



## Methodology For Improving Mechanisms Of Diagnostic Correction In Primary Education

**Jansaitova Jazira Bakhitjanovna**  
Chirchik State Pedagogical University

**Abstract.** This article, using a functional model for improving diagnostic correctional activities of primary school students, shows the requirements of the international assessment program and the mechanism for developing students' reading literacy skills.

**Key words:** primary education, pedagogical diagnostics, correction, international programs PIRLS, PISA, TIMSS.

## Boshlang'ich Ta'limda Diagnostik Korreksiyalash Mexanizmlarini Takomillashtirish Metodikasi

**Jansaitova Jazira Baxitjanovna**  
Chirchiq davlat pedagogika universiteti

**Annotatsiya.** Ushbu maqolada boshlang'ich sinf o'quvchilarida diagnostik korreksiyalash faoliyatini takomillashtirishning funksional modelidan foydalanib, xalqaro baholash dastur talablari va o'quvchilarning o'qish savodxonligi bo'yicha ko'nikmalarini shakllantirish mexanizmi ko'rsatib o'tilgan.

**Kalit so'zlar:** boshlang'ich ta'lim, pedagogik diagnostika, korreksiya, PIRLS, PISA, TIMSS xalqaro dasturlari.

## Методология Совершенствования Механизмов Диагностической Коррекции В Начальном Образовании

**Жансаитова Джазира Бахитжановна**  
Чирчикский государственный педагогический университет



**Абстракт.** В данной статье с использованием функциональной модели совершенствования диагностической коррекционной деятельности учащихся младших классов показаны требования программы международного оценивания и механизм формирования навыков читательской грамотности учащихся.

**Ключевые слова:** начальное образование, педагогическая диагностика, коррекция, международные программы PIRLS, PISA, TIMSS.

In today's era of globalization processes, the educational system puts before the pedagogues the task of closely observing and analyzing social events, performing diagnostic activities that guide the learner to find his place as an active social person in the society. As a result of the education of members of the society, the formation of "lifelong learning" skills and the education of representatives of the new generation capable of solving the tasks of the future is becoming a pedagogical social necessity. As a result of the acquired knowledge and experience, students can form their social skills and be able to successfully apply them in real life situations.

International programs such as PIRLS, PISA and TIMSS around the world are conducting research to determine the quality and standards of successful learning strategies [1-3]. These programs are being tested as the main means of determining the quality of education in developed countries. Creating an educational environment that is competitive with international standards, understanding and solving learning difficulties and problems faced by learners, extensive use of diagnostic methods to identify the strengths and weaknesses of teachers and students, To improve the results of education, it is necessary to carry out practical scientific research on the provision of targeted support, the formation of person-oriented training mechanisms.

The task of creating a national system aimed at assessing the literacy level of students in reading, mathematics and natural sciences has been developed by conducting international studies in the field of education quality assessment in the preschool and school education system of our republic. The entry of the Republic of Uzbekistan into the top 30 countries of the world according to international evaluation programs by 2030 was defined as one of the main directions of strategic development [4]. The use of person-oriented approaches in the educational system is considered one of the important processes of continuous education, aimed at revealing the inner potential of students,





teaching creative and logical thinking, developing modern social skills, and the ability to work independently. issues such as the application of knowledge in life and the creation of an innovative educational environment focused on lifelong learning require deep research by the scientific community.

Qualitatively updating the content of the educational system, as well as developing the theoretical foundations and implementation mechanisms of training qualified pedagogues, improving their qualifications, "training modern pedagogues who perform diagnostic correction activities based on teaching competence and person-oriented approaches" the need for fundamental scientific research is increasing.

Decree of the President of the Republic of Uzbekistan No. PF-4947 of February 7, 2017 "On the Strategy of Actions for Further Development of the Republic of Uzbekistan" [5], No. PF-5313 of January 25, 2018 "General o On measures to fundamentally further improve the system of primary, secondary special and vocational education" [6] and PF-5712 dated April 29, 2019 "On the Public Education System of the Republic of Uzbekistan Decree [7] on approving the concept of development until 2030, as well as Decree No. 187 of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 "State regulation of general secondary, secondary special, vocational education Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 997 dated December 8, 2018 "On the approval of educational standards" [8] "Measures for the organization of international studies in the field of education quality assessment in the public education system" "On" decision [9] and other regulatory legal documents, a number of tasks are specified in the implementation of tasks. In this regard, Uzbek scientists B.Kadirov, O.Hasanboeva, Sh.A.Abdullaeva, K.Zaripov determined the professional competence of teachers, diagnosed the level of education of young people, corrected behavioral defects, and trained students of adolescent and adolescent age. Those who have conducted scientific research on the issues of correct career choice and are capable of creating special methods. R.H. Djuraev, J.G.Yoldashev, B.Khodjaev, D.Rozieva conducted scientific research on the issues of diagnosing the professional activity of the heads of educational institutions, studying the monitoring of improving the quality of education. Scientists such as I. Hartman, K. Ingenkamp, L. Fricke, Luhmann, Rorschach, Diederich, Heginger, Bachmeir, Bolsho, Burke, Rollet, Royleke, J. Fisher, J. Rice, T. Stone, scientific foundations of pedagogical diagnosis and correction theory , conducted research on its formation as a





science, its specific principles, and its impact on the educational process. A. V. Mudrik, V. D. Semyonova, G. N. Filova, S. D. Smirnov, I. V. Dubrovina, Y. Langmeyer, G. M. Breslav, L. P. Friedman, L. S. Vygotsky, N. V. Kuzmina, E. A. Mikhalychev, O. E. Permyakov S. V. Menkova, I. Rogov Research of pedagogical diagnostic issues in the educational system have reached

Improvement of diagnostic correction activities in primary education on the basis of person-oriented approaches, as well as the requirements of the international evaluation program for the content and quality of education, as well as ensuring integration in the educational process, increasing the vital importance of the acquired knowledge, are yet to be resolved. It is one of the issues that have not been found. Therefore, the purpose of this work is to improve the theoretical foundations of diagnostic correction issues in primary education based on modern pedagogical approaches.

At this point, the main differences between pedagogical diagnostics and pedagogical correction should be highlighted: pedagogical diagnostics is used to determine and analyze the level of students' mastery. Diagnostic tests, tests, questionnaires and other methods of analysis are used to determine the level of knowledge of students, the level of information study and explanation. Pedagogical correction is used to improve students' learning level, eliminate their problems and develop their learning. In this case, special exercises and a mastering plan will be prepared for the students. Pedagogical correction is carried out on the basis of diagnostic results to increase the level of learning of students, eliminate their problems and develop their learning.

The use of the following methods in the implementation of diagnostic correction activities for elementary school students based on individual approaches has a positive effect:

1. Test: can be used to determine students' level of knowledge and self-awareness, as well as any difficulties they may face;
2. Observation: Through observation, information is collected about students' learning;
3. Portfolio assessment: Portfolio - includes a set of independent works, assignments, essays and other creatively completed materials of students;
4. Coaching interview (motivational interview): Interviews can be conducted to help in the process of identifying students' difficulties. It is possible to listen to the student's opinion from one-on-one conversations, give advice and recommendations to help them in the process of self-realization. These





methods are widely used in the course of pedagogical diagnostics and correction activities.

For this purpose, we have developed a functional model of improving the diagnostic correction activity in primary school based on modern pedagogical approaches, and this model consists of goal, process, assessment and result components.

Diagnostic correction helps to identify suitable methods and ways to develop students' mastery. These methods are used to solve students' problems, increase their motivation and develop their reading skills.

Within the framework of this model, the following methodological recommendations were developed for the implementation of pedagogical diagnostic correction activities based on the requirements of the international PIRLS program, which is recognized as modern pedagogical approaches in world education and evaluates the reading and understanding skills of primary school students.

Determination of the purpose of pedagogical diagnostic corrective activities based on the requirements of the PIRLS program: Diagnostic tests are aimed at determining the reading skills of elementary school students, understanding of artistic content and informational text according to the requirements of the PIRLS program. Diagnostic tests are designed with this goal in mind.

Tests and questions: tests and questions prepared for diagnostic tests according to the requirements of the PIRLS program are aimed at determining the level of students' understanding of the text, questions about text comprehension, understanding the meaning of the text and reading skills.

Analysis and results: Diagnostic tests are aimed at analyzing the level of reading and text comprehension of students according to the requirements of the PIRLS program. The results help to measure students' reading skills, text comprehension, and overall reading ability.

Monitoring and evaluation: diagnostic tests are created according to the requirements of the PIRLS program, and teachers monitor the level of student achievement. With the help of this monitoring, teachers monitor the changes in the students' level of mastery and make the necessary changes.

Also, diagnostic tests according to the requirements of the PIRLS program help to determine, analyze and monitor the level of reading and text





comprehension of students, and help to achieve success in the implementation of diagnostics in elementary school based on modern pedagogical approaches.

The implementation of the following pedagogical activities in order to educate a modern personality and form students' life and academic skills is analyzed in the model proposed by us.

Creating individual work projects with the student: the teacher pays attention to the individual learning abilities and mastery level of each student. For this purpose, diagnostic tests are performed to determine students' reading, writing, text comprehension and other skills. It takes into account the interests and level of knowledge of the student who is engaged in individual activities in the preparation of necessary materials for the preparation of student projects and their implementation.

Cooperative Student Activities: Cooperative Student Activities teach students to cooperate with each other and discuss their ideas with each other. These activities develop students' social, communicative and cooperative skills.

Increasing student motivation: the teacher uses various methods to increase student motivation. For example, depending on the interests of students, lessons are created that match their interests. Also, depending on the success of the students, they will be helped to achieve high results.

Project-based learning provides students with in-depth knowledge, as well as opportunities to develop life and academic skills, critical thinking, collaboration, creativity, and communication skills. In addition, project-based learning is known for fostering high levels of creative energy among students and teachers, which increases student engagement and improves learning outcomes for all.

The general objectives of design-based education are as follows:

1. Integrating knowledge and skills from different fields and disciplines through complex research and many dynamic projects.
2. Encourage independent investigation of unresolved issues to increase interest.
3. To help prepare students for the social environment by working together.
4. Encourage self-evaluation and self-criticism that allows students to understand their own goals and knowledge.

The advantages of implementing project-based learning in the classroom are as follows:





1. To provide an opportunity to apply the knowledge gained from sciences in life situations;
2. Support student engagement and achievement, and develop 21st century skills necessary for success in their future careers. This includes critical thinking, communication, collaboration and creativity.
3. To create opportunities for students to choose, to allow them to feel their place in the community, to take ownership and responsibility;
4. To improve students' attitude to knowledge by involving them in designing activities;
5. Providing several opportunities to review and repeat projects based on lesson goals and plans;
6. Involve students in real-life experiences, allowing them to better understand concepts through relevant and real experiences. This prepares them to accept and solve real problems.

The main goal of problem-based learning is to help students fully understand the problems related to the subject being studied and to teach them how to solve them. Creating problem situations related to the taught subject is one of the main issues of problem-based education in practice. Teachers of various subjects should be able to foresee problematic situations in the course of the lesson and look for ways to solve them. Ways to create problematic situations:

- the teacher explains to the students a difficult situation related to the subject of the lesson and suggests ways to solve it;
- the teacher presents different points of view on a specific issue;
- the teacher offers to solve problems that are not clear enough or have too much information or are incorrectly structured.

During the course of the lesson, the teacher will have the opportunity to carry out pedagogical diagnostics and corrective activities as a result of the implementation of methods based on project work and problem-based education. Design activities and problem-based learning not only help students to understand the topic, but also teach them to work independently. In addition, the teacher will have the opportunity to transparently analyze, observe and study the process of students' learning.

In the process component of the proposed model, the following are given as "Developing modern skills": SOFT SKILLS are recognized as life skills in the world education field and necessary for life, initiative, social skills, efficiency and





leadership included. These skills enable people to act in a variety of situations, take proactive and positive action, communicate effectively with others, be effective, and manage others.

"4K" recognized by the world community as the educational skills of the 21st century, i.e. important components including critical-critical thinking, communicative-discussion, collaborative-cooperation and creative-creativity. Time management teaches ways to properly allocate and manage time.

Diagnostic test, educational mobile applications and games are provided as means of formation of "Developing modern skills" in the process component of the model. These tools serve to increase the efficiency of the diagnostic correction activities carried out in the implementation of educational goals.

A diagnostic test is an assessment method that allows the teacher to determine the strengths, weaknesses, knowledge and skills of students before teaching. It is primarily used to identify students' difficulties and to adjust the lesson and teaching plan.

The development of diagnostic tests includes the following steps:

1. Identifying Learning Difficulties: Classroom tests, assignments, etc. are considered as sources for identifying students' learning difficulties. A weak student's answer choices or essays provide the teacher with information about their learning difficulties. Control tests, as well as written tasks, help identify language problems such as reading, communication, pronunciation, vocabulary and more.

2. Error Analysis: Error analysis helps the teacher to identify the frequency and nature of errors that may occur in different areas. In this case, all types of errors can be detected in one test.

3. Analysis of learning content: By analyzing errors, the teacher gets empirical evidence about the learning difficulties of students. Now the teacher needs to analyze the composition, realizing the need to develop a diagnostic test. In the initial phase, the teacher may start by testing lower-level skills and then move on to testing higher-level skills.

4. Identify learning points to be taught: After analyzing the errors, the teacher should have enough materials, exhibits, and tools to identify learning points that can be included in the test.

5. Selection of format and structure elements: Before writing the test items, it is necessary to decide on the test formats. In this case, both the main format and the type of presentation should have their own advantages. It is difficult to





determine which groups of students are most likely to respond to a particular content element that deserves special emphasis.

The stages of strengthening the activity of diagnostic correction through modern pedagogical approaches include the following:

1. Analysis of students' activities: At this stage, it is necessary to analyze the level of development of students. This analysis helps determine the level of reading, writing, comprehension, mathematics, social and moral development and other areas.
2. Development of special projects: After determining the level of development of students, special projects are developed for each student. These projects help solve problems and develop them.
3. Improving the development of students: At this stage, efforts are made to increase the level of development of students. It involves the use of techniques and methods that help students develop their skills.
4. Collaborative Student Activities: In this phase, students work together to help each other develop their skills.
5. Increasing student motivation: At this stage, efforts are made to increase student motivation. This includes increasing their interest in developing their skills.
6. Monitoring and evaluation: At this stage, it is necessary to monitor and evaluate the progress of students. This will help identify areas for improvement. Modern pedagogical approaches can strengthen diagnostic correction activities through such steps as analysis of student activity, development of special projects, improvement of student development, cooperative activity of students, increase of student motivation, monitoring and evaluation. These stages help to increase the level of development of students.

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