

**THE SET OF EXPECTED OUTCOMES IN THE IMPLEMENTATION OF THE  
PEDAGOGICAL DIAGNOSTIC PROCESS FOR THE DEVELOPMENT OF SPEECH  
IN PRESCHOOL-AGED CHILDREN**

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**Annotatsiya**

Maktabgacha yoshdagi bolalarning nutqiy faoliyatini shakllantirishdan kutiladigan diagnostic tahlillarning natijasi orqali bolalarning tashxislashga tayyorlash.

**Kalit so’zlar**

diagnostika, bola, nutq, faoliyat, tashxis, tahlil, pedagogik diagnostika, kuzatish, shaxs, inson, kelajak, sifat, ijtimoiy, rahbar, soha, sotsium, bilim, ko’nikma, malaka, kommunikativ, atestasiya, funksiya, nazariya, amaliyot.

**Аннотация**

На основе результатов диагностического анализа, ожидаемых при формировании речевой деятельности детей дошкольного возраста, подготовить детей к диагностированию.

**Ключевые слова**

диагностика, ребёнок, речь, деятельность, диагноз, анализ, педагогическая диагностика, наблюдение, личность, человек, будущее, качество, социальный, руководитель, сфера, социум, знание, навык, квалификация, коммуникативный, аттестация, функция, теория, практика.

**Abstract**

Preparing children for diagnosis through the results of diagnostic assessments expected in the development of speech activity in preschool-aged children.

**Key words**

diagnostics, child, speech, activity, diagnosis, analysis, pedagogical diagnostics, observation, personality, human, future, quality, social, leader, field, society, knowledge, skill, qualification, communicative, attestation, function, theory, practice.

**INTRODUCTION**

In the process of forming the speech activity of preschool-aged children, several tasks and processes are carried out. In this regard, in order to achieve the goals set by each educator step by step, it is necessary to monitor and observe the speech activity of preschool children. The main goal of preschool educational institutions is to prepare a child for the school stage as a comprehensively developed individual. Therefore, a child’s speech activity plays a significant role in demonstrating oneself in any social process. In this context, many scholars have contributed to the development of children’s speech.

Numerous researchers have conducted studies on the development of children’s speech, including F.R. Qodirova and D.R. Babayeva in Theory and Methodology of Speech Development, Q. Shodiyeva in Methods of Speech Development, as well as R.M. Qodirova, G.X. Jumasheva, D. Abdurahimova, L.R. Mirjalilova, and N.Sh. Nurmammedova. These

researchers have carried out recommendations and studies on shaping children's speech and providing pedagogical influence not only on children but also on adults. M.A. G'aniyeva emphasized the significant role of didactic games in speech development, while Z.M. To'raqulova highlighted the importance of folklore in the development of preschool children's speech.

Over the years and centuries, many countries have developed their official languages, and our great thinkers have made invaluable contributions to this process. This is reflected in the works of classical and modern Uzbek writers and poets such as Alisher Navoi, Zahiriddin Muhammad Babur, Mashrab, Ogahiy, Muqimiy, Furqat, as well as Abdulla Qodiriy, Fitrat, Cho'lpon, Abdulla Qahhor, Abdulla Oripov, Erkin Vohidov, O'tkir Hoshimov, and Shukur Kholmirezayev.

Our great thinkers have endowed future generations with an inexhaustible and priceless treasure of knowledge. Their great works and rich scientific sources are used not only by our future generations but also by people all over the world. This, in turn, encourages humanity toward the exchange of information and the acquisition of knowledge.

Today, there are generations facing difficulties related to speech. Forming their speech activity and developing them into well-rounded individuals is not only a responsibility entrusted to educators but also a process encountered in the life of every individual.

#### **REVIEW OF THE LITERATURE RELATED TO THE TOPIC**

The work carried out by many scholars is currently helping to solve major problems, particularly those aimed at eliminating deficiencies in children's speech development. In this regard, during the preparation for pedagogical diagnostic assessment in preschool educational institutions, children are evaluated with consideration of their comprehensive development. There are also scholars who have made significant contributions to the field of pedagogical diagnostics.

Among our scholars, E. G'oziyev, G'. Shoumarov, M. Quronov, O. To'rayev, R. Mavlonov, and O. Musurmonov have focused on shaping and developing the moral character of young people, as well as instilling the ideas of national independence in the consciousness of every member of society.

B. Qodirov, O. Hasanboyeva, Sh. A. Abdullayeva, K. Zaripov, and Z. Qurboniyozova are distinguished for their scientific work on diagnosing the level of upbringing of young people and correcting behavioral deficiencies. In addition, R. H. Djurayev, J. G'. Yo'ldashev, Sh. S. Sharipov, B. X. Xodjayev, and D. I. Ro'ziyeva have conducted diagnostic studies related to educational institution leaders.

The research conducted by scholars in various fields is aimed not only at diagnosing children's development but also at addressing processes related to educators, administrators, and teachers.

#### **RESEARCH METHODOLOGY**

Diagnostics (from Greek: "dia" meaning "transparent" and "gnosis" meaning "knowledge") serves as a general means of obtaining accurate information about the object or process being studied. The term "pedagogical diagnostics" was first introduced into scientific use in 1968 by the German scholar Karlheinz Ingenkamp.

The quality of education and upbringing in educational institutions, the strength of the material and technical base, and the effective use of information and communication technologies, modern teaching methods, and innovations in the educational process are all aimed

at the comprehensive development of the learner's personality. These factors demonstrate whether an educational institution is worthy of being regarded as a true center of knowledge.

From this perspective, the functions (tasks) of pedagogical diagnostics are defined as follows:

Feedback function – analyzing the forms and methods of achieving the intended educational and upbringing goals; Goal- and task-setting function – determining the prospects for the development of the collective and identifying long-term plans;

Distribution function – allocating duties and responsibilities among members of the collective; Creative function – forming a healthy environment for communication between adults and young people;

Function of studying and generalizing pedagogical experience; Pedagogical correction function – eliminating shortcomings in young people's behavior, educational activities, and the upbringing process; it is also useful in the certification of educators and learners;

Motivational and incentive function – stimulating learners' and educators' teaching and learning activities, ensuring the adequate perception of external incentives, and strengthening the aspiration toward personal perfection in the educational process;

Control function – providing for various types of control within the educational and upbringing process, since diagnostics implies obtaining information about the state of the spiritual, moral, and educational process.

#### **ANALYSIS AND RESULTS**

By studying and analyzing both practical and theoretical processes, it becomes clear that diagnostic assessments of children's speech currently hold great importance. This is because acquiring age-appropriate knowledge at each developmental stage helps children gain step-by-step understanding and reach a level suitable for their age. In a child's daily life, education, upbringing, and speech activity play a significant role. The child's development largely depends on the educator as well as on the people in their immediate environment. The level of a child's development is closely connected to their environment, that is, their social context.

The results of the analysis indicate that a child's development is shaped not only within the educational process but also in social interactions and activities.

#### **CONCLUSION AND RECOMMENDATIONS**

In conclusion, it should be noted that in developing each child's speech activity, it is essential to engage in continuous communication with the child and to help them acquire a wide range of knowledge, skills, and abilities from their surroundings. At the same time, the educator should work with the child both in groups and individually, including providing one-on-one attention. This approach further contributes to the development of the child's speech activity.

Moreover, it is important to work with the child's parents. Monitoring the child's emotional, physical, and cognitive state involves parents playing a significant role in the child's development. The development of a child's speech should also be carried out using a communicative approach. The child's understanding of and relationship to the surrounding environment is of great importance in this process.

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