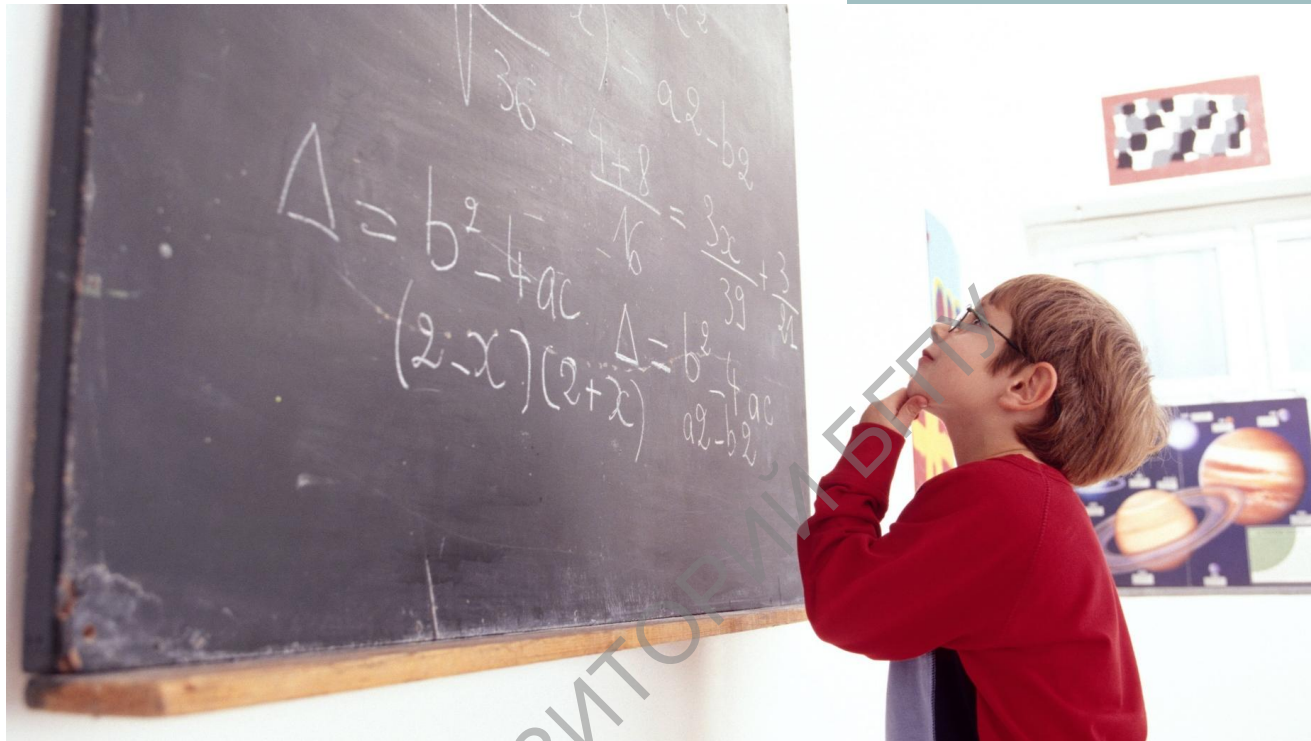


Goal-setting in the educational process



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Goal-setting is a conscious process of identifying and setting goals and objectives of a pedagogical activity; the type of spiritual activity, based on the knowledge of the object of the activity and methods of use of funds.

Goal-setting consists of 3 components: including the rationale for the nomination of the goals, identifying the ways to achieve them, designing the expected result.

Classification of aims

In scale:

- ❖ strategic,
- ❖ tactical,
- ❖ operational



The strategy of the educational process is determined by the social order of the school; displayed in the theory of training and education, curricula, standards, is concretized in training notes and programs.

The objectives of tactical nature are associated with the solution of specific nearby educational problems. They include - the formation of certain concepts, the organization of independent work of students with certain educational texts. Such aims are reflected in lesson planning, such aims can be adjusted, clarified.

Operational aims are the aims that are set by the teacher, educator in the process of implementing the program of educational work in the specific conditions of a particular school / class. Operational aims are variable, they are built in relation to the pedagogical situations.

According to the degree of generality, aims are divided into:

- ❖ common,
- ❖ private.

General aims are associated with the educational aspects of learning, general scientific methods of knowledge.

Private aims is the formation of specific knowledge and skills of a substantive nature.

Common aims should be built into the framework of the strategy, but they may also be associated. Private aims can be tactical and strategic.



General or common aims, objectives of the academic subject are formulated in the curriculum, in the state educational standard; **private aims and objectives** are formulated and adjusted by the teacher (in some cases involving schoolchildren).

The global (ideal) aim of education is the education of a comprehensively and harmoniously developed personality. At present, the ideal aim orients teachers towards the comprehensive development of the skills and abilities of children, the disclosure of their creative abilities, the formation of socially and personally significant qualities. This aim in the system of special and inclusive education provides for social integration and adaptation of children with hearing disorder (features of psycho-physical development), their preparation for independent labor and professional activities, family life.

A concrete historical aim is an aim formulated taking into account the specific features of a specific historical stage in the development of society, aimed at building civic responsibility, legal identity, spirituality, culture, initiative, independence, tolerance, ability for successful socialization in the society and active adaptation in the labor market.

The aim of the activity of the educator and teachers is to concretize these goals, taking into account the capabilities of the students, personal experience and the capabilities of the specific educational institution.

Personal (individual) aim reflects the needs of each individual in self-development.

The teacher organizes aim setting, focusing on the pedagogical needs of the society, the needs of the children with impaired hearing and their parents, their own capabilities.

It is allocated **free, hard and integrated goal-setting**. In the case of **free**, aims freeing definition of the aims of education is organized (the teacher + schoolchildren).

With **hard** – the aims and action programs are set by the teacher. With **integrated** - aims are set by the teacher, and the program of actions to achieve them is determined jointly by the children and the teacher.



Pedagogical goal-setting includes the steps of:

- ❖ diagnostics of the educational process and analysis of its result;
- ❖ design by a teacher of specific goals and objectives, the organization of collective aim-setting, clarification of aims and objectives, making adjustments;
- ❖ drawing up the program of pedagogical actions.

Goal-setting involves the identification of promising and intermediate aims (A. Makarenko defined these aims as close, medium and long-range perspectives), as well as setting specific educational and other tasks as ways to achieve them.

In order for the aims to reflect the specifics of the educational process in their wording, the following should be explicitly displayed: the activity of the teacher as the organizer of the activities of schoolchildren; schoolchildren activities and the object to which it is directed.

Planning is considered as a system of measures to achieve pre-set goals. It is based on reliable knowledge of possible future situations and events, on methods and techniques, on combining goals with means. Goal-setting precedes planning, sets its character; planning specifies and clarifies aim setting based on objective conditions.

Defining aims (objectives) for lessons

The aim of the lesson is a pre-planned result that can be achieved in the process of joint activities of the teacher and schoolchildren. The correct aim of the lesson is a guarantee of the success of the activities of the teacher and schoolchildren.



It can be formulated 1 global aim of the lesson and up to 5 tasks (correctional and developmental, educational). Some schools have 4–5 aims of the lesson.

Educational aims (tasks) relate to the actualization of ideas or knowledge among schoolchildren, the formation of knowledge, the formation or development of skills; relate to the shaping of a responsible attitude of the individual to the environment, a friendly attitude towards classmates, adults; education of positive personality traits, etc.

Correctional and developmental aims (tasks) envisage the development of cognitive processes and functions (thinking, memory, imagination, speech, perception, etc.; moreover, a certain kind of imagination or thinking is indicated, for example, tasks are set: to develop verbal-logical thinking, to form operational components of creative imagination etc.), and also the development of general educational skills, creative abilities, expansion of a lexicon, etc. is supposed.





Thanks for attention!