

TRANSFORMING DIAGNOSTIC DATA ON THE INDIVIDUAL PSYCHOSOCIAL DEVELOPMENT OF PRIMARY SCHOOL STUDENTS WITH DELAYED MENTAL DEVELOPMENT INTO PEDAGOGICAL TASKS

Turg'unov Mirjalol Mirzahamdami og'li,
PhD (Doctor of Philosophy in Pedagogical Sciences)
Fergana State University, Uzbekistan

Abstract:

This article explores the transformation of diagnostic data on the psychosocial development of primary school students with delayed mental development (DMD) into concrete pedagogical tasks. The study aims to create a practical model for applying diagnostic information in classroom activities to enhance the personal and social growth of each child. Diagnostic data were obtained through observation, play, interview, and testing methods. The findings reveal that converting diagnostic indicators into individualized pedagogical goals fosters the child's self-regulation, communication skills, and learning motivation. The paper also proposes an algorithm for integrating psychosocial diagnostics into correctional and educational practice.

Keywords: Delayed mental development, psychosocial diagnostics, primary school pupils, individual development, pedagogical task, person-centered approach, correctional pedagogy.

Introduction

In modern inclusive education, the effective support of children with delayed mental development (DMD) depends on the teacher's ability to interpret and apply diagnostic information. The early school years are a crucial period for psychosocial formation, when emotional stability, self-awareness, and interpersonal skills are developing. However, teachers often view diagnostic results as abstract data rather than actionable pedagogical tools. To overcome this gap, diagnostic findings must be translated into concrete educational tasks that guide the teacher's intervention strategy. This approach allows for differentiated instruction and correctional support tailored to each learner's psychosocial profile.

The present study focuses on the **integration of psychosocial diagnostics into pedagogical practice** for DMD pupils, emphasizing individualized task formulation and teacher-parent collaboration.

Methods

The research was based on the principles of *pedagogical and psychological diagnostics*. A mixed-method design combining qualitative and quantitative tools was applied.

Participants: 18 primary school students (ages 7–10) diagnosed with delayed mental development from three general education schools in Fergana region, Uzbekistan (2023–2024 academic year).

Diagnostic procedures included:

1. **Observation:** continuous and situational monitoring of the child's activity, emotional state, and peer interaction.
2. **Play-based assessment:** cognitive and emotional tasks ("Find the Difference," "Good Word – Bad Word," "Color Sequence") used to identify attention, memory, and affective responses.
3. **Interviews:** structured and semi-structured dialogues with children, teachers, and parents to explore communication, motivation, and family dynamics.
4. **Testing:** application of Luscher color test, "House-Tree-Person" drawing test, and adapted Wechsler subtests.
5. **Analytic synthesis:** transformation of obtained diagnostic indicators into pedagogical action plans and correctional objectives.

Results

The diagnostics revealed several key patterns:

- **62%** of students demonstrated unstable attention and short memory retention;
- **47%** showed emotional withdrawal and social passivity;
- **39%** displayed creative imagination but limited verbal expression.

These findings formed the basis for designing **pedagogical tasks**, as shown below:

Diagnostic Indicator	Converted Pedagogical Task
Rapid distraction	Use short, colorful visual materials to sustain attention
Emotional instability	Introduce play-dialogue sessions to strengthen positive emotions
Social withdrawal	Assign small group roles to encourage peer interaction
Poor speech development	Apply storytelling and mimetic exercises ("I say – you show")
Weak memory	Introduce brief "remember and repeat" activities

Teachers then integrated these tasks into daily lessons and correctional games, resulting in increased classroom participation, improved attention span, and more stable emotional engagement among students.

Discussion

The study confirms that psychosocial diagnostic data can be transformed into **practical pedagogical objectives** that personalize instruction for DMD learners. Instead of viewing diagnostics as a static assessment, teachers can employ it dynamically to redesign learning environments.

This approach:

- Shifts emphasis from deficit-based to **strength-based education**;
- Encourages **triadic cooperation** between teacher, psychologist, and parent;
- Ensures that correctional pedagogy becomes part of the natural learning process, not a separate intervention.

The proposed model "**Diagnostics → Pedagogical Task → Correction → Reflection**" enables systematic monitoring of the child's progress while maintaining flexibility in teaching methods.

Conclusion

1. Psychosocial diagnostic results of DMD pupils serve as a foundation for defining pedagogical objectives aligned with each learner's abilities.
2. Transforming diagnostic indicators into concrete tasks helps teachers plan individualized, activity-based correctional programs.
3. Integrating observation, play, and communication methods ensures ecological validity of diagnostics and enhances children's self-expression.
4. Collaboration between teachers and parents is crucial for consistent developmental support in both school and home environments.

Overall, the transformation of diagnostic data into pedagogical practice advances inclusive education by bridging the gap between psychological assessment and teaching methodology.

References

1. Vygotsky, L. S. (1997). *Defectology and Child Psychology*. Moscow.
2. Luria, A. R. (1982). *The Structure and Development of Higher Mental Functions*. Moscow.
3. Lebedinsky, V. V. (2003). *Psychology of Abnormal Children*. Moscow.
4. Ministry of Preschool and School Education of the Republic of Uzbekistan (2020). *Concept of Inclusive Education*. Tashkent.
5. Jalolov, A., & Sodiqov, S. (2022). *Foundations of Special Pedagogy and Psychology*. Tashkent.
6. Turg'unov, M. M. (2024). *Formation of Axiological Competence through Integrative Pedagogical Approaches*. Fergana State University.