

**THE IMPORTANCE OF PRINCIPLES IN DIAGNOSTIC RESEARCH OF
PEDAGOGICAL REALITY**

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Annotation: this article discusses the reliance of diagnostic studies on scientifically based methods, reliable measuring instruments and theoretical concepts, the objectivity and scientific basis of the results of this principle.

Keywords: scientific principle, objectivity principle, systematicity principle, continuity principle, individual approach principle.

The principle of objectivity. In the diagnostic process, assessment is carried out not on the basis of subjective opinions or personal attitudes, but on the basis of clear criteria and standards. This makes the results reliable and comparable.

National principles of pedagogical diagnostics. The principles applied in the diagnostic study of pedagogical reality are based on the requirements of general scientific methodology, pedagogical theory, and educational policy. The most important of them are the following:

1. Scientific principle. Diagnostic studies should be based on scientifically sound methods, reliable measuring instruments, and theoretical concepts. This principle ensures the objectivity and scientific basis of the results.

2. The principle of objectivity. In the diagnostic process, assessment is carried out not on the basis of subjective opinions or personal attitudes, but on the basis of clear criteria and standards. This makes the results reliable and comparable.

3. The principle of systematicity. Since pedagogical reality is a complex system, diagnostics is also carried out on the basis of a systematic approach. That is, all components of the educational process - goal, content, method, means, result and environment - are studied in an interconnected manner.

4. The principle of continuity. Diagnostics is not a one-time control, but a process of continuous monitoring. Continuous diagnostics allows you to monitor the dynamics of the quality of education.

5. The principle of an individual approach. Diagnostics is carried out taking into account the personal characteristics, abilities and development rates of each student. This principle forms the methodological basis of personalized education.

6. The principle of forecasting. Diagnostics should not only identify the current situation, but also provide an opportunity to foresee the prospects for future development.

7. The principle of practical orientation. The results of diagnostic research should serve to improve pedagogical activity, that is, be the basis for making real pedagogical decisions. These principles form the theoretical basis of pedagogical diagnostics and determine the scientific value of any diagnostic research.

- Levels of pedagogical diagnostics. Diagnostic study of pedagogical reality is carried out as a multi-level and multi-level system. In the scientific literature, diagnostics is considered at the following main levels:

- Individual level. At this stage, the level of knowledge, development indicators, motivation, abilities and psychological characteristics of an individual student are studied. This level is important in developing an individual learning strategy.

- Group (class) level. Here, the general development indicators of a class or academic group, the level of integration, the socio-psychological environment and the effectiveness of the educational process are analyzed.

- Institutional level. The quality of the educational process, methodological support, the activities of teachers and the educational environment are studied within the educational institution. This level is of great importance in the management of an educational institution.

- Regional level. The quality of education is monitored at the provincial, district or regional level. This level allows you to identify regional differences in the education system.

- National level. At this level, the effectiveness, compliance with standards and development trends of the entire state education system are studied. National assessment systems fall into this level.

- International level. It is carried out through comparative analysis of education systems, international ratings and research. This level serves to determine the global competitiveness of the national education system.

- From a scientific point of view, a method is: a set of methods that serve to study, explain and characterize the object of research. Thus, a method is not just a method, but a connecting mechanism between the goal, means and result. Method in the pedagogical sense. In pedagogy, a method is a goal-oriented way of organizing the activities of a teacher and a student. It provides the following:

- • assimilation of knowledge

- • development of thinking

- • formation of skills

- • formation of personal qualities

- For example: explanatory method, problem-based learning method, discussion method.

- The main characteristics of the method. In the scientific literature, the method is described by the following characteristics:

- • purposefulness - aimed at a specific result

- • systematicity - implemented step by step

- • efficiency - gives results

- • repeatability - can be used in other conditions

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Method is the central category of any scientific, pedagogical or practical activity, which is considered the main instrument for organizing the process of acquiring knowledge, teaching and research. Without a method, activity becomes disorderly, random and devoid of scientific basis.

Methodology is a theoretical discipline that studies the principles, methods, theoretical foundations, and research strategies of organizing the scientific knowledge process. It determines the logical structure of scientific activity, the laws of knowledge acquisition, and the scientifically based system of research methods. The term comes from the Greek words *methodos* (way, method) and *logos* (teaching, science), and literally means "teaching about methods." Methodology is a field of theoretical knowledge that develops a system of principles, categories, concepts, and research methods of scientific knowledge. This definition shows that methodology is not a set of simple methods, but a conceptual system that guides the process of scientific knowledge.

Scientific levels of methodology. In the philosophy of science and the theory of scientific research, methodology is usually considered as a three-level structure:

1) Philosophical methodology. The most general level, it studies the universal laws of knowledge of being. For example:

1. dialectical method
2. systematic approach
3. principle of determinism

2) General scientific methodology. Includes scientific methods common to all disciplines:

1. modeling
2. systematic analysis
3. statistical methods
4. structural approach

3) Specific scientific methodology.

1. A set of methods specific to a particular field of science. For example:

- pedagogical diagnostic methods
1. methods of historical analysis
 2. methods of psychological testing
 3. Basic functions of methodology

According to the theory of scientific research, methodology performs the following fundamental tasks:

directing function - determines the direction of research;

4. The relationship between methodology and scientific knowledge. The practice of scientific research shows that the results of studies with a well-developed methodology are more reliable and valid. Based on statistical analysis, the most common reason for rejection of scientific articles is the insufficient development of the methodological basis. This fact confirms that methodology is a decisive factor for the quality of scientific research.

5. Structural elements of methodology. Scientific methodology consists of the following structural components:

- scientific problem
- research goal
- object and subject
- hypothesis
- system of methods
- criteria and indicators
- methods for analyzing results

Methodology is a fundamental scientific system that combines the theoretical foundations, methods and principles of scientific knowledge, and is considered the main criterion determining the scientific level of any research. Research that does not have a methodological basis cannot have scientific status, since the methodology ensures the logical structure, reliability and theoretical basis of scientific research.

The scientific methodology of pedagogical diagnostics is a single system of theoretical approaches, scientific principles, research methods and analysis methods used in the study, evaluation and analysis of the educational process. It serves to study pedagogical reality on an objective, systematic and scientific basis and is the main methodological foundation determining the scientific level of diagnostic activity. In modern pedagogical theory, the diagnostic methodology is interpreted as a scientific mechanism that serves to control the quality of education, identify the dynamics of development and optimize the pedagogical process.

The methodological basis of diagnostics is primarily formed by general scientific approaches. Among them, the systematic approach occupies an important place, since the educational process is considered a complex system consisting of many interrelated elements.

The systematic approach allows for a comprehensive analysis of the relationship between the goals, content, methods, means, results of education and the pedagogical environment in the diagnostic process. At the same time, the activity-oriented approach considers student activity as the central object in diagnostic studies and assesses the results of activity, not the level of knowledge.

It is necessary to ensure that teachers have the skills to independently analyze and evaluate their professional competence. The skills of teachers to independently analyze and evaluate their professional competence will help them to develop the habit of working on themselves, consistently eliminating shortcomings, and systematically enriching their achievements.

In the second half of the 19th century, in connection with the widespread use of various types of education in schools, there was a need to improve assessment methods. The development of pedagogical diagnostics was carried out in parallel with the creation of psychodiagnostic methods, and these processes were integrated. Most psychological tests were created specifically for school needs or were quickly adapted for use in the pedagogical process.

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