



# **FORMATION OF TEACHERS' PROFESSIONAL COMPETENCE BASED ON PEDAGOGICAL DIAGNOSTICS**

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## **Annotation**

This article elucidates the role of pedagogical diagnostics as a fundamental mechanism for cultivating a teacher's professional competence. Pedagogical diagnostics is presented as an iterative process encompassing the collection, analysis, and interpretation of diverse data concerning an educator's knowledge, skills, and abilities. Practical examples illustrate the application of diagnostic procedures within educational institutions, and recommendations are provided for integrating diagnostic outcomes into individualized professional growth plans.

## **Keywords**

pedagogical diagnostics; professional competence; digital tools; formative assessment; pedagogical reflection; case method

## **Introduction**

In today's dynamic educational landscape, teachers are expected to exhibit high professional adaptability, tailor instruction to diverse learner needs, and incorporate innovative pedagogical methods. By furnishing teachers with an objective understanding of their strengths and areas for improvement, diagnostics enables the creation of bespoke learning trajectories and supports ongoing qualification enhancement.

## **Theoretical Foundations**



The competency-based approach provides the theoretical framework for pedagogical diagnostics. Within this paradigm, teacher competence is defined as an integrated set of cognitive, psychomotor, motivational, and value-oriented characteristics essential for effective instruction. The cyclical nature of the diagnostic process aligns with evolving educational standards and individual teacher needs, facilitating continual adjustments to professional objectives and methodologies.

## Methods of Pedagogical Diagnostics

Traditional diagnostic methods include:

- **Surveys and Questionnaires:** Gathering multiple perspectives from students, colleagues, and parents to provide a holistic appraisal of teaching practices.
- **Testing and Situational Tasks:** Assessing theoretical knowledge and practical problem-solving abilities through structured scenarios.
- **Self-Diagnosis and Reflection:** Encouraging teachers to critically examine their own practices, emotional responses, and professional outcomes and to plan subsequent adjustments.

## Digital Diagnostic Tools

Advances in information and communication technologies have made digital tools indispensable in evaluating teacher competence. Key solutions include:

- **Electronic Portfolios:** Centralized repositories for lesson recordings, student feedback, and reflective journals.
- **Online Questionnaires with Adaptive Algorithms:** Enhanced objectivity and efficiency in data collection and interpretation.



By streamlining administrative tasks and promoting transparency, these tools empower educators to make informed decisions about their professional development.

### **Formative Assessment and Pedagogical Reflection**

Formative assessment is a pedagogical strategy focused on internal motivation and student engagement in self-evaluation and goal setting. For teachers, it entails maintaining a continuous feedback loop and refining instructional delivery based on learner responses. Pedagogical reflection complements this by providing a structured mechanism for teachers to analyze their instructional approaches, emotional well-being, and performance outcomes. Together, formative assessment and reflection foster a culture of lifelong learning and reinforce professional identity.

### **Practical Examples of Diagnostic Use**

Several schools have adopted a hybrid diagnostic model combining annual expert observations, peer reviews, and teacher self-evaluations. One regional teacher development center implemented a case-based training module in which educators examined real classroom scenarios and devised strategic responses. Participants reported marked improvements in their confidence with ICT integration and mastery of novel pedagogical techniques.

### **Recommendations for Organizing Diagnostic Procedures**

1. **Regularity and Systematic Approach:** Conduct comprehensive diagnostics at least twice a year to promptly identify areas for growth.
2. **Integration of Digital Solutions:** Employ electronic portfolios, online surveys, and analytics platforms to enhance data collection and analysis.



3. **Holistic Feedback Mechanisms:** Combine expert observations, collaborative discussions, and self-evaluation to obtain a multifaceted understanding of teacher competence.

## Conclusion

Pedagogical diagnostics constitutes a cornerstone of educational quality assurance and teacher development. By harmonizing competency-based theory, diverse diagnostic techniques, modern digital tools, formative assessment, and reflective practice, educational institutions can establish a robust framework for continual professional growth. Implementing a comprehensive, cyclical diagnostic system not only elevates teacher competence but also enhances motivation and job satisfaction, thereby improving overall educational outcomes.

## References

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