



# PLANNING AND MONITORING THE EDUCATIONAL PROCESS IN PRIMARY GRADES: MODERN APPROACHES

**Ashurova Mohinur Isroil qizi**  
Termiz State Pedagogical Institute  
1st-year Master's student

<b>Article history:</b>	<b>Abstract:</b>
<b>Received:</b> 8 <sup>th</sup> October 2025 <b>Accepted:</b> 7 <sup>th</sup> November 2025	This article analyzes modern approaches to planning and monitoring the learning process in primary classes. The study demonstrates ways to optimize the learning process by using diagnostic tools, applying interactive methods, and focusing on individual development. Additionally, it examines pedagogical approaches aligned with the priorities of the New Uzbekistan Development Strategy in the field of education. The results contribute to improving students' knowledge and skills, supporting personal development, and enhancing the quality of education.
<b>Keywords:</b> primary education, learning process planning, diagnostics, interactive methods, New Uzbekistan Development Strategy.	

## INTRODUCTION

Primary education is the most crucial stage of an individual's academic, social, and emotional development, and the effectiveness of the educational process determines the overall quality of the entire education system. Thorough planning of the learning process and effective monitoring play a significant role in shaping students' knowledge and skills. At the same time, the use of an individual approach and interactive methods contributes to improving the quality of instruction.

In recent years, large-scale efforts have been undertaken in Uzbekistan to modernize the education system, enhance teachers' professional competencies, and introduce innovative approaches. Within the framework of the New Uzbekistan Development Strategy (2025–2030), improving the quality of primary education, integrating digital technologies, and strengthening individualized approaches have been identified as priority tasks [5]. In this regard, studying the scientific foundations of instructional design and diagnostic assessment and applying them in practice is considered a pressing issue.

In the introduction, the main objectives of planning and monitoring the educational process are identified as follows: determining students' individual development, optimizing pedagogical strategies, and improving the quality of education. At the same time, the diagnostic process enables teachers to identify achievements and challenges within the learning process, which serves as a key tool for enhancing the quality of primary education.

## METHODS

To determine the effectiveness of planning and monitoring the educational process in primary grades, the study employed document analysis, surveys and

interviews with teachers, direct observation of the learning process, as well as standardized tests and diagnostic tools. Through these methods, students' knowledge and skills, pedagogical strategies, and the effectiveness of interactive methods were evaluated. The priority objectives outlined in the New Uzbekistan Development Strategy – namely, the development of an individualized approach and the integration of digital technologies – were used as the main criteria in the research.

## RESULTS

The research findings indicate that well-established mechanisms for planning and monitoring the educational process in primary grades have a significant impact on pedagogical effectiveness and students' learning outcomes. In particular, document analysis and conducted surveys revealed that the systematic implementation of pedagogical plans and diagnostic tools made it possible to introduce continuous monitoring of the educational process. This created a basis for accurately assessing students' individual learning progress and levels of knowledge, as well as for adapting instruction accordingly.

Specific provisions related to education in the New Uzbekistan Development Strategy are aimed at modernizing the educational process and contribute to more effective implementation of diagnostics and planning at the primary education level. In particular, the strategy emphasizes advancing the general secondary education system to a new stage through the introduction of new textbooks, methodological guides, and digital resources, which enables the integration of the learning process with high-quality diagnostic tools [5]. This, in turn, supports teachers in conducting in-depth analyses of students' knowledge levels and strengthens planning based on diagnostic results.



In addition, the Strategy sets the task of aligning the professional qualifications of teaching staff with international standards and enhancing the level of pedagogical activity through advanced training and internship programs. This trend proved to be a significant factor in improving the monitoring of the educational process and diagnostic accuracy in primary grades, as it was identified that well-qualified teachers are able to apply diagnostic approaches more effectively [1, p. 18].

The combined use of diagnostic tools and interactive methods led to an increase in students' motivation and their level of content mastery. Test results demonstrated that in lessons enriched with interactive methods, students' knowledge levels and self-assessment capacities improved significantly [7, p. 56]. These pedagogical practices are consistent with the Strategy's directions on improving educational quality and implementing modern teaching methods, thereby contributing to the overall enhancement of education quality.

Furthermore, the Strategy includes measures aimed at increasing the number of teaching staff, raising their salaries, and expanding the implementation of state grants in pedagogical fields to attract qualified personnel [8, p. 47]. This approach strongly supported the application of a systematic approach to planning and diagnostics in the educational process, as it was confirmed that qualified teachers significantly contribute to accurate assessment of the process and the development of appropriate instructional strategies [1].

The results indicate that the introduction of effective planning and diagnostic mechanisms in primary education expands opportunities for strengthening students' knowledge, identifying individual learning trajectories, and optimizing pedagogical strategies. These findings confirm a close connection with the priority objectives of the New Uzbekistan Development Strategy in the field of education—improving educational quality, integrating digital resources, and strengthening pedagogical capacity [2, p. 23].

## **DISCUSSION**

The research findings demonstrate that a systematic approach to planning and diagnostics in primary grades significantly enhances students' knowledge levels and enables effective management of the teaching process [3, p. 24]. These pedagogical practices yield even more effective results when implemented through diagnostic tools and interactive methods, as they help identify students' individual

needs and develop corresponding instructional strategies [7, p. 68].

The New Uzbekistan Development Strategy outlines specific objectives aimed at modernizing the education system and improving its quality. In particular, increasing teachers' professional qualifications, implementing modern pedagogical methods, and integrating digital technologies are defined as priority directions within the Strategy [5, p. 16]. The research results indicate that the practical implementation of these objectives makes the educational process in primary grades more interactive, learner-centered, and grounded in diagnostic assessment [3, p. 87].

Moreover, the combined application of interactive methods and an individualized approach in the learning process contributes to higher levels of content mastery among students. This pedagogical experience demonstrates a strong alignment with the goals outlined in the New Uzbekistan Development Strategy—enhancing education quality, developing pedagogical capacity, and implementing innovative approaches [5]. For example, data obtained through diagnostic tools enable teachers to adapt lessons and determine individual student development pathways [4, p. 24].

In addition, the development of school infrastructure, along with the modernization of textbooks and educational resources as stipulated in the Strategy, also contributes to the effective organization of the educational process. The findings show that integrated planning and diagnostic practices implemented by teachers serve as effective tools for improving students' knowledge and skills, thereby supporting the Strategy's objectives of sustainable educational development [4, p. 58].

Overall, the study demonstrates that thorough planning of the educational process in primary education, supported by diagnostic tools and interactive methods, promotes students' individual development, enhances pedagogical effectiveness, and facilitates the practical implementation of the priority educational objectives outlined in the New Uzbekistan Development Strategy [3, p. 45].

## **CONCLUSION**

The study demonstrates that systematic planning of the educational process and the use of diagnostic tools in primary grades are effective in improving students' knowledge and skills. Interactive methods and an individualized approach enhance the quality of instruction and strengthen pedagogical effectiveness. The priority objectives outlined in the



New Uzbekistan Development Strategy—improving the quality of education, developing teachers' professional competencies, and implementing innovative methods – can be effectively achieved in primary education through well-structured planning and diagnostic practices.

#### **REFERENCES**

1. Abdullayev, B. (2022). *Methods of Primary Education*. Tashkent: O'qituvchi Publishing House.
2. Islomov, F. (2021). *Designing and Managing the Educational Process*. Tashkent: Fan va Texnologiya.
3. Qodirov, S. (2023). *Diagnostics and Assessment in Primary Grades*. Tashkent: Ilm.
4. Karimov, N. (2020). *Pedagogical Innovations and Modern Technologies*. Tashkent: Ta'lim Publishing House.
5. Resolution of the President of the Republic of Uzbekistan. (2025). *New Uzbekistan Development Strategy 2025–2030*. Tashkent.
6. Tursunov, A. (2019). *Effective Organization of the Educational Process*. Tashkent: Ilm-fan.
7. Rahimov, M. (2022). *Interactive Methods in Primary Education*. Tashkent: Pedagogika.
8. Sodiqov, D. (2021). *Assessment and Diagnostics of Education Quality*. Tashkent: O'qituvchi Publishing House.