

The Role and Significance of Pedagogical Diagnostics in Preschool Education

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Abstract: *The development of pedagogical diagnostics is closely associated with socio-economic conditions and the advancement of pedagogical science. Scientific knowledge regarding pedagogical diagnostics has emerged from the necessity to assess the effectiveness of pedagogical activities, as reflected in the historical stages of the discipline's development.*

Keywords: *pedagogical observation, principle, method, education, personality, criterion, methodology, diagnostic method.*

Introduction

The term "diagnostics" derives from the Greek words "dia" meaning transparent, and "gnosis" meaning knowledge, and it refers to a tool for acquiring clear and precise information about a given object or process. Thus, diagnostics is understood as identifying deviations from norms in pedagogy and psychology, as well as quantifying and qualifying performed tasks. The term "pedagogical diagnostics" was introduced by the German scholar Karlheinz Ingenkamp in 1968, and significant advancements in this field began to emerge after the 1920s. It is worth noting that the term was originally used in medicine. Later, its application in the educational process expanded to include evaluating the effectiveness of pedagogical activities. Like all academic disciplines, pedagogical diagnostics has its own history, originating from philosophy, logic, medicine, and psychology, and evolving with its unique characteristics. Historically, the term diagnostics first appeared in ancient civilizations, where it referred to counting casualties after battles. During the Renaissance, it was associated solely with the art of diagnosing diseases. In the Middle Ages, both philosophers (such as John Locke) and notable physicians engaged in studies of diagnosis as a process of recognition.

Main Body

The subject of pedagogical diagnostics is the concept of personality. Modern pedagogy is geared towards nurturing a well-rounded, fully developed individual. The education and upbringing systems formed over centuries reflect rich traditions aimed at cultivating intellectual, moral, and experiential qualities. A person is not merely a biological entity but a holistic socio-ethical being capable of embodying human essence and values. A personality, therefore, is someone who has established their role in society, recognizes their identity, and evaluates social phenomena with critical thought. Such individuals are entitled to participate in and benefit from the material and moral resources of society. As a philosophical category, personality represents the highest form of human existence, distinguished from other living beings by rationality, consciousness, and morality.

Pedagogy considers the formation of personality as a complex and contradictory process influenced by heredity, environment, and purposeful education. The societal context in which a person lives deeply affects their development. In turn, the individual's labor and creative activity contribute to society's material and moral enrichment, reflecting a dialectical relationship. As one gains more knowledge and

experience, their level of consciousness rises, their thinking expands, and new competencies and interests emerge. Thus, personality development is intricately linked to societal advancement.

Methodology

The formation and cognitive development of the younger generation, who are the future of society, as well as the enhancement of their educational level, rely significantly on the quality of preschool education and the professionals engaged in it. This process must be organized and managed effectively to ensure continuity in the educational system. The pedagogical process for young and impressionable children is directly tied to their future roles in society and the civic positions they will adopt.

In many cases, the level of knowledge of preschool children does not correspond to their developmental changes. In such complex pedagogical processes, including those in the preschool system, evaluating children's progress and designing individualized learning paths are crucial tasks — and these fall under the domain of pedagogical diagnostics. Pedagogical diagnostics is thus a fundamental mechanism for assessing educational outcomes and refers to the mastery of the curriculum by preschool children.

For every preschool educator, pedagogical diagnostics is a critical professional tool. It enables the planning and implementation of high-quality pedagogical processes within preschool institutions. Without understanding a child's personality traits, interests, inclinations, and capabilities, it is difficult to design an effective educational environment. Therefore, a modern preschool educator must possess a deep understanding of pedagogical diagnostics and be able to observe and assess children's individuality, internal potential, talents, creativity, and behavior based on sound theoretical foundations.

The technology of pedagogical diagnostics includes the following stages:

1. Defining the object, aims, and objectives of pedagogical diagnostics
2. Planning the diagnostic process
3. Selecting appropriate diagnostic tools
4. Gathering data about the subject of diagnostics
5. Processing and analyzing the collected data
6. Synthesizing components of the subject based on accurate analysis
7. Determining the development prospects of the subject
8. Justifying and evaluating the pedagogical diagnosis
9. Applying the results of the pedagogical diagnosis in practice
10. Making corrections to the pedagogical process with the aim of improving the subject's development

Today, pedagogical diagnostics is increasingly multifaceted, incorporating tasks such as information gathering, core diagnostics, evaluation, correction, guidance, and analysis.

Results

Each educator, in accordance with the methodological framework of their educational institution, carries out diagnostic and analytical activities that help identify the key processes and factors involved in organizing pedagogical, educational, and methodological work. These diagnostics allow for the sequencing of necessary and anticipated changes, the implementation of management corrections, and a comprehensive understanding of the institutional progress. Such a process reveals the extent to which problems are being addressed through achievements, the degree of harmony between tradition and innovation, the established level of stakeholder engagement, and the presence of experimental, practical,

exploratory, and scientific-methodological research. It also provides insight into the internal experiences and reflections of the pedagogical community during the transformation and development process.

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