

## PEDAGOGICAL DIAGNOSTICS AND PEDAGOGICAL CORRECTION

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**Abstract.** *This study, based on pedagogical research, provides information on the basic rules for using methods based on pedagogical diagnostics and pedagogical correction. This study provides information on the importance of education in diagnostic situations of pedagogical activity and the main essence of education in pedagogical correction.*

**Keywords:** *Pedagogical activity, pedagogical diagnostics, pedagogical correction, teaching methods, pedagogical skills, psychological functions.*

## PEDAGOGIK DIAGNOSTIKA VA PEDAGOGIK KORREKSIYA

**Annotatsiya.** *Ushbu tadqiqot pedagogik tadqiqotlarga asoslangan holda pedagogik diagnostika va pedagogik korreksiya asoslangan metodlardan foydalanishning asosiy qoidalari haqida ma'lumotlar keltirib o'tilgan. Ushbu tadqiqotda pedagogik faoliyatning diagnostik holatlarida tarbiyaning ahamiyati va pedagogik korreksiya ta'limning asosiy mohiyati haqida ma'lumotlar aytib o'tiladi.*

**Kalit so'zlar:** *Pedagogik faoliyat, pedagogik diagnostika, pedagogik korreksiya, ta'lim metodlari, pedagogi mahorat, psixik funksiyalar.*

**Introduction**

Correctional and pedagogical activity is a pedagogical system that encompasses the entire educational process and involves the implementation of complex psychophysiological and social pedagogical measures. Diagnostics provides for the implementation of educational and correctional-educational, psychocorrectional activities, along with corrective, corrective-developmental, corrective-prophylactic activities. Correctional and pedagogical activity is an integrated process aimed at educating, educating and developing anomalous students with the help of specialists in accordance with a special education program. The main tasks of correctional pedagogy are based on pedagogical and psychological research. Categories of correctional pedagogy. Correctional pedagogy has the following pedagogical categories. The education and development of anomalous children is a targeted process aimed at preparing them for social life and work, forming knowledge, skills and competencies in them.

When choosing an educational system and methods for anomalous children, the age of the child and the time of onset of the defect are taken into account. The development of an anomalous child depends on education to a greater extent than that of a normal child. Therefore, if abnormal children are not educated or education begins late, their development is seriously damaged. The formation of mental functions lags behind, the degree of lagging behind normal peers increases, and if the defects are very serious, the possibilities for mental development may not be realized. Correctional and educational work as a category consists of a system of measures for general pedagogical influence based on the features of the anomalous development of the individual. There are general laws for the development, education and upbringing of anomalous children of various categories. The basis of correctional pedagogy is a comprehensive, physiological and psychological study of anomalous children, and its tasks include the following:

- Pedagogical diagnostics of the development of children with various deficiencies and the identification of correctional and compensatory opportunities for correcting defects and determining their correctional and compensatory capabilities;
- Solving the problems of anomalous children in order to implement pedagogical correctional differentiated education and upbringing;
- Identification and registration of anomalous children;
- Scientific development of methods for early diagnosis of developmental anomalies;
- development of measures to correct, eliminate or reduce developmental defects in children;
- development of a system of preventive measures to prevent abnormal childhood;
- increasing the effectiveness of the process of developing an abnormal child and his socialization.

In correctional educational issues, all types and forms of classroom and extracurricular work are used. Correctional educational work is carried out in the process of educating anomalous children and creates great opportunities for the effective organization of labor education. In the process of labor education, not only professional skills are developed, but also the skills of planning one's own work, the ability to follow oral instructions, critical assessment of the quality of work, and other skills. Correctional educational work is a system of special pedagogical measures aimed at eliminating or reducing deficiencies in the development of anomalous children. Correctional educational work is not aimed only at correcting individual defects, but also at their general development.

Correction of defects in the development and behavior of students is considered an integral pedagogical phenomenon aimed at changing the child's forming personality.

Correctional and developmental education is a differentiated educational system that provides timely and qualified assistance to children with learning disabilities and at school. Its main task is to systematize knowledge aimed at increasing the overall level of development of the child, eliminate deficiencies in his development and learning, form insufficiently formed skills and abilities, and correct deficiencies in the child's perception. More precisely, pedagogical diagnostics is a component of control or monitoring aimed at collecting, analyzing, and determining dynamic development of the activity of the studied person in a specific situation (virtue, knowledge acquisition) based on a specific goal; it means simultaneously studying, evaluating, directing, and correcting a process or phenomenon at the level of the activity of students, a teacher, or a head of an educational institution. The ability of a teacher to solve problems in various pedagogical situations without any difficulty and rationally depends on his or her high level of professional competence. In addition, in the current conditions, when the need for human resources is growing and there is strong competition in the labor market, the professional competence of a teacher serves to further increase the relevance of this problem. Through pedagogical diagnostics, it is possible to clarify the pedagogical activity, direct it to solving practical tasks, improve the professional competence of the teacher, increase the level of knowledge and education of students, as well as the educational impact of the student community. Diagnostics at this level make it possible to determine the tasks of individual aspects of the pedagogical process as a holistic systemic phenomenon, as well as the development of this process. This diagnostic level is considered the most complete. With the help of diagnostics that study the state of the system, a complete description of the relationships between individual components is studied. The participation of the structural elements of the system in performing a specific task, their mutual relationships are analyzed. This diagnostics allows you to objectively study the history of the development of the chain of pedagogical situations from the adoption of the goal to the achievement of the final result. Based on the leadership of the ideas of planning, organization, control, analysis and correction in pedagogical activity, the level of knowledge, skills, and qualifications of students helps to achieve the expected result. In this case, it is necessary to take into account the important stages of diagnostics. It is necessary to ensure that teachers have the skills to independently analyze and evaluate professional competence.

The ability of teachers to independently analyze and evaluate their professional competence helps them to work on themselves, consistently eliminate shortcomings, and regularly enrich their achievements. When diagnosing pedagogical work, it is important to take into account the following students: rational use of existing professional experience using traditional methods; mastering advanced methods and techniques of educational activity; being able to connect them with the content of the educational material in a timely manner; through self-analysis and assessment, it is possible to provide feedback in the effective teaching of the relevant academic subject. As in all pedagogical processes, analysis, processing and evaluation of the information obtained are important in pedagogical diagnostics. Therefore, when conducting diagnostics, as well as scientific and pedagogical research, special attention is paid to processing existing evidence and information. It is important to note that no matter how skilled a teacher, researcher, or psychologist, the adequacy, completeness, and reliability of the evidence is crucial. Also, if the results of pedagogical diagnostics, research data cannot be processed by a teacher, researcher or psychologist, no matter how many and diverse they are, they will not be useful for improving the quality of education, increasing its effectiveness or comprehensively educating the student's personality. Therefore, the most important process in pedagogical diagnostics is the processing of data obtained in pedagogical diagnostics. When processing research or diagnostic data, statistical processing of data is used - statistical methods.

These two areas are also taken into account in pedagogical diagnostics. The level of students' mastery of knowledge, skills, and competencies - the state of knowledge ownership was discussed in the previous topic.

This study directly addresses the level of moral education (or upbringing) of a student and its diagnosis. In most places, instead of the subjective expression "level of education of a student" (or level of education of a student), the general concept of "level of education of a person" (or upbringing of a person) is used. In addition, when analyzing the upbringing of a person (student), the concepts of "upbringing", "upbringing", "upbringing" are also used.

Therefore, it is appropriate to provide an explanation of these concepts.

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