

PEDAGOGICAL DIAGNOSTICS

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- ✘ TO.Ingenkamp introduced the term "pedagogical diagnostics" in 1968.
- ✘ In 1864, D. Fisher suggested "scale books» scales for checking school performance
- ✘ In 1894 J.M. Rice offered tables to test knowledge on spelling

1.ped. diagnostics ?

knowledge check

2.ped. diagnostics ?

monitoring

3.ped. diagnostics ?

psychological diagnostics

PEDAGOGICAL DIAGNOSTICS -

- ✘ a set of monitoring and evaluation techniques aimed at solving the problems of optimizing the educational process, differentiating students, as well as improving educational programs and methods of pedagogical impact

The purpose of pedagogical diagnostics:

1. Optimization of the educational process
2. Improvement of programs and teaching methods
3. Students differentiation



FUNCTIONS OF PEDAGOGICAL DIAGNOSTICS

× **Feedback**

function, allowing the teacher

- × **govern** the process of personality formation, controlling their actions with the help of such information about the pedagogical process, which allow them to focus on achieving the best version of the pedagogical solution.

× **Evaluation**

function the effectiveness of pedagogical activity, based on a comparison of the achieved pedagogical results with criteria and indicators.

× **Information**

functions participants in the pedagogical process, i.e. message of diagnostic results (if it is appropriate

- × **predictive function**, implying the definition of the prospects for the development of the diagnosed object.

✘ Subject pedagogical diagnostics

- ✘ actthree areas:**results trained**A in the form of knowledge assessment (academic achievements of students);**result**straining and education in the form**social, emotional, moral qualities**individuals and groups of students; the results of the pedagogical process in the form**psychological qualities and personality neoplasms**. In other words, diagnosing, i.e. Periodic study is subject to the level of knowledge of students, the degree of social and mental development, which corresponds to three functions of the educational process:

METHODS OF PEDAGOGICAL DIAGNOSTICS

- ✘ Control (diagnostic) tasks based on program requirements
- ✘ Tests of educational achievements - tests of objective control of success after a person has completed training
- ✘ Test development includes: analysis of the diagnosed area (meaningful validity) and the choice of the form of diagnostic tasks



Observation



Discussion



Survey



**Analysis of
products of
activity**

AN IMPORTANT COMPONENT OF DIAGNOSING IS CONTROL. THE CONTROL- THIS IS THE OBSERVATION OF THE PROCESS OF MASTERING KNOWLEDGE, SKILLS AND ABILITIES. AN INTEGRAL PART OF CONTROL IS VERIFICATION - A SYSTEM OF ACTIONS AND OPERATIONS FOR EVALUATING ACQUISITION OF KNOWLEDGE, SKILLS AND ABILITIES. CONTROL ENSURES THE ESTABLISHMENT OF FEEDBACK, I.E. OBTAINING INFORMATION ABOUT THE RESULT OF THE TRAINING ACTIVITIES OF TRAINEES.

Types of control:

- × Preliminary,
- × Current,
- × Periodic,
- × Thematic,
- × final,
- × Deferred

Forms of control:

- × individual,
- × group,
- × Frontal

Control methods:

- × Oral,
- × Writing,
- × Machine,
- × self control

DIAGNOSTIC TASKS OF PEDAGOGICAL EXAMINATION

× Reading Skills:



- reading technique
- understanding

× Writing Skill:



- × writing technique
- × literacy

DIAGNOSTICS OF MATHEMATICAL KNOWLEDGE

Counting skills:



× Solving arithmetic problems

- × Knowledge of numbers
- × Knowing the composition of the number
- × Solving arithmetic examples



Tasks are offered in accordance with the requirements of the educational program