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## PEDAGOGICAL DIAGNOSTICS IN SPORT

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### ABSTRACT

**PURPOSE.** Argumentation of sports pedagogical diagnostics in sports. **METHODS.** In the study we use content analysis, comparative analysis and the method of sport-pedagogical diagnostics. **RESULTS.** Our research in the literature and information sources has shown that sport pedagogical diagnostics in sports has some similarities in the methodology of research in sport in Bulgaria and in other countries in the world. The discovery of sports talents is a task with increased difficulty and there are some very good achievements in Bulgaria in the period 1965-1990, but it has not been fully revealed. **CONCLUSIONS.** After 1990, with the change of socio-economic reality in Eastern Europe and specifically in our country, the conditions for preparations, control and evaluation of the achievements in sports also changed. With the change in the financing of sports, it has become extremely difficult to conduct sports pedagogical research. The sports pedagogical diagnostics has entered a new stage of development.

**Key words:** sports pedagogical diagnostics, research methodology, discovery of sports talents

### INTRODUCTION

Diagnosis is defined as a special scientific study, because the object of diagnosis (knowledge) is known, and the new for it is sought in another direction. Diagnosis is not interested in the fundamentally unknown, ie. from the objective new knowledge, and from the individualized knowledge, materialized in the assessment of the extent to which the object of diagnosis in its individuality corresponds, fits into something typical of a "norm". In the diagnostics, the new is contained in the specific assessment of the specific reality. Popkochev (13).

The pedagogical diagnostics is interpreted differently in the literature. This term "is used both in the meaning of measurement (as a

process), and in the meaning of theory (testing methodology), and in the meaning of pedagogical practice related to the establishment of the results of the pedagogical process. Ivanov (9). Every teacher would like to be able to evaluate the effectiveness of some of his actions in order to correct or change something immediately. But the specific of the pedagogical activity is such that its results become visible after a certain time. Therefore, the problem of measuring the effectiveness of pedagogical activity is solved with the help of pedagogical diagnostics. The distinctive feature of pedagogical diagnostics is the specific object for diagnosis - the pedagogical process. The pedagogical diagnostics takes into account and predicts those changes in the pedagogical process that determine these or other changes in the student. In other words, the objects of pedagogical diagnostics are: the pedagogue, the student, the content of the pedagogical activity, the pedagogical means and methods, the forms of organization of the educational process

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and the results of the pedagogical activity. Sharshakova (18).

The pedagogical diagnostics in empirical pedagogical research is realized through a diagnostic procedure. It includes the creation and use of diagnostic methods and tools for assessing the condition and subsequent optimization of the pedagogical process. It has 3 components: history, diagnosis and prognosis. Slavchev (15). Bizhkov (3) in his book "Pedagogical-psychological diagnostics" defines diagnostics as a specific activity related to the establishment and evaluation of certain results, activities, processes, conditions, etc., and can be divided into two areas: everyday (naive) diagnostics and scientific diagnostics. The everyday diagnostics is characterized by evaluations, such as: "good work", "excellent results", "excellent performance", "excellent success", etc. The scientific (professional) diagnostics begins when special tools, methods, devices are created and applied to solve problems and tasks of life and practice. It is an integral part of the professional training of teachers, psychologists, people involved in the education, upbringing and development of adolescents.

## METHODS

The aim of the study was to research the information about pedagogical diagnostics in the pedagogical disciplines, as well as in the physical education and sports.

Tasks:

1. To study and to analyze the pedagogical diagnostics in the pedagogical disciplines. and in physical education and sports.
2. To determine the diagnostic procedure.
3. To determine the stages of the sports pedagogical diagnostics.

The object of the study was sports pedagogical diagnostics, and the subject - pedagogical sciences.

## RESULTS

The functions of the pedagogical diagnostics are followed by Golubev and Bitinas (6). According to them, the functions for feedback are: - evaluative, educational, communicative, constructive, informational and prognostic. The prognostic function is of scientific interest to us.

The stages of the pedagogical diagnostics, considered as a system of successive stages, according to Gutnik (7) are:

1. Definition of the object, purpose and tasks of pedagogical diagnostics.
2. Planning the upcoming diagnosis.
3. Choice of diagnostic tools (criteria, level and methods).
4. Collection of information about the diagnosed object.
5. Processing of the information received as a result of the performed diagnostics, analysis and systematization.
6. Synthesis of the components of the diagnosed object in a new unity based on the analysis of reliable information.
7. Forecasting the prospects for future development of the studied. Justification and evaluation of the pedagogical diagnosis.
8. Practical use of the results of pedagogical diagnostics. Making adjustments to the management of the pedagogical process in order to transform the site.

Petrova (12) uses pedagogical diagnostics in students in the teaching of Technology and Entrepreneurship through didactic tests.

## DISCUSSION

Borukova's (4) research on the model characteristics of the modern basketball player is a contribution of this concept to the theory and practice of basketball. Borukova divides the talent of the basketball player into three main categories: basketball athletics, mental intelligence and basketball intelligence (skills and sense of the game).

Yanev (20) studies the intellect of the professional athlete as a phenomenon and as a special tool for sports victory. He reveals the essence of his mental-motor activity, personal and mental mechanisms for improving development. He develops a complex toolkit of original technologies for the study of the athlete's intellect and methodologies for their specificity in sports. Based on a large number of experimental studies with athletes (from beginners to Olympic and world champions) he formulated his own theoretical and applied concept called Sports Intelligence (SI).

Gyosheva, Tsarov and Tsarova (8) created a "System for control, evaluation and optimization of sports training of adolescent basketball players" aged 12 to 18 in order to increase the effectiveness of their sports training. They study the degree of their physical development and specific performance with 21 tests, game efficiency - with 22 indicators from the finals of the national championships. Based on this study, the authors build a system of standards for control and evaluation of the training of adolescent basketball players and create optimization models of specific performance and game efficiency. However, there is an absence of research on sports intelligence and other psychological features of the subjects.

According to Tsarov (16), through the selection of adolescent basketball players, genetic abilities are sought in future athletes, which are subjected to appropriate influences at the stage of initial sports training, to become specific to basketball motor habits and skills. In his book "Basketball selection", the author offers a test battery for the selection of adolescent basketball players, which includes obvious signs (height, weight and vital capacity) and hidden (latent) signs. He includes in the second group a Knox test for attention distribution and Schulte's table for attention flexibility, which we think is a good way to understand the mental characteristics of adolescent basketball players. The author offers a normative table for evaluating and comparing test results, which is a contribution to the research in adolescents in basketball. Shelkov and Dihaev (19) study the motor activity and physical development of young athletes (aged 12-17 years), specializing in swimming, athletics, cross-country skiing and skating; adult athletes (18-22 years) - in athletics, speed skating and cross-country skiing. More than 1,500 men and women with sports qualifications from the first youth category to a master of sports of international class were studied. The aim of their research is to develop a model-diagnostic complex for pedagogical control for a group of cyclic sports on the process of training athletes in the course of educational and training activities at different stages of improvement in sports.

In "Problems of the control in basketball" Tsarova (15) discusses the theoretical problems

of diagnosis in sports and in particular in basketball. The author classifies the following methods for generating information about the state of the main factors of sports achievement: - measuring the signs of physical development, sports pedagogical testing, methodological tools for research of some psychological qualities, physiological methods, observation and recording of game activity and questionnaire. And other authors such as Aleksieva (1), Simeonova (14), Petrov (11) and others have tested basketball players and non-athletic students to study physical development, physical fitness, and some mental qualities with appropriate test batteries.

Bulkin (5) considers that the model-diagnostic complex means a minimized set of indicators, united by compensatory connections, necessary for solving competitive problems, most likely describing the studied condition. The author believes that this is one of the universal methods that allow solving the problems of pedagogical control, analysis, modeling and forecasting of conditions and values at the level of training of athletes in systemic unity and can be called the method of sports-pedagogical diagnostics.

## **CONCLUSION**

The sports pedagogical diagnostics is not well known in our country, but is associated with some elements of testing in physical education and sports, sports medicine and kinesitherapy, as well as in pedagogy.

According to the authors mentioned above, the modeling and forecasting of the condition and of the level of the preparation of sport athletes and participants in other motor activities must be considered.

The sports pedagogical diagnostics would improve the methodology of previous research in physical education and sports and would allow, in addition to diagnosing the physical and sports condition of adolescent athletes, to look at sports intelligence and their future development.

By analogy with pedagogical diagnostics and sports science, we can define the stages of sports pedagogical diagnostics as follows:

1. Definition of the object, the purpose and the tasks of the sports pedagogical diagnostics.
2. Planning the upcoming diagnosis. Choice of diagnostic tools and methods.
3. Diagnosis of the studied contingent.
4. Processing of the results obtained as a result of the performed diagnostics and analysis and synthesis.
5. Forecasting the prospects for future development of the studied. Justification and evaluation of the pedagogical diagnosis.
6. Practical use of the results of the sports pedagogical diagnostics. Making adjustments to the management of the pedagogical process in order to transform the object.

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