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# Main Functions of Pedagogical Diagnosis of Children up to M Aktab

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*Salomatova Fatimaxan Rakhmonberdi's*

*Master of 1st grade of preschool education at Gulistan State University*

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**Annotation:** This article outlines the main functions of pedagogical diagnosis of school-age children, the role of teaching, discipline, and development of children in all aspects, as well as the main stages of its implementation.

**Keywords:** function, education, training, development, pedagogical diagnosis, design, analytics, expertise.

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*Man is raised by all: people, objects, and things, events, but above all, and in his soldier cases. Among them are parents and educated teachers.*

**A.S. Makarenko**

Today, a wide range of initiatives are being undertaken in our country to bring the growing generation to a healthy and comprehensive mature adulthood, to establish an effective system of preschool education aimed at introducing effective forms and methods of education and training into the educational process.

For the development of our society, many changes and innovations are being created in preschool education, which is considered an initial throat in educating mature, educated young people in all aspects. According to the scientific conclusions of experts and teachers, our president *Sh.M.Mirziyoyev*, *"a person receives 70 percent of all the information and information a person receives during his lifetime is under the age of 5. This evidence itself illustrates the importance of gardening in the development of our children as mature and perfect individuals."* Pedagogical observation and diagnosis of children who carry out the educational process is an important stage.

Pedagogical diagnosis of preschool-age children is not to study the individual characteristics of children, but to study the possibilities and resources of the educational system, the pedagogical process organized in the preschool organization and in the educator's family. On the other hand, pedagogical diagnosis is aimed at studying pedagogical events and parents in the family at the institution and determining their difficulties in organizing the pedagogical process. According to the results obtained, it is used to improve the development of all participants in the pedagogical process, to properly use teaching methods and tools, as well as to provide timely assistance in identifying problems or difficulties in working with children.

There are functions and stages of pedagogical diagnosis of school-age children:

**Opinions or information**— such diagnostics—involve not only determining and evaluating a child's condition but also identifying conditions that have a positive and negative impact on his or her development. Observing a child in a variety of situations (in his spare time, in the game, in training, in relationships with peers and adults, etc.) allows you to understand the

interests of children, the causes of their abilities, problems, advantages, and behavior, and to determine the uniqueness of the purpose of education.

**A predictive function** is to predict the progress of the pedagogical process and to determine the goals of a child's development. To achieve a certain result, the information about how the child was first and how he or she is present is compared. The result will help children to predict defined levels of changes (negative or positive) and prevent unwanted situations. Determines the degree of change in the pedagogical object being studied and the dependence of these changes on the conditions of the teaching process. In doing so, it conducts a quality and quantitative assessment of the achievements of preschool children, the effectiveness of each child's individual activities.

**The function of correction and verification** is to identify certain difficulties and problems in the educational process and to study the causes of their origins. This function is mainly reflected in the process of conducting pedagogical expertise.

Above, we looked at the functions of pedagogical diagnosis of children. In addition, before starting the diagnosis of pedagogic, it is necessary to design it. The procedure can be done in several stages.

**The design phase** – includes the implementation of certain actions:

1. Determines the individual characteristics, curiosity, and activity of the child's self-eligibility.
2. In determining the norm, the standard, ideal sample is compared to the future data bialn.
3. Determines the indicators and criteria for evaluating children's interests and activity.
4. To study pedagogical reality in determining methods of diagnosis.

**The practical stage** is to ensure that the diagnostic process is practically manifested.

**Analytical phase** – all data obtained will be analyzed, resulting in quantitative data,

**The review phase** is to perfectly know the object studied in the interpretation of the information obtained, to carry out high professionalism and experience, extensive analysis and summarizing.

**The fifth phase** involves determining the functions of the teaching process for each child and the entire group. A teacher or parent regularly designs information obtained as a result of children's actions in various situations or in the field of future pedagogical diagnostics.

In conclusion, all the necessary information is necessary in preschool organizations to identify the individual characteristics of children's development and education, to identify a child's capabilities in properly organizing the teaching process, to identify his or her achievements in comparison with previous periods of development and the results expected in the present and future, and to develop his or her abilities. Pedagogical diagnosis, which is focused on creating conditions, is important and important.

**Adaptations:**

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