Registered in Germany **Europa Revue Journal**
ISSN: 1862-6564 **Vol. 5 No. 3 (2025) Published July 13, 2025**

CORRECTIONAL AND COMPENSATORY REQUIREMENTS FOR DEVELOPING THE SOCIAL TRAJECTORY OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS THROUGH PEDAGOGICAL AND PSYCHOLOGICAL DIAGNOSTICS

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Abstract. This article examines the scientific and practical significance of pedagogical and psychological diagnostics in promoting the social activation of students with special educational needs. Based on the results of individual diagnostics, the methodological foundations for developing students' social trajectories and the correctional-compensatory requirements for their implementation are analyzed. The study substantiates that the integration of diagnostic monitoring, individualized development programs, pedagogical support, and compensatory mechanisms serves as a key factor in enhancing the social adaptation and social activity of students with special educational needs.

Keywords: pedagogical diagnostics, psychological diagnostics, inclusive education, individual development, social trajectory, correctional approach, compensatory mechanism, pedagogical monitoring.

PEDAGOGIK VA PSIXOLOGIK DIAGNOSTIKA ASOSIDA ALOHIDA TA’LIM EHTIYOJLARIGA EGA TALABALARNING IJTIMOIY RIVOJLANISH TRAYEKTORIYASINI SHAKLLANTIRISHNING KORREKSION-KOMPENSATSION TALABLARI

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Annotatsiya. Mazkur maqolada alohida ta’lim ehtiyojiga ega talabalarni ijtimoiy faollashtirishda pedagogik-psixologik diagnostikaning ilmiy-amaliy ahamiyati yoritilgan. Individual diagnostika natijalariga tayangan holda talabalar uchun ijtimoiy traektoriya ishlab chiqishning metodik asoslari hamda korreksion-kompensatsion talablar tahlil qilingan. Diagnostik monitoring, individual rivojlanish dasturi, pedagogik qo‘llab-quvvatlash va kompensator mexanizmlarning o‘zaro integratsiyasi alohida ehtiyojli talabaning ijtimoiy moslashuvi va ijtimoiy faolligini oshirishning muhim omili sifatida asoslab berilgan.

Kalit so‘zlar: pedagogik diagnostika, psixologik diagnostika, inklyuziv ta’lim, individual rivojlanish, ijtimoiy traektoriya, korreksion yondashuv, kompensatsion mexanizm, pedagogik monitoring.

КОРРЕКЦИОННО-КОМПЕНСАТОРНЫЕ ТРЕБОВАНИЯ К ФОРМИРОВАНИЮ СОЦИАЛЬНОЙ ТРАЕКТОРИИ СТУДЕНТОВ С ОСОБЫМИ ОБРАЗОВАТЕЛЬНЫМИ ПОТРЕБНОСТЯМИ НА ОСНОВЕ ПЕДАГОГИЧЕСКОЙ И ПСИХОЛОГИЧЕСКОЙ ДИАГНОСТИКИ

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Аннотация. В данной статье раскрывается научно-практическое значение педагогико-психологической диагностики в повышении социальной активности студентов с особыми образовательными потребностями. На основе результатов индивидуальной диагностики проанализированы методические основы разработки социальной траектории студентов, а также коррекционно-компенсаторные требования, предъявляемые к данному процессу. Обосновано, что интеграция диагностического мониторинга, индивидуальной программы развития, педагогической поддержки и компенсаторных механизмов является важным фактором повышения социальной адаптации и социальной активности студентов с особыми образовательными потребностями.

Ключевые слова: педагогическая диагностика, психологическая диагностика, инклюзивное образование, индивидуальное развитие, социальная траектория, коррекционный подход, компенсаторный механизм, педагогический мониторинг.

Introduction

One of the key priorities in the modernization of higher education worldwide is the promotion of inclusive education by ensuring not only equal access to learning opportunities for students with special educational needs but also the scientifically grounded management of their individual development. Contemporary pedagogical concepts emphasize that evaluating students solely on the basis of academic achievement is insufficient. Instead, comprehensive assessment should also encompass their psychological well-being, social adaptation, communicative competence, and prospects for professional development. Consequently, pedagogical and psychological diagnostics have become an integral component of inclusive higher education.

When working with students with special educational needs, it is essential to recognize that each individual possesses unique developmental characteristics, educational needs, and compensatory resources. Therefore, applying a uniform pedagogical approach to all students cannot ensure effective educational outcomes. An

individualized approach requires continuous assessment of students' developmental progress, scientific analysis of diagnostic findings, and the design of personalized social trajectories that reflect their specific strengths, needs, and developmental potential.

Pedagogical and psychological diagnostics serve not only to identify existing learning difficulties and developmental challenges but also to reveal students' strengths, internal capacities, and future development opportunities. Diagnostic findings provide the foundation for planning correctional and compensatory interventions, designing individualized development programs, and determining appropriate forms of pedagogical support. For this reason, diagnostic assessment, correctional intervention, and continuous monitoring should be organized as interconnected components of a unified and continuous support system.

The purpose of this study is to examine the theoretical foundations for developing an individual social trajectory for students with special educational needs through pedagogical and psychological diagnostics and to provide a scientific rationale for the correctional and compensatory requirements that should guide this process.

Theoretical foundations of pedagogical and psychological diagnostics

Pedagogical diagnostics is a scientific and educational process aimed at assessing learners' knowledge, skills, competencies, motivation, and developmental progress. Psychological diagnostics, in turn, focuses on evaluating an individual's emotional well-being, motivation, cognitive processes, communicative characteristics, and personal development potential. Within the context of inclusive higher education, these two areas should be implemented in an integrated manner to ensure comprehensive support for students with special educational needs.

The primary objective of comprehensive diagnostics extends beyond assessing a student's current status. It also involves forecasting developmental prospects and designing individualized support strategies that promote both academic success and social inclusion. To achieve this objective, the diagnostic process incorporates a combination of pedagogical observation, psychological testing, interviews, questionnaires, portfolio assessment, expert evaluation, and continuous monitoring.

A review of contemporary research indicates that modern inclusive education has shifted from a traditional “deficit-based” diagnostic model toward a “strengths- and potential-based” approach. Rather than focusing exclusively on identifying learning difficulties or limitations, this perspective emphasizes recognizing students' strengths, mobilizing their existing resources, and creating supportive educational environments that foster their personal and social development.

Accordingly, pedagogical and psychological diagnostics should be guided by the following fundamental principles:

- scientific validity;
- systematicity;
- individualization;
- continuity;
- comprehensiveness;
- objectivity;
- developmental orientation;
- inclusiveness.

Adherence to these principles enhances the reliability and validity of diagnostic findings and provides a scientific foundation for designing individualized social trajectories for students with special educational needs.

The social trajectory of students with special educational needs

A social trajectory can be defined as an individualized developmental pathway that encompasses a student's academic progress, social adaptation, communicative competence, professional formation, and personal growth throughout higher education. This trajectory is continuously refined based on the findings of pedagogical and psychological diagnostics, allowing educational support to evolve in response to the student's changing needs and developmental progress.

The development of an individualized social trajectory requires a comprehensive assessment of multiple dimensions, including academic preparedness, psychological status, social adaptation, communicative competence, independent learning skills, professional interests, and compensatory capacities. The balanced integration of these

components contributes significantly to improving educational effectiveness while simultaneously enhancing students' social participation and engagement.

Planning an individualized developmental pathway for students with special educational needs requires the close integration of pedagogical and psychological diagnostic findings. The conceptual framework of this integrated process is presented in Figure 1.

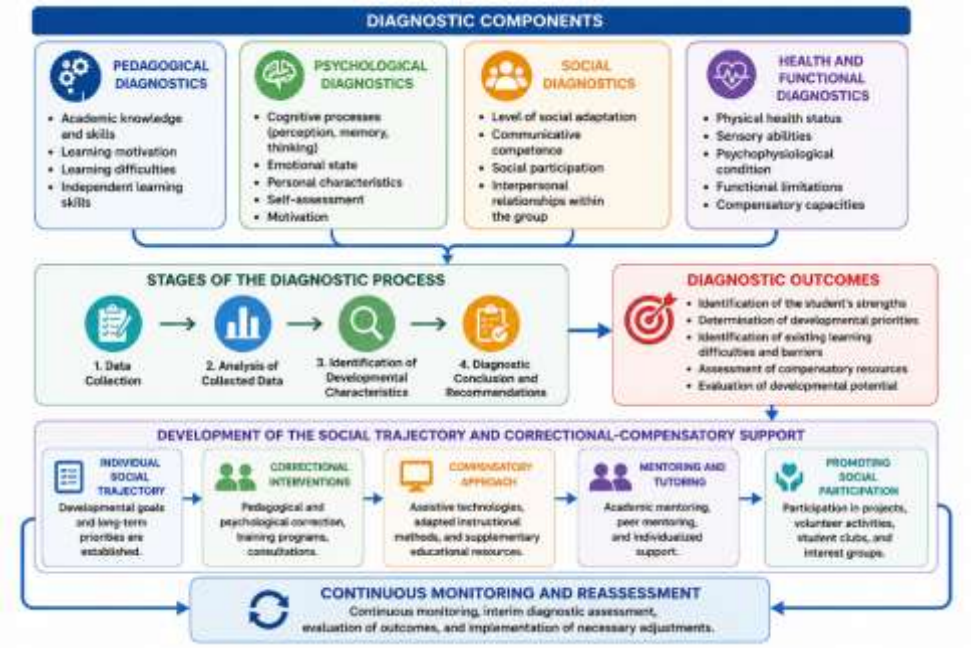

Figure 1. Conceptual model of pedagogical and psychological diagnostics

Figure 1 presents the conceptual model of pedagogical and psychological diagnostics, illustrating the integration of diagnostic components, assessment stages, data analysis, and correctional-compensatory support within a unified framework. The fundamental idea of the model is that diagnostic outcomes should not merely serve as assessment tools but should also function as the methodological foundation for designing individualized social trajectories. This approach enables continuous monitoring of students' developmental progress, identification of their individual needs, and adaptation of the educational process accordingly. As a result, pedagogical and psychological support becomes more systematic and effective, contributing to sustained improvements in students' academic achievement and social participation.

Scientific and pedagogical foundations of correctional and compensatory requirements

The outcomes of pedagogical and psychological diagnostics not only determine the developmental status of students with special educational needs but also constitute the methodological basis for constructing their individualized social trajectories. Nevertheless, diagnostic results alone are insufficient. The information obtained through the diagnostic process should be used to design and implement correctional and compensatory interventions that correspond to each student's individual needs. Therefore, diagnostic assessment and correctional support should be regarded as interrelated components of a unified pedagogical system.

The primary objective of the correctional approach is to minimize the learning difficulties encountered by students, eliminate developmental barriers through pedagogical and psychological interventions, and strengthen their capacity for independent learning and participation. The compensatory approach, in contrast, focuses on overcoming functional limitations by employing assistive technologies, adapted instructional methods, supplementary educational resources, and social support mechanisms.

Within the context of inclusive higher education, correctional and compensatory activities should be guided by the following scientific principles:

- the principle of individualization;
- the principle of systematic implementation;
- the principle of continuity;
- the principle of a comprehensive approach;
- the principle of differentiated instruction;
- the principle of inclusiveness;
- the principle of continuous monitoring and repeated diagnostic assessment.

Adherence to these principles provides a scientific foundation for developing individualized support programs and ensuring the continuous enhancement of students' social activity and educational participation.

Correctional and compensatory requirements for developing individual social trajectories

Individual social trajectories developed on the basis of pedagogical and psychological diagnostic findings should satisfy several essential requirements.

First, an individualized approach must be ensured. Since students differ in their psychological characteristics, educational needs, and social circumstances, individualized development programs should be designed for each learner.

Second, diagnostic findings should be continuously updated. Because students' developmental progress changes over time, individualized social trajectories should be regularly revised according to monitoring results.

Third, effective collaboration among teachers, psychologists, tutors, social educators, and, when necessary, healthcare professionals should be established. Such multidisciplinary cooperation significantly improves the effectiveness of individualized development programs.

Fourth, extensive use of assistive technologies and digital educational resources is recommended. Learning management systems, screen readers, captioning technologies, adapted electronic learning materials, and artificial intelligence-based educational tools can substantially support students' independent learning and academic engagement.

Fifth, individualized development programs should place particular emphasis on promoting social participation. Involving students in volunteer activities, research projects, student organizations, sports, and cultural events contributes to their successful social integration and active participation in university life.

Sixth, every stage of the developmental process should be evaluated using clearly defined criteria and indicators. These indicators facilitate continuous monitoring of students' developmental progress and enable educators to assess the effectiveness of correctional and compensatory interventions.

Collectively, these requirements provide a methodological framework for organizing pedagogical and psychological diagnostics on a scientific basis and for effectively managing individualized social trajectories.

To ensure systematic evaluation of diagnostic outcomes, a comprehensive set of assessment criteria and indicators was developed (Table 1).

Table 1 presents a system of diagnostic criteria designed to comprehensively assess the individual development of students with special educational needs through pedagogical and psychological diagnostics. These criteria encompass academic, psychological, communicative, and social dimensions of development, thereby providing the necessary diagnostic information for constructing individualized social trajectories.

The indicators presented in the table contribute to ensuring the objectivity and reliability of the diagnostic process. Since each criterion is associated with appropriate assessment methods, educators can continuously monitor developmental progress, implement timely correctional interventions, and make necessary modifications to individualized development programs based on empirical evidence.

Table 1.

Assessment Criteria and Indicators for Evaluating the Social Trajectory of Students with Special Educational Needs Based on Pedagogical and Psychological Diagnostics

No.	Diagnostic Criterion	Key Indicators	Assessment Method	Expected Outcome
1	Academic adaptation	Class attendance, academic achievement, independent learning	Tests, academic performance analysis	Successful adaptation to the educational process
2	Psychological stability	Stress resilience, learning motivation, emotional well-being	Psychological tests, interviews	Stable psychological functioning
3	Communicative competence	Communication skills, teamwork,	Observation, questionnaires	Effective communication

		exchange of ideas		skills
4	Social adaptation	Participation in group activities, interpersonal relationships	Continuous monitoring	Successful integration into the university environment
5	Independent functioning	Decision-making, problem-solving skills	Case studies, observation	Competence in independent learning and functioning
6	Professional orientation	Career motivation, practical training	Portfolio assessment	Professional development
7	Digital competence	Use of learning management systems (LMS) and assistive technologies	Practical assignments	Improved digital literacy
8	Social participation	Participation in volunteer activities, student clubs, and research projects	Portfolio assessment	Active civic engagement
9	Utilization of compensatory resources	Effective use of assistive technologies and support tools	Continuous monitoring	Enhanced opportunities for independent learning
10	Individual developmental progress	Initial and final diagnostic assessment results	Comprehensive monitoring	Positive developmental dynamics

Thus, the proposed system of diagnostic criteria and indicators serves as an important methodological tool for the scientific management of individualized social

trajectories. The diagnostic findings obtained through this framework provide the empirical basis for designing students' individualized developmental algorithms in subsequent stages. The sequential stages of this algorithm are presented in Figure 2.

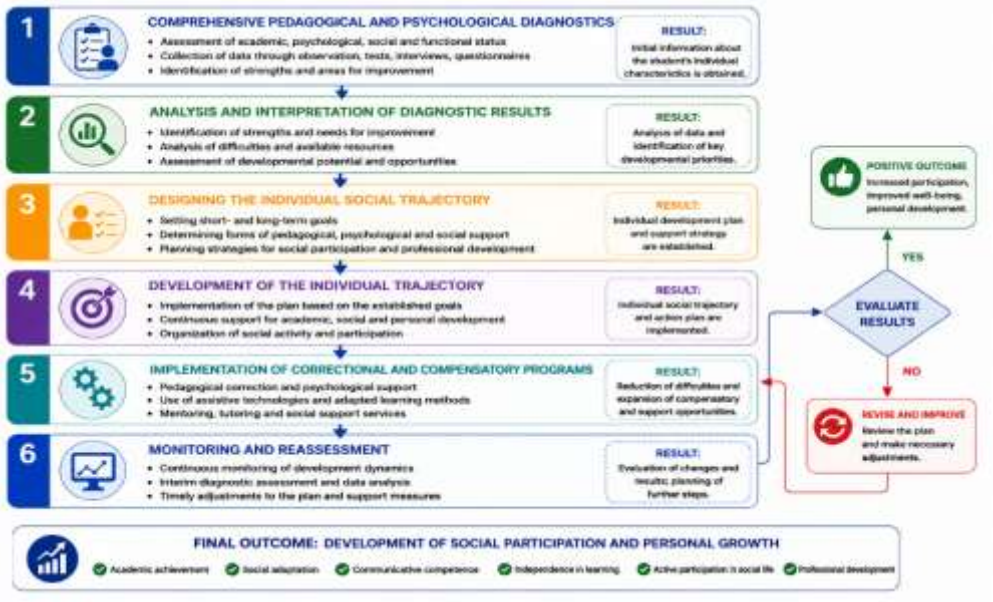

Figure 2. Algorithm for developing the individual social trajectory of a student with special educational needs

The algorithm for developing an individualized social trajectory based on the results of pedagogical and psychological diagnostics represents a systematic and continuous framework for supporting students with special educational needs. The proposed algorithm encompasses the collection of diagnostic data, scientific analysis of the obtained information, the development of an individualized development program, the implementation of correctional and compensatory interventions, and continuous monitoring followed by repeated diagnostic assessment. These interconnected stages form an integrated support system aimed at promoting students' academic, personal, and social development.

The first stage involves a comprehensive assessment of the student's pedagogical, psychological, and social characteristics. At this stage, data are collected on academic preparedness, communicative competence, learning motivation, psychological stability, social adaptation, and compensatory capacities. These diagnostic findings constitute the primary evidence base for designing an individualized development strategy.

During the second stage, the diagnostic findings are subjected to comprehensive analysis. This process identifies the student's strengths, competencies requiring further development, existing challenges, and future developmental potential. From a methodological perspective, this stage is essential for ensuring an individualized and evidence-based approach to educational support.

The third stage focuses on designing the individualized social trajectory. This includes defining short- and long-term developmental goals, determining appropriate forms of pedagogical support, identifying strategies for enhancing social participation, and planning professional development pathways. Since students' developmental needs evolve over time, the individualized social trajectory is designed to remain flexible and is continuously refined based on updated diagnostic evidence.

During the fourth stage, the correctional and compensatory program is implemented in educational practice. This phase incorporates adapted instructional materials, assistive technologies, psychological counseling and training, mentoring and tutoring services, participation in social projects, and elective educational activities. These interventions collectively contribute to the gradual improvement of students' academic performance and social engagement.

The fifth stage consists of continuous monitoring and interim diagnostic assessment. Students' developmental progress is systematically evaluated using predefined criteria and indicators. Whenever necessary, individualized social trajectories are revised, and correctional interventions are adjusted to ensure that educational support remains responsive to students' changing developmental needs.

The final stage involves a comprehensive evaluation of the effectiveness of pedagogical and psychological support. Students' academic achievement, communicative competence, social participation, independence, and professional preparedness are assessed according to established diagnostic criteria. The results obtained serve as a scientific basis for planning subsequent stages of individual development and further improving educational support strategies.

A significant advantage of the proposed algorithm is its cyclical nature. Based on the outcomes of continuous monitoring, the diagnostic process is repeated, allowing

individualized development programs to be regularly updated and optimized. This cyclical framework ensures that pedagogical support remains responsive to students' developmental dynamics and contributes to the continuous improvement of their academic success, social adaptation, and active participation in university life.

Discussion

The theoretical analysis conducted in this study demonstrates that, within the framework of inclusive higher education, pedagogical and psychological diagnostics should be viewed not merely as an assessment tool but as a strategic mechanism for managing students' individual development. From this perspective, the integration of diagnostic assessment, correctional and compensatory interventions, and continuous monitoring into a unified support system represents one of the essential prerequisites for enhancing the social participation of students with special educational needs.

The scientific novelty of the proposed model lies in its integrated conceptualization of pedagogical diagnostics, psychological diagnostics, the correctional and compensatory approach, and the individualized social trajectory as interdependent components of a single comprehensive system. While conventional approaches typically examine these components separately, the proposed model emphasizes their dynamic interrelationships and demonstrates how their systematic integration contributes to more effective educational support and student development.

The practical significance of this approach lies in its potential application within higher education institutions as a methodological framework for improving support services for students with special educational needs, designing individualized development programs, organizing pedagogical monitoring, and evaluating students' social participation. Furthermore, the proposed model may serve as a practical guideline for implementing evidence-based inclusive educational practices that promote both academic achievement and social inclusion.

Conclusion

Pedagogical and psychological diagnostics constitute an essential instrument for the scientific management of the individual development of students with special educational needs. The individualized social trajectory developed on the basis of

diagnostic findings provides a comprehensive framework for fostering students' academic progress, psychological stability, communicative competence, and active social participation.

This study has developed a conceptual model integrating pedagogical and psychological diagnostics, a comprehensive system of diagnostic criteria and indicators, and an algorithm for constructing individualized social trajectories. The proposed model ensures the continuity of diagnostic assessment, data analysis, educational planning, correctional and compensatory support, and continuous monitoring, thereby establishing a systematic mechanism for managing students' individual development.

The proposed scientific and methodological approach contributes to improving the quality of inclusive higher education by facilitating the active participation of students with special educational needs in the educational process and strengthening their social integration. Moreover, the implementation of this model in educational practice can enhance the effectiveness of individualized development programs and support the organization of student-centered educational processes based on the principles of inclusiveness, continuity, and evidence-based pedagogical support.

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