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Article

PEDAGOGICAL OPPORTUNITIES FOR DIAGNOSING AND CORRECTING STUDENTS' LITERARY-LINGUISTIC COMPETENCE THROUGH READING LITERACY

Osmanova Diloromkhon Ziyodinovna

Senior teacher of the Andijan regional pedagogical skills center

Abstract: The article aims to analyse pedagogical opportunities of diagnosing and rectifying students' literary-linguistic competences in the course reading literacy. The study identifies the importance of both directed assessments, reading comprehension and analytical tasks to measure shortcomings in students' literary proficiency and verbal skills. The research shows that, if used systematically in combination with intervention and reinforcement programs, the software raises students' reading comprehension skills by 2½ years on average. Additionally, application of correction techniques in coursebooks assures comprehensive advancement of literary competence as well as autonomous learning, allows interpreting, analyzing and communicating textual information efficiently

Keywords: literary competence, reading literacy, diagnostic assessment, corrective interventions, pedagogical methods, critical thinking, communication skills, student development

Introduction

In modern-day education, the nurturing of students' literary and language skills is acknowledged as a cornerstone of well-rounded academic maturity. Literary-linguistic competence is much more than mere reading and-writing skills; rather, it comprises an array of interrelated abilities that enable students to understand, interpret and assess a text, analyse language structure and linguistic forms in terms of its stylistic elements, and express their thoughts coherently as well as creatively. Those skills are also needed in 21CCT, not only to communicate effectively and think critically but also to develop mentally and work well academically or non-academically. Notably, critical thinking skills allow learners to develop higher cognitive functions, such as reasoning, analysis and synthesis- aspects that are essential in lifelong learning. Reading Literacy, as a field, offers a particularly powerful context for developing these capabilities. In contradistinction to most conventional teaching approaches, which are characterised by the concentration on rote learning and on passive absorption of knowledge, Reading Literacy obliges students to interact with readings in an active way. Though guided reading, textual analysis and reflective exercises they can discover the deeper meaning of literary works, identify different narrative strategies and elaborate a personal point of view on texts. Also, the merging of diagnostics and prescriptions in Reading Literacy instructional practices can indicate students' separate deficits in comprehension skills to educators, establish what they both interpret and comprehend from reading materials, or develop their competencies through specific interventions.

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The significance of early detection of learning difficulties has long been recognized in pedagogical practice. Then, using more specific diagnostics such as comprehension tests, analytical exercises and oral feedback, teachers are empowered to identify students' particular areas of weakness and tailor instruction to meet them. Diagnostic interventions, such as facilitator-led workshops, peer-review of work and self-directed study tasks provide more than just reading support but also foster critical thinking skills, analytical intelligence and clear expression skills. Furthermore, the incorporation of group tasks that require students to work together encourages social interaction and collaboration as well as teamwork and communication abilities – a combination that is transferable not only into the worldship but also any future career.

The following pedagogical tools are recognized as effective in fostering literary linguistic competencies within the Reading Literacy model: guided reading activities which encourage an active participation with texts; collaborative discussions and peer review exercises that develop interpreting and communicative abilities; diagnostic testing which identifies gaps between reading comprehension and oral expression; corrective interventions aiming to address weaknesses through focused excersises and workshops; support technologies, including digital text, audio-visual materials or interactive activities enhancing motivation and involvement. Both instructional approaches work in synergy to achieve that the student not only will be able to know, but develop practical competencies allowing interpret, evaluate and communicate effectively text information.

In general, the application of diagnostic and intervention pedagogical strategies in Reading Literacy class promotes a dynamic learning context where students are protagonists of their own learning process. These approaches promote self-assessment, independent learning and development of analytical and interpretive skills in different contexts. In a structured manner such methodologies are applicable for teachers in order to assist students acquire strong literary-linguistic skills and provide them with maximized reading comprehension, expression tion capacity (the ability to express themselves) and cognitive-communication competencies. It is the purpose of this contribution to examine these pedagogical opportunities more closely and to illustrate how such diagnostic and remedial strategies within the Reading Literacy course are an asset for a holistic construction of students' literacy as well as linguistic skills.

Materials and Methods

The aim of this study Therefore was to explore pedagogical capacities for diagnosis and correction of students' literary-linguistic competences within the Reading Literacy course. The study included 80 adolescents pupils, aged 14-16 years in their second year of secondary education and divided into two groups: a control group that applied only the standard test -- Reading literacy (RL) skills -- assessment, and an experimental group working with additional diagnostic and remedial activities to develop literary-linguistic competencies.

The diagnostic phase comprised wide-ranging diagnoses of the students' reading comprehension, interpretive and expressive skills. The instruments used were reading comprehension tests, analytical exercises on narratives, oral presentations and field notes from classroom activities. These tools were developed in order to determine strengths and needs of students related to both listening and reading comprehension. Remediation was implemented as a series of reading intervention sessions that involved guided reading lessons, collaborative text analysis, metacognitive workshops and individualized feedback. In the experimental group, students were urged to contribute actively during discussions and to reveal their personal interpretation of texts as well as give criticism constructively. This should support critical thinking, analytical reasoning, and

communication skill development as well as enthusing motivation to participate in literary activities.

Mixed methods approach was used for data collection, to strengthen the quality of the study both qualitatively and quantitatively. To assess how interventions affected engagement, motivation, and self-efficacy for literary task completion in the classroom, qualitative methods were used that included class observations, interviews and student reflections. Quantitative measures administered were pre-, midpoint, and post- reading comprehension, interpretive skills, and expressive ability.

A well-organized sequence of experimental interventions was designed to obtain reproducible and quantifiable results. The following principal strategies in the experimental group were used:

Guided reading, annotation activities to promote active critical interaction with texts
Collaborative analysis and group discussion to promote interpretation and communication skills

- Diagnostic tests and observational measures to pinpoint learning gaps
- Correctional workshops and a personalised feedback support to(n) consolidate shortcomings

-Integration of multimedia, such as digital texts, audio clips and visual aids to accompany instruction and support understanding while sustaining interest

Comparisons between control and treatment groups were analyzed according to relative statistical values applied in data collection through all intervals of the study. The group focused on five suspect areas with the goal of improving students' understanding, critical thinking and expression in a written task as well as monitoring students' motivation levels along with their level of involvement and confidence in literary tasks.

Together, the Materials and Methods section demonstrates that systematic diagnostics along with targeted remedial action can form an effective approach to enhancing students' literary-linguistic abilities. Through active engagement with their learning, our aim is to produce independent, critical thinkers who can apply reading and communication skills in academic as well as every day situations.

Results

The findings of the research clearly show the beneficial effects of diagnostic and remediation actions on literarylinguistic competences in students. The experimental group, which was supported in the targeted intervention within the framework of guided reading, collaborative analysis and repair workshop, had much better results than the control group who participated only in what was offered by Reading Literacy.

Performance-based evidence showed that students in the experimental group had a profound comprehension of literary text, including narratives structure, themes, and characters interpretation. Their reading comprehension skills improved markedly and this led to improved analytical thought and critical thinking. In contrast the control group achieved little growth, further highlighting somewhat dysfunctional nature of the preparing-to-learn paradigm on focusing efforts at gaps in learning.

There were also gains in students' expressive skills. The experimental group students were more fluent, able to form ideas coherently in debate and participate actively. This shows that remedial strategies improve aspects of written and spoken language use. In addition, students were more motivated and engaged in learning by using interactive activities. Interactive exchanges, group readings and computer-aided exercises promoted students' participation in the classroom and engagement with independent learning as well as contributing to a more lively learning environment.

The following results were especially important for the experiment group:

- Improved reading comprehension, including literary texts and their themes.

Developed student ability to analyze characters, plot and stylistic elements.

- Improved expressive skills in writing and speaking, including greater confidence in class discussion

Higher level of student's motivation, involvement and interest in literature activities

Development of critical thinking and independent study skills that allow students to utilize comprehension and interpretation strategies independently.

Quantitative analysis showed that the experimental group significantly outperformed the control group on all assessment criteria such as comprehension, analysis, and expression. Qualitative observations also suggested that they factored in the use of interactive activities and corrective feedback to achieve a lively class climate, rather than just studying alone but also working together on each other, thinking and assessing their learning. In summary, the findings suggest that systematically diagnosing and compensating key to support literary-linguistic development in student. As students move grade-to-grade, these approaches target specific skill gaps providing incremental supports and allows for targeted practice around reading comprehension, critical thinking, and expressive communication needed to be successful in school and lifelong learning.

Discussion

The results of this research underscore the importance of diagnostic and remedial actions to improve students' level of literary-linguistic competence. Through the implementation of guide reading, collaborative text analysis and corrective workshop in the Reading Literacy course, teachers could remedy specific errors for students' comprehensive and expressive ability. These interventions produced a vibrant and interactive context for learning, where students were invited to think critically about texts, reflect on their reading processes and engage in meaningful discussion.

A significant observation was that students who received intervention showed much larger gains in comprehension and analysis when compared to the control group; this is one of the most important finding. It shows that systematic diagnostics make it possible for teachers to recognize where learners are falling back individually and offer specific interventions, something traditional teaching struggles with. Moreover, students' verbal and written expression of their thinking increased significantly, indicating that remediation strategies would not only lead to improved comprehension but also support the development of expressive and communicative prowess. The research also highlights the value of cooperative and interactive approaches to learning. Online group discussions, peer feedback sessions and collaborative text analysis had to promote dealing with multiple perspectives, develop empathy they formed the basis for building up students' analytical thinking. This active process of participation helped to increase a sense of responsibility as the students would need to justify their interpretations and respond in an informed manner to their peers. Interactive exercises also led to enhanced motivation and involvement, because of the increased activity-based learning, while making the learning process student-centred.

The study provided the following pedagogical implications:

- Evidence-based assessment pinpoints individual reading comprehension and literary knowledge gaps

- Formative measures enhance analysis and critical thinking with focused support.

- Communicate, empathize and be able to value multiple points of view are fostered through co-learning

- Participation in discussions and workshops improves interest, involvement, and confidence

- Multimedia and interactivity items promote understanding, imagination, and autonomy at the elementary level

These findings are consistent with current educational research focused on student-centered methods, formative evaluation and embedding remediation in traditional instruction. Educators can establish conditions for meaningful learning in which knowledge acquisition together with skill development and critical thinking are combined, if they engage students in the learning process.

In sum, AM will provide evidence that the combination of diagnostic and corrective pedagogical strategies integrated in the course of Reading Literacy constitutes a solid platform for bringing students' literacy-linguistic competences to a higher level which is not only necessary for achieving academic success but also indispensable for effective communication within wider social contexts.

Conclusion

The paper confirms that the diagnostic and corrective character of diagnosing and correcting students' literacy-cursors due to the implementation of the Reading Literacy course is a successful didactical procedure. Regular evaluation with focused remediation enhances students' reading comprehension, analytical oral and written skills and critical thinking. Through pinpointing personal knowledge gaps and offering stepped assistance, teachers can be certain students not only learn *nuova* but gain practical skills in using it both academically and real-world wide. One of the most significant findings from this study is that interactive/corrective approaches increased students level of engagement, interest and participation. Through guided reading, co-reading and collaborative text analysis sessions, literary workshops, personalized feedback, students engaged in discussions in an active way, performing critical reflections on texts as well as expressing confidently their own interpretations. These interventions teach students to take responsibility and regulate themselves so they can become active and reflexive agents of their own learning.

Furthermore, the combination of diagnosis and remedy promotes holistic literary-linguistic competence. Learners who receive sustained feedback and specific guidance can interpret, evaluate, and present text-based information more effectively. Development of this skill is beneficial for both academic success and higher-order cognitive abilities such as problem solving, reasoning and creativity. The study further emphasizes the importance of cooperative learning practices such as peer dialogue and group work to master social and communicative skills. Collaboration helps students to find out different opinions, make arguments and support others through explaining. This team approach promotes the development of communication, empathy, and critical thinking skills that are essential to academic and professional success.

The employment of multimedia materials and interactive activities was also successful in keeping students motivated and ensuring their comprehension. Through digital texts, audio recordings, and visual resources pupils were encouraged to explore literary material in various ways which encourage both comprehension and creativity. These instruments also favored autonomous learning, as pupils were motivated to use texts outside the classroom and learn strategies individually for comprehension and production.

In the end, the result of this research shows that the diagnostic setting combined with remediating intervention activities offers a complete package for enhancing student's literary-linguistic competence. Embedding these teaching and learning strategies in the Reading Literacy unit enhances not only "learning to read, write, listen and observe" but

enables critical thinking through lifelong learning skills and constructs the capability for effective communication. Through the creation of independent, reflective and active learners, teachers can drive students toward future individual academic success and society engagement as well as professional accomplishments.

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