

POSSIBILITIES OF DIFFERENTIAL TEACHING PRACTICE

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Abstract: This thesis was analyzed the most common forms of differentiation in pedagogical practice, namely differentiation within the groups, educational groups of different levels, groups with in-depth study of individual disciplines, specialized groups for universities, facultative(elective) differentiation, and tried to highlight the creative aspects of differentiation in mastering educational materials to the student.

Keywords: differentiation, advanced groups, correction, flexible structured education guroux, heterogeneous guroux, risk group.

Introduction

At present, when the characteristic features of the differentiation of the educational process were taken into account, there was another increase in interest in the stratification of education in the late 80s-early 90s of the XX century, which continues to the present day. We associate the increased interest in differentiation with social and economic changes in society, changes in the direction of values. In society, the awareness of the dignity of each individual is increasing, its self-awareness, the need to create conditions for the opening and development of inclinations and abilities, which leads to an increase in the role of differentiation in education. The study of the main directions of modernization of Education shows the forecasts for its development, while in the near future the educational process of higher education is also seen as differentiated.

LITERATURE ANALYSIS AND METHODS

Let's turn to the features of the most common differentiation forms in practice today. Analysis differentiation within the guru, educational gurus of different levels, gurus who study individual disciplines in depth, specialized groups for universities, facultative(elective) differentiation is carried out. Currently, there is a large amount of work describing the individual forms of differentiation, so we will not consider each form in detail. We emphasize only its peculiarities, as well as the achievements that will be achieved in the implementation process.

The forms of differentiation are differentiation within the groups and educational groups of different levels. These are advanced groups, educational groups with corrective, developmental and flexible (variable) content[1].

Distinctive features of differentiation within a groups are its flexibility, softness and amorphism of homogeneous groups created in a heterogeneous groups. In practice, differentiation within the groups is represented by tasks of varying degrees of complexity, increasing the teacher's assistance to students, and differentiating degrees. With differentiation within the groups, the following elements of the educational process, the content of the educational material and, to some extent, the results change. The goals, methods, forms of the educational process are not distinguished, that is, they are characterized by a low degree of differentiation within the groups.

Advanced groups are established with the aim of providing children with highly developed general intellectual abilities with education appropriate to this level. As you know, the motivation of talented children in different groups has decreased, the existing intellectual environment does not help to the maximum. Developing abilities, children are at a level below their capabilities, because the teacher pays attention to the "average student". Therefore, the school decides to unite capable children in parallel in one groups.

Analyzing advanced groups from the point of view of our conceptual rules, we positively assess their organization in school, since the needs of students with high general cognitive abilities

are met. Problems that arise in connection with the creation of such groups can be solved or corrected by special pedagogical actions; to pay special attention to the formation of the groups community, to constantly diagnose the psychological state of students in order to prevent overloading, to use success situations to identify new intellectual leaders in general educational groups, etc.

In foreign experiments, Correctional classes are organized in educational institutions to educate children of a "risk group" who have difficulty mastering the main content of Education. The difficulty of students may be associated with a low level of learning ability. Its causes are insufficiently formed school-due to important psychophysiological functions and characteristics of students, lack of cognitive motivation, the presence of chronic diseases, the state of the nervous system under constant stress due to family and living conditions, etc.k. [2]

As their downside in pedagogical literature, the lack of "motivation" points in the form of well-educated children stands out. However, it is known that children of the "risk group" are not guided by their own characteristics and well-read children. Comparing their success to the success of others, in general education gurus, children of the "risk group" lose confidence in their abilities. With a significant individualization of the educational process in correctional gurus (easier to implement in a 9-12-person guru), their leaders appear and give examples of activity to other students.

The experiments of organizing Correctional classes show that the relationship system in the school is dependent; if teachers themselves treat correctional Group students as children with special characteristics in the development of cognitive activity, then the problem does not arise if they organize extracurricular communication of all Group students [3].

The uniformity of the correction guru allows the teacher to focus on a certain level of development of children. The opportunity to give more attention to each student of the corrective group contributes to the emergence of educational success in students with difficulty in mastering, which increases the psychological comfort of their studies.

Let's take a look at the gurukhs, who deeply study differentiation in separate disciplines and professions. These are the most common forms of differentiation in teaching practice, which are distinguished from each other by the deep study of individual academic disciplines in the first, and in the second by the in-depth study of study disciplines in professional-specific groups of subjects, special disciplines, special courses.

The practice of organizing specialized classes has shown that it is impossible to be guided only by the interest and desire of the child, it is necessary to take into account the special cognitive abilities of students [4]. Hours (2-5 hours a week) are added to the curriculum of classes with an in-depth study of subjects and vocational classes at the expense of a deeply studied subject or vocational subject, as well as the school component for the accompanying subjects.

Teachers use two main ways to change the content of the main subjects. First, they organize training in programs and textbooks for in-depth study of subjects. Secondly, teachers make their own adjustments to the programs of the Comprehensive School. This is usually due to the very high level of complexity of programs for special gurukhs and schools, and the determination of specific educational goals of the subject is due to the presence of the teacher's own concept of teaching, which does not correspond to the capabilities of selected children for specialized gurukhs. The peculiarities of teaching methods, methodological techniques, forms in the gurus of deep study of subjects and specialized gurus are similar to those of Higher Education.

The positive aspects of the activities of specialized gurus are associated with their homogeneity, which allows the teacher to focus on a high level of children's special abilities, their interests in this cognitive field, in-depth and extended study of educational material, respectively. specialized disciplines, satisfaction of cognitive needs of children, the development of aspects of educational activities that contribute to the most successful implementation in the chosen cognitive Sphere[3].

One form of differentiation according to students' interests is flexible (variable) structured gurukhs. They are rarely used in educational practice. This form of differential education is characterized by the fact that in a group whose composition is not the same, same-sex groups differ according to their interest and abilities to study individual disciplines. Education is organized in such a way that students study most subjects as part of a heterogeneous guru. This allows the teacher to organize the educational process to the extent that it corresponds to the intellectual capabilities of students in this group, that is, the study of individual subjects receives positive aspects that are characteristic of specialized gurus.

In the upper stage, profiled gurukhs are created for a particular higher educational institution in order to prepare students for study at the selected University. Their organizational feature is a mutual cooperation agreement between the school and the University. In accordance with this agreement, the school undertakes to ensure the selection of students - future students of this university, draws up an educational plan, organizes the assimilation of the main content of Education. The higher education institution in turn provides the necessary base for the training of schoolchildren, university teachers work with children. Students in the profile group of the University are given the benefits agreed upon when taking the entrance exams.

In the curriculum of profiled classes at the university, there is an increase in hours for the main educational subjects, they will have a professional orientation. Some classes are held on the university base, university forms of conducting classes are used: lectures, seminars, laboratory and practical classes. The main academic subjects are taught by the teachers of the higher educational institution. The participation of university teachers in the educational process has two sides: on the one hand (this is a positive moment) – is considered a creative work for students[5].

The effectiveness of the work of profiled gurukhs for the university is manifested in the successful passing of students' entrance exams and successful adaptation to study at the University in the future. This is due to the uniformity of the guru, important opportunities for the development of abilities and inclinations of children in the field of the planned profession. These are elements of the process of adaptation to university education (lectures and seminars, communication with university teachers); acquaintance with the University, the emergence of relations with the teams of departments, is a joint research activity.

How to react to the variety of existing manifestations of differential education? Within the framework of our conceptual approaches, the attitude is certainly positive. The implementation of educational differentiation in various, changing forms makes it possible to adapt it to the specific conditions of a general educational institution and independently choose differentiated forms of education that are suitable for students, parents and the pedagogical community.

Discussion

Let's ask ourselves the question: Does the variety of differentiated forms of education that currently exist meet the needs of all groups of students or are there groups that are neglected? We must admit that at present, differentiation takes into account mainly the interests of students with highly developed abilities, manifested interests, as well as children of the "risk group". The interests of students with a moderate level of development of abilities, who do not have a strong interest in certain areas of knowledge, as well as practice-oriented children, are not satisfied.

The stratification of education is increasingly intellectually oriented, focusing on the development of the intellectual sphere of children's scientific achievements. However, children with non-standard, creative thinking, but not interested in school activities, students with design, organizational and communicative abilities find themselves in differentiated education.

Conclusion

Analysis of the practice of differential education allows us to conclude that differentiation is now becoming an integral part of learning, penetrating into all elements of its educational process (from

goal to result). To distinguish, the need to open and develop the identity of the individual comes to the fore, which leads to an increase in the number of reasons for dividing students into groups in terms of differentiation. At the same time, differentiated forms of Education, based on the grouping of students by general and special abilities, interests and professional directions, are most common, while the individual psychophysiological characteristics of students are taken into account, which makes it possible to reveal the individual characteristics of the student. In practice, such forms of differentiation as correctional and developmental gurus, vocational gurus, flexible composition classes, specialized school, Lyceum gurus, gurus who study subjects in depth, multidisciplinary education, selective differentiation are shown. In the process of practical implementation of each form of differential education, problems arise that require a theoretical understanding of the phenomenon of differentiation and the search for ways to solve the identified problems.

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