

Diagnostics of Pupils' Attitude to Education

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Received: June 1, 2011 Accepted: June 17, 2011 Published: November 1, 2011

doi:10.5539/ies.v4n4p226

URL: <http://dx.doi.org/10.5539/ies.v4n4p226>

Abstract

The paper is devoted to the investigation of the questions connected with the pedagogical diagnostics, in particular, the diagnostics of pupils' attitude to education. It is considered reasonable to apply the practice of development of an individual pedagogical and psychological map for productive implementation of the pedagogical diagnostics and objective estimation of the results at general educational schools.

Keywords: Pedagogical diagnostics, Psychological diagnostics, Diagnostics of pupils' attitude, Lagging pupils

1. Introduction

In the modern period the main task of the education in the Republic of Azerbaijan is to achieve the formation of a younger generation with allowance for fundamentality of the education, extension of world outlook of a younger generation, education of a competitive individual, development of the qualities that correspond to the actual and perspective requirements of the society and the government in a younger generation. Currently, the work is under way to bring the education in the Republic of Azerbaijan to the level of the world educational system.

Pupils and students of schools swiftly acquire knowledge. They are brought up as worthy sons and girls of their Motherland. For this purpose a number of state programs devoted to the education are realized and various kinds of events are held on the state level under the auspices of the "Heydar Aliyev foundation" in the Republic of Azerbaijan.

Now every year at the higher education institutions the number of school-leavers entering with higher marks is increasing. The comprehensive conditions for demonstration of knowledge, skills and abilities by talented children are created. In addition, as in the past, one can still meet with students lagging behind in their studies. Their number is more enough.

The attitude to a lesson (positive, neutrally- indifferently, negative) is easily expressed by the teachers on the basis of attitude of pupils at lessons, in a public place, in a street, in a break, on the basis of how a pupil fulfils the task assigned by the teacher. The success is not limited only with an attitude to lessons. Sometimes even the most diligent and assiduous pupil is behind the chronic irradiation. It is often said about them: "makes an attempt, but nothing came out of it; no matter how much you can not explain - does not understand, so does not understand". The second condition providing success in education is an interest, inclination of a pupil to education, his capability to perceive. The main indicators of a good education are expressed in capability to make aware of the main, important thing, an ability to differ the essential from minor, mastering of implementation of activity with any methods, diligently and studiously. The low level of scholarship is expressed in a shortage such as inability to differ the main of the mental activity from the secondary ones; to demonstrate a labour or ability of mental activity immediately and without the elders' assistance; in the lagging of an oral and logical thinking; in the indifferent attitude to an acquired result; in the attempt to escape from the mental stress etc.

The methods of the pedagogical diagnostics take a great role in clarification and solution of the problems indicated above.

Generally, the questions connected with the pedagogical diagnostics were considered and investigated by a number of authors (Ingenkamp, 1991; Mikhaylichev, 2003a; Mikhaylichev, 2003b; Zel'tserman, Rogaleva, 2002; Kuznetsova, 1999; Kuznetsova, Kochurova, 2002; Batrakova, Mosina, Tryapitsyna, 1993). Such Azerbaijan pedagogues as A. A. Aghayev (Aghayev, 2006), A. N. Abbasov (Abbasov, 2008), A. Kh. Pashayev, F. A. Rustamov (Pashayev, Rustamov, 2007), L. N. Gasimova (Gasimova, Mahmudova, 2002) and others expressed their opinions on the pedagogical diagnostics in their books on Pedagogy. Moreover A. O. Mehrabov, A. M. Abbasov, Z. Z. Zeynalov, R. Hasanov (Mehrabov et al, 2006), H. H. Ahmadov (Ahmadov, 2006) also stated their opinions about

pedagogical diagnostics in their books. Such psychologists as A. A. Alizada, M. A. Hamzayev and others (Alizada, A., 2004; Alizada, A., Alizada, H., 2010; Hamzayev, 1995) devoted some of their researches to the problem of psychological diagnostics as well.

The main purpose in this paper is to discuss the questions connected with the diagnostics of pupils' attention to education that is one of the important fields of the pedagogical diagnostics.

2. Diagnostics of Pupils' Attitude to Education

Educators and psychologists fairly call the lagging in education as a chronic illness of a school. It is not randomly. Lagging in the educational process, a bad education was a painful problem at schools in the course of many years and remained permanently yet.

The professor A. A. Alizada (Alizada, A., 2004) writes: "Lagging in education – is a traditional problem at schools. Both the image, the rating and the status of the pupils who get a "poor", hardly "three" as a rule was low in their teachers' eyes. These pupils not only importuned the teachers with a bad education, but also made disorder in the class, make a noise, disrupt the lessons".

Tactics of the pedagogical assistance to the students lagging behind in their studies in the first place consists of identifying the intrinsic causes of the productive training activity of schoolchildren. The teachers first of all allocated two groups of reasons: attitude to education and scholarship of a man.

The professors A. Kh. Pashayev and F. A. Rustamov (Pashayev, Rustamov, 2007) refer the objectivity, systematicity and visualization (clearness) to the diagnostics of pupils' progress in education and to the main principles of the given work.

Each class has a lagging and poor pupil in the field of education. Moreover in comparison with the last 30-40 years their number has increased. If one of the reasons of such circumstance is the outcome from reduction of interest of part of pupils towards education, trainings (one of the reasons for this is the increasing of the number of entertainment places, TV etc.), other reason is that many of teachers spend in a school only their 50% (maybe very low) power, knowledge and skills and the other 50% they reserve for tutorship, study with pupil at school, at home for money. Moreover it is connected with that in comparison with the previous years having the form of organization of training for lagging pupils or for the pupils with a poor knowledge additional trainings are not organized or this case is not given due attention at schools. Another major reason is the loading of textbooks with unnecessary materials, movement of the unimportant and minor issues to daily life and lessons and also complexity and ambiguity of the languages of textbooks.

One of the factors obstructive for pupils to make progress in education is limitation of the independence of a teacher at lessons. Let us address to such comparison. Suppose that in order to learn any theme an hour is given in the training program. The teacher carries out a general questioning on the material given as a home-task. Only a little part of pupils takes part in the inquiry, the answers of more of them are incomplete. The teacher proceeds to the individual inquiry. A few pupils answer the lesson. Majority of them are not ready for the lesson. What do the teachers do in such a case? Majority of the teachers simply abuses such pupils for unpreparedness and they begin explaining a new theme. What must a teacher do indeed? In case of unlearning of a home-task material by a majority of pupils, the teacher must remain in this theme again. But the teacher can not do this because a specific time was set for the given theme and he may not loss the time of this lesson for other theme. He must fill the journal. If not, the director of the school, the deputy director, the representative of educational department reproach him for this.

How does the situation arise in such a case? The teacher carries out the duty of filling of a plan. Consolidation of knowledge, mastering of the material by pupils pushes into the background. In due time J. A. Comenius (Comenius, 1982) compared the work of the teacher who does not spare a time for consolidating the knowledge with carrying water in a grid. K. D. Ushinskiy (Ushinskiy, 1974) compared the teacher who quickly gives unlearned lesson with a drunken carrier who poorly fastened a cartload to the cart. This carrier having not looking back quickly drives horses forward. As a result the horse reaches to home empty. As a matter of fact carrier who lost his cart in the way is proud of that he could quickly run a long distance. In order to ground his opinions K. D. Ushinskiy (Ushinskiy, 1974) addresses to the other assimilation as well. The well-known teacher assimilates the teacher neglectfully treating with consolidation of knowledge bases as the work of a master who laid the foundation of a house poorly. However this master poorly laid the foundation of this house he often repairs its wrecks.

Three kinds of lagging are considered during the diagnostics in the pedagogical and psychological literature:

The 1st kind includes the pupils characterized with a low scholarship but a positive attitude to the education. For the purpose of giving assistance to the indicated kind of pupils it is necessary to set forth the complicated material on a

certain subject with more simple and understandable way and to explain the solution of the tasks and problems on taught material with an easy way.

The 2nd kind includes the pupils who possess certain knowledge, skills, but sometimes show an indifferent or negative attitude to education. This results in incomplete knowledge and their low indicator. These pupils are often supported by educational activities as advanced individual training. Formation of the training motivation, origination of pupil attitude, his responsibility in front of the class staff are included here.

The 3rd kind includes the pupils who poorly acquire knowledge and abilities and with negative attitude to education. From the researches, observations and inquiries it is obviously that fight against the lagging in education and with the education marks as “two” or “three” simply was carried out by two ways:

- 1) teachers and parents abused, frightened the pupil, promised him something (encouragement), make him repeat a year or expel from the school;
- 2) a pupil was trained in a family and school, he or she was helped in performing tasks, he or she was oriented.

Although the previous years efforts of the school and pedagogic staff, researches of specialists on pedagogy and psychology the problem of lagging in school does not drop out of the daily routine: there were appeared new directions in form and substance such cases. By the complication of the program materials encumbrance of a younger generation with worthless minor materials increases the rate of lagging pupils at schools.

The professor A. A. Alizade (Alizada, A., 2004) talking about the process occurred in the sphere of education in 50-60th years of the last century in the period of increasing of the scientific and technological advance when the integration among the sciences became weaker and differentiation begun to increase, he writes: “Origination of the problem of lyricists and physicists in the 20th century in the conditions of scientific and technological advance is worth to be included in a number of its negative results. The problem of lyricists and physicists in the 70-80th years were fairly evaluated as a fundamental social and psychological problem. The negative result of the given tendency continually was felt in people’s attitude, in the scale of the erudition. These comprehensive tendencies easily penetrated into school activity; in the class in front of teachers’ eyes, pupils by themselves, as they say, were divided into lyricists and physicists. There were appeared different directions of achievements of lyricists and physicists at schools.

Suppose that physicists learn the history “superficially”, “for the sake of mark”. By the reason of that the lyricists do not estimate the importance of the subjects as physics, mathematics, chemistry, biology in time, in the future they simply do not understand and can learn them. But it exert an extremely influence to their comprehensive level” (Alizada, A., 2004).

A. A. Alizade talking about the results of the indicated problem mentions that “during the tendency of the century the greatest blow falls again on the lyricists. Although the physicists treat the humanitarian subjects with indifference, thanks to the efforts they easily can get good marks on these subjects. Just the lyricists are interested in mathematics and physics as if they were faced with the Great Wall of China and unfortunately can not eliminate it” (Alizada, A., 2004).

One of the reasons of the lagging of pupils in education is connected with the wrong treatment of parents to the educational labour and homework. Lagging pupils in education are those ones who get help in the family. The pupils who get good and excellent marks independently perform their home-tasks and they rarely request their parents for help. But lagging pupils can not manage without help.

3. Conclusion

It is considered reasonable to apply the practice of development of an individual pedagogical and psychological map for productive implementation of the pedagogical diagnostics and objective estimation of the results at general educational schools.

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