

THE INTERCONNECTION OF DIAGNOSIS AND CORRECTION: HOW THE CHOICE OF TOOLS AFFECTS THE EFFECTIVENESS OF PSYCHOLOGICAL AND PEDAGOGICAL CORRECTION CABINET (PPCC) WORK

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Abstract. This article explores how the choice of diagnostic methods directly impacts the quality and success of correctional strategies in psychological and pedagogical work. Emphasizing an integrated diagnostic approach, it outlines ways to strengthen professional practices and tailor interventions to the specific needs of children with special educational needs.

Keywords: diagnostic tools; correctional strategies; inclusive education; child development; pedagogical support.

Introduction

The quality and impact of correctional and developmental interventions in Psychological and Pedagogical Correction Cabinets (PPCCs) are largely determined by the precision of the diagnostic process. Accurate identification of a child's developmental traits and learning profile is crucial for choosing the most suitable correctional strategy. However, practitioners frequently encounter challenges tied to the validity, applicability, and cultural sensitivity of diagnostic tools.

In today's increasingly diverse educational landscape, it is essential to apply diagnostic approaches that are both evidence-based and contextually appropriate. This article investigates the relationship between diagnostic methods and the outcomes of correctional support in PPCCs. The goal is to identify key factors that enhance diagnostic reliability and offer practical insights for improving the effectiveness of corrective programs designed for children with special needs.

Methods and Approaches to Diagnosis in PPCC

PPCC specialists rely on a diverse range of diagnostic procedures to assess children's needs. These include:

- Standardized assessments, such as the Wechsler Intelligence Scale for Children and Raven's Progressive Matrices, which evaluate cognitive capacity, processing abilities, and verbal/non-verbal intelligence. Such tools assist in distinguishing learning challenges from intellectual impairments and inform targeted educational strategies.
- Projective techniques, including the Draw-A-Person Test, Thematic Apperception Test, and House-Tree-Person method, offer nuanced insights into a child's emotional world and personality. These approaches help uncover hidden psychological stressors and shape

emotional support strategies.

- Behavioral observation and expert evaluation, using instruments like the Vineland Adaptive Behavior Scales or the Behavior Rating Inventory of Executive Function, provide context-specific data on a child's behavior in classroom or therapeutic settings. These observations are integral for creating adaptive and responsive support plans.
- Interviews with parents and educators yield qualitative information on the child's developmental history, behavioral tendencies, and emotional functioning. Such feedback allows for a well-rounded and individualized understanding of the child.
- Analysis of medical and pedagogical records further enhances the diagnostic picture by integrating data from past interventions and health assessments. This ensures that corrective strategies are contextually aligned and personalized.

A comprehensive diagnostic strategy that integrates multiple approaches enhances accuracy, minimizes misdiagnosis, and enables the development of tailored correctional programs.

Expanding the Role of Diagnostics in PPCC Work

The deliberate selection of diagnostic instruments brings a number of advantages to the work of PPCC specialists. When grounded in validated methods, diagnostic assessments become a reliable foundation for understanding a child's individual profile and planning support accordingly.

Precise identification of needs is one such benefit. Standardized tools help prevent diagnostic ambiguity, ensuring that learning difficulties are not misinterpreted as cognitive impairments. This precision allows specialists to develop more appropriate intervention paths.

Additionally, diagnostics contribute to the design of individualized support strategies. By pinpointing specific challenges and strengths, professionals can select pedagogical methods that address the child's unique learning style. For instance, children on the autism spectrum often respond better to structured routines and visual cues — insights that emerge from targeted assessment.

Monitoring progress over time is another essential function. Repeated assessments offer measurable data on developmental gains, informing whether interventions are effective or require adjustment. This process also encourages reflective practice among professionals, as they evaluate and refine their approaches.

Furthermore, early detection remains one of the most powerful outcomes of high-quality diagnostics. Identifying developmental risks in the early stages allows for timely corrective action, potentially reducing the severity of future educational difficulties. Research consistently shows that early intervention leads to better academic and social trajectories.

Despite these advantages, obstacles persist. Cultural and linguistic bias embedded in some tests may distort results. The subjective nature of some methods, such as projective techniques, also opens room for misinterpretation. For this reason, continuous training and cross-disciplinary cooperation are necessary to maintain high diagnostic standards and improve accuracy.

Practical Recommendations for Improving Diagnostics in PPCC

To enhance the effectiveness of diagnostic practices and the quality of support offered in PPCCs, the following actions are proposed:

- Use a multi-method approach: Integrating observations, interviews, standardized testing, and historical data ensures a well-rounded understanding of the child's profile.
- Update diagnostic tools regularly: Incorporating new developments from educational neuroscience and child psychology allows specialists to stay aligned with evolving best practices.
- Foster collaborative environments: Encouraging regular peer review and interprofessional dialogue can help reduce bias, improve interpretation, and create more cohesive diagnostic strategies.
- Engage parents and teachers in the process: Their day-to-day insights provide crucial

context that complements formal assessments.

- Ensure cultural sensitivity: All tools should be reviewed for cultural and linguistic relevance to ensure fair and accurate evaluations, particularly in multilingual or diverse populations.
- Develop adaptable intervention plans: Diagnostic findings should directly inform flexible, evolving support strategies that reflect the child's progress and changing needs.

Future Perspectives in PPCC Diagnostic Practices

Emerging technologies hold promise for reshaping how diagnostics are performed in educational and psychological settings. Developments in neuropsychology and artificial intelligence (AI) offer tools for more precise, rapid, and individualized assessment.

For instance, digital platforms that track behavior over time or analyze language patterns using AI can supplement traditional methods. These innovations, when ethically and thoughtfully applied, can reduce human error and deepen diagnostic insights.

Moreover, collaboration between practitioners, researchers, and policy developers will be crucial. Such partnerships can foster the creation of evidence-informed, standardized diagnostic protocols tailored to the needs of diverse learners — particularly those requiring specialized support.

Conclusion The effectiveness of correctional and developmental interventions in PPCCs is closely linked to the quality of diagnostics performed. A robust, well-chosen diagnostic strategy enables targeted, timely, and flexible support — all of which contribute to better outcomes for children with special educational needs.

Sustaining diagnostic quality requires a balance of professional judgment, methodological rigor, and openness to innovation. Ongoing learning, collaboration, and the thoughtful integration of new technologies will ensure that diagnostic work remains responsive to the evolving educational landscape.

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