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The Role of Foreign Sources in Improving the Diagnostic Competencies of Future Pedagogic Teachers

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Abstract: The purpose of this article is to look at diagnostic competence and how important it is in the teaching process. It also looks at the idea of competence and the part that foreign experience plays in developing diagnostic competence in future teachers. Specific aspects of diagnostic competence are emphasized, as well as the role and benefits of the education systems of Singapore and Finland in developing diagnostic competence, as well as best practices.

Keywords: Pedagogy, diagnostics, competence, international experience, educational technologies, Singapore education system, Finnish education system.

Introduction: Currently, one of the key tasks for the development of the emerging New Uzbekistan is to elevate the education system to a higher level, shape students into well-rounded, ambitious, and competent individuals, and train competitive and professionally skilled specialists who meet state education standards. Additionally, accelerating scientific and technological progress is of enormous importance for our country. In this regard, the education systems of foreign countries, particularly Singapore and Finland, have achieved remarkable success. This article examines the role of foreign sources in developing diagnostic competence and explores the opportunities for utilizing them effectively.

According to the decree of the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, on the Development Strategy of New Uzbekistan for 2022–2026, significant attention has been given to higher and secondary specialized education. This includes increasing the coverage of higher education to 50%, improving the quality of education, and preparing 10 leading higher education institutions to be included in the QS and TNE international rankings by 2026. Additionally, the number of private higher education institutions is expected to reach at least 50, while the “El-Yurt Umidi” Foundation will double the number of young talents sent to prestigious foreign universities, with 50% of them focusing on technical sciences, exact sciences, and IT fields. [1] Through these measures, the goal is to further develop the education system and enhance Uzbekistan's recognition in the global scientific community.

Furthermore, during the 29th anniversary celebrations of Uzbekistan's independence, President Shavkat Mirziyoyev stated in his speech, "In the present era, where the great power of our people is flourishing, a new Renaissance—the Third Renaissance—is being established in Uzbekistan." Today, we, as young individuals, have vast opportunities to pursue knowledge. The legacy of outstanding scholars such as Ibn Sina, Abu Nasr Farabi, and Abu Rayhan Beruni serves as a source of inspiration for us. Following in their footsteps and making new scientific discoveries in the future is a responsibility that we must uphold.

METHODS

The concept of competence is broad and has been defined in various ways. The term "competence" refers to the ability to apply knowledge and skills based on practical experience to solve real-world problems effectively. It originates from the Latin word "competere," which means "to be suitable" or "to match." In a broader sense, competence is the capacity to utilize knowledge and experience in a specific domain to address issues efficiently.

In the education system, the competency-based approach plays a crucial role in equipping students with diverse skills that contribute to their success in social, professional, and personal life. Competence is one of the essential aspects of achieving expected outcomes, as it manifests through the practical application of acquired knowledge. Unlike theoretical knowledge, competence is difficult to assess without its practical implementation. Skill development is a key criterion for competence, as it evolves through repeated application in various situations, particularly in problem-solving contexts. Practical competence is the ability to apply knowledge in real-life scenarios,

distinguishing it from theoretical learning, which primarily develops through hands-on experience and practice. [2]

When considering diagnostic competence, it refers to the ability of a professional—such as a doctor, psychologist, or teacher—to identify and evaluate problems or situations effectively. This competence encompasses several key aspects:

1. Knowledge and Skills—A professional must have the necessary knowledge in their field and the required skills to conduct diagnostics (e.g., understanding testing methods, interpreting results, etc.).
2. Analytical Thinking—The ability to analyze collected data and derive well-founded conclusions during the diagnostic process.
3. Communication—Effective interaction with clients, patients, or students to gather information and explain results.
4. Ethics and Responsibility—Awareness of ethical considerations in diagnostics, including confidentiality and respect for clients.
5. Continuous Learning—The commitment to staying updated with new research and methodologies to enhance diagnostic skills.

In the teaching profession, diagnostic competence refers to an educator's ability to assess and analyze students' knowledge and skills and provide appropriate instruction accordingly. This competence consists of several essential components:

1. Understanding Assessment Methods – A teacher must be familiar with various assessment techniques (tests, observations, interviews, etc.), along with their advantages and limitations.
2. Data Analysis—The ability to analyze collected information and determine students' learning progress.
3. Interpretation of Results—Teachers must be able to explain assessment outcomes and identify appropriate strategies to support students' learning.
4. Communication and Collaboration—Effective interaction with students, parents, and colleagues to exchange ideas and provide guidance.
5. Continuous Professional Development—A commitment to refining diagnostic skills through learning new methods and adopting technological advancements.
6. Ethical Considerations—Ensuring confidentiality and respecting students' rights during the assessment process.
7. Identifying Student Needs—Recognizing students' individual needs, abilities, and challenges to provide

tailored support.

These components collectively shape a teacher's diagnostic competence, ultimately enhancing the effectiveness of the educational process.

RESULTS AND DISCUSSION

"We need quality, not just quantity. To achieve this, it is crucial to thoroughly study foreign experiences. The country that prioritizes the training of qualified personnel will be the one that succeeds. Establishing a scientifically grounded system for training specialists is our most important task," stated the President of Uzbekistan, Shavkat Mirziyoyev. [3]

In this regard, integrating foreign experiences into the development of diagnostic competence in future pedagogy educators is invaluable. International sources not only enhance theoretical knowledge but also provide opportunities for the development of practical skills. Therefore, actively adapting and implementing the achievements of advanced education systems in a manner compatible with Uzbekistan's national values is a critical task.

Today, the field of education and science is rapidly evolving. Among the most successful and effective education systems in the world, the Singaporean education system stands out, particularly in mathematics. Singapore has consistently ranked among the top in the Programme for International Student Assessment (PISA) rankings in mathematics, science, and reading due to its high-quality, advanced methodologies.

Singapore's education system is structured into three main stages, with each region consisting of seven school clusters. Each cluster includes approximately 12 to 14 primary and secondary schools. According to the Progress in International Reading Literacy Study (PIRLS), Singapore has one of the highest literacy rates globally. Since 1995, Singaporean students have consistently achieved top results in the Trends in International Mathematics and Science Study (TIMSS), demonstrating exceptional proficiency in mathematics and science. [4]

A key feature of Singapore's education system is its bilingual policy, where students are taught in both English and Mandarin Chinese. This approach was initiated by former Prime Minister Lee Kuan Yew, who emphasized the importance of English in facilitating the country's integration into the global economy. Children in Singapore start school at the age of six, and general secondary education is divided into three levels:

1. Primary education (six years)

The first four years (Grades 1–4) focus on foundational

subjects: English, mother tongue (Chinese, Malay, or Tamil), and mathematics. Students can also choose subjects such as ethics, aesthetics, labor, music, and physical education based on their interests. From Grade 3 onwards, science is introduced into the curriculum. The last two years (Grades 5–6) are a specialized preparation stage, where students are grouped based on their proficiency levels in English, their mother tongue, and mathematics.

2. Secondary education (four to five years) Students take individualized exams, allowing them to demonstrate their personal abilities more effectively. Based on exam results, students are placed into different levels: Primary, Standard, or Advanced levels for English and their mother tongue. Foundation or Standard levels for mathematics and science.

3. Higher education

Despite having lower tuition fees compared to universities in the United Kingdom, the United States, or Australia, Singapore's education quality matches that of leading European institutions. As a result, Singaporean universities attract numerous international students, providing globally competitive education. Singapore has five institutes and four universities, offering high-quality, modern education. In addition, the country has two private universities and several branches of prestigious international universities. Both public and private higher education institutions are regulated by the Ministry of Education.

Among Singapore's most prestigious universities, the National University of Singapore (NUS) and Nanyang Technological University (NTU) stand out. These institutions collectively admit over 20,000 students annually and are recognized for providing top-tier, internationally competitive education. [5]

The Finnish Education System: A Model for Educational Reform

In developed countries, education systems are continuously being reformed, incorporating modern approaches to enhance learning outcomes. One of the most successful education models is that of Finland, which stands out due to its unique characteristics and serves as an inspiration for other nations. The Finnish education system is guided by the 1998 Basic Education Act, which outlines three primary objectives:

1. Equipping students with essential knowledge and skills for life.
2. Promoting societal development and equality.
3. Ensuring equal educational opportunities across the country.

With a population of approximately 5.5 million, Finland has 2,341 general education schools, serving around

560,500 students. Lessons are conducted five days a week, and a key feature of the system is its egalitarian approach, where students are not segregated based on abilities or placed in specialized schools. Instead, all schools maintain equal status, ensuring a uniform quality of education. The Finnish education system is based on seven core principles:

1. Equality – All schools provide students with the same learning conditions and follow the same educational framework.
 2. Free Education – Education is completely free, including school materials and lunch provided to all students.
 3. Individualized Learning – Teachers provide additional support to students who struggle with learning, while advanced students receive personalized guidance. Notably, Finnish students are not required to attend additional remedial classes.
 4. Practical Approach – Education is designed to prepare students for real-life situations rather than just exams. Lessons include practical skills such as using credit cards, drafting contracts, website development, sewing, cooking, marketing, and sales.
 5. Trust and Teacher Qualifications – All teachers are required to have a master's degree, and homework is rarely assigned. Parents do not need to assist their children with schoolwork at home, as teachers are trusted to prepare students for life effectively.
 6. Student Autonomy – Participation in lessons is voluntary. If teachers fail to engage students, they may leave the class or engage in an activity of their choice.
 7. Independence – Finnish educators encourage students to develop their knowledge and skills independently. Practical activities help students learn how to apply their knowledge in real-life situations, and all student opinions are respected and supported.
- [6] Another notable factor contributing to Finland's educational success is the country's strong reading culture, which significantly enhances learning outcomes.

CONCLUSION

Enhancing diagnostic competence In the future, educators are crucial for improving education quality. This study has explored the concept of diagnostic competence, its role in the educational process, and the potential benefits of leveraging international experiences. The analysis of Singaporean and Finnish education systems demonstrates that studying best practices and adapting them to local conditions plays a key role in developing diagnostic competencies. Foreign sources not only enhance theoretical knowledge in pedagogy but also significantly

contribute to the development of practical skills. For instance, Singapore's innovative assessment methods and Finland's individualized teaching approaches can significantly enhance teachers' diagnostic abilities. To achieve professional excellence in Uzbekistan's education system, it is necessary to adopt international best practices in developing diagnostic skills and incorporating modern assessment methods into programs for training teachers. By analyzing and adapting Singapore's advanced education model, Uzbekistan can further enhance its own teacher training, diagnostic competence development, and overall education quality, ensuring that future educators are equipped with the skills necessary for success in the modern world.

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