

Mamajonova Maxbuba Mirzayevna

Teacher at Fergana State University

Abstract: *Heuristic diagnostic teaching is the opposite of the linear medical model of diagnose -prescribe -remediate. Instead, Heuristic diagnostic teaching is continuous feedback model that allows for ongoing modification where content knowledge and the appropriate pedagogy are synthesized into a system of instruction. Heuristic is defined as enriched learning through problem solving methods. It also involves use of reflective techniques such as metacognition to enhance performance. In this article main features of metacognition and heuristic and diagnostic teaching will be explored and recommended some effective recommendations in teaching using these strategies.*

Key words: *heuristic teaching, diagnostic teaching, metacognition, teaching grammar.*

Introduction

Metacognition is being aware of and evaluating one's own thinking during learning. Heuristic diagnostic teaching is a process whereby an individual's learning preferences, academic strength and weaknesses and prior learning are taken into account to aid in the improvement of one's performance. Heuristic diagnostic teaching is an interactive method of learner characteristics, content knowledge and pedagogical knowledge.

Diagnostic teaching requires that teachers understand learners as whole persons - not just as English learning or scientific student. Teachers must be aware of and take into consideration many things as: socioeconomic status gender, ethnicity, culture, motivation, and language.

Methodology

Teaching diagnostically involved the followings;

- A. recognizing generic learner characteristics or influences on learning including learning preferences or styles;
- B. having in-depth command of the content to be taught;
- C. assessing where students' learning gaps occur;
- D. using a repertoire of instructional strategies to the learner's characteristics and the content to be taught.

It is designed to help teachers to become an instructional designer who is aware of learners' needs, understands curriculum needs, and can bring the two through appropriate instructions. Riesman has labeled this bridging process diagnostic teaching. The systematic integration of learner and content to be learned is a type of system approach to instruction as humanistic focus. Dick and Carey explain the humanistic and systems approaches to instruction: many Educators who consider themselves in the humanistic camp have a genuine interest in the total development of individual children; they

recognize the importance of individual differences and believe that the essence of outstanding education is to show genuine care and concern for students as they attempt to define those areas of learning which are important and relevant to them teachers training programs can also be viewed as humanistic, since they focus upon the importance of the interactive relationship between the teacher and the student and emphasize such aspects of the educational process of the flexibility and adaptability, methods of learning, self-actualization, discovery methods, and promotion of each student's individuality. In essence, humanistic oriented teachers believe that there is no best way to manage a classroom or organize a learner experience. They believe there is no single formula for good teaching, but rather a number of approaches, one or more being appropriate for the needs of a particular student.

Some teachers prefer a behavioral approach to teaching. Those individuals tend to view the teacher as one responsible for instruction in cultural heritage, social responsibilities, and specific subject matter. They believe that these matters cannot be left to the individual interests of the students alone. This type of teacher emphasizes a carefully prepared lesson plan, logically organized materials and specific educational objectives and tends to emphasize "getting the correct answer". In essence these teachers prefer a systematic approach which utilizes research knowledge on the conditions of learning required for students to achieve clearly defined outcomes. The systematic approach to instructions... emphasizes the importance of the precise definition of what it is that the student will learn and the importance of carefully structural materials.

Teaching that is diagnostic in nature attempts to identify the child's level of performance and all the relevant information that contributes to the performance. Then the material to be learned is analyzed into its component parts. Finally, an instructional sequence is implemented for the child that blends the child's cognitive and emotional status with proper part of the task to be learned. It is important to recognize that these principles of the diagnostics teaching cycle apply to group instruction just as naturally as to individual instruction...

Diagnostic teaching can be used to anticipate and avoid learning difficulties. The matching of the current level of performance and the material to be learned is certainly appropriate for instruction with every child, student not just those with a learning difficulty... diagnostic teaching involves an understanding of the child, student an understanding of the matter and the blending of the two during instruction.

Reisman and Kaufman integrate and learning issues into the diagnostic model for instructional design as follows: Diagnostic teaching involves guiding a child to learn a portion of the curriculum... first the development level at which a child is performing cognitively must be identified. Second, the task to be learned must be analyzed in order to determine how many components of the task the child has already acquired...

Diagnostic involves looking at both the curriculum to be taught and method of and the method of instruction. It may involve asking the following questions: is the

curriculum that I am attempting to teach this child appropriate to his or her needs, both present and future? Is the concept to be taught appropriate to his or her level of cognitive functioning? Is a learning discrepancy or learning disability preventing the child from learning? Has the child acquired the necessary prerequisites in order to learn this curriculum? What is the most appropriate method of instruction that II can use for the learner to facilitate acquisition of the knowledge? Why has this student not acquired this portion of curriculum, or why he or she not able to perform this task?

So, the heuristic diagnostic teaching is process whereby an individual's learning preferences, academic strengths and weaknesses, and prior learning are taken into account to aid in the improvement of one's performance. Heuristic diagnostic teaching is an interactive method of learner characteristics, content knowledge and pedagogy knowledge.

Interview often change their character - progress. Interview functions include the following. Fact finding, fact-giving, manipulate. An inherent danger in an interview function that is primarily fact - finding is that the real problem may be missed.

This occurs especially with children because the roles of the adult interviewer and the child are unequal. The child may answer the questions put forth but may not feel enough to elaborate on points that the teacher did not think of asking. For example, the teacher, may say, "Is there anyone who does not understand?" and the child may not know what it is she does not understand. Another danger in the fact-finding function of an interview is collecting a large number of facts that may be relevant but that represent an "overkill". Most people dislike having to answer the same questions more than once. The main distinction between fact - finding and fact-giving interviews as who decides which facts are to be given. A teacher who is lecturing is engaged in a fact -giving interview in this type of interview, the person receiving the information must want to receive - he or she must be turned in. in- teacher-child interviews, the adult must avoid preventing the child from fact - giving. Adults sometimes insist upon engaging in fact - finding or irrelevant data to the point of turning off the young interviewee.

Conclusion

In conclusion, it can be said that the child who fails English and bursts out crying does not need a teacher to carry on a fact-finding interview at that moment. Instead, the teacher may encourage the child to move on to an activity in which he is successful –for example, helping to plan a student - faculty play. With regard to the English test, the teacher may simple say, 'well, work this out together'. The teacher who is conducting a manipulative interview, manipulate the child into a certain frame of mind.

REFERENCES:

1. Khoshimova, N. A. (2021). ASSOCIATIVE FIELDS OF THE COLLECTIVE AND INDIVIDUAL CONSCIOUS. *Theoretical & Applied Science*, (5), 436-439.
2. Hashimova, N., & Sattorov, T. (2021). USAGE OF ENGLISH MILITARY TERMINOLOGIES AS A NEUTRAL AND COLLOQUIAL VOCABULARY. *CURRENT RESEARCH JOURNAL OF PHILOLOGICAL SCIENCES (2767-3758)*, 2(11), 162-167.
3. Xoshimova, N. (2019). External factors of associations' individuality. *Scientific journal of the Fergana State University*, 2(2), 134-136.
4. Abdullayevna, K. N. (2022). Aphorisms in Different Language System Linguoculturological Research. *American Journal of Social and Humanitarian Research*, 3(6), 325-328.
5. Toirova, N. I. (2019). The significance of the symbols of Mirror and Portrait in teaching Symbolism. *sign*, 1, 22.
6. Mamajanova, M. (2021). MODEL CONCEPT MODELING IN LINGUISTICS TYPES OF LINGUISTIC MODELS. *Экономика и социум*, (1-1), 160-163.
7. Holbekova, M., Mamajonova, M., & Holbekov, S. (2021). COMMUNICATIVE APPROACH TO TEACHING FOREIGN LANGUAGES. *Экономика и социум*, (3-1), 83-85.
8. Rakhimova, D. A., Kasimova, G. M., & Kayumova, Y. D. (2012). Condition metabolic balance disturbance in patients with cor pulmonale: Prevalence, diagnosis, risk factors. *Journal of Life Sciences*, 6(2).
9. Kasimova, G. (2022). IMPORTANCE OF ICE BREAKING ACTIVITIES IN TEACHING ENGLISH. *Science and innovation*, 1(B7), 117-120.
10. Akhmedova, M. (2012). Characteristics of bronchial asthma associated with allergic rhinosinusitis in children. *Medical and Health Science Journal*, 11, 39-43.
11. Ibragimdjonovna, A. M. (2022). Developing professional communicative competence of medical students in a foreign language. *Eurasian Scientific Herald*, 15, 45-50.
12. Muhammadiyeva, H., Mahkamova, D., Valiyeva, S., & Tojiboyev, I. (2020). The role of critical thinking in developing speaking skills. *International Journal on Integrated Education*, 3(1), 62-64.
13. JOYCE. *Scientific Bulletin of Namangan State University*, 2(1), 208-212.
14. Isaqjon, T. (2022). Strategies and techniques for improving EFL learners' reading skills. *Involta Scientific Journal*, 1(11), 94-99.
15. Mohira, A., & Isakjon, T. (2022). METHODOLOGY OF ENGLISH LANGUAGE. *American Journal of Interdisciplinary Research and Development*, 3, 68-71.

16. Azamovna, A. M. (2022). Tilshunoslikda Va Badiiy Asarda “Nuqtai Nazar” Tushunchasi. *Miasto Przyszłości*, 29, 398-399.
17. Mahira, A. (2022). DETERMINATION OF THE REAL NEED OR THE STUDY OF THE MOTIVATION OF STUDENTS WITH DISABILITIES TO LEARN A NEW LANGUAGE. *Involta Scientific Journal*, 1(12), 56-59.
18. Ahundjanova, M. A. (2020). METHODS AND METHODS OF TEACHING RUSSIAN AND ENGLISH LANGUAGE AND LITERATURE. *Экономика и социум*, (11), 46-49.
19. Nozima, G. (2021). Замоनावий тилшуносликда термин тушунчаси ва кўп компонентлик терминларнинг таҳлили. *Журнал иностранных языков и лингвистики*, 2(6).
20. Gafurova, N. I. (2021). Structural-semantic classification of construction terms in English and Uzbek languages. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(5), 571-575.
21. Gafurova, N. (2020). Ҳозирги замон тилшунослигида “Термин” ва унга турлича ёндашувлар. *Журнал иностранных языков и лингвистики*, 1(1), 58-62.
22. Oxunov, A. O. O. (2021). INGLIZ VA O‘ZBEK TILLARIDA UNDOV SO‘ZLAR (INTERJECTION) NING IFODALANISHI. *Academic research in educational sciences*, 2(12), 401-406. Abdukhalimova Sarvinozhon. (2023). ERRORS AND OBSTACLES IN INTERCULTURAL COMMUNICATION . *Journal of New Century Innovations*, 20(4), 108–112.
23. Абдухалимова, С. (2022). THE CONCEPT AND CONTENT OF INTERCULTURAL DISCOURSE. *МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА*, 5(4).
24. Abdukhalimova Sarvinozhon Usmonali qizi. (2022). NATIONAL CULTURAL PECULIARITIES OF PHRASEOLOGICAL UNITS WITH ZOONYMIC COMPONENT IN ENGLISH AND UZBEK LANGUAGES. *European Journal of Research Development and Sustainability*, 3(6), 158-160. Pakirdinova, S. A., & Qurbonova, M. (2019). IJTIMOIIY TARMOQLAR OMMALASHUVI!. *Интернаука*, (36), 70-72.
25. Abdumutaljonovna, Pakirdinova Sharofat. "The function and peculiarities of advertising text in linguistics." *Confrencea 1.1* (2022).
26. Pakirdinova S., Gofurova M. PROBLEMS IN TRANSLATING ENGLISH PHRASEOLOGICAL UNITS EXPRESSING FRIENDSHIP INTO UZBEK //Академические исследования в современной науке. – 2022. – Т. 1. – №. 20. – С. 204-211.
27. Abdumutallibjonovna P. S. et al. LEXICAL AND MORPHOLOGICAL MEANS OF EXPRESSING PLACE RELATION //Proceedings of International Conference on Scientific Research in Natural and Social Sciences. – 2022. – Т. 1. – №. 2. – С. 35-38.

28. Mirzaev, A. B. U. (2022). IMPROVING EFL/ESL CLASSROOMS THROUGH USING ONLINE PLATFORMS: NEARPOD-AS AN EXAMPLE OF TOP-RATED ONLINE EDUCATIONAL PLATFORMS. *Central Asian Academic Journal of Scientific Research*, 2(4), 264-270.
29. Mirzayev, A., & Oripova, S. (2022). COMMUNICATIVE METHOD-A NEW APPROACH IN THE PRACTICE OF TEACHING FOREIGN LANGUAGE. *Science and innovation*, 1(B6), 778-783.
30. Diyora, N., & Mirzayev, A. (2023). THE ROLE OF PARALINGUISTIC TOOLS IN THE COMMUNICATION PROCESS. *Involta Scientific Journal*, 2(1), 17-22.
31. Rustambek, O., & Ashurali, M. (2022). THE METHODS OF TEACHING FOREIGN LANGUAGES. *Involta Scientific Journal*, 1(13), 106-110.
32. Узакова, Г. З. (2022). КОНЦЕПТ ВА УНИНГ ЛИСОНИЙ ВОҚЕЛАНИШ ЖАРАЁНИ. *Involta Scientific Journal*, 1(13), 42-45.
33. Uzakova G.Z. (2022) Intensification as a multilevel system of a modern English. *Texas journal of philology, culture and history* 11(12) 29-31
34. Kosimova, M. U. (2021). Different classification of functional styles. *Ученый XX века*. 4 (85). 7-8.
35. Kosimova, M.U. (2022) The characteristics of scientific style. *Academicia: An International Multidisciplinary Research Journal*. 12(05). 931-933