



INNOVATIVE APPROACH TO ESTABLISHMENT OF EDUCATIONAL INSTITUTION MANAGEMENT ON THE BASIS OF DIAGNOSIS

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ABSTRACT

Pedagogical diagnosis provides a scientific approach to the organization of methodical work with teachers, their professional and mutual development. Therefore, it plays an important role in the methodological, educational processes and in the school management process. The pedagogical diagnosis obtained as a system of studying the level of professional development of a teacher serves as a basis for identifying difficulties in the work, encouraging the search for alternative ways to overcome them. At the same time, it allows to identify the strengths of the teacher, to strengthen them and to identify specific ways and means of developing individualized methods of pedagogical activity and teaching model.

KEYWORDS

Organizational, pedagogical technology, experimental work, scientific research work.

INTRODUCTION

The role of educational innovations and development trends in the organization of diagnostics. What is diagnostics?

Diagnosis is a clear direction of the situation, through which the indicators of education are determined, or the concepts of analysis, self-analysis, personal study - means "identifies", "defines".



Pedagogical diagnostics is a specific process aimed at identifying the level of professional training of managers and teachers and the gaps in it, the knowledge, skills and abilities acquired as a result of the formation of the student's personality.

Innovative diagnostics is the result of self-development mechanisms of general secondary education in the education system.

Innovation management is a specific type of organizational management in which the development and implementation of innovative action plans and programs.

Innovative potential is the sum of the various interrelated resources.

Innovative activity is the creation of any innovation that can help to radically change the processes in the field of education management activities. An innovative project is a set of technical, organizational, planning and computational financial documents required to achieve project objectives.

Striving to democratize the education system, ie the introduction of compulsory secondary education, ensuring continuity and continuity at all stages of the education system, strengthening the independence of educational institutions.

Creating equal opportunities for education for all segments of the population.

Socio-economic development puts advanced innovative tasks before education. Along with education for vocational training, the development of education for personal needs, not for future work.

Principles of development of innovative education:

- Ensuring the interdependence of education and practice, training staff for practical work;
- Wide introduction of scientific achievements in education;
- ensuring the continuity and continuity of the education system, lifelong learning;
- Ensuring corporate cooperation of graduates, the formation and development of traditions of educational institutions;
- Combining education and upbringing, cultivating high moral qualities;
- Fostering an intelligentsia with high moral qualities, ensuring a high reputation of highly educated professionals in society.

Innovative trends:

- Development of the management system in secondary schools based on the results of diagnostics, the widespread use of corporate governance methods;
- Modernization of the material and technical base of educational institutions, effective use of information and communication technologies in the educational process, the introduction of distance learning on the basis of modern ICT;
- regional and international integration of educational institutions, development of international cooperation in the field of education;
- Increased sources of funding for educational institutions, extra-budgetary funding;
- Introduce the requirements of international standards for quality management in education.

Educational innovations in the organization of diagnostics lead to the following changes:

- Complete change of the pedagogical system;
- Changes in the learning process;



- Changes in the quality and effectiveness of education;
- Changes in the activities of teachers;
- Renewal of student activities;
- Modernization of pedagogical technology;
- Updating the content of education;
- Changes in the form, methods and means of teaching;
- Changes in the management of the education system;
- Changes in learning objectives and outcomes.

Classification of innovations that can be included in the innovative education system in diagnostics:

- Technical-technological - applicable technologies;
- Organizational management - a new form, a new method, style, training, decision-making and control;
- Socio-economic incentives;
- Pedagogical-methodological approach;
- Legal - adoption of new laws, decisions and orders.

All this is introduced at the macro, micro, meso levels.

Innovative aspects of the education system can be divided into 4 groups:

- Theoretical (identification of prospects for innovation, identification of pros and cons as group 1);
- Organizational practice (results obtained) - Group 2;
- Analytical - group 3;
- Introduction - Group 4.

Improving the application of innovations in the system of foreign educational process in the management, education, control of knowledge, the creation of

teaching aids, the creation of an electronic multimedia generation of text books.

What do we achieve as a result of using innovative technologies in educating students?

Innovative activities carried out in general secondary schools:

Fundamental research; experimental work; marketing research; production experience; scientific research work;

Serial science, knowledge, and the further development of the profession.

Innovations in education can be divided into two groups:

- Innovation of the direct educational process;
- Innovation in inter-institutional relations in general education.

Factors influencing the effectiveness of innovations in general secondary education:

quality staff in the educational institution, including teachers with advanced experience, higher and first category teachers, qualified, experienced school management; teachers preparing students for international and national science Olympiads, competitions;

Provision of scientific literature and other information resources for scientific research; sources of funding for research and financial incentives for researchers;

Organization of scientific research, as well as the creation of pedagogical conditions for them in accordance with the adopted plans and measures;



Availability of scientific and technical and ancillary services to conduct research.

Criteria and indicators of modern innovative and quality education management:

- Procedure for assessing the quality of education as a result of the introduction of innovations in the educational process;
- Key indicators of innovative education management and innovative activity in a modern educational institution;
- The importance of innovative activity as a result of establishing integrated links between general secondary schools;
- Ways to develop innovative activities in the management of education in developed countries.

What indicators are relevant to the evaluation of educational effectiveness?

- Quality of the educational process;
- Assessment of the quality of education and students;
- Meeting the needs of students;
- Assessment of knowledge as part of the educational process;
- Teacher training and retraining;
- Permanent organic connection with parents.

The use of educational innovations in the diagnosis of general secondary education - the result of the mechanisms of self-development of general secondary education in the education system are:

- Skills in the formation of practical diagnostic research, help to make professional decisions;
- Facilitates the effective acquisition of knowledge;

- Create mechanisms for independent learning from the acquisition of knowledge and develop the process of transition to research skills;
- Develop students' abilities and strengthen their cognitive skills;
- Develops creative and professional knowledge;
- Creates psychological conditions for the social adaptation of students.

Pedagogical diagnostics and diagnostics on the basis of innovative technologies, its content.

The results of diagnostic analytical work show that modern educators and leaders differ in the following professional qualities:

- The need to analyze their activities;
- Ability to engage in dialogue;
- Striving to master new methods of diagnosis and self-diagnosis;
- Ability to self-assess uniformly.

Therefore, it is necessary to make radical changes in the management of the educational process, especially in the management of its participants. Transferring them to a self-governing order means that each leader has a step-by-step self-analysis and self-determination, self-determination plan, self-monitoring, self-assessment, and correction. This strengthens the diagnostic side of any manager (Sh. Pulatov).

"The concepts of analysis, self-analysis, and personal study have recently come to be referred to as single diagnostics." The general meaning of this word is the theory and practice of diagnosis, a special type of knowledge, because "diagnostics" means "detection", "determination" when translated from Latin.

Pedagogical diagnostics means defining the essence of realities in the field of pedagogical activity,



comprehensive study of processes, reflecting the complex movement of pedagogical factors. Its task is to provide the educator and the supervisor with prompt and reliable information about the interrelated movement of causes, which of them will be critical at the moment. Therefore, it is important to diagnose all components of the educational and methodological processes.

The content of pedagogical diagnostics means the rapid study and assessment, regulation and correction (correction) of the methodological and pedagogical process, regardless of the level of activity of the student, teacher or supervisor.

The study of the activities and personality of teachers is an important factor in improving the quality and effectiveness of methodological work. Methodological work is aimed at helping educators to achieve high results in their activities related to the education and development of students. This task can be accomplished not only in the context of further improvement, but also in the context of a comprehensive consideration of the existing capabilities of each educator.

The importance and function of pedagogical diagnostics in the system of methodical work of the educational institution.

Pedagogical diagnosis provides a scientific approach to the organization of methodical work with teachers, their professional and mutual development. Therefore, it plays an important role in the methodological, educational processes and in the school management process. The pedagogical diagnosis obtained as a system of studying the level of professional development of a teacher serves as a basis for identifying difficulties in the work, encouraging the

search for alternative ways to overcome them. At the same time, it allows to identify the strengths of the teacher, to strengthen them and to identify specific ways and means of developing individualized methods of pedagogical activity and teaching model.

Pedagogical skill, diagnosing the success of the educator, allows for an alternative solution to the problem of attestation, as it eliminates subjectivism in the assessment of the administration of the educational institution. However, heads of educational institutions should keep in mind that diagnostics is not a personal goal, but one of the stages of working with educators, along with counseling, correction, adaptation and methodological-psychological support.

Conducting diagnostics of pedagogical activity, especially self-diagnosis, is aimed at acquiring the skills of self-analysis and evaluation by each educator. This will allow to transfer the work with pedagogical staff to an active mode of self-regulation and correction.

Pedagogical diagnostics helps guide-methodologists to successfully solve complex issues, such as knowing each teacher, finding a way to the heart of each. It allows to know the professional and personal characteristics of teachers, and at the same time facilitates the organization of methodical work with pedagogical staff and increases their effectiveness.

Tasks of modern diagnostics.

Until recently, pedagogical diagnostics was based on the problem of assessing any signs, and the person was represented in the form of a figure, a photograph (Nikishina I.V., Tsygankov S.N.). Today, pedagogical diagnostics is becoming more multidisciplinary and includes such functions as information, original diagnostics, assessment, correction, referral, analysis.



The diagnostic approach is based on a comprehensive system of diagnostics, self-testing and monitoring of the behavior of both students and the whole pedagogical team at different stages of activity, and therefore allows an objective assessment of the results of management activities.

In the process of organizing the diagnosis, it is important to study the dynamics of development of the subjects and to follow the hierarchy, periodicity to increase objectivity. Due to the need to study not only the original condition of the object, but also the intermediate and final results, it should be performed in at least three sections: the first section - input control (first initial diagnostics), the second section - current control (comparative diagnostics) and the third section - output control (final diagnostics).

The program of diagnostics and analysis of the activities carried out by each leader in accordance with the system of methodical work of this educational institution is set as follows:

- educational and methodical - identification of processes and factors in the organization of the process; put the necessary and expected changes in one sequence; Implementation of management correction - all this allows the educational institution to know the level of their achievements in solving existing

problems, the degree of integration of tradition and innovation, the creation of a situation of interest, the inner experience of the pedagogical community in testing, experimentation, research and allows you to see.

It should be borne in mind that diagnostics indicates the presence or absence of certain qualities and characteristics, and the leader, using its results, should help to determine the prospects, ways and means of professional development of the educator. Only if the pedagogical work of the educator has not only a diagnostic, but also a prospective description, it is possible to speak about the effectiveness of the work carried out in this direction to one degree or another (V. M. Lizinsky).

The main difference and comparative description of the modern diagnostic system from the traditional system.

The traditional system of diagnostics has the disadvantages of inconsistency, incompleteness, monofunctionality, the predominance of passive diagnostic methods, the lack of modernity of diagnoses, the unsubstantiated selection of elements and the lack of scientific basis. Therefore, the modern diagnostic system is very different from the traditional system.

Table 1

№	Parameters for comparison	The traditional system of diagnostic blood	Modern innovative system of diagnostics
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1	Purpose	Evidence	Comprehensive study of the process as a means of communication or the acquisition of accurate, rapid systematic data
2	Content	Evaluation of individual characters in the form of cuts	Rapid study and evaluation of a process or situation, regulatory vasorrection
3	Diagnostic functions	Personal diagnostics	Informative, evaluative, oriented, analytical, personal diagnostic, corrective
4	Diagnostic steps	The stage of diagnosis is systemic	There are 3 stages of diagnosis: component, structural, systemic
5	Diagnostic methods: a) according to the degree of "interference" in the behavior of the teacher;	Passive (questionnaire, test, interview, observation, document analysis, external data collection, etc.)	Combination of passive and active methods (diagnostic experiments, creation of special cases, etc.)
6	b) on the level of teacher's participation in the diagnostic process:	Subjective or correct (priority of self-assessment)	Objective or relevant (independent description method)

Pedagogical diagnostics as an important means of obtaining management information.

In addition to the original diagnostics, the second important diagnostic mechanism is monitoring.

Monitoring is a systematic diagnostics, comparing the results obtained with standard results, identifying deviations, analyzing, assessing the degree and causes, making key decisions, evaluating and correcting the effectiveness of the measures taken.

Examination is the most complex and difficult diagnostic mechanism, in which diagnostics and monitoring play a special role. Important methods of examination include observation, study of documents, drawings, tables, diagrams, questionnaires, diagnostic

sections and a number of other diagnostic methods based on the results of diagnostics and monitoring.

Management process technology, including methodological work management technology, consists of 3 stages as a data analysis process:

- Diagnostics - collection of information on the status of the control object;
- Analysis of the received data;
- Provide impactful information.

Thus, it can be said that the most basic means of obtaining systematic, original and rapid information is pedagogical diagnostics.

Currently, the mass certification of educational institutions is the main object of state and social expertise, and diagnostics, monitoring and self-



examination have a special place in the system of school methodological work.

In summary, the diagnostic approach allows the school's internal methodological system to:

- Taking into account the individual characteristics and needs of teachers in all areas of their professional and personal development;
- Objective assessment of intermediate and final results of administrative and methodical activity of teachers;
- Identify prospects for creating favorable conditions for the development of creative activity;
- Defining a program of professional development of each teacher by accelerating the methodological activities of the teaching staff;
- To take into account not only the problem of mutual assistance in the acquisition of professional knowledge, but also the features of psychological adaptation in the formation of small creative groups, schools of advanced practice in the organization of methodical work;
- Ensuring the integral connection between the work and development of teachers with school and individual methodological work, the work of enriching their worldview;
- Ensuring alternative planning of methodological work in the educational institution, which is an important and integral part of the internal management system of the school;
- Design and implementation of an alternative authoring methodical system for each educational institution.

Thus, diagnostics and self-diagnosis Modern diagnostics clarifies the activities of each educator and leader, directing them to solve many practical tasks

aimed at accelerating the educational and methodological process.

Diagnosis overthrows the management pyramid and brings the educator's personality to the forefront along with his or her professional needs and requirements.

The problems of diagnostics and self-diagnosis of the activities of leaders, educators and students are very relevant and important in addressing issues related to management, education and the system of continuous training of teachers and leaders. Diagnostics provides a scientific approach to the organization of work with children and teachers, their development and increasing the effectiveness of the system of methodical work.

An innovative approach to diagnostics and self-diagnosis.

Pedagogical diagnostics plays an important role in the development of teaching technology by educators. First, in developing or applying innovative technology, it is necessary to start with determining the initial state of the pedagogical system. This provides diagnostics of the goals of technology, which in turn implies the transition of the pedagogical system from one stage of development to a new, higher stage. Second, diagnostics is the final stage of the technological chain for solving the pedagogical task (J.G.Yuldashev and Sh.P.Pulatov). Diagnosis focuses on determining the impact of a pedagogical impact on a particular system and the evaluation of the effectiveness of the tools used.

Pedagogical diagnostics is the initial and final stage of pedagogical professional activity. Because pedagogical diagnostics has a periodic character, it is not limited to solving a single pedagogical problem. It



should be noted that the adequacy of the pedagogical system, which is the basis for solving a particular pedagogical problem, is the result of the impact on the pedagogical system so far. This allows us to emphasize that pedagogical diagnostics serves as a component of the system of pedagogical activity in the development and implementation of innovative technologies (V.I.Zvereva).

Pedagogical diagnostic tasks:

- Ensuring a person-centered approach;
- Ensuring the correct definition of the results of the teacher's professional activity;
- Reduce the number of errors in moving students from one group to another;
- Identify the person's interest in education;
- Identify the conditions for the effective development of the student's personality;
- Assessment of pedagogical activity (self-assessment of the level of professional development).

Thus, pedagogical diagnostics performs a number of functions, i.e., information, assessment, communicative, educational interest, analytical, diagnostic, prospective, and so on. k. performs tasks.

Levels and principles of pedagogical diagnostics.

Pedagogical diagnostics is carried out at different stages. VM Lizinsky describes the following levels of pedagogical diagnostics in general form.

The first stage is component diagnostics. It is known that any pedagogical situation and pedagogical process is characterized by a large number of features, characteristics, dimensions. When the individual components of an object are separated and then a

description of some of them is obtained, the educator performs a component diagnostics. However, the prospects for component diagnostics are not always fully realized and have low practical performance. For diagnostics to be of practical importance, it must be continued.

The second stage is structural diagnostics.

The transition to the stage of structural diagnostics complicates the task of the educator. It goes from determining the status of the individual components of the pedagogical process to determining the relationships between them. In other words, at this stage the structure of the process is determined, which means that it is possible to make assumptions to determine the different levels of interdependence between the individual components of the pedagogical process.

Instead of grouping, analytical methods emerge, which allow to confirm or deny the existence of a relationship between the correctness and effectiveness of the conditions selected to form the individual aspects of the object. At this stage of the diagnosis, the number of measurements is reduced (some of the dimensions taken as a basis are excluded, others are generalized). This means that the results will be close to practical application. However, only at a later stage will the diagnosis have the appearance of completion.

The third stage is systemic diagnostics.

This type of diagnostics allows to define the function of individual aspects of the pedagogical process as a whole systemic situation and the task of developing this process. At this stage, not only a complete picture of the relationships between the individual components is shown, but also the task of determining the interdependence of different pedagogical system



situations. Long-term observation allows us to observe the extent to which the chain of pedagogical situations develops from the set goal to the final result, which integrates the pedagogical diagnostics of selective research. At the systemic level, diagnostics is completed.

It should be noted that pedagogical diagnostics performs a specific function that is sufficient to achieve limited goals at all stages. The type of stage depends on what results the educator wants to achieve. Different tasks involve different stages of pedagogical activity.

Pedagogical diagnostics technologies

- If we look at technology as a system of steps, then pedagogical diagnostic technology looks like this:
 1. Defining the object, goals and objectives of pedagogical diagnostics.
 2. Development of criteria for diagnostics, planning the timing of its implementation.
 3. Selection of convenient diagnostic tools (factor, degree, method).
 4. Collection of information about the object to be diagnosed (exact and alternative, the ratio of favorable cases).
 5. Processing and analysis of information obtained as a result of diagnostics.
 6. Synthesize the components of the object being diagnosed into a new unit based on the analysis of real data. Prospects for the development of the facility. Substantiation and evaluation of pedagogical diagnosis. Practical application of pedagogical diagnostic results.
 7. Implementation of the aging correction (correction) of the pedagogical process in order to change the object.
- Diagnosis of methodological needs of educational

institutions and teachers.

- Continuous methodological training based on the diagnosis of methodological needs of educational institutions and teachers is one of the key factors in improving the quality of the educational process.
- The purpose of diagnostics of methodical needs of educational institutions and teachers:
 - Identify a clear and unambiguous position on the process;
 - implementation of the plan and measures for the implementation of methodological services based on the needs identified through methodological diagnostics;
 - Providing prompt and quality methodological assistance to teachers and leaders.

The implementation of pedagogical diagnostics should be based on the following principles:

- Purposefulness;
- Scientific;
- Methodological basis;
- Compliance with modern pedagogical technologies;
- Consideration of psychological factors;
- Impartiality;
- Periodicity;
- Use of different forms and methods;
- Efficiency;
- Practice connection.

Diagnostic directions of methodical needs of teachers:

- Professional training of teachers on job responsibilities;
- Training in the theory of specialty sciences and its teaching methods;
- Professional (teaching) skills;
- Parenting skills;
- Personal qualities that provide a humanitarian factor in the educational process;
- The ability to objectively monitor and evaluate the knowledge of students;



- Ability to use advanced pedagogical and modern information technologies.
- Ability to apply innovative and educational technologies in practice.

Diagnostic approach as a scientific basis for managing the methodological work of the educational institution.

Development of new methods of analysis, diagnosis and self-diagnosis of their activities, the study of the activities and personality of teachers - the development of important factors for improving the quality and effectiveness of methodological work.

Objective assessment of intermediate and final results of administrative and methodical activity of teachers, introduction of wide use of the International evaluation program in this regard. Determining the prospects for creating favorable conditions for the development of creative activity.

Diagnostics of the educational process should take into account the problem of mutual assistance in the acquisition of professional knowledge in the organization of work, but also the characteristics of psychological adaptation in the formation of small creative groups, schools of advanced practice.

CONCLUSIONS

1. Theoretical and practical aspects of the implementation of an innovative approach to the organization of the management of the educational institution on the basis of diagnostics were studied.
2. In the democratization of the education system, the directions of ensuring continuity, coherence and continuity at all stages of the education system, strengthening the independence of educational institutions have been identified.
3. Socio-economic development is developed through advanced innovative tasks in front of education, along with training for vocational

training, education for their own needs, not for future work.

4. Based on the results of diagnostics, the development of the management system in secondary schools, the widespread use of corporate governance methods will be created.
5. The directions of introduction of requirements of the international standards in management of quality of education and sources of financing of educational institutions are defined.
6. The creative aspects of the implementation of innovations in the system of foreign educational process in educational institutions, management, education, knowledge control, development of teaching guidelines, the creation of an electronic multimedia generation of textbooks will be put into practice.
7. The skills of formation of practical diagnostic research through the self-development of general secondary education in the education system, the creation of mechanisms for independent learning from the acquisition of knowledge and the transition to research activity skills.
8. Conducting diagnostics of pedagogical activity, especially self-diagnosis, is aimed at the acquisition of skills of self-analysis and evaluation by each educator. It allows you to know the professional and personal characteristics of teachers.
9. In the process of organization of diagnostics the dynamics of development of subjects is studied and the basis for development of mechanisms of step-by-step, periodicity observance is created for increase of objectivity.
10. The traditional system of diagnostics is convinced of inconsistency, incompleteness, monofunctionality, the predominance of passive diagnostic methods, the non-modernity of diagnoses.
11. Diagnostics and self-diagnosis based on an innovative approach Modern diagnostics clarifies the activities of each educator and leader, directing them to solve many practical tasks aimed at accelerating the educational and methodological process.



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