

Conceptual Bases Of Diagnostication And Correction Of Students' Literary-Speaking Competence Through Reading Literacy



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Received: 20 July 2025; **Accepted:** 16 August 2025; **Published:** 18 September 2025

Abstract: The article discusses the possibilities of solving problems in the education system, in particular, identifying the most reliable ways to update the content of education, developing oral and coherent speech in students, increasing vocabulary, teaching them to read correctly and expressively, as well as forming a culture of reading and speech, as well as the ability to think independently and critically. The main goal is to identify the components of competence, propose diagnostic principles and methods, and methodologically substantiate effective corrective measures. Analyzes the theoretical and practical foundations of diagnostics and correction of students' literary-speech (verbal) competence within the framework of the discipline of reading literacy. The article discusses guidelines for increasing the capacity of teaching staff working in the education system, popularizing the best practices of teachers and educators, improving their pedagogical skills, and diagnosing and eliminating problems that arise in the teaching of reading literacy and other subjects.

Keywords: Reading literacy, pedagogical opportunities, literary and speech competence, diagnostics, correction, 4th grade, oral and written speech culture.

Introduction: The development of independent worldviews of pedagogical personnel and their competitiveness in educational processes, the ability to master advanced educational technologies, and the ability to adapt to changing and growing professional requirements are the most important pedagogical processes today. As the President of the Republic of Uzbekistan Shavkat Mirziyoyev emphasized, "We will mobilize all the forces and capabilities of our state and society so that our youth can develop and be happy, independent thinkers, possess high intellectual and spiritual potential, and become people who are not inferior to their peers in any field in the world" [1], calling for increased political activity of young people.

Competence is the ability of a student to organize effective activities in real-life situations, combining knowledge, skills, abilities and personal qualities. It is formed on the basis of concepts such as: a) knowledge (theoretical basis), b) skills (ability to apply), d) competencies (automated practice), e) values and attitudes (ethical and psychological aspect), f) creativity

and critical thinking, k) communicative aspect, l) practical experience. Thus, competence is a combination of knowledge + skills + competencies + attitudes + experiences. Accordingly, in the modern educational process, along with the formation of students' knowledge, skills and abilities, the development of their literary and speech competence is an important task. The subject of reading literacy, as a central link in this process, develops the student's ability to read, understand, analyze and creatively rework a literary text. Therefore, it is urgent to scientifically study the theoretical and pedagogical foundations of this discipline. In addition, the views of scientists on the principles and methods of pedagogical diagnostics in the process were studied and analyzed. Recommendations were given to teachers and educators in this regard.

Study of the topic

Appendix 2 to the Order of the Minister of Public Education of the Republic of Uzbekistan No. 406 dated December 17, 2021 [2] sets out the main goal of

studying the subject of reading literacy based on the State Educational Standard based on a competency-based approach. That is, the goal of reading literacy is to form the spiritual and moral world, literary and aesthetic taste of students through reading rare examples of national and world literature, and to ensure their independent thinking. It is also important to expand and strengthen the spirituality and worldview of students by creating and developing knowledge, skills and competencies related to figurative thinking, attracting students to literary literature, and forming a culture of reading in the process of teaching works. In addition, the established qualification requirements also include a separate language standard for each grade. Based on the established qualification requirements, the formation of certain concepts in subject-related competencies is determined.

Literary and speech competence is a set of abilities of a student to understand the content of a literary text, retell it, express his/her thoughts logically and consistently, as well as to understand and evaluate literary and aesthetic values. This competence combines linguistic, logical, creative and communicative activities. During our research, we reviewed several scientists on the diagnosis of literary and speech competences of students: our Uzbek scientists M.Jumabayeva, L.Mirzoyeva, M.Kochkarova, A.Rustamova, Z.Saydullayeva, D.B.Khairullayev, Z.A.Kholmatova, diagnosed speech activity and theoretically substantiated its principles. If we focus specifically on the essence of the subject of reading literacy, this subject is not limited to developing students' reading skills, but also serves to shape their thinking based on text, develop their speech activity and communicative competence. This directs students to independent thinking, discussion, drawing conclusions, and creative writing. In the analysis of the pedagogical possibilities of literary and speech competence based on the science of reading literacy, taking into account the process of a competency approach, in the process of reading literacy, students are formed not only knowledge, but also the ability to use knowledge, apply it in practical speech activity. This activity has been analyzed and observed in various approaches abroad based on general pedagogical sources. L.S. Vygotsky gave his analytical views on the principles of psychology and education theories - observation of the student's speech development in dynamics, diagnostics based on the zone of proximal development. A.N. Leontiev, S.L. Rubinshten, activity theory, assessment of student's speech activity, and B.G. Ananyev gave an analysis of diagnostic methods in the complex study of the personality. Based on this, the

effective use of various methods in the process of scientific research helps to form the student's communication skills in a certain sense and reveal his psychological state, as well as diagnostic analysis (for example: "My favorite things" method) [3]. In the process of research, we conducted scientific research on the diagnostic analysis and correctional approach to the literary and speech competencies of students.

As we know, correction is the process of filling the gaps in students' knowledge, skills and qualifications in the educational process, bringing them to a normative level by developing such qualities as speech, thinking, behavior. From a psychological point of view, it is the process of eliminating problems observed in the mental development of a person (for example, speech disorders, attention deficit, emotional difficulties) through special exercises, methods and psychotherapeutic methods. Therefore, in the process of this research, the principles of scientificity, objectivity, systematicity, taking into account dynamics, individualization, a comprehensive approach, a competency-based approach and a formative approach were analyzed in various directions. Speech is an important tool in developing students' thinking. Speech is not only a means of expressing thought, but also a tool for its formation. [4]

METHODOLOGY

During the research work, methods such as observation, comparison, systematic and comparative analysis were used. In particular, in order to study theoretical approaches to speech activity, scientific works of local and foreign researchers, scientific literature, periodicals were analyzed, descriptive methods were used, and a scientific expedition was carried out. The work on improving the effectiveness of students' speech activity through the subject of reading literacy was analyzed, and the work carried out for the purpose of evaluation, specific tasks and analyses were determined. During the research process, comparisons of practical materials were carried out, analysis using statistics and tables was carried out, and specific conclusions and proposals were made based on the results. As a result of scientific research conducted on "Pedagogical possibilities of diagnosing students' literary and speech competence through the subject of reading literacy", we developed the following recommendations.

1. It was found that reading literacy is an effective tool for developing literary and speech competence in primary school students, the results of diagnostics and the level of students' speech competence are different, and it is necessary to identify and eliminate errors in oral and written speech in 4th grade students.

2. Interactive methods, technologies for working on the text, and creative tasks were highly effective in correcting students' speech.

3. The conducted experimental work proved that the literary and speech competence of students significantly increased compared to the control group.

4. When the developed "Program for Diagnostics and Correction of Literary and Speech Competence" was used in the lesson process, students developed reading literacy, independent thinking, and communication skills.

CONCLUSIONS

Based on these conclusions, the following recommendations were developed:

1. It was recommended to teachers, participants in the educational process, to systematically use diagnostic tasks, assessment criteria and correction exercises in the subject of reading literacy to form students' speech competence in the process of primary education. Methodologists should develop and put into practice methodological manuals, lesson plans and diagnostic tools for the development of literary and speech competence.

2. Textbook authors should increase the share of tasks related to literary and speech competence in the compilation of reading literacy textbooks, include exercises that stimulate creative and logical thinking.

3. Students in the educational process should expand independent speech activity through working on the text, expressive reading, retelling, and a creative approach to the text.

4. For further research, it would be appropriate to explore the potential of digital technologies, multimedia tools, and online diagnostic platforms in the process of developing students' literary and speech competence.

In conclusion, it can be said that the research process scientifically substantiated the possibility of developing oral and written speech culture, text perception and representation skills, creative thinking and communication competencies through the effective use of reading literacy, diagnostic and correctional approaches in the process of developing literary and speech competence of primary school students.

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