

**PRACTICAL POSSIBILITIES OF ACTIVITY-BASED DIAGNOSTIC METHODS IN PRIMARY EDUCATION.****Abdinazarova S.M., Tadjibaev I.U.**

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**Abstract.** This article analyzes the practical possibilities of activity-based diagnostic methods selected for use in the primary education process. The study substantiates the suitability of diagnostic methods aimed at identifying creative thinking, logical reasoning, and analytical activity for primary school students.

**Keywords:** activity-based diagnostics, primary education, Torrance test, maze method, logical thinking, creative thinking.

Pedagogical diagnostics in primary education plays an important role in identifying students' cognitive processes and individual developmental characteristics. In modern pedagogical research, the effectiveness of activity-based diagnostic methods in working with young learners is particularly emphasized. Such methods make it possible to identify students' natural thinking processes without placing them in artificial assessment situations. Therefore, an in-depth analysis of selected diagnostic methods in primary education practice is considered a relevant issue.

Diagnostic methods developed by E. Torrance are widely used to identify the creative thinking abilities of primary school students. The Torrance Tests of Creative Thinking are aimed at determining students' divergent thinking, unconventional approaches to problem situations, and imaginative potential. Since this method is implemented through visual and activity-based tasks, it is carried out with great interest by primary school students.

According to current research, Torrance tests serve not only to determine students' intellectual level but also to identify their creative potential. This allows teachers to organize the educational process while taking into account the individual capabilities of students.

In primary education, the maze method is considered effective for identifying logical thinking and problem-solving abilities. This method makes it possible to determine students' abilities in planning, understanding cause-and-effect relationships, and organizing goal-oriented activities. Since the maze method is organized in the form of a game, it is regarded as a stress-free and natural diagnostic tool for students.

Scientific literature notes that maze methods play an important role in identifying students' attention stability and independent decision-making abilities. This method enables teachers to conduct a deeper analysis of students' responses to problem situations.

To identify the analytical thinking abilities of primary school students, diagnostic tasks such as "Identifying the Most Important" and "Eliminating the Odd One Out" are considered effective. These methods serve to determine students' abilities to distinguish between primary and secondary features, compare, and generalize. In pedagogical research, such tasks are regarded as an important element of

activity-based diagnostics. Researchers emphasize that due to their simplicity and adaptability, these methods can be widely applied in primary education settings.

The analysis results show that activity-based diagnostic methods provide opportunities for comprehensive assessment, observation, and analysis of students' cognitive processes in primary education. These methods allow teachers to integrate diagnostic results into the educational process and strengthen an individualized approach. In particular, methods aimed at identifying creative and logical thinking serve as important tools in determining students' developmental trajectories.

The use of activity-based diagnostic methods in primary education makes it possible to more deeply identify students' individual developmental characteristics. The Torrance test, the maze method, and diagnostic tasks aimed at identifying analytical thinking are suitable, effective, and stress-free diagnostic tools for primary school students. These methods serve as a methodological basis for developing technologies to train future primary school teachers in their application at the next stage.

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