



THEORETICAL FOUNDATIONS OF A DIFFERENTIATED APPROACH IN EDUCATION AND THE CONCEPT OF COMPETENCE

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Abstract

The article discusses the theoretical foundations of a differentiated approach in education and its connection with the formation of students' competence. The work presents a review of the research of domestic and foreign scientists devoted to the issues of differentiated education, as well as considers various methods and technologies used in modern pedagogy. Particular attention is paid to the role of a differentiated approach in the development of professional competence of future primary school teachers.

Keywords: Differentiation, individualization, competence, practical training, Individual-differentiated approach, adaptive learning system.

Introduction

In today's rapidly developing era, the training of professional teachers and masters of their craft is one of the main urgent tasks of pedagogical universities. The renewal and development of the professional elite have a significant impact on social, cultural and other aspects of life. In our time, much attention is paid to the unification of personality-oriented education. One of the important aspects of achieving a new, high-quality professional education is ensuring individualization and differentiation of the educational process.

One of the key areas in modern developmental education is individualization, which is based on a differentiated approach to learning. [1. Article 99]

One of the main directions in modern education is the desire to achieve high learning results, taking into account the individual needs of students and creating conditions for the successful development of each student. In this context, it is important to apply an individual and differentiated approach in educational activities. Individualization and differentiation of education are fundamental principles in pedagogical science.



Research Methodology

Research in the field of differentiation and individualization of education has been actively conducted for many years, both at the theoretical and practical levels. The works of G. G. Erkibaeva, I. E. Unt, E. S. Rabunsky, N. M. Osmolovskaya, V. D. Shadrikova, P. P. Blonsky, I. P. Podlas, I. S. Yakimansky and other scientists are devoted to the study and development of the theoretical foundations of individualization and differentiation of education.

With the emergence of systematic knowledge about the peculiarities of the organization of the educational process in the XVII–XIX centuries, thanks to J.A. Comenius, I.G. Pestalozzi, J.J. Rousseau, A. Diesterweg, K.D. Ushinsky, teaching technologies began to be developed due to the intensive development of the cognitive interest of students. Diesterweg, for example, fills education with such rules that still retain their relevance and persuasiveness. Developmental education, according to Diesterweg, is designed to:

- to take into account the individual and form him in accordance with his natural characteristics;
- to do so in accordance with the cultural identity of the nation to which he belongs;
- to bring him up according to universal human goals. [2.p.19]

Differentiation of education is aimed at ensuring equal opportunities for the development of each student, taking into account their abilities, individual characteristics and inclinations through participation in various group activities.

A differentiated approach in pedagogical theory is a set of methods, means, forms and techniques that contribute to the development of students through their active participation in group activities. Groups of students are formed according to interests or the level of general and special abilities. In the process of practical training, this approach is a system of differentiated work of the teacher with students, who are united in groups. Groups of students are formed according to interests or the level of general and special abilities. In the process of practical training, this approach is a system of differentiated work of the teacher with students who are united in groups. [3]

The teacher should strive to build a learning process in which each student actively participates and is involved in learning. It is important to take into account the individuality of each student and his level of knowledge in order to ensure a complete and high-quality education. This will help avoid gaps in learning and provide a solid foundation of knowledge for each student.



Personality development is carried out in activity. This development is governed by a system of motives inherent in a given personality and significant for him. [4]

An individually differentiated approach in education not only increases the academic performance of weak students, but also develops strong students. This approach should not be limited to adding additional assignments for low-scoring students or challenging assignments for more prepared students. A more complete understanding of the differentiation of learning includes its use at different stages of the study of theoretical material:

- preparation of students for the study of new material,
- introduction of new material,
- its use for the performance of tasks,
- control over the assimilation of knowledge, etc. [4.p. 45]

The cultural and educational technology of differentiated education according to the interests of I. N. Zakatova provides students with the opportunity to choose, search for and show their individuality. "All flowers should grow" (the Gospel) is the main principle of the technology developed by I.N. Zakatova. [6]

According to G.K. Selevko, differentiation is applied as follows:

- by age composition (school classes, age parallels, multi-age groups);
- by gender (male, female, mixed classes, teams, schools);
- by field of interest, profile (humanities, physics and mathematics, biology and chemistry and other groups, directions, departments, schools);
- by the level of mental development (capable, gifted, children with mental retardation, etc.);
- by the level of achievements (excellent students, achievers, underachievers, etc.)
- by personal and psychological types (type of thinking,...)
- by the level of health (physical education groups, groups of impaired vision, hearing, hospital classes). [7]

I. E. Unt states that today the most common form of individualization of the educational process is the independent work of the student both at school and at home. As an example, he cites individual learning tasks designed for independent work, printed workbooks and manuals for independent individualized work. [8]

A. S. Granitskaya proposed an adaptive system of education, which includes:

- the use of a classroom system with the possibility of individual work of future primary school teachers with a teacher during 60-80% of the study time;



— conducting a lesson in a non-linear format, consisting of two parallel processes: independent work of students and individual work of the teacher with individual students.

— the use of generalized schemes (Shatalov's method), work in pairs with a change of partners (Dyachenko's method) and multi-level tasks with an adapted level of complexity (Granitskaya cards). [9]

V.D. Shchadrikov builds the education system on the basis of an individually oriented curriculum as follows: one of the most effective ways to develop the student's abilities is to offer him a sequence of tasks that gradually become more complex and also to interest him in the learning process and at the same time provide an opportunity to study at a level that corresponds to his current abilities. To implement this concept, curricula, programs and methodological materials for six degrees of study were developed. [10]

I.S. Yakimanskaya proves the importance of the child's subjective life experience, conducted within the framework of the family and local culture, as well as his perception and understanding of the world around him. The scientist believes that the individuality of a person is manifested in the way he perceives and imagines the world, and this determines how he perceives educational materials and his emotional and personal attitude to educational materials. [11]

The uniqueness of level differentiation is manifested in the ability of students in one class, using the same program and textbook, to master the material at different levels, depending on their initial training. Achieving the minimum required level of content assimilation indicates that the student has fulfilled the mandatory requirements. This is the basis for the development of higher levels of material proficiency.

Tests and results. At present, differentiated education is implemented either in an external or internal form.

A more justified and important criterion for the formation of homogeneous (homogeneous) classes is the level of cognitive interest in a certain subject (in the 7-8th year of study). Consequently, the use of a similar method of distinction in primary school is not justified.

In the conditions of multi-level (heterogeneous) classes, internal differentiation is usually carried out at three levels - high, medium and low, taking into account various aspects, such as the level of preparedness, mental flexibility, independence, creativity, adaptability, memory, cognitive activity and others. Working with



internal differentiation is an effective method of organizing the educational process in primary school.

Students of an intermediate level of learning ability learn the educational material after regular work, distinguish between the basic and the natural after a certain training, and can see the common in the specific after completing the appropriate exercises. They require more time to assimilate knowledge compared to students who have a high level of learning.

Students experiencing difficulties learn the educational material after repeated attempts and not always in full, find it difficult to extract basic information and understand the rules, and often perform tasks focused on repeating the studied material. They require more time to master knowledge compared to more advanced students.

To introduce level and profile differentiation, it is necessary to carry out a significant modernization of the educational system. This includes the creation of curricula of different complexity and orientation, the development of methodological materials for the implementation of differentiated training in the classroom, the organization of group and individual work with students, taking into account their different abilities and level of learning, etc.

The concept of "differentiated approach" can be considered in general (in the general sense) and in particular (in the narrow sense), in which it affects its interaction with the "individualization of learning". In general contents, this idea is mainly used to describe the content of education and methods of organizing the educational process. In particular contents, this approach is related to the organizational part of learning. It takes into account and expresses the individuality of each student, which allows you to introduce an individual approach.

The use of differentiated education is a means of implementing a differentiated approach. Level differentiation is considered as a type of internal differentiation that is most suitable for the goals of the study. Here the idea is defended that education is organized in such a way that students master a course of varying degrees of complexity and volume, while maintaining minimum requirements for students. (Dorofeev G.V., Kuznetsov A.A., Loginova O.B., Monakhov V.M. V.V. Firsov). [13]

Diversity in learning needs to be considered taking into account the needs of all students in the class, not just those specific students who have a particular interest in a particular subject. Differentiation requires taking into account the differences between students, including both those who are successful in learning material and



those who are struggling, as well as taking into account their diverse areas of interest.

In higher educational institutions of vocational education, where the teacher teaches a large number of students, taking into account individual characteristics becomes a key problem in the implementation of individual training. Thanks to the use of a differentiated approach to teaching, this problem has been solved to some extent.

Thanks to the didactic potential of information technologies introduced into the educational process through the study of computer science, wide interdisciplinary connections and a significant practical component of educational materials (including the means of information technology and ways of their application in various fields of human activity), it becomes possible to most fully embody the principles of differentiated learning. This naturally determines the field of application of differentiation of education.

The introduction of differentiated education in the systems of secondary and higher education includes the achievement of the following goals:

- To create favorable conditions for identifying the abilities, interests and giftedness of each student.
- Satisfaction of cognitive needs, improvement of thinking activity, development of students' hobbies, identification of talents and abilities, formation of professional qualities
- Purposeful impact on the development of creative and professional capabilities of each member of society in order to more effectively use opportunities in interactions with society.
- Solving current problems with an innovative system of differentiated learning based on new motivation.

In addition, students master the skills of self-organization and self-criticism. They rethink their internal stimuli for learning, turning into active participants in the learning process. At each level of education, students' own personal development and their own self-esteem form in the younger generation a desire for learning based on intrinsic motivation.

The technology of differentiated education changes the consciousness of both teachers and students. After all, differentiated education inspires teachers to create educational processes in which students learn to change, improve and develop their living conditions, improve their quality, easily adapt to the rapidly changing conditions of the modern world and independently find and use information.



Competence occupies an important place in Eastern philosophy and life. The quote below can serve as a confirmation of our opinion. Amir Temur: "I ordered that the ministers should be from among the people who possess these four qualities: the first is originality, pure origin; the second is intelligence, prudence; the third is awareness of the state of the raiyats of Sipohi, politeness towards them; the fourth is patience, endurance and peacefulness." [14]

Following the path of theoretical study of the development of algorithmic competence in the educational process of differential learning in future primary school teachers, we will consider the features of the educational process that takes place within the framework of the competence approach.

A systematic process of teaching and learning in accordance with certain foundations necessarily includes the structuring of educational activities and the assessment of educational achievements.

The competency-based approach puts in the first place not the awareness of the student, but the ability to solve problems that arise in the following situations: 1) in cognition and explanation of the phenomena of reality; 2) when mastering modern equipment and technology; 3) in people's relationships, in ethical norms, in evaluating one's own actions; 4) in practical life when performing the social roles of a citizen, family member, buyer, client, spectator, city dweller, voter; 5) in legal norms and administrative structures, in consumer and aesthetic assessments; 6) when choosing a profession and assessing one's readiness to study in a vocational educational institution, when it is necessary to navigate the labor market; 7) if necessary, solve their own problems: life self-determination, choice of style and way of life, ways of resolving conflicts.

All this can be presented in the form of a formula: Competence = Know + Can + Want + Do.

A specialist who has a certain level of competence is in demand in the labor market and is able to successfully solve professional problems. Thus, the competency-based approach in education is aimed at the formation of readiness for professional activity and the development of personal qualities in graduates. The training of a specialist using the competency-based approach is aimed at developing various competencies, including professional, technological, social and civic skills. The training of a specialist is carried out through the formation of professional competence, including knowledge, skills and abilities necessary for the effective performance of professional tasks. Technological competence implies the development of skills for working with modern hardware and software, as well as the ability to analyze and



apply the latest technologies in their field of activity. Social competence includes the development of communication skills, the ability to work in a team, the ability to make decisions and resolve conflicts. Civic competence means the formation of civic responsibility, participation in public life and the ability to solve social problems.

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