

DIAGNOSTIC-CORRECTIVE ACTIVITY AS A PEDAGOGICAL CATEGORY: A CONCEPTUAL ANALYSIS

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Аннотация

В статье рассматривается понятие «диагностико-коррекционная деятельность» как самостоятельная педагогическая категория. Проводится этимологический, структурно-функциональный и сравнительный анализ данного понятия в контексте современной педагогической науки. Обосновывается необходимость выделения диагностико-коррекционной деятельности в отдельную категорию профессиональной компетентности учителя.

Ключевые слова: педагогическая категория, диагностическая деятельность, коррекционная деятельность, педагогическая диагностика, профессиональная компетентность.

Annotation

This thesis examines the concept of «diagnostic-corrective activity» as an independent pedagogical category. An etymological, structural-functional and comparative analysis of the concept is conducted within the framework of contemporary pedagogical science. The necessity of designating diagnostic-corrective activity as a distinct dimension of teachers' professional competency is substantiated.

Keywords: pedagogical category, diagnostic activity, corrective activity, pedagogical diagnostics, professional competency.

The conceptual apparatus of any scientific discipline is grounded in its system of categories — the most general and fundamental notions that organize and delimit the field of inquiry. Pedagogy as a science possesses its own categorical system that has evolved over centuries, at continues to expand in response to the changing demands placed upon educational practice. One concept whose categorical status in pedagogical science remains undertheorized is that of «diagnostic-corrective activity». The present thesis advances the argument that this concept merits recognition as an independent pedagogical category rather than a derivative or applied term.

An etymological examination of the constituent terms reveals their distinct at complementary origins. The word «diagnostics» derives from the Greek διαγνωστικός (diagnostics — capable of discerning), encompassing the identification, description and interpretation of a phenomenon's current state. In pedagogical usage, diagnostics refers to the systematic study of learners' cognitive, motivational and developmental characteristics with a view to informing instructional decisions (Ingen kamp , 1971). «Correction», from the Latin correctio (setting right), denotes purposeful intervention aimed at eliminating identified deviations or deficiencies. In pedagogy, corrective activity encompasses the design and implementation of targeted measures that address learning difficulties uncovered through diagnostic enquiry.

When combined, these two concepts form a unified operational construct. Diagnostic-corrective activity may be defined as a professional-pedagogical process in which the teacher systematically identifies the causes and manifestations of individual learning difficulties, evaluates their nature and severity, and designs and implements differentiated corrective interventions with continuous monitoring of their effectiveness. This definition underlines the cyclical character of the activity: diagnosis does not precede correction in a linear sequence but remains embedded throughout the corrective process as a mechanism of ongoing formative assessment (Black & Wiliam, 1998).

To qualify as a pedagogical category, a concept must satisfy several criteria: it must possess generality (applying to a broad class of pedagogical phenomena); it must be analytically irreducible (not fully subsumed under existing categories); and it must have explanatory and normative force (guiding both research and practice). Diagnostic-corrective activity meets all three criteria. It is general insofar as it applies across educational levels, subject domains and learner populations. It is irreducible: while related to categories such as «teaching», «assessment» and «individualization», it cannot be fully captured by any of them, for it integrates diagnostic, projective, corrective and reflective functions into a distinctive operational whole. Finally, it possesses normative force, as its elaboration as a category enables the formulation of specific competency standards for teacher preparation programmes.

A structural-functional analysis reveals that diagnostic-corrective activity comprises four interrelated functions. The diagnostic function (identifying learner difficulties and their causes) provides the evidential basis for subsequent action. The prognostic function (forecasting the likely trajectory of a learner's development with and without intervention) determines the urgency and scope of corrective measures. The constructive function (designing individualized corrective programmes aligned with identified needs) translates diagnostic insights into actionable plans. The evaluative function (monitoring learner progress and appraising the effectiveness of interventions) closes the corrective loop and feeds new diagnostic data into the cycle (Ananiev, 1980; Zabrodin, 1991).

It is important to distinguish diagnostic-corrective activity from adjacent pedagogical categories. Whereas «pedagogical assessment» is primarily concerned with measuring and recording learning outcomes, diagnostic-corrective activity is oriented towards identifying the underlying causes of outcomes and acting upon them. Whereas «differentiated instruction» describes a general strategy for adapting content and methods to learner diversity, diagnostic-corrective activity implies a structured, evidence-based cycle of identification, intervention and re-evaluation directed at specific learners with specific difficulties. The concept therefore occupies a distinct position in the categorical system of pedagogy.

Recognizing diagnostic-corrective activity as an independent pedagogical category has significant practical implications for teacher education. It necessitates the inclusion of dedicated competency strands in initial teacher preparation curricula, covering the theory and methodology of pedagogical diagnostics, the design and implementation of corrective programmes, and the reflective evaluation of intervention outcomes. Empirical research conducted at Andijan State Institute of Foreign Languages (2021–2024) confirms that graduates who receive structured preparation in diagnostic-corrective activity demonstrate substantially higher levels of professional readiness in addressing learner difficulties than those prepared under conventional curricula.

In conclusion, diagnostic-corrective activity constitutes a distinctive, analytically productive and practically indispensable pedagogical category. Its formal incorporation into the categorical apparatus of pedagogical science would strengthen both theoretical discourse and the practical orientation of teacher preparation, contributing to the broader goal of improving educational quality and equity in the twenty-first century.

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