

Methods For Diagnosing The Degree Of Formation Of Competencies In Students

Kholmatova Ziroat Anvarovna

Associate professor of Kokand State Pedagogical Institute (PhD), head of the Department of Pedagogy

Annotation. The article analyzes the development of a methodology for diagnosing communicative competence, which should be formulated in students, and the use of tests widely used in diagnostics, designed to determine the ability of students to interact in social situations in their native language and in any foreign language, to follow the culture of communication, to effectively work in a collaborative team.

Keywords: knowledge, skills, qualifications, competence, pedagogical diagnosis, mathematical literacy, speech competence, listening comprehension, speaking, reading, writing.

Introduction

In all secondary special and primary professional educational institutions operating on the territory of the Republic of Uzbekistan, the educational process is organized according to the requirements of the state educational standard, and its implementation is mandatory for all the above institutions. In accordance with the resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 No. 187 "on approval of state educational standards of general secondary and secondary special, vocational education", the DTS provides for the mandatory minimum and final goals of the content of education, the size of training loads and requirements for the quality of Education,:

knowledge — remembering and re-explaining the information learned;

skill-being able to apply the knowledge learned in familiar situations;

skills-the ability to apply learned knowledge and formed skills in unfamiliar situations and generate new knowledge;

competence is the ability to apply existing knowledge, skills and abilities in everyday activities.

In addition, the assessment system consists of a set of criteria that determine the degree of assimilation by students according to the state educational standard and the effectiveness of the activities of the general secondary educational institution. From this, a comprehensive diagnosis

of the personality of the reader is carried out in the following order:

Choosing a diagnostic object;

Setting the method of diagnosis;

Carrying out the diagnosis process;

Analysis of the results of the diagnosis;

Development of recommendations and activities based on the analysis;

Determination and implementation of the content of individual work with the reader

Re-diagnostics to identify changes in the educational process.

Yu.M.Asadov noted that " pedagogical diagnosis is to determine the level of development of the diagnostic object. Pedagogical-psychological diagnosis covers all aspects of the educational process". According to the scientist, he will focus on the following goals:

1)evaluation of educational results, proofreading from the inside and outside;

2) studying the quality of training, identifying gaps in it;

3) planning the next stages of the educational process, etc.k.

Agreeing with the opinion of Yu.M.Asadov, it can be added that pedagogical-psychological diagnosis is also directed to the development of positive motivations of the subject's activity and optimization of the educational process by encouraging the progress achieved in reading and teaching.

Based on the experience of creating state educational standards and educational programs in the developed countries of the world and in our country, DTS and educational programs aimed at forming competence in 16 general education subjects of general secondary and secondary special, vocational education have been developed.

In the Republic of Uzbekistan, based on the continuity and integrity of education, the priority of the student's personality and interests, the following basic competencies are formed in accordance with their age characteristics.

Communicative competence-implies the ability to enter into interaction in social situations in the native language and in any foreign language, follow the culture of communication in communication, social flexibility, the formation of the ability to effectively work in a collaborative team.

Competence for working with information — provides for the ability to search, sort, process, store the necessary information from mediannas, to be able to effectively use them, to ensure their safety, to form the capabilities of having a media culture.

Self-development competence-implies constant self-physical, spiritual, mental, intellectual and creative development, striving for maturity, independent reading and learning throughout life, regular improvement of cognitive skills and life experience on their own, the acquisition of skills for alternative assessment of one's own behavior and the ability to make independent decisions.

Socially active civil competence-provides for the formation of the ability to feel and actively participate in the events, phenomena and processes taking place in society, to know its civil duties and rights, to comply with it, to have a relationship and legal culture in labor and civil relations.

National and Universal competence-implies loyalty to the motherland, kindness to people and faith in Universal and national values, understanding of works of art and art, dressing in between, forming the ability to follow cultural rules and a healthy lifestyle.

Mathematical literacy, awareness of the innovations of Science and technology and

competence of use — the ability to draw up personal, family, professional and economic plans based on accurate calculations, to read various diagrams, drawings and models in everyday activities, to facilitate human labor, increase labor productivity, to form the ability to use innovations of Science and technology that lead to favorable conditions. These competencies are formed in students through general education.

Also, based on the content of each General Science, General competencies on science are formed in students. From this, within the framework of the study, a methodology for diagnosing communicative competence was developed, which should be formed in students. Based on this methodology, tests were used that are widely used in diagnostics aimed at determining the ability of students to interact in social situations in their native language and in any foreign language, to follow the culture of communication in communication, to effectively work in a collaborative team. In our opinion, in comprehensive diagnostics of the student's personality in secondary special and primary professional education, the following tests can be effectively used: maturity test, creativity determination Test, test by some criterion, projective test, intelligence test, etc. Below we will cite examples of tests presented to secondary special education students in order to determine the degree of formation of subject competencies in the field of study of the native language and literature:

Option I

1. What is said to be an inversion phenomenon?

A. * The phenomenon of displacement of Gap fragments is called inversion

V. Connection of second-order fragments with Prime clauses

S. The connection of the holder and the cross section

D. The use of auxiliary words.

2. In which line are the word-changing affixes indicated?

A. * Conciliatory, possessive, person-number affixes.

V. Possession and conjugate suffixes

S. Adverbial and auxiliary words

D. Conciliatory and Person-number affixes

3. Determine the sentence in which the noun adjective is involved?

A. * The word of the good-cream, the word of the bad-bat

V. There was no one in the store except the Shakir father

S. Everyone mowed what he planted

D. The vibrant, shady spring of Uzbekistan spread a sprinkle of flowers and greenery in the desert.

4. Find a rhetorical question?

A. * Who do you say does not love the good?

V. Will you see it today?

S. Are you not interested in these issues?

D. Is there a guest in the House?

Option 2

1. Name the writer who founded the drama genre in Uzbek literature

A.* Mahmudhoja Behbudi

V. Abdulla Avloni

S. Hamza Hakimzada Niazi;

D. Sadriddin Ainiy.

2. In which answer is the pedagogical works of Khamza Hakimzada Niazi given correctly?

A. *"Light literature", "Reading book".

V. "Ain-ul-Adab", "Ganjinai Hikmat"

S. "Dictionary sitti-al-sina", "Jome'-ul-khutut"

D. »«First teacher», «Second teacher»

3. Identify the leading idea in Cholpon's poem "Heart".

A. * Personal liberty

V. Friendship

S. love

D. Tragedy.

4. Which of the given additions are put instead of points?

"Carriage... you are not allowed to run away dry..."

A. * -ni, -ga, -di

V. -da, -ning, -sa

S. -to, -you, -gan

D. -dir, -s, -da.

In order to determine the level of formation of subject competencies on the subjects of study of the native language and literature in secondary specialized and primary professional education students, their speech competencies (listening comprehension, speaking, reading, writing) were diagnosed. It provided for the assessment of students based on the criteria specified in the DTS(A1, A1+, A2, A2+, B1, B1, B1+).

On the basis of common test methods in diagnostics, attention was paid to students' thinking, understanding of other people's opinion, being able to competently articulate their opinion in oral and written form, and studying the level of development of speech competencies.

Through the tests presented in several variants, the degree of development of assimilable knowledge of grammar (phonetics, lexicology, word composition, word formation, morphology, syntax, writing and spelling, punctuation, speech styles, concepts related to Stylistics) was studied in students. This also took into account the levels of formation of linguistic competencies aimed at developing the ability to articulate correctly and fluently, making good use of the wide possibilities of the native language.

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