Education Institution
«Belarusian State Pedagogical University named after Maxim Tank»

APPROVED
Vice-Rector for Academic Affairs
_____ A. V. Makovchyk
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PEDAGOGICAL DIAGNOSTICS

Academic programme of the higher education institution for the specialty 7-06-0111-01 Scientific and Pedagogical Activity

2023

The academic programme was developed in accordance with the advanced higher education standard for the specialty 7-06-0111-01 Scientific and Pedagogical Activity and the curriculum for the specialty 7-06-0111-01 Scientific and Pedagogical Activity (22.06.2023 No. 116-2023/y).

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Scientific and Methodological Council of the education institution «Belarusian State Pedagogical University named after Maxim Tank» (Minutes No. 4 as of 11.04.2023)

The format of the programme and accompanying materials corresponds to the current requirements of the Ministry of Education of the Republic of Belarus

Methodologist of the Master's Studies Department A.M.Kondybailo

EXPLANATORY NOTE

The diagnostic component of pedagogical activity in the work of a teacher is the basis for the effective organization of the pedagogical process. The process of education and upbringing carried out with the use of diagnostics is characterized by controllability and manufacturability. Diagnostic activity in these conditions should be carried out at the highest level, i.e. at the system level. System diagnostics accompanies all the stages of the pedagogical process.

The elective academic discipline "Pedagogical Diagnostics" is included in the component of the institution of higher education as the part of Module 2.2. "Technologies of Educational Activity and Communication". The goal of the discipline is to develop the competence of postgraduates in the field of organizing the pedagogical process on the basis of systemic pedagogical diagnostics.

In the course of studying the discipline "Pedagogical Diagnostics" it is assumed that the following tasks will be fulfilled:

– formation of a system of knowledge about pedagogical diagnostics and its procedures;

– development of diagnostic skills, skills and abilities as the basis for the formation of diagnostic competence;

– the formation of adequate personal qualities that contribute to the productive implementation of the professional position of "diagnostician".

The content of the discipline includes system-forming didactic units: diagnostic competence, educational opportunities, typical professional tasks; professional positions.

The elective discipline "Pedagogical Diagnostics" allows you to implement such forms of organizing classes as a lecture, a seminar as well as business games.

The lectures deal with general theoretical issues of pedagogical diagnostics, and also provide materials of an instructive and methodological nature.

Seminars involve deepening and consolidating students' knowledge, skills and abilities of diagnostic activities. They create conditions for the acquisition of practical skills in diagnostic activities: solving problems of different levels of complexity; implementation of specific diagnostic (technological) techniques; development of diagnostic tools. At the seminars postgraduates do tasks aimed at the development of diagnostic methods, techniques that are appropriate for use during the period of pedagogical practice and in future professional activities.

The business games "Praxeologist" and "Expert Council" contribute to the understanding of the role of pedagogical diagnostics in the work of a teacher and a researcher. Students master the techniques of pedagogical diagnostics, learn how to make reports, draw up and interpret survey data.

Summing-up form – doing the assignment in the form of a creative project. The final project within the academic discipline acts as a "pedagogical composition (product)", which most fully reflects the completed reflexive cognitive-transformative cycle, as well as the formation of the components of diagnostic competence. The project also performs a diagnostic function since the quality of its implementation is an indicator of the achievement of the goal and objectives of the academic discipline by each student. Projects are defended in the course of the «Expert Council» business game.

In accordance with the requirements of the educational standard of the second stage of higher education in the specialty 7-06-0111-01 Scientific and Pedagogical Activity after studying the discipline "Pedagogical Diagnostics"

*Master's student should **know**:*

- methodology, methods, as well as methods of pedagogical diagnostics;
- principles and rules of obtaining, processing, analyzing and organizing diagnostic data,
- criteria for choosing diagnostic methods (techniques) and tools for solving typical professional problems;
- features of designing the diagnostic procedure, its organization and implementation, evaluation of the results;
- technological stages of the teacher's diagnostic activity; ways of carrying out diagnostic activities of a teacher using computer tools; ethical principles of diagnostic activity of a teacher.

*Master's student must **be able to**:*

- develop models of the studied processes, phenomena and objects related to pedagogical activity;
- carry out diagnostic activities in accordance with its technology at all stages of the pedagogical process; solve typical professional tasks using pedagogical diagnostics tools;
- apply, methods, as well as methods of pedagogical diagnostics;
- principles and rules for obtaining, processing, analyzing and organizing diagnostic data, adapt and / or develop the authorial diagnostic tools in accordance with the pedagogical task, diagnostic request (on a computer basis among other things);
- study the pedagogical process, educational achievements of students, as well as the levels of their upbringing and development using the methods of pedagogical diagnostics;
- organize the learning process in accordance with the level of educational capabilities of students (to design adequate learning strategies);

*Master's student must **have a command of**:*

- components of diagnostic activities and have a system-modeling level of diagnostic competence;

- diagnostic methods (techniques) and means for solving pedagogical problems and typical professional tasks; ways of carrying out diagnostic activities at the component, structural, system levels (using computer tools among other things);

- skills of monitoring the educational process, diagnostics of training and educational results skills in monitoring and evaluating the process and results of work in education institutions of various types;

- skills of reflection and self-diagnostics of pedagogical activity;

- ethical principles of diagnostic activity of a teacher.

Requirements for the formed competencies.

The master student must "carry out diagnostics of educational results of students and manage the processes of education and upbringing" (SC-5).

To assess the academic achievements of a master student in the discipline the following diagnostic tools are used:

- presentation of abstracts in the classroom;
- participation in a discussion on the topic of seminars;
- doing exercises and multilevel tasks;
- business games reports;
- development and defense of the final project;
- taking an exam in an academic discipline.

The programme of the discipline of the component of the institution of higher education "Pedagogical Diagnostics" is designed for 108 hours for the full-time form of higher education (of which 36 hours are in-class work). Distribution of in-class hours according to the type of classes: lectures - 16 hours; practical classes - 20 hours. 72 hours are allocated for self-study. The current certification is carried out in accordance with the curriculum of the specialty in the 2nd semester in the form of discussion.

The study of the academic discipline "Pedagogical Diagnostics" is designed for 108 academic hours for extramural higher education (of which 8 hours are in-class work). Distribution of in-class hours according to the type of classes: lectures - 4 hours; practical classes - 4 hours. 100 hours are allocated for guided independent (extracurricular) work of students. The current certification is carried out in accordance with the curriculum of the specialty in the 2nd semester in the form of discussion.

The study load of the discipline is 3 credit units.

CONTENT OF EDUCATIONAL MATERIAL

Theme 1. Theoretical foundations of pedagogical diagnostics

The history of the development of pedagogical diagnostics.

Etymology of the concept of diagnostics, the essence of the phenomenon. The conceptual apparatus of pedagogical diagnostics. Interrelation and difference between pedagogical diagnostics and psycho-diagnostics.

The essence and functions of diagnostics in pedagogical activity. Features of the diagnostic activity of a teacher. Diagnostic competence of a teacher. Typical professional tasks of a teacher-diagnostician.

Search and cognitive component of diagnostic activity and diagnostic competence of a teacher. Diagnostic request. Objects of pedagogical diagnostics.

Methodology of pedagogical diagnostics. Systemic and activity-based approach in pedagogical diagnostics. Classification of methods of pedagogical diagnostics.

Measurement quality criteria: objectivity, reliability, validity. Types of diagnostic data: L, Q, T.

Levels, structure of pedagogical diagnostics. Aspects of pedagogical diagnostics: singular, special, general. Systemic pedagogical diagnostics. Productive diagnostic activity.

Theme 2. Operationalization of the diagnosed phenomenon.

Fundamentals of the development of diagnostic tools. Model-design component of diagnostic activity and diagnostic competence of a teacher.

The problem of choosing a dominant parameter.

Operationalization procedure of the concept. Concepts: parameter, criterion, indicator (significative), variable, index.

Fundamentals of the development of the authorial diagnostic tools in accordance with the pedagogical task.

Rules of the development of questionnaires, protocols for controlled observation. The procedure of performing content analysis.

Fundamentals of Pedagogical Qualimetry. Requirements and rules of compiling tests. Terms that characterize the test. Form and content of test items. Computer tools for compiling and conducting pedagogical tests.

Simulation of a diagnostic procedure (parameter). Criteria for the effectiveness of the learning process. Levels of pedagogical diagnostics: component, structural, systemic. The essence of system diagnostics. Structure of the Learning Capabilities parameter. Algorithm of organizing the learning process based on the system diagnostics of Learning Capabilities.

Theme 3. Technology of pedagogical diagnostics.

The logic of the implementation of diagnostic activities in the context of a holistic pedagogical process. Managerial and communicative component of diagnostic activity and diagnostic competence of a teacher.

Methods of pedagogical diagnostics. Characteristics of the methods of pedagogical diagnostics. Their features and the range of application.

Management and communication in diagnostic activities.

Algorithm of pedagogical diagnostics. Characteristics of the technological stages of the teacher's diagnostic activity.

Requirements for the procedure of the implementation of pedagogical diagnostics. Ethical principles of the diagnostic activity of the teacher.

Review of methods of pedagogical diagnostics. Diagnostic tools on a computer basis in the work of a teacher.

The essence of "Methods of systemic diagnostics of students' learning capabilities". Stages of the technique implementation: express diagnostics, complex diagnostics. Diagnostic toolkit of the technique. Computer complex "Diagnostics of learning capabilities ".

Business game "Diagnostician".

Theme 4. Pedagogical diagnostics as a result of diagnostics.

Evaluative and orientational component of diagnostic activity and diagnostic competence of a teacher.

Assessment of the results of pedagogical diagnostics. Pedagogical diagnostics. Types of pedagogical diagnostics. Stages and rules of setting a pedagogical diagnostics. General and professional ethical requirements for the formulation of pedagogical diagnostics.

Diagnostic data analysis technology. Qualitative and quantitative interpretation of the data of pedagogical diagnostics.

Statistical processing of the received diagnostic data. Correlation analysis. Factor analysis. Cumulative index.

Methods of storing and providing diagnostic information.

Registration and visualization of diagnostic data.

Processing and presentation of diagnostic data using computer tools. The procedure of processing diagnostic data in the "Methodology for systematic diagnostics of students' learning capabilities".

Reflection functions in the organization of the pedagogical process and reflection of one's own pedagogical activity.

Praxeological foundations in teaching. Professional positions of a teacher in

organizing the learning process based on systematic pedagogical diagnostics: researcher, designer, communicator, analyst, praxeologist.

Self-diagnostics of various aspects of pedagogical activity. Reflection of the level of formation of the diagnostic competence of a master student. Reflection of the effectiveness of the organization of the learning process based on systemic diagnostics.

Business game “Expert Council”. Defense of the final creative projects. The final project within the academic discipline as a "pedagogical composition (product)".

EDUCATIONAL AND METHODOLOGICAL CHART OF THE DISCIPLINE

(full-time education)

Section number, topics	Section title, topics	Number of hours					The number of hours of controlled independent work	Knowledge control form
		Lectures	Practical classes	Seminars	Laboratory work	Other activities		
1	2	3	4	5	6	7	8	9
	PEDAGOGICAL DIAGNOSTICS	**16**		**20**				
1.	**Theoretical foundations of pedagogical diagnostics**	**4**		**4**				
1.1.	1. The history of the development of pedagogical diagnostics. 2. The conceptual apparatus of pedagogical diagnostics. 3. The essence and functions of diagnostics in pedagogical activity. 4. Diagnostic competence of the teacher.	2						Compilation of a vocabulary of terms. Drawing up an acmeogram "Personality qualities of a teacher-diagnostician"
1.2.	1. Methodology of pedagogical diagnostics. 2.System and activity approach in pedagogical diagnostics. 3. Classification of methods of pedagogical diagnostics. 4. Criteria for the quality of measurements. 5. Levels, structure of pedagogical diagnostics.	2						Compilation of a vocabulary of terms. Drawing up diagrams and tables according to the content of the lecture.
1.3.	1. The history of the development of pedagogical diagnostics. 2. Features of the teacher's diagnostic activity. 3. Diagnostic query. Objects of pedagogical diagnostics. 4. Aspects of pedagogical diagnostics: singular, special, general. 5. Productive diagnostic activity.			2				Presentation of abstracts, performance of multilevel tasks and exercises.
1.4.	1. Methodology of pedagogical diagnostics. 2. Systemic and activity-based approach in pedagogical diagnostics. 3. Classification of methods of pedagogical diagnostics. 4. Types of diagnostic data: L, Q, T.			2				Performing multilevel tasks and exercises.

	5. Levels, structure of pedagogical diagnostics.							
2.	**Operationalization of the diagnosed phenomenon**	**4**		**4**				
2.1	1. Basics of developing diagnostic tools. 2. The content of the model-design component of the teacher's diagnostic activity. 3. The problem of choosing a dominant parameter. 4. Concepts: parameter, criterion, indicator (significative), variable, index.	2						Compilation of a vocabulary of terms. Drawing up diagrams and tables according to the content of the lecture.
2.2	1. Basics of the development of the authorial diagnostic tools in accordance with the pedagogical task. 2. The procedure of operationalizing the concept. 3. Rules of the development of questionnaires, protocols for controlled observation. 4. Simulation of the diagnostic procedure (parameter). 5. Procedure of performing content analysis.	2						Selective survey on the topic of the lecture.
2.3.	1. Basics of pedagogical qualimetry. 2. Terms describing the test. 3. Requirements and rules of compiling tests. Form and content of test items. 4. Computer tools for compiling and conducting pedagogical tests.			2				Multilevel tasks. Exercises. Development of a test related to the topic of the master's research. Discussion.
2.4.	1. Simulation of the diagnostic procedure (parameter). 2. Operationalization of the pedagogical concept (phenomenon). 3. The essence of systemic diagnostics. Structure of the Learning Opportunities parameter. 4. Algorithm of organizing the learning process based on system diagnostics of learning opportunities.			2				Providing and discussing options for the operationalization of a pedagogical concept (phenomenon)
3.	**Technology of pedagogical diagnostics**	**4**		**6**				
3.1.	1. The logic of the implementation of diagnostic activities in the context of a holistic pedagogical process. 2. Management and communication in diagnostic activities. 3. Characteristics of the technological stages of the teacher's diagnostic activity. 4. Requirements for the procedure for the implementation of	2						Compilation of a vocabulary of terms. Drawing up diagrams and tables according to the content of the lecture.

	pedagogical diagnostics.							
3.2.	1. Management and communicative component of the teacher's diagnostic activity. 2. Methods of pedagogical diagnostics, their features and the range of application. 3. Review of methods of pedagogical diagnostics. 4. Ethical principles of the teacher's diagnostic activity.	2						Drawing up diagrams and tables according to the content of the lecture. Creation of the project "Ethical code of the teacher-diagnostician".
3.3.	1. Algorithm of pedagogical diagnostics. 2. Characteristics of methods of pedagogical diagnostics. 3. Characteristics of the methods of pedagogical diagnostics. 4. Diagnostic tools on a computer basis in the work of a teacher.			2				Reports with the presentation of the diagnostic technique (at the choice of the master's student). Multilevel tasks.
3.4.	1. The essence of the "Methods of systemic diagnostics of students' learning capabilities." 2. Stages of the technique implementation: express diagnostics, complex diagnostics. 3. Diagnostic tools of the technique. 4. Computer complex "Diagnostics of learning capabilities ".			2				Work with the computer complex "Diagnostics of learning capabilities". Analysis and reflection of one's own work.
3.5.	Business game "Diagnostician". 1. Solving pedagogical problems with a diagnostic component. 2. Development of diagnostic tools aimed at diagnosing pedagogical activities. 3. Presentation of the developed diagnostic tools. 4. Diagnostics of the components of pedagogical activity using questionnaires. 5. Writing an essay with a reflective focus.			2				Completing tasks of a business game. Business game report. Essay writing with a reflective focus.
4.	**Pedagogical diagnostics as a result of diagnostics.**	**4**		**6**				
4.1.	1. The evaluative-orientational component of the teacher's diagnostic activity. 2. Types of pedagogical diagnostics: stages and rules of setting. 3. The functions of reflection in the organization of the pedagogical process and reflection of one's own pedagogical activity. 4. Praxeological foundations in teaching.	2						Drawing up a map-scheme on the topic of the lecture.
4.2.	1. Technology of analysis of diagnostic data.	2						Micro-teaching. Compilation of

	2. Statistical processing of the received diagnostic data. Correlation and factor analysis. 3. Registration and visualization of diagnostic data. 4. General and professional ethical requirements for the formulation of pedagogical diagnostics.							a vocabulary of terms. Drawing up diagrams and tables according to the content of the lecture.
4.3.	1. Evaluation of the results of pedagogical diagnostics. 2. Qualitative and quantitative interpretation of the data of pedagogical diagnostics. 3. Methods of storing and providing diagnostic information. 4. Processing and presentation of diagnostic data using computer tools. 5. The procedure of processing diagnostic data in the "Methodology for systemic diagnostics of students' learning capabilities."			2				Defense of abstracts. Multilevel tasks. Exercise series. Discussion.
4.4.	Business game "Expert Council". 1. Presentation of the developed creative task (project). 2. Self-diagnostics of various aspects of pedagogical activity. 3. Reflection of the level of formation of the diagnostic competence of the master student.			2				Completing tasks of a business game. Business game report.
4.5.	1. Defense of the final creative projects in the discipline. 2. Identifying the level of diagnostic competence of postgraduates. 3. Writing an essay with a reflective focus.			2				Defense of final projects. Discussion. Essay writing with a reflective focus.
	Total	16		20				Discussion

EDUCATIONAL AND METHODOLOGICAL CHART OF THE DISCIPLINE

(part-time education)

Section number, topics	Section title, topics	Number of hours					The number of hours of controlled independent work	Knowledge control form
		Lectures	Practical classes	Seminars	Laboratory work	Other activities		
1	2	3	4	5	6	7	8	9
	PEDAGOGICAL DIAGNOSTICS							
1.	**Theoretical foundations of pedagogical diagnostics**						**8**	
1.1.	1. The history of the development of pedagogical diagnostics. 2. The conceptual apparatus of pedagogical diagnostics. 3. The essence and functions of diagnostics in pedagogical activity. 4. Diagnostic competence of the teacher.							Compilation of a vocabulary of terms. Drawing up an acmeogram "Personality qualities of a teacher-diagnostician"
1.2.	1. Methodology of pedagogical diagnostics. 2.System and activity approach in pedagogical diagnostics. 3. Classification of methods of pedagogical diagnostics. 4. Criteria for the quality of measurements. 5. Levels, structure of pedagogical diagnostics.							Compilation of a vocabulary of terms. Drawing up diagrams and tables according to the content of the lecture.
1.3.	1. The history of the development of pedagogical diagnostics. 2. Features of the teacher's diagnostic activity. 3. Diagnostic query. Objects of pedagogical diagnostics. 4. Aspects of pedagogical diagnostics: singular, special, general. 5. Productive diagnostic activity.							Presentation of abstracts, performance of multilevel tasks and exercises.
1.4.	1. Methodology of pedagogical diagnostics. 2. Systemic and activity-based approach in pedagogical diagnostics. 3. Classification of methods of pedagogical diagnostics.							Performing multilevel tasks and exercises.

	4. Types of diagnostic data: L, Q, T. 5. Levels, structure of pedagogical diagnostics.							
2.	**Operationalization of the diagnosed phenomenon**							
2.1	1. Basics of developing diagnostic tools. 2. The content of the model-design component of the teacher's diagnostic activity. 3. The problem of choosing a dominant parameter. 4. Concepts: parameter, criterion, indicator (significative), variable, index.							Compilation of a vocabulary of terms. Drawing up diagrams and tables according to the content of the lecture.
2.2	1. Basics of the development of the authorial diagnostic tools in accordance with the pedagogical task. 2. The procedure of operationalizing the concept. 3. Rules of the development of questionnaires, protocols for controlled observation. 4. Simulation of the diagnostic procedure (parameter). 5. Procedure of performing content analysis.							Selective survey on the topic of the lecture.
2.3.	1. Basics of pedagogical qualimetry. 2. Terms describing the test. 3. Requirements and rules of compiling tests. Form and content of test items. 4. Computer tools for compiling and conducting pedagogical tests.							Multilevel tasks. Exercises. Development of a test related to the topic of the master's research. Discussion.
2.4.	1. Simulation of the diagnostic procedure (parameter). 2. Operationalization of the pedagogical concept (phenomenon). 3. The essence of systemic diagnostics. Structure of the Learning Opportunities parameter. 4. Algorithm of organizing the learning process based on system diagnostics of learning opportunities.							Providing and discussing options for the operationalization of a pedagogical concept (phenomenon)
3.	**Technology of pedagogical diagnostics**							
3.1.	1. The logic of the implementation of diagnostic activities in the context of a holistic pedagogical process. 2. Management and communication in diagnostic activities. 3. Characteristics of the technological stages of the teacher's diagnostic activity.							Compilation of a vocabulary of terms. Drawing up diagrams and tables according to the content of the lecture.

	4. Requirements for the procedure for the implementation of pedagogical diagnostics.							
3.2.	1. Management and communicative component of the teacher's diagnostic activity. 2. Methods of pedagogical diagnostics, their features and the range of application. 3. Review of methods of pedagogical diagnostics. 4. Ethical principles of the teacher's diagnostic activity.							Drawing up diagrams and tables according to the content of the lecture. Creation of the project "Ethical code of the teacher-diagnostician".
3.3.	1. Algorithm of pedagogical diagnostics. 2. Characteristics of methods of pedagogical diagnostics. 3. Characteristics of the methods of pedagogical diagnostics. 4. Diagnostic tools on a computer basis in the work of a teacher.							Reports with the presentation of the diagnostic technique (at the choice of the master's student). Multilevel tasks.
3.4.	1. The essence of the "Methods of systemic diagnostics of students' learning capabilities." 2. Stages of the technique implementation: express diagnostics, complex diagnostics. 3. Diagnostic tools of the technique. 4. Computer complex "Diagnostics of learning capabilities ".							Work with the computer complex "Diagnostics of learning capabilities". Analysis and reflection of one's own work.
3.5.	Business game "Diagnostician". 1. Solving pedagogical problems with a diagnostic component. 2. Development of diagnostic tools aimed at diagnosing pedagogical activities. 3. Presentation of the developed diagnostic tools. 4. Diagnostics of the components of pedagogical activity using questionnaires. 5. Writing an essay with a reflective focus.							Completing tasks of a business game. Business game report. Essay writing with a reflective focus.
4.	**Pedagogical diagnostics as a result of diagnostics.**							
4.1.	1. The evaluative-orientational component of the teacher's diagnostic activity. 2. Types of pedagogical diagnostics: stages and rules of setting. 3. The functions of reflection in the organization of the pedagogical process and reflection of one's own pedagogical activity. 4. Praxeological foundations in teaching.							Drawing up a map-scheme on the topic of the lecture.

4.2.	1. Technology of analysis of diagnostic data. 2. Statistical processing of the received diagnostic data. Correlation and factor analysis. 3. Registration and visualization of diagnostic data. 4. General and professional ethical requirements for the formulation of pedagogical diagnostics.							Micro-teaching. Compilation of a vocabulary of terms. Drawing up diagrams and tables according to the content of the lecture.
4.3.	1. Evaluation of the results of pedagogical diagnostics. 2. Qualitative and quantitative interpretation of the data of pedagogical diagnostics. 3. Methods of storing and providing diagnostic information. 4. Processing and presentation of diagnostic data using computer tools. 5. The procedure of processing diagnostic data in the "Methodology for systemic diagnostics of students' learning capabilities."							Defense of abstracts. Multilevel tasks. Exercise series. Discussion.
4.4.	Business game "Expert Council". 1. Presentation of the developed creative task (project). 2. Self-diagnostics of various aspects of pedagogical activity. 3. Reflection of the level of formation of the diagnostic competence of the master student.							Completing tasks of a business game. Business game report.
4.5.	1. Defense of the final creative projects in the discipline. 2. Identifying the level of diagnostic competence of postgraduates. 3. Writing an essay with a reflective focus.							Defense of final projects. Discussion. Essay writing with a reflective focus.
	Total						**8**	Discussion

INFORMATION AND METHODOLOGICAL SECTION

Discipline Exam Questions

1. The history of the development of pedagogical diagnostics.
2. The conceptual apparatus of pedagogical diagnostics.
3. The essence and functions of diagnostics in pedagogical activity. Productive diagnostic activity.
4. Features of the teacher's diagnostic activity. Diagnostic competence of a teacher.
5. Methodology of pedagogical diagnostics.
6. Systemic and activity-based approach in pedagogical diagnostics.
7. Classification of methods of pedagogical diagnostics.
8. Criteria for the quality of measurements. Types of diagnostic data: L, Q, T.
9. Levels, structure of pedagogical diagnostics.
10. Objects of pedagogical diagnostics. Diagnostic request.
11. The problem of choosing a dominant parameter.
12. Operationalization of the pedagogical concept (phenomenon).
13. Concepts: parameter, criterion, indicator, variable, index.
14. Basics of the development of the authorial diagnostic tools in accordance with the pedagogical task.
15. Rules of the development of questionnaires, protocols for controlled observation.
16. Procedure of performing content analysis.
17. Simulation of the diagnostic procedure.
18. Basics of pedagogical qualimetry. Terms that characterize the test.
19. Requirements and rules of compiling tests. Form and content of test items.
20. Computer tools for compiling and conducting pedagogical tests.
21. The essence of system diagnostics. Structure of the learning capabilities parameter.
22. Algorithm of organizing the learning process based on system diagnostics of learning capabilities.
23. Technology of pedagogical diagnostics.
24. The logic of the implementation of diagnostic activities in the context of a holistic pedagogical process.
25. Management and communication in diagnostic activities.
26. Characteristics of the technological stages of the diagnostic activity of the teacher.
27. Requirements for the procedure for the implementation of pedagogical diagnostics. Ethical principles of the diagnostic activity of the teacher.
28. Methods of pedagogical diagnostics, their features, characteristics and range of

application.
29. Review and characteristics of methods of pedagogical diagnostics. The concept of "diagnostic tools of the technique."
30. Diagnostic tools on a computer basis in the work of a teacher.
31. The essence of the "Methods of systemic diagnostics of students' learning capabilities".
32. Types of pedagogical diagnostics. General and professional ethical requirements for the formulation of pedagogical diagnosis.
33. Evaluation of the results of pedagogical diagnostics. Diagnostic data analysis technology.
34. Qualitative and quantitative interpretation of the data of pedagogical diagnostics.
35. Statistical processing of the received diagnostic data. Correlation, factor analysis.
36. Registration and visualization of diagnostic data.
37. Methods of storing and providing diagnostic information.
38. Processing and presentation of diagnostic data using computer tools.
39. The procedure of processing diagnostic data in the "Methodology for systemic diagnostics of students' learning capabilities."
40. Praxeological foundations of pedagogical activity.
41. Diagnostics and self-diagnostics of pedagogical activity.
42. The functions of reflection in the organization of the pedagogical process and reflection of one's own pedagogical activity.

Practice-oriented assignments

1. Solving pedagogical problems with a diagnostic component.
2. Characteristics of diagnostic tools that diagnose any aspect of the learning process.
3. Characteristics of diagnostic tools aimed at diagnosing pedagogical activities.
4. Characteristics of the diagnostic tools associated with the process of education of students.
5. Presentation of the developed diagnostic tools for studying various phenomena of the pedagogical process.
6. Development of computer-based diagnostic tools.
7. The final project within the academic discipline as a "pedagogical composition (product)".

Guidelines for the organization and implementation of independent work of Master students

When studying the discipline the following forms of independent work are used:

–Guided independent work in the form of fulfilling individual tasks while preparing for seminars with the supervision of a teacher;

–Guided independent work in the form of assignments when performing tasks of a business game with the supervision of a teacher;

–Compilation of a glossary on the topic of the lecture;

–Drawing up a map-scheme on the topic of the lecture;

–Preparing the necessary didactic and methodological material for micro-teaching;

–Solving pedagogical problems and situations;

–Performing multilevel tasks and exercises;

–Preparing a report accompanied with a presentation.

The list of recommended diagnostic tools

To assess the achievements of Master students the following diagnostic tools are used:

- submitting essays in practical classes;
- participation in a discussion on the topic of seminars;
- performing exercises and multilevel tasks;
- doing test tasks;
- reports on business games;
- the final creative project in the academic discipline;
- having a discussion assessing learning outcomes.

Criteria of assessing learning outcomes

The level of knowledge and methods of activity in the field of diagnostic activity is assessed. There are stages in the acquisition of educational material, or levels of educational activity (assimilation of educational material).

The first level - actions for recognition, recognition of concepts (object), distinction and establishment of similarity.

The second level is actions to reproduce the educational material (the object of study) at the level of memory, i.e. unconscious reproduction.

The third level is actions related to the reproduction of educational material (the object of study) at the level of understanding (conscious reproduction), description and analysis of the action with the object of study.

The fourth level - actions to apply knowledge in a familiar situation on a sample, performing actions with clearly defined rules, applying knowledge based on a generalized algorithm to solve a new educational problem.

The fifth level is the application of knowledge (skills) in an unfamiliar situation to solve a new range of tasks, creative transfer of knowledge (independent use of previously acquired knowledge in a new situation, to solve a problem; vision of the problem and ways to solve it, etc.).

The model syllabus (full-time department)

NNo.	Description of topics	Number of hours	
		Lectures	Seminars
1.	Theoretical foundations of pedagogical diagnostics	4	4
2.	Operationalization of the diagnosed phenomenon	4	4
3.	Technology of pedagogical diagnostics	4	6
4.	Pedagogical diagnosis as a result of diagnosis	4	6
		16	20
	Total	36	

The model syllabus (distant learning department)

NNo.	Description of topics	Number of hours		
		Lectures	Seminars	Managed Self-study
1.	Theoretical foundations of pedagogical diagnostics	2		6
2.	Operationalization of the diagnosed phenomenon	2		6
3.	Technology of pedagogical diagnostics		2	8
4.	Pedagogical diagnosis as a result of diagnosis		2	8
		4	4	28
	Total	36		

INTERDISCIPLINARY COMPLIANCE OF THE ACADEMIC PROGRAM IN THE EDUCATIONAL DISCIPLINE

Discipline name with which coordination is required	Departments	Proposals for changes in the content of the curriculum of higher education institutions in academic discipline	The decision made by the department that developed the curriculum (indicating the date and number of the minutes)
Pedagogical experiment in modern sociocultural conditions	Chair of Pedagogics	not	Minutes No.15 from __ June, 2023