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THE EFFECTIVENESS OF PEDAGOGICAL DIAGNOSTIC METHODS IN PRIMARY SCHOOL STUDENTS

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Abstract

The article examines issues of pedagogical diagnosis in primary school students. Using the “Sample and Rule,” graphic dictation, and labyrinth methods, the study assessed children’s intellectual development, attention concentration, independent work skills, and learning competencies. The findings demonstrate that these methods are important for developing an individualized approach, providing psychological support, and personalizing the learning process. In addition, the methods promote students’ self-esteem and encourage active participation.

Keywords: Pedagogical diagnosis, primary school, individualized approach, “Sample and Rule,” graphic dictation, labyrinth, psychological methods, student development.



Introduction

BOSHLANG‘ICH SINF O‘QUVCHILARIDA PEDAGOGIK DIAGNOSTIKA USULLARINING SAMARADORLIGI

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Annotatsiya

Maqolada boshlang'ich sinf o'quvchilarining pedagogik diagnostikasi masalalari tadqiq qilindi. "Namuna va qoida", grafik diktant va labirint metodlari orqali bolalarning aqliy rivojlanishi, diqqatini jamlash, mustaqil ishlash va o'quv ko'nikmalari baholandi. Tadqiqot natijalari individual yondashuvni rivojlantirish, psixologik yordam ko'rsatish va o'quv jarayonini shaxsiylashtirishda muhim ahamiyatga ega ekanligini ko'rsatdi. Shu bilan birga, metodlar bolalarning o'z-o'zini hurmat qilishini oshirish va faol qatnashishini rag'batlantiradi.

Kalit so'zlar pedagogik diagnostika, boshlang'ich sinf, individual yondashuv, "Namuna va qoida", grafik diktant, labirint, psixologik metodlar, o'quvchilarning rivojlanishi.

Introduction

Diagnosis is a method of identifying, studying, and establishing the various relationships, states, qualities, and characteristics of the objects under investigation. Pedagogical diagnosis is a complex and specific type of pedagogical activity representing a dynamic system of interaction between teachers and students, the content of which is the purposeful study and transformation of the learner.

Pedagogical diagnosis, as a specially selected and systematized set of tasks, makes it possible to:

- identify a range of characteristics in students' acquisition of knowledge, skills, and competencies in a particular subject;
- determine the nature of learning difficulties by understanding their causes;
- assess the level of mastery of learning activities;

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- evaluate changes occurring in students' development.

In the educational process, in order to provide effective pedagogical influence while considering the child's age characteristics, it is necessary to know each child's individual features. Diagnostic methods and their application allow lessons to be structured in such a way that each student participates according to his or her abilities, which increases self-esteem and self-confidence.

In primary school, the psychologist supports children in adapting to new conditions, and their activity contributes to the formation of a sufficiently developed personality. When examining the main diagnostic methods used by a psychologist in primary grades, pedagogical diagnostic methods were conducted among 1st–2nd grade students at Secondary School No. 17 in Chirchik city, Tashkent region.

The “Sample and Rule” Methodology


This methodology is aimed at assessing the level of organization of activity, compliance with task conditions, and the ability to resist distracting factors. It is used to determine school readiness and ability, to correct intellectual development, and to develop general and individual recommendations for fostering independence.

Methodological description: Each task consists of a sample and corresponding shapes (small circles, triangles, plus signs). After distributing the materials, the psychologist gives general instructions, and the children begin completing the tasks. The completion of each task is monitored, and no additional explanations are provided. All actions are encouraged, and if necessary, instructions are repeated individually. The main rule is not to connect identical dots and not to use dots that were not given.

Assessment of results: The methodology consists of 6 tasks, each evaluated on a scale from 0 to 2 points.

- If the rule is violated and the sample is completed incorrectly — 0 points.
- If the rule is violated or the sample is incomplete — 1 point.
- If the rule is fully observed and the sample is completed correctly — 2 points.

Technical imperfections of lines (crooked or wavy lines) do not affect the score. The total score ranges from 0 to 12.

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Research results: A total of 32 students participated in the methodology. According to the results, the distribution of total scores was as follows: 2 points — 6 students; 4 points — 12 students; 6 points — 6 students; 8 points — 1 student; 10 points — 1 student; 12 points — 2 students. The obtained data were presented in a table.

Graphic Dictation Methodology

This methodology is aimed at assessing students’ ability to perceive instructions by ear, accurately follow directions, and independently complete tasks. The method also develops attention, spatial orientation, and action-planning skills.

Methodological description: The task is performed on a grid notebook based on four points, with a vertical distance of approximately 8 mm between them. Before starting the drawing, the teacher provides oral instructions. Students draw lines sequentially according to the given directions and number of squares, continuing from where the previous line ended.

Assessment of results: The methodology consists of 6 tasks, each evaluated on a scale from 0 to 2 points. If the rule is violated and the pattern is completed incorrectly — 0 points; if the rule is violated or the pattern is incomplete — 1 point; if the rule is fully observed and the pattern is completed correctly — 2 points. Technical imperfections of lines do not affect the score. The total score ranges from 0 to 12.

Research results: The methodology was conducted among 1st grade students, with a total of 51 participants. The results were presented in table form.

“Labyrinth” Methodology (Ages 5–7)

The “Labyrinth” methodology is aimed at identifying children’s visual-figurative and schematic thinking, ability to concentrate attention, memory, and capacity to predict the outcome of actions. The method is important for developing patience, perseverance, and goal-oriented activity.

Methodological description: The methodology consists of two blocks, with introductory tasks in the first block. The materials include sheets depicting branching paths and houses located at their ends. Using conventional symbols, children must find the correct path to the designated house. The methodology is

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based on the developments of L.A. Venger and collections of visual and schematic labyrinths.

Assessment of results: In tasks 1–6, each correct turn is awarded 1 point, with a maximum of 4 points. In tasks 7–10, each correct turn is awarded 2 points: in tasks 7–8, the maximum score is 4 points; in tasks 9–10, it is 6 points. The results are analyzed based on non-standardized “raw” scores.

Results: According to the “Sample and Rule” methodology, among 32 students, scores ranged from 2 to 12 points. The graphic dictation and labyrinth methods made it possible to determine children’s ability to work independently and concentrate attention. The obtained results confirmed the effectiveness of these methods in providing individualized approaches and psychological support.

Conclusion: Pedagogical diagnostic methods have proven to be effective for primary school students. The “Sample and Rule,” graphic dictation, and labyrinth methodologies serve to assess children’s intellectual development, attention concentration, independence, and learning skills. These methods are important for individualizing the pedagogical process, providing psychological assistance, and enhancing children’s self-esteem.

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