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Conditions for Successful Monitoring of The Quality of Training and Education

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Abstract: Unfortunately, in school practice, diagnostics are still not perceived as an essential component of the pedagogical process. This inevitably leads not only to a superficial understanding of the students but also to the generalization of all pedagogical requirements and approaches, resulting in standardized teaching and upbringing—despite the increasing individuality of today's students. This is why teachers are often dissatisfied with their students, and the students, in turn, with the school.

Keywords: Monitoring, pedagogical diagnostics, conditions for successful diagnostics and correction.

Introduction: Pedagogical Diagnostics in the Work of a Homeroom Teacher

Unfortunately, in school practice, diagnostics are still not perceived as an essential component of the pedagogical process. This inevitably leads not only to a superficial understanding of the students but also to the generalization of all pedagogical requirements and approaches, resulting in standardized teaching and upbringing—despite the increasing individuality of today's students. This is why teachers are often dissatisfied with their students, and the students, in turn, with the school.

But even K.D. Ushinsky asserted that in order to educate a person in all respects, one must know them in all respects. We should add that it is also necessary to know the educators in all respects—their level of upbringing, professional preparedness, as well as the pedagogical culture of the parents, the capacities and characteristics of the student group, and the positive and negative influences on children within the school's neighborhood and the city.

One of the main objects of diagnostics in the

educational process—identified in school reform documents and reflected in existing research on didactics—is the educational effectiveness of classroom instruction. This refers to the effective use of content, organization, tools, and teaching methods to guide the psychological development of children and to foster in them cognitive independence, a sense of responsibility, and high expectations of themselves and others.

The word “diagnostics” no longer intimidates us. We are familiar with it from visits to the doctor: a diagnosis is made before treatment begins. Diagnostics is also used by auto mechanics before repairing a car.

Diagnostics is the study of how an organism, machine, or any complex system functions.

Diagnostics (from the Greek “dia” – transparent, and “gnosis” – knowledge) is a general method of obtaining advanced information about an object or process under study. (I.P. Podlasy)

The importance of diagnostics in the realm of development and educational systems is similar to the importance of properly clarifying the nature of an illness in medicine: if the signs and causes of a condition are identified correctly and in time, a favorable outcome can be expected. An incorrect diagnosis not only nullifies the efforts of doctors but also eliminates the patient’s chances of recovery. Everything said about physical (somatic) health also applies to psychological well-being. Therefore, diagnostics in the area of human development is an extremely important task that requires a high level of qualification and responsibility.

The essence of pedagogical diagnostics lies in studying the effectiveness of the educational process in schools based on changes in the level of students' personal development and the growth of teachers' pedagogical mastery.

Pedagogical diagnostics is intended to answer the following questions:

- What should be studied in the inner world of educators and students, and why?
- By what indicators should this be measured?
- Which methods should be used?
- Where and how should the results of this information be applied to evaluate the quality of pedagogical activity?
- Under what conditions does diagnostics become an organic part of a holistic educational process?
- How can teachers be taught self-monitoring and students – self-awareness?

The essence of pedagogical diagnostics determines its

subject matter:

- Whom to educate in accordance with the defined goals and objectives of education (the object of education, criteria for personal development);
- Under what conditions (the educational situation);
- Who should do what in this process (defining the roles of society, the family, the school, the class collective, and the child themselves);
- By what means, approaches, and methods should influence be exerted on both educators and learners (the activity of the agents of education).

Pedagogical diagnostics is carried out in the process of teaching and upbringing. In most cases, teachers believe they already know their students and that no special study is required. However, when this knowledge is subjected to in-depth analysis, it often turns out to be superficial and inaccurate. Teachers and educators frequently judge their students based on earlier impressions or past situations. Sometimes, certain students are unfairly labeled as "troubled," and even those who have genuinely changed may continue to feel a wary attitude from their teachers for a long time.

How should students and the class as a group be studied?

Science offers educators a wide range of diagnostic methods—simple, not overly time-consuming, engaging for students, and at the same time, reliable. The forms of pedagogical diagnostics are very diverse. The most commonly used in today’s educational systems include:

- Observation
- Conversation (interviews or informal talks)
- Questionnaires and other survey techniques
- Role-playing and simulation
- Sociometric and projective methods
- Analysis of student documents and work
- The method of incomplete sentences
- Drawing tasks
- The method of contrasting opinions or positions
- Snapshot (cross-sectional) assessments
- Test tasks
- Keeping a child observation diary
- Competitions and exhibitions of children’s creative work
- And many others

Principles of Pedagogical Diagnostics

Pedagogical diagnostics is based on the following principles:

- Systematic approach

- Objectivity
- Clarity/visualization
- Optimality
- Systematic structure and integration of diagnostic methods
- Consideration of age-specific characteristics and continuity across developmental stages

Summarizing the above, we can draw the following conclusions:

- Pedagogical diagnostics first and foremost requires a multi-stage study, which includes:
 - data collection,
 - drawing conclusions based on this data,
 - comparing the observed behavior with previous behavior of the same individual, with the behavior of others, or with descriptions of standard behavior,
 - interpreting the findings to assess the behavior,
 - and analyzing the data to determine the causes of behavioral deviations.
- Forecasting is equally important—it enables educators to anticipate behavior in different situations or in the future.
- It is essential to communicate evaluations of behavior to others (most often to students and their parents), because feedback plays a critical role in influencing future behavior.
- The impact of this feedback must be monitored to determine whether the intended effect has been achieved.

In carrying out diagnostic work, the teacher performs the following functions:

- Psychotherapeutic function – Various diagnostic techniques (such as drawings, charts, games, and tests) appeal to children and foster positive relationships with others, promoting free self-determination.
- Corrective function – Many methods aim to correct deviant behavior, relieve emotional tension, and assist in resolving specific life situations.
- Developmental function – During the completion of tasks, children are given the opportunity for creative self-expression and active personal development.

Diagnostics plays a vital role in the purposeful and effective implementation of the educational process. Through monitoring and correction of the entire system of education and upbringing and its components, it helps to improve the processes of teaching, nurturing, and developing children.

The teacher's activity and diagnostic activity are inseparable. As is well known, any pedagogical intervention (whether instructional or developmental) must be preceded by diagnostics. Therefore, every teacher—and especially a homeroom teacher—must be proficient in pedagogical diagnostics.

The most typical manifestation of a person is their social essence, which is reflected in their relationship to the world and to themselves. The reflective nature of the human psyche means that existing social processes and phenomena are refracted, mirrored, shaped, and processed within each individual. This enables the development of their natural abilities and potentials, as well as the advancement of what has been gained through personal life experience and upbringing.

Typical human traits (such as gender, age, nervous system type, temperament, etc.) are linked to typical social realities (such as the era, social system, the level of development of ideology and morality, science and technology, culture and production, education, and family relations).

Thus, the object of pedagogical diagnostics is not only the student but also the educational potential of their immediate social environment.

However, it would be incorrect to assume that pedagogical diagnostics primarily studies a person's individual uniqueness, that which distinguishes them from everyone else. In psychology, there is a well-established principle: every normal uniqueness is an unrepeatable combination of typical manifestations of the psyche. (A.G. Kovalyov)

And although there are many typical manifestations—from temperament to memory type—the combination of these typical traits is unique for each individual, and this largely defines the overall and specific characteristics of a student's personality. This gives the teacher the opportunity to study children with different levels of upbringing using unified pedagogical methods.

To determine what exactly needs to be studied in a specific student, one must be familiar with a certain societal standard, against which the level of a child's upbringing can be assessed. Such a standard is generally considered to be a well-rounded, fully developed personality, which is formed through the interconnection of intellectual, moral, physical, labor, and aesthetic education.

However, education is not equivalent to development, and here the concepts can easily be confused. The various components of education are simply the means of pedagogical influence on the developing personality. But whether these components collectively result in a fully developed individual remains unproven—if only

because, in reality, no two people possess identical or equally developed intellectual, aesthetic, moral, physical, and labor qualities.

To effectively educate, it is important to understand not only the level of children's upbringing, but also the external conditions—the pedagogical potential of the student collective, the family, the teachers, and community educators. This leads to the need for continuous pedagogical diagnostics of the educational process.

Moreover, the criteria for evaluating the quality of educational work should be those aspects of school life that influence students' ability to learn and develop, as well as their attitudes toward education and learning, toward the school and teachers, toward elders and younger peers, and so on.

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