

Metaphor in the diagnostic toolset of a teacher

ELENA G. EVDOKIMOVA

Saratov State University

83, Astrakhanskaya str., Saratov, 410012, Russia

E-mail: a1-ero@yandex.ru

We list the data of the theoretical analysis of the problem of diagnostic means of studying. It has been shown that the teacher's use of the metaphor for studying the processes of meaning formation in students allows to expand the range of available means of pedagogical diagnostics. It is noted that metaphor reflects the processes of meaning formation by the subjective component. We present the results of the study of meaning in metaphors (final reflection) in the graduates of SSU (sample n = 88 people) concerning their participation in the pedagogical interaction. The identified leading educational strategies (autonomies, assignments, participations) will allow teachers to differentiate the style of interaction with students.

Key words: meaning formation, metaphor, pedagogical diagnostics