

Pedagogical Diagnostics in the Educational Process

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ABSTRACT: This article provides information about the pedagogical diagnostics of conflicts arising in the educational process based on modern approaches.

Key words: conflict, communication, personality, activity, education, team, leader, teacher.

In the process of establishing social relations, certain conflicts arise between its participants. The fact that the participants have different interpretations of the situation that caused the conflict, negative or low assessments of the participation of the opposing party, have a personal role in the organization of the activity, do not conduct in-depth analysis of the reasons and, most importantly, do not establish their place in the dispute, measures to eliminate it in time, creates.

The separation of participants in the educational process into two large groups, such as a manager and a subordinate (head of an educational institution, a team of educators, a teacher, a student, the parents of a student), a supervisor and a controller, a commandant and an executive, as well as the magnitude of the difference between them in age, knowledge, life experience, has an usually in the case of problematic conflicts among the educators in educational institutions, some actions organized by them are also of decisive importance.

Among the conflicts arising behavior of educators, the following can be skipped:

- 1) behavior that provokes conflict situations (for example, violation of discipline, rudeness towards the surrounding people, betrothal, failure to comply with the instructions of educators, heads of educational institutions, parents or responsible persons, non-observance of ears, false use);
- 2) express their dissatisfaction with embarrassing words, sharply criticize the behavior and behavior of teachers;
- 3) hidden resistance (not obeying pedagogical requirements, negative attitude to pedagogical views, refusal to enter into contact with educators, leaving classes);
- 4) silent resistance (unconditional expression of hatred, bitterness, sadness, tears);
- 5) committing destructive actions and behavioral manifestations (- asking questions, striving to give the teacher (educator) —a bow (deliberately making the heels come, motivating the members of the team not to obey the educator, interfering with the organization of training, etc.).

The same controversial situations allow to distinguish between types of pedagogical conflicts in themselves.

- 1) circumstances (or conflicts) related to the performance, assimilation, extracurricular activities of the student in the teaching assignments;
- 2) situations (conflicts) that arise from the actions that occur as a result of the student's non-compliance with the rules of social behavior in school, in particular in the lessons and extracurricular conditions;
- 3) situations (conflicts) associated with the manifestation of personal emotional states in them in the pedagogical process, based on the relationship of students and educators.

Pedagogical conflicts arise as a result of a conflict of interests between one or more of these subjects of the educational process and the fact that the educator solves the existing problems in various pedagogical situations without any difficulty, intelligently depends on his high level of professional competence. It remains to be noted that the professional competence of the educator in the current conditions, where the need for Human Resources is growing and there is a strong competition in the labor market, serves to further increase the relevance of this problem.

Through pedagogical diagnostics, it is possible to clarify pedagogical activity, direct it to the solution of practical tasks, improve the professional competence of the teacher, the level of knowledge and upbringing of students, as well as the educational impact of the student community.

P.Shapran studied the issue of diagnosing the level of professional competence of teachers on the basis of a number of competences, in particular, value-directing, differentiated-psychological, strategic, autopsychological, organizational, methodological, information-technological, science, etymological, health preservation, innovative-creative, socio-communicative and personal competence.

In its essence, pedagogical diagnostics is an object of diagnosis for the evaluation and correction of the pedagogical process (a certain quality of the pedagogical, professional

qualifications, competency, level of mastering, experience) and have a prompt access to information about the real indicator and traditions of change.

The most important factor in the diagnosis is the appointment of a term. Those.: any condition that is diagnosed is studied only at a certain time interval. After all, this time interval allows you to capture real, objective information about the situation under study. When diagnosing, the observation periods may be different. For example, 2 hours, 1 week, two weeks, 1 month, 6 months, 1 year, 3 years or 5 years.

Pedagogical diagnosis in any field, especially in medicine and psychology, as well as in pedagogy, is carried out in accordance with specific circumstances, criteria and indicators that determine their level. L.S.Vigotsky considers it expedient to carry out the diagnosis of the development of the individual in the following cases: empirically, etymologically and topologically, from the point of view of diagnosis, prediction and Correction (correction).

The teacher must have the following functions:

- Counter (reversible) communication or information retrieval function.
- Prediction function
- Control and Correction function
- Evaluation function

The rational use of the above functions is inherent in the teacher. As in any process, in pedagogical Diagnostics one can see its own characteristics, aspects that are inherent in it. In diagnostic activity, the following priority aspects can be distinguished::

- Comparison
- Analysis
- Interpretation (interpretation)
- Prediction
- Elimination of dependence-resistance

Thus, pedagogical conflicts are a phenomenon that arises in the process of education, the essence of which expresses a conflict of interests. The fact that the participants in the educational process can understand each other, try to protect the interests of the opposing parties, give each other a side, as well as try to solve the problem that has arisen in cooperation with the aggressiveness, ensures that any pedagogical problem has a positive solution.

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