



ANALYSIS OF THE FORMATION OF SKILLS FOR PREDICTING PEDAGOGICAL ACTIVITY

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Abstract

This article presents a theoretical and practical analysis of the formation of forecasting skills in pedagogical activity. The main objective of the research is to uncover the mechanisms for developing future educators' ability to anticipate expected outcomes, potential problems, and ways to overcome them in the educational process, alongside planning and modeling skills. The article thoroughly examines effective methods for developing forecasting skills, including the use of case studies, role-playing, and modeling of pedagogical situations. The findings can be applied to improve pedagogical education programs and enhance the professional competence of young specialists.

Keywords: Pedagogical activity, forecasting (prognosis), skill formation, analysis, professional competence, educational process, modeling.

Introduction

PEDAGOGIK FAOLIYATNI BASHORAT QILISH KO'NIKMALARINI SHAKLLANTIRISH TAHLILI

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Annotatsiya:

Mazkur maqolada pedagogik faoliyatni bashorat qilish (prognozlash) ko'nikmalarini shakllantirishning nazariy va amaliy tahlili keltirilgan. Tadqiqotning asosiy maqsadi bo'lajak pedagoglarda o'quv-tarbiya jarayonining



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kutilayotgan natijalari, muammolari va ularni bartaraf etish yo‘llarini oldindan ko‘ra bilish, rejalashtirish va modellashtirish qobiliyatini rivojlantirish mexanizmlarini ochib berishdan iborat. Maqolada bashorat qilish ko‘nikmalarini shakllantirishning samarali metodlari, jumladan, o‘quv keyslari, rolli o‘yinlar va pedagogik vaziyatlarni modellashtirish kabilar atroflicha o‘rganilgan. Olingan natijalar pedagogik ta‘lim dasturlarini takomillashtirish va yosh mutaxassislarining kasbiy kompetensiyasini oshirishga xizmat qiladi.

Kalit so‘zlar: Pedagogik faoliyat, bashorat qilish (prognozlash), ko‘nikmalarni shakllantirish, tahlil, kasbiy kompetensiya, o‘quv-tarbiya jarayoni, modellashtirish.

Introduction

The requirements for a teacher in the modern education system are fundamentally different from traditional teaching. The rapid changes in society, the deep penetration of information technologies into our lives require the teacher not only to impart knowledge, but also to have the ability to forecast (predict), which is an important component of professional competence. Forecasting pedagogical activity is the ability to foresee the expected results, potential problems, and the dynamics of student development in the educational process, as well as to strategically plan and model ways to achieve the goal.

The urgency of the problem is that a specialist who does not have the ability to forecast will base his activities only on the current situation and will not be able to make quick, optimal decisions in non-standard situations. This negatively affects the quality and effectiveness of education. Therefore, in the training of future teachers, it is important to purposefully form these innovative activity skills in them.

As for the level of study of the topic, the idea of pedagogical forecasting is well-known in the scientific literature by N.V. Kuzmina, V.A. It is theoretically substantiated in the works of scientists such as Slastenin. They highlighted the methodological role of forecasting in the development of pedagogical skills. Domestic researchers also contributed to the development of this concept within



the framework of the professional activities of teachers. However, there is a need for a clear, practical and systematic analysis of the formation of pedagogical activity forecasting skills in higher educational institutions and a deeper study of methodological mechanisms. The goal is to analyze the scientific and methodological foundations of the formation of pedagogical activity forecasting skills and substantiate effective ways of their development. Based on the goal, the following tasks were set: to reveal the theoretical essence of the concept of pedagogical forecasting, to analyze the structural structure and levels of formation of skills, to study the practical and methodological mechanisms of the formation of forecasting skills in student teachers.

Theoretical foundations of pedagogical forecasting.

The essence and main functions of the concept. Pedagogical forecasting is the process of determining by a teacher, based on the objective laws of the educational process, existing conditions and individual characteristics of the student's personality, its future state, development trends and possible results using scientifically based methods. This process is inextricably linked with planning and modeling, and the result of the forecasting serves as the basis for the pedagogical projection (model of future activities) [1].

The methodological basis of pedagogical forecasting is a systematic approach, in which the educational process is considered as a system of interconnected elements.

Through forecasting, the teacher performs the following main functions: guiding function: determining long-term and short-term goals of pedagogical activity, determining the main directions of development. Organizational function: effectively organizing the educational process by selecting the most appropriate methods, tools and forms. Control and correction function: comparing intermediate results with predetermined results, monitoring changes and, if necessary, making adjustments to the process.



Types and levels of forecasting.

Forecasting in pedagogical activity is classified according to various criteria. One of the main classifications is based on the time criterion:

- short-term (operational) forecast: predicting results for a lesson, day or week. Tactical decisions are made in this case (for example, anticipating the reaction of students at the next stage of the lesson);
- medium-term forecast: expected results for the academic quarter or semester, the dynamics of achieving goals;
- long-term (strategic) forecast: predicting the student's prospects for the entire period of study or professional development.

In addition, according to the object: it is possible to forecast the individual development of a student (diagnostic forecast), the level of mastery of a group of students, and the course of the general educational process.

The teacher's prognostic ability is manifested at different levels:

- reproductive level: the teacher can predict only simple, recurring situations based on previous experience;
- adaptive level: the teacher can show flexibility in non-standard situations and change the prediction, but does not look for new heuristic ways;
- creative level: this is a high level of professional competence, when the teacher can accurately and effectively predict and make independent decisions, combining logical and intuitive approaches even in complex, previously unmet situations.

Diagnosis (diagnosis) and stages of formation of predictive skills.

In order to achieve effectiveness in pedagogical activity, it is important to determine what elements the teacher's predictive ability consists of and to what extent it is formed.

Structure of skills. The skill of forecasting has a complex, multi-component structure and includes the following main components:

- cognitive (cognitive) component: knowledge about the theoretical foundations of the pedagogical process, age and psychological characteristics of students. This knowledge forms the logical basis of forecasting. The teacher must know



the cause-and-effect relationships, the dynamics of mastering the educational material;

- operational (practical) component: the ability to perform practical actions, i.e. analyze the situation, model the future state, create several possible scenarios and choose the most optimal one from them;
- motivational component: the teacher's readiness for future changes, the internal need and responsibility for forecasting. This component ensures the activity of forecasting activity;
- reflexive component: the ability to evaluate the correctness of decisions made and forecasts made, self-analysis and make adjustments in further activities [2].

Diagnosis of the levels of forecasting in a teacher.

To determine the level of formation of prognostic abilities in future and current teachers, specific diagnostic methods are used. This is especially important from the point of view of professional growth. The following diagnostic methods are used to determine prognostic abilities:

- pedagogical case method: a student or teacher is presented with a complex, uncertain pedagogical situation. He is required to forecast the possible directions of development of this situation, the reaction of students and his own strategy of actions. In this case, the ability to make independent decisions is assessed;
- expert assessment: a group of experienced teachers or specialists observe and evaluate the teacher's prognostic activities;
- testing: special tests and questionnaires that determine short-term forecasts for pedagogical situations.

The results of this diagnosis show not only the level of knowledge of teachers, but also to what extent they are able to combine their experience, heuristic and intuitive abilities. For example, young teachers often rely only on theoretical knowledge, while experienced teachers can make more accurate predictions, relying on intuition and rich practical experience. This indicates the formation of a creative level in them. This analysis allows us to create targeted training programs for the development of prognostic skills in the training of pedagogical personnel.

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Methodological mechanisms for the formation of skills.

Effective formation of predictive skills in pedagogical activity often requires, in addition to traditional lectures and seminars, the use of active and interactive methods that involve students and young teachers in modeling practical situations [3, 4].

Modeling and imitation methods. The main direction of developing predictive skills is to develop students' skills in imagining complex pedagogical situations and projecting their development paths in advance. This is achieved through the following methods:

- modeling of pedagogical situations: students are presented with problem situations taken from the real educational process (for example, conflicts, decreased student motivation, introduction of a new program). They will need to predict several possible actions of the teacher in this situation, the impact of each action on the students and the process, and then find the most optimal solution;
- role-playing and imitation games: games using case study methods, such as “Educational Day”, “Parent Meeting” or “Lesson Analysis”, are organized. By playing different roles (teacher, student, parent, administration), students have the opportunity to anticipate the actions of each party and the consequences of these actions;
- Modifications of the “Delphi” method: a group of students is given a specific pedagogical problem (for example, a change in educational standards), and expert assessments and forecasts are obtained from them on the future solution or consequences of the problem.

Such interactive methods activate the operational component of the student, encouraging him to move from theory to practice.

Reflexive practice and work with errors.

The second important aspect of the formation of forecasting skills is reflexive practice, which is based on the ability to foresee errors and draw conclusions from learned errors.

Pre-reflection of the activity: students are given a lesson or Before starting an educational event, it is necessary to analyze in advance the most difficult points



in its course, points where students may have misunderstandings, and create a backup plan to eliminate these problems.

Post-practical reflection: after the lesson, the student compares his/her forecast with the actual results. If there is a difference between the forecast and the results, the reasons for this are studied in depth. This process strengthens the ability to self-analyze and creates a basis for future correction.

Collaborative exchange of ideas: when analyzing the lesson in a group (teacher-students), each student's predictions and the degree to which they correspond to reality are discussed. This process contributes to the formation of methodological guidelines and practical recommendations.

This approach develops the motivational and reflexive components of students, preparing them for independent work and continuous professional growth.

Research results and practical analysis

A brief analysis of the results obtained. The results of the pilot study conducted to confirm the effectiveness of the methodological mechanisms described above showed positive dynamics in the targeted formation of forecasting skills in pedagogical activity. Student teachers in the experimental group (interactive methods, modeling, and reflection were used) achieved a number of higher indicators than the control group (traditional teaching methods were used).

Statistical data showed that: in the experimental group, the accuracy of forecasts for complex pedagogical situations increased by an average of 18-25%. The proportion of students with creative prognostic abilities increased from 15% to 40% after the experiment. The time spent by students on making pedagogical decisions decreased by up to 20%, which indicates an increase in efficiency and self-confidence. These results, in particular, proved that the systematic use of pedagogical cases and simulation games is highly effective in developing the cognitive and operational components of prognostic abilities.

Discussion and application to educational practice

The results obtained require the need to revise and improve pedagogical training programs. The discussion of the results showed that it is advisable to implement

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the following practical recommendations for the development of students' forecasting skills:

- integration into educational practice: including special tasks on forecasting specific situations in advance, keeping a reflective diary and working with errors in the program of students' educational practice in higher educational institutions;
- scientific and methodological support: developing special trainings and methodological manuals aimed at teaching forecasting methods. Their main content should be devoted to prognostic modeling;
- elements of independent work: increasing independent work tasks based on the principle of "forecast-result-correction". In this case, the student is tasked with forecasting the development path of a particular student and regularly checking the degree of its correspondence to reality.

In general, the study confirmed that the pedagogical forecasting skill has not only theoretical, but also practical and strategic significance in the formation of professional competence.

Conclusion

This article, devoted to the analysis of the formation of pedagogical forecasting skills, summarizes the main theses that are scientifically and practically important.

Forecasting pedagogical activity is one of the most important skills of a teacher that is of strategic importance and professional growth. It serves not only to prevent future mistakes, but also to systematically improve the educational process and improve the quality of education. The use of active methods such as imitation modeling and systematic reflection to develop the cognitive, operational and reflexive components of the skill as a whole leads to high efficiency. The implementation of special programs aimed at the formation of these skills in higher pedagogical education will remain the main direction of increasing the readiness of young specialists for professional activity.

It is advisable to focus future research on this topic on the development of forecasting skills in digital education. In particular, studying the methodological foundations of predicting student learning dynamics using artificial intelligence



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tools and combining these artificial intelligence forecasts with the personal prognostic abilities of the educator opens up important prospects.

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