

Functions and Principles of Pedagogical Diagnostics

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ABSTRACT

This article provides information about the functions of pedagogical diagnostics, pedagogical problems in diagnostics, pedagogical diagnostics being an integral part of social life and serving the process of education and training.

The results of pedagogical diagnostics are of great importance in improving the quality of education, meeting the educational and educational needs of students, innovative organization of the professional activities of pedagogues, and improving their professional skills. In diagnostics, existing pedagogical problems are clarified, it is determined that there is a need to find their solution. The solution of problems is reflected in the components of the activity, in the rational distribution of tasks. Pedagogical diagnostic functions arise from this point of view:

- feedback function - analysis of forms and ways of achieving intended educational goals;
- the function of setting goals and tasks - determining the team's prospects for development, prospective plans;
- distribution function - distribution of duties and tasks among team members;
- function of creation - creating a healthy environment for adults to communicate with young people;
- the function of studying and summarizing pedagogical experience;
- Pedagogical correction function - serves to eliminate defects in youth behavior, educational activity, educational process, helps in attesting teachers and students;

- the function of motivation and stimulation - implies the stimulation of the learning and teaching activities of students-young people and coaches-teachers, adequate reception of external stimuli. Increases the desire for perfection in the educational process;
- the control function implies carrying out various types of control in the educational process, because diagnosis means having information about the state of the spiritual-educational process.

Russian scientist N.S. According to Suntssov, pedagogical diagnosis is based on the following principles: goal orientation; accuracy and reliability; systematicity and coherence [] .

The goal orientation of diagnostics is primarily determined by the proportionality of the organizational form, tools and methods with the final results and the professional requirements of pedagogues: they are aimed at increasing the effectiveness of educational work.

In our opinion, the orientation of diagnostics to a certain object is determined by taking into account the professional competence of students, educators, their intellectual development, gender, and social prestige.

Accuracy and reliability of diagnostic procedures are determined by the scientific basis of methods and tools.

The directions and procedure for conducting pedagogical diagnostics are carried out as follows:

- ✓ direction of preparation: preparation of questionnaires, diagrams, diagnostic criteria, indicator tables;
- ✓ organizational direction: organization of diagnosis and discussion mechanisms;
- ✓ direction of self-evaluation of pedagogues and young students: work with each person separately, individually;
- ✓ direction of evaluation by the administration, colleagues, peers, classmates, parents and young people;
- ✓ processing and analysis of obtained information;
- ✓ development of recommendations and suggestions;
- ✓ organization of pedagogical councils and development of a system of recommendations in order to ensure the correct solution of the pedagogical situations discussed in it, as well as correction of the educational process in necessary cases.

Pedagogical activity is a complex process that requires creative research.

Pedagogical diagnosis is an integral part of social life and serves the process of education and training.

The constant monitoring of students by pedagogues is a diagnostic activity in itself. Diagnostic information can be collected with or without certain indicators (group work, test, questionnaire, etc.) (by simple observation).

The following directions can be distinguished in the diagnostic activity:

- a) compare;
- b) analysis;
- c) prediction (prognosis);
- d) interpretation (interpretation);
- e) convey the results of diagnostic activities to teachers, parents, students;

- f) monitoring the impact of various diagnostic methods on young people and developing pedagogical suggestions based on this.

In the process of education, the pedagogue constantly predicts the situation, based on its results, corrects the areas that require correction in the educational system, and tries to organize the next stages correctly.

It is required to be able to predict issues such as reading, preparation, level of activity in social life of primary school students, which are required for diagnosis and correction of educational results. Based on today's demand, every teacher should be engaged in prognostication.

Pedagogical diagnosis and correction in primary education is evaluated as a system that reflects the interactions of various elements and events, which serve to objectively determine, interpret, and predict educational results.

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