activity of the individual and the methodological approach to its study were developed by K.A. Abulkhanova-Slavskaya [2], B.G. Ananyev [3,4], V.V. David [4], V.I. Zinchenko [5], V.V. Znakov [6], Ye.P. Ilin [7], T.V. Karsayevskaya [8], S.L. Rubinshteyn [9] and others.

Activity is a specific form of socio-historical life of people, which consists in the purposeful transformation of the natural and social existence of people. Subject takes aim, mean, transformation process and its result to include any activity that carries out. When performing activities, the subject changes and develops seriously [10; 3-p.].

Theory of the structure of activities founded by V.V. Davidov, A.N. Leontev and others [11,86] was continued by V.S. Lednev, his unique structure was developed, which he called "invariant" [12]. V.S. Lednev proposed to leave the two largest basicists of human

activity, that is, depending on the invariant and morphological organizers. When the invariant organizers say- “real non-existent components of a particular form of activity, which clearly expresses the desired appearance of activity” - is understood. “As for the morphological types of human activity - this is a form of real existing and relatively independent activity in social life” [12].

According to the systematic approach V.S.Lednev noted that the invariant and morphological manifestations of the activity he allocated were complex interrelations and correlations. The main type of their interaction is based on the integrity of human activity as a whole, that is, each invariant aspect of individual activity, separated by the author, does not exist, except for others, and only expresses the projection of human activity, its individual aspect [12, 89-92-p.].

V.D. Shadrikov interpreted the essence of labor activity as follows: “Labor is such a process that, at first, a person directly expresses his personal activity in it. It balances, regulates the exchange of substances between itself and nature” [13]. V.D. Shadrikov proposed to exit labor activity depending on the unity of the following three aspects “predictive-impactful” (“as a process by which a pre-designed change in the subject of labor occurs with the help of human labor tools”); physiologic (as a function of the human body); psychological (as the realization of a conscious goal, the will, attention of a specialist, the manifestation of intellectual properties, etc.)” [13]. Therefore, labor activity is an individual personal activity, the effective organization of which is inextricably linked with the level of professional formation of a person, that is, the preparation of future specialists for professional activity in higher education is important

1. Professional motivation-the increase in human needs, the complexity of its activities and the reduction of opportunities and motivations due to scientific and technical progress, the formation of professional motivation in the educational process;

2. Formation of professional competence - is necessary to achieve professional formation in the mutual integration of individual components of the processes developing the need related to professional competence, responsible and creative approach to it, educating the motivation of labor, as well as professional orientation aimed at specialization;

3. Formation of professional creative abilities - formation of physiological, psychological and physical training of a person on the basis of professional training of the student, special theoretical knowledge, practical skills and abilities, as well as the acquisition of moral and spiritual professional qualities, confident in his knowledge and intelligence independently, creative professional thinking (Fig. 1).

The level of professional training of students of the higher education system in the specialty of graduates of the 2017-2018 academic year (on the example of pedagogical directions) the level of professional training was studied in the section selected by the results of analytical analysis of scientific-pedagogical, theoretical and experimental research.

In the process of analysis of the level of professional training of graduates of the higher education system in their specialty it was found that:

1. At the level of demand – 31,95 %;
2. At the average level of demand – 35,95 %;
3. At the lower level of demand – 32, 1 %.

The fact that 726 students of the higher education system, identified at the initial stage of the test work and involved in the test work, are at the required level 232 people, 261 are at the average level, 233 are at the lower level indicates the need to raise the level of professional training.

The state of the professional training level of students of the higher education system in the specialty they are studying, the indicators of the graduates’ employment in their specialty are analyzed.

Proceeding from this situation, it is possible to find solutions to cases of professional orientation, the qualification requirements imposed by the employers' organizations of this university, increasing the indicators on professional levels, effective professional formation of students, creative attitude towards professional activity and production, as well as conscious approach, contribute to the provision of adult development as a comprehensively competent person. See Table 1.

The state of professional training of students of the higher education system in the specialty of education (2015-2016 academic year)

No	Institution	Quantity of students participated in the experiment	Level professional readiness of students to their specialty %		
			Level of demand %	Average level %	Lower level %
1	GulSU non-pedagogical profiles	63	25,4	38,1	36,5
	Pedagogical profiles	72	30,7	33,3	36,2
2	NamSU non-pedagogical profiles	117	29,9	34,2	35,9
	Pedagogical profiles	67	29,8	32,9	37,3
3	NamSU non-pedagogical profiles	67	31,3	37,4	31,3
	Pedagogical profiles	154	22,7	37,7	39,6
4	BuhSU non-pedagogical profiles	71	25,3	29,6	45,1
	Pedagogical profiles	115	24,4	34,8	40,8
Total:		726	27,4	34,7	37,8

From the established indicators it is possible to draw such conclusions: it is necessary to pay special attention to the issue of development of professional abilities of future specialists, preparation for professional activity. Also, the process of professional formation is complex, it requires a number of psychological - pedagogical conditions and factors. This problem is not so far away as it has fully expressed itself in research.

Today, it is important and relevant to introduce modern forms of organization of the educational process and constantly update its content, radically improve the quality of training specialists in higher education, organize the pedagogical process on the basis of new pedagogical forms and methods, apply innovative ideas, innovation technologies, improve the process of professional education.

Therefore, the increase in professional knowledge, the theoretical and practical study of the methodological, didactic and methodological functions of improving the diagnostic capabilities of graduates of the higher education system through an innovative, systematic approach to the level of professional training; the creation of educational and methodological complexes and their application to the educational process in order to organize the employment of graduates; in accordance with the purpose of conducting tests and experiments using the developed methods and developing the methods of organizing professional training on the basis of improving the diagnostic results of professional training of students and introducing them into the educational process.

The professional development of the student of the higher education system as a specialist is manifested in the manner of the process in its essence. Professional maturity begins in critical periods of human ontogenesis from the moment of finding professional perfection, the decision-making of the ideas of development (14-17 years) to the process of completion of professional activity (55-60 years). The formation and development of a creative person depends on the mutual compatibility of changes in his internal and external world, socio-economic conditions, as well as on the ontogenesis of man that continues from birth to the end of his life, the content of activity that dictates succession.

Professional training plays an important role in personality intelligence. The fact that a student of a higher education system finds his place in life, acquires the profession he wants is of fundamental importance in the current globalisation period. Diagnostics of the preparation of future specialists for professional activity reveals new facets, opportunities of the student.

The importance of the formation of socially and professionally necessary qualities in students is paramount. Great attention has been paid to the formation of good morality in our people from a long time and morality has always been glorified. Formation of socio-

professional qualities in a person occurs in the process of social activity, the change - formation and development of a person in the body is accelerated, seeks to concentrate the active influence of the educational process on the object of educational influence. Therefore, the complex approach to the planning and organization of educational events organized with the readers and young people in educational institutions, the effective use of educational and educational technologies aimed at developing the personality of the reader has become a modern necessity.

The success of specialists depends on the formation of more professional qualities and features, and "measuring" the development process of these qualities with the help of specific methods plays an important role in pedagogy. All the changes that take place in the student for the systematic implementation of the educational process are diagnosed by the educator, ensuring a guaranteed achievement of the planned results by purposeful pedagogical influence on the process of formation and development of moral and spiritual qualities in him.

Professional training in the student is a difficult problem, especially to determine the level of upbringing of professional-spiritual-moral character, which has not yet found its full solution in the pedagogical science. Pedagogical science pays more attention to determining the criteria for the purpose of "measuring" the professional education of students. At present, the research aimed at studying the level of education, determining and analyzing the results obtained does not give a complete opportunity to obtain accurate results and to extract an accurate summary of this problem.

In the system of higher education, it can be used very efficiently in pedagogical diagnostics opportunities in improving the efficiency of students' science acquisition and personal and professional activities. Based on the results of pedagogical diagnostics can be used precisely and purposefully in determining the problems in the education of students, in measuring and assessing in certain quantities

the degree of formation of their personal characteristics, social and professional qualities, in determining the goals and directions of educational activities,

The word diagnostic (in Greek "dia" - transparent and "ozosis" - knowledge) - means a common way of obtaining in advance the expected information about the subject or process under study. When we say diagnostics (diagnosis), we are told to study the functioning of an organism, a machine or any complex system.

The term "pedagogical diagnostics" was first introduced into science in 1968 by the German scientist Carlhains Ingenkamp. Klauyer (Germany), B. Burk, Rollet (England), S.D. Smimova, I.V. Dubrovina (Russia) and other several scientists noted the fact that pedagogical diagnostics was born under the term "psychological diagnostics", of course, is irrelevant. Once upon a time, psychological diagnostics as a template for the diagnosis models of biology and medicine, as well as pedagogical diagnostics, when necessary, used psychological research techniques in its place. Analysis of pedagogical, psychological, sociological literature showed that there are different views on the diagnosis. This is the diagnostics of the pedagogical person (self-diagnosis), the diagnosis of the student community by parents, educators; diagnosis of the activities of the educational institution by the methodologists of the administration, responsible specialists and educational departments, etc.

"Pedagogical diagnostics in the field of its purpose, functions, application has always been an independent direction. But still pedagogical diagnostics mavhum and the direction that leads to various discussions, it can be accepted as" only in the quality of the program, which scientists also do not deny it. Therefore, to this day there are several interpretations of the term "pedagogical diagnostics", which differ in their essence and meaning.

Pedagogical Diagnostics is the process of obtaining the information necessary to optimize, facilitate pedagogical activity (G.

Rayleke, R. Rollet, K. Leongard, A. Bass, A.Ye. Lichko, A. Shmelev).

H. Feger, N. Petillon, V. Bogasky suggested that the pedagogical diagnostics were separated from psychological diagnostics. Ya. Yirasek, A. Kern explains the tendency of young people to acquire knowledge, D.B. Yelkonin's "graphic dictation", A.L. Wenger's "drawing on points", L. Shvansar's "Diagnosis of mental development", V.V. Kholmovskaya's methods such as "diagnosis of abilities of a small school-age student" are popular.

Germany's "concept of pedagogical diagnostics implies the coverage of all processes and problems in the field of pedagogy, the measurement of assimilation and the effectiveness of the educational process, the measures to determine the capabilities of each person in the field of education, especially the desired profession in the system of school education and the measures to choose the third stage of education."

The main emphasis here is on helping to choose a profession. According to the German scientist Mauyerman: "pedagogical diagnostics establishes a connection between mastering and preparation for the educational process, correctly determines the educational goal that will pass in the educational process, and assesses the appropriateness of educational and organizational forms to the circumstances."

K. Klauyer criticized a number of scientists who described pedagogical diagnostics and expressed such an opinion: "it is difficult to simultaneously perform (categorize) the tasks of pedagogical diagnostics (diagnose), so it should not determine the essence of the term pedagogical diagnostics. Pedagogical diagnostics consists of a set of attempts to extract actual pedagogical decisions, judgments.

Russian scientist V.U. Zverev puts forward the idea that "pedagogical diagnostics is a process that consists in the study, detection of various pedagogical situations, knowledge of the level of diverse abilities of participants in the educational system".

Another Russian scientist L. Denyakin writes: "pedagogical diagnostics is an activity

that determines the individual qualification of the educator in the diagnosis of the educational process, promotes the creative development of the individual, increases the success of the pedagogical team".

Pedagogical diagnostics: first, facilitates the individual educational process, and secondly it ensures and guarantees the correct accuracy of the results of education and training, depending on the demand of the society; third, it helps to choose the most appropriate direction of education and the most rational of the specialty. It helps to determine how they master the specialty in the system of higher education. With the help of pedagogical diagnostics, the spiritual and educational process is analyzed, and the results of education, that is, professional training, are determined. Here it should not only sum up the results of education and training, but also provide for the dynamics of their change.

The content of pedagogical diagnostics includes the study of the effectiveness of professional training in the educational process, the level of education and training of the student, as well as the formation of socially and professionally necessary qualifications. The content of pedagogical diagnostics is also determined by its subject, namely: who trains the profession on the basis of its goals and objectives, depending on which profession it occupies: how to prepare it for professional situations; who should do in such situations and what circumstances; through what form, methods and means the educator should influence the pupils.

The purpose of pedagogical diagnostics in the university is to prepare students for future life by profession, to teach them to be independent, to be able to properly behave in social environment, activities and to help them plan their activities in the near future in accordance with the intended purpose, to formulate the need to strive for perfection, if necessary, to identify factors.

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