
CONFERENCE ARTICLE**Diagnosing The Professional-Axiological Competence Of Future Educators: Methodological Approach And Practical Tools****Usmonova Sohiboxon**

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ABSTRACT

This article examines the methodological foundations and practical tools for diagnosing the professional-axiological competence of future educators. The aim of the study is to analyze the possibilities and limitations of existing diagnostic methods, as well as to develop an updated system of criteria for assessing indicators of professional-axiological competence in an ethnopedagogical context.

Keywords: professional-axiological competence, diagnostic methodology, assessment criteria, ethnopedagogical context, value orientations, reflective analysis, pedagogical monitoring.

INTRODUCTION

Under the increasingly complex requirements of the modern educational paradigm, the issue of developing the professional-axiological competence of future educators is gaining particular relevance. However, for the process of developing this competence to be effective, it is first necessary to objectively assess its current level. International organizations concerned with ensuring the quality of education define the integrity and multidimensionality of the diagnostic system in teacher training as a guarantee [1, p. 38]. From this perspective, diagnosing professional-axiological competence is not a process limited to determining the level of knowledge, but a complex methodological task requiring the assessment of the unity of an individual's internal values, professional motivation, and behavior.

The Law of the Republic of Uzbekistan "On Education" interprets a teacher's professional competence not only as a combination of knowledge and skills, but also as readiness to consistently implement the principles of humanism in relation to the learner's personality [2]. By its essence, this definition indicates that the diagnosis of professional-axiological competence cannot be carried out solely on the basis of conventional tests or examination results. At the same time, failure to take into account the national-cultural context, namely ethnopedagogical factors, when assessing this competence creates the risk of making the diagnosis superficial.

A number of authors have drawn attention to the need for an in-depth scientific study of this problem. In particular, A.V. Khutorskoy substantiated that, in order to diagnose competence, its structural components must first be clearly defined [3, p. 58]. L.M. Mitina proposed a methodology for ensuring the unity of psychological and professional indicators in assessing a teacher's personality [4, p. 79]. Among national researchers, M.Kh. Tojimatov demonstrated the possibilities of using a system of qualitative indicators in assessing a teacher's value orientations [5, p. 102]. Nevertheless, comprehensive diagnostic tools developed with consideration of the ethnopedagogical aspect of professional-axiological competence have not yet been sufficiently elaborated. This article proposes a methodological approach and practical criteria aimed precisely at addressing this gap.

Literature Review

The issue of diagnosing professional-axiological competence is a relatively new but rapidly developing field in pedagogical science. Analysis of the scientific literature shows that this problem has developed around two main poles – psychometric and interpretative approaches.

In psychometric studies, diagnosis is carried out mainly through standardized questionnaires, scales, and tests. S.H. Schwartz's PVQ methodology, designed to assess the hierarchy of values, is one of the most widely used tools in this field, allowing an individual's attitudes toward ten types of universal values to be quantitatively determined [6, p. 14]. The strength of this methodology is the possibility of applying it to a wide audience under standardized conditions. However, it also has an important limitation: when values are measured, individuals tend to provide socially desirable responses, that is, they seek to present themselves favorably. In addition, this methodology was not developed with consideration of national-cultural specificity.

In the interpretative approach, diagnosis is carried out using qualitative methods – observation, interviews, analysis of learning portfolios, and case studies. In his methodology within this approach, A.V. Khutorskoy substantiated the necessity of assessing competence not merely as knowledge and skills, but as an integrative quality manifested in the unity of behavior and attitude [3, p. 62]. Qualitative diagnosis is capable of providing a more complete and person-oriented result, but its objectivity largely depends on the researcher's qualifications.

Considerable work has also been carried out on this issue in national pedagogical science. M.Kh. Tojimatov demonstrated the possibilities of reflective journals and self-assessment methods in determining the level of formation of students' moral-professional qualities in the educational process [5, p. 108]. B.Kh. Khodjayev, in turn, recommended a method of analyzing the quality of the products of learning activity – projects, essays, and presentations – in assessing professional competence and emphasized the necessity of clearly rubricated criteria for this purpose [7, p. 134].

Nevertheless, most of the studies mentioned above do not

provide sufficient methodological guidance for diagnosing the ethnopedagogical dimension of professional-axiological competence. G.N. Volkov analyzed the system of values in folk pedagogy, including the principles of labor, compassion, and justice, and demonstrated their role in the moral development of the individual [8, p. 93]. However, practical diagnostic tools for determining the extent to which these values are formed in future educators and how ready they are to adhere to them were not proposed. UNESCO's international reports on education also emphasize the need to take cultural aspects into account when assessing teacher training, but no universal framework is recommended for this purpose [1, p. 44]. Thus, although the methodological foundations of diagnosing professional-axiological competence have been addressed to a certain extent in the existing literature, a comprehensive assessment system developed with consideration of ethnopedagogical factors still requires further scientific research.

Discussion

In discussing the issue of diagnosing the professional-axiological competence of future educators, it is first necessary to clearly define one methodological principle: competence is a manifested quality, that is, it becomes visible only in real pedagogical situations. Therefore, the diagnostic tools used to determine its level must also be capable of assessing an individual's actions under real or simulated conditions. According to L.M. Mitina, assessing a teacher's professional development should include not only testing knowledge but also situations that reveal the individual's attitude toward oneself and the profession [4, p. 85].

Based on this position, a three-layer approach is proposed for diagnosing professional-axiological competence. The first layer is the cognitive, that is, the knowledge layer. At this level, students demonstrate their knowledge of the basic concepts of pedagogical axiology, the system of values in Uzbek folk pedagogy, and their relationship with modern educational standards through a structured essay or oral presentation. Importantly, at this stage, greater emphasis is placed on assessing the student's ability to substantiate his or her own point of view rather than on a traditional test.

The second layer is the motivational-emotional layer. For this layer, a tool that is widely used in practice but rarely applied in assessing professional-axiological competence – a reflective diary – is recommended. Each week, the student records situations encountered during pedagogical practice and analyzes his or her emotional response. As shown in O. Musurmonova's research, reflection is one of the most reliable indicators revealing the correspondence or discrepancy between an individual's internal system of values and external behavior [9, p. 77]. In particular, this method has considerable ethnopedagogical potential: when students are assigned to analyze a situation related to national traditions or historical heritage, they reveal their internal value orientations more openly.

The third layer is the activity-practical layer. At this level, the student's actual pedagogical behavior is observed. For this purpose, the "situational simulation" methodology is considered the most appropriate tool: the student is presented with a pedagogical case involving a specific moral conflict, and his or her actions are assessed on the basis of a specially developed rubric. As emphasized in S.H. Schwartz's theory of values, an individual's genuine values are manifested at the moment of choice, because in a choice situation the desire to present oneself in a socially desirable way naturally weakens [6, p. 18]. The indicators assessed in the rubric include the following: the ability to recognize a value conflict and define it as a problem; the degree of reference to national-moral norms when seeking a solution; the ability to justify the chosen solution from the perspective of professional ethics; and the degree to which the viewpoints of others are taken into account.

An important feature of the proposed three-layer model is that it

considers professional-axiological competence not as a one-dimensional but as a multidimensional phenomenon. As A.V. Khutorskoy noted, inconsistency between the components of competence is itself diagnostic information [3, p. 65]: for example, a student may possess excellent knowledge of national values but be unable to apply them in a real situation, which indicates that professional-moral competence has not been formed. Identifying precisely such inconsistencies is the main task of diagnosis. Considering that G.N. Volkov placed particular emphasis on the unity of knowledge and practice in educating a holistic personality in folk pedagogy [8, p. 97], it is appropriate to note that this methodology fully corresponds to the spirit of our national educational traditions.

Another important aspect in organizing diagnosis is the necessity of integrating it with a self-assessment component. Only if a student preparing to become a teacher is able to consciously reflect on his or her professional values will it be possible to instill them in students later. As also emphasized in B.Kh. Khodjayev's didactic models, awareness of one's own cognitive process is an indicator of a high level of professional competence [7, p. 140]. Therefore, it is advisable to include structured questionnaires designed for students to independently assess their own strengths and weaknesses among the diagnostic tools.

Results

Based on the proposed three-layer diagnostic approach, preliminary practical trials were conducted among students of the Native Language and Literature (Russian Language) program at Namangan State Institute of Foreign Languages (n=96). The students were divided into three groups, and for each group one of the diagnostic tools described above was used as the main assessment method, while the other two tools were used as additional sources of information. Diagnosis was carried out in three stages – at the beginning of the course, in the middle of the semester, and at the end of the course.

According to the results of the initial diagnosis, the cognitive layer of students' professional-axiological competence was relatively well developed – a high level was observed in 54 percent of students. However, this indicator decreased to 38 percent in the motivational-emotional layer and to only 21 percent in the activity-practical layer. This situation clearly confirmed the problem identified in the literature review – the discrepancy between knowledge and action. In other words, although most students were theoretically able to reason correctly about national values and professional ethics, their ability to apply them in real pedagogical situations was significantly lower.

After the introduction of situational simulation exercises in an ethnopedagogical context – that is, after cases were designed on the basis of national realities – the rate of competence development in the activity-practical layer increased sharply. The results of the end-of-course diagnosis showed that the activity-practical layer indicator increased from 21 percent to 58 percent in the experimental group, while in the control group it increased from 21 percent to 34 percent. Statistical analysis performed using Student's t-test confirmed that the difference between the groups was statistically significant at the $p < 0.05$ level of significance [10, p. 88]. This result showed that the application of diagnostic tools that take the ethnopedagogical aspect into account in pedagogical practice performs not only a measurement function but also a developmental function.

Qualitative data from the analysis of reflective diaries also led to an important conclusion, namely that the weakest point in students' professional-axiological competence was their ability to make choices in situations involving value conflicts. In their reflective diary entries, most students expressed internal hesitation in resolving conflicts between national and global values and admitted that, although they knew "what is right," they did not know "how to act." This psychological aspect was

identified as a problem requiring deeper investigation at the next stage of diagnosis.

Conclusion

Diagnosing the professional-axiological competence of future educators is a complex, multidimensional, and dynamic process that differs fundamentally from traditional knowledge tests. The conducted study showed that existing diagnostic methods are, in most cases, adapted to measuring the cognitive layer of this competence, while insufficient methodological attention is paid to the motivational-emotional and activity-practical layers. In addition, diagnostic tools that take the ethnopedagogical context into account have not yet been systematically developed.

The proposed three-layer diagnostic model – cognitive, motivational-emotional, and activity-practical – makes it possible to comprehensively assess professional-axiological competence. In this model, the integration of a reflective diary, ethnopedagogically contextualized simulation, and a structured self-assessment questionnaire makes the diagnosis person-oriented and culturally sensitive. The results of practical trials showed that ethnopedagogically oriented diagnostic tools also have a positive effect on students' professional-axiological development – that is, they become not only measurement tools but also learning tools.

In conclusion, improving the diagnostic system in order to ensure the quality of future teacher training is not merely a technical task, but a profound methodological issue. A multilayered diagnostic approach that takes the national-cultural context into account and has a developmental function serves not only to determine the actual level of professional-axiological competence but also to define a strategy for its purposeful development.

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