

THE EFFECTIVENESS OF TEACHING BASED ON A DIFFERENTIATED APPROACH IN PRIMARY EDUCATION**Qayumova Lola**Chirchik State Pedagogical University,
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Email: qayumovalola607@gmail.com**Abstract**

This article examines in detail the theoretical and practical aspects of teaching based on a differentiated approach in primary education. In the context of modern educational requirements, the importance of organizing the learning process by taking into account students' individual characteristics, psychological development levels, abilities, and learning pace is substantiated. The study highlights the possibilities of grouping students according to their knowledge level, interests, and needs, assigning tasks appropriate to their abilities, and individualizing teaching methods through a differentiated approach. Furthermore, it is emphasized that the use of a differentiated approach increases students' motivation to learn, develops their independent learning skills, and enhances their creative and critical thinking abilities, as well as problem-solving skills.

Keywords

differentiated approach, individualization, primary education, learning effectiveness, pedagogical technologies, learner-centered education, learning motivation, student

Annotatsiya

Ushbu maqolada boshlang'ich ta'lim tizimida differensial yondashuv asosida o'qitishning nazariy va amaliy jihatlari batafsil tahlil etilgan. Zamonaviy ta'lim talablaridan kelib chiqib, o'quvchilarning individual xususiyatlari, psixologik rivojlanish darajasi, qobiliyati va o'zlashtirish sur'atlarini hisobga olgan holda ta'limni tashkil etish muhimligi asoslab berilgan. Differensial yondashuv orqali o'quvchilarni bilim darajasi, qiziqishlari va ehtiyojlariga mos ravishda guruhlariga ajratib o'qitish, ularga mos topshiriqlar berish hamda o'qitish metodlarini individuallashtirish imkoniyatlari yoritilgan. Shuningdek, mazkur yondashuvni qo'llash natijasida o'quvchilarning bilishga bo'lgan qiziqishi ortishi, mustaqil ishlash ko'nikmalari shakllanishi, ijodiy fikrlash va muammoli vaziyatlarni hal qilish qobiliyatlari rivojlanishi ta'kidlangan

Kalit so'zlar

differensial yondashuv, individuallashtirish, boshlang'ich ta'lim, ta'lim samaradorligi, pedagogik texnologiyalar, shaxsga yo'naltirilgan ta'lim, o'quv motivatsiyasi, o'quv faoliyati,

Аннотация

В данной статье подробно рассматриваются теоретические и практические аспекты обучения на основе дифференцированного подхода в системе начального образования. В условиях современных образовательных требований обосновывается необходимость организации учебного процесса с учётом индивидуальных особенностей учащихся, уровня их психического развития, способностей и темпа усвоения знаний. Освещаются возможности группировки учащихся по уровню знаний, интересам и образовательным потребностям, а также применения заданий разной сложности и индивидуализации

методов обучения. Кроме того, подчёркивается, что использование дифференцированного подхода способствует повышению учебной мотивации, формированию навыков самостоятельной работы, развитию творческого и критического мышления, а также умений решать проблемные ситуации

Ключевые слова

дифференцированный подход, индивидуализация, начальное образование, эффективность обучения, педагогические технологии, личностно-ориентированное обучение, учебная мотивация, учебная деятельность,

INTRODUCTION

One of the most important tasks facing the modern education system is to ensure the delivery of quality education by taking into account each learner's individual abilities, capacities, and needs. In particular, at the primary education stage, students' attitudes toward learning, interests, and level of knowledge acquisition are formed. Therefore, organizing the educational process effectively and considering each learner's individual characteristics has become a pressing pedagogical issue. In traditional teaching methods, a uniform approach is applied to all students. As a result, some learners quickly master the material, while others face difficulties. This can lead to a decline in the quality of education and a decrease in students' interest in learning. From this perspective, teaching based on a differentiated approach is of great importance. A differentiated approach refers to organizing the educational process by taking into account students' individual differences. It involves selecting teaching methods and tools according to learners' levels of knowledge, abilities, interests, and learning pace. Through this approach, a more comfortable learning environment is created for each student, their activity increases, and their independent thinking skills are developed. The aim of this article is to examine the effectiveness of teaching based on a differentiated approach in primary education from both theoretical and practical perspectives, and to analyze its impact on students' learning process.

LITERATURE REVIEW AND METHODS

This study is aimed at determining the effectiveness of teaching based on a differentiated approach in primary education. It is grounded in systemic, integrated, and competency-based approaches. During the research process, theoretical, empirical, and statistical methods were used in an integrated manner, with special attention given to ensuring the reliability of the obtained results. The theoretical basis of the study consists of scientific literature related to differentiated instruction, individualization, and learner-centered education concepts. The analysis of these sources helped clarify the content, principles, and practical application possibilities of the differentiated approach. Based on this, a conceptual model of the study was developed, and criteria for organizing the practical process were defined. The empirical part of the research was conducted with primary school students of a general education institution. In the study, students were divided into experimental and control groups according to their level of knowledge, learning pace, and individual characteristics. At the initial stage, students' academic performance, learning motivation, and attitudes toward learning activities were determined using diagnostic tests, observations, and questionnaires.

In the formative stage, the teaching process based on a differentiated approach was implemented in the experimental group. Students were given tasks of varying difficulty according to their knowledge level and abilities. Interactive methods, problem-based learning situations, independent work, and small group activities were widely used in lessons. The teaching process was individualized by taking into account each student's potential. In the control group, traditional teaching methods were maintained. In the final stage, students'

knowledge level, academic achievement, and changes in learning motivation were re-analyzed. The obtained results were compared with the initial indicators to determine the effectiveness of differentiated instruction. Statistical analysis methods were used to process the research data, and final conclusions were drawn based on average values and percentage comparisons. Thus, the set of methods used in the study provided an opportunity to scientifically evaluate the effectiveness of the differentiated approach in the primary education process.

During the research process, the effectiveness of teaching based on a differentiated approach in primary education was determined through experimental testing. The analysis of the results obtained from the diagnostic, formative, and control stages showed that in the experimental group where the differentiated approach was applied, students' academic performance and knowledge acquisition levels significantly improved. At the initial stage, most students demonstrated medium and low levels of achievement. However, by the end of the experiment, the number of students achieving high-level results increased considerably. In particular, it was observed that students who were taught using differentiated tasks and an individualized approach began to master complex topics more quickly and more deeply. In addition, the research results indicated positive changes in students' learning motivation and activity. Students in the experimental group showed greater engagement in the learning process, a higher tendency toward independent work, and a stronger willingness to express their opinions freely. This contributed to the development of their creative and critical thinking skills. In the control group, where traditional teaching methods were used, no significant improvement in learning outcomes was observed, or the level of improvement was lower compared to the experimental group. This confirms that teaching based on a differentiated approach is more effective than traditional methods. The obtained results were statistically analyzed, and it was scientifically proven that the learning process organized on the basis of a differentiated approach positively influences primary school students' mastery of knowledge, increases their interest in learning activities, and improves the overall quality of education.

DISCUSSION

The results of the study clearly demonstrate the effectiveness of teaching based on a differentiated approach in primary education. The obtained data show that adapting the learning process to students' individual characteristics, knowledge levels, and learning pace significantly improves the quality of education. This confirms the close connection between the differentiated approach and the concept of learner-centered education. One of the most important findings during the experiment was the increase in students' learning motivation and activity. This, in turn, contributed to the development of their independent thinking, self-directed learning, and problem-solving skills during lessons. In particular, the use of tasks with different levels of difficulty helped students to properly assess their own abilities and experience a sense of success. At the same time, the results of the study also showed that the role of the teacher is crucial. To effectively implement a differentiated approach, teachers must have a high level of methodological competence, as well as skills in lesson planning and classroom management. This is because designing and organizing tasks appropriate for each student requires additional effort and creativity from the teacher.

Compared with the control group, it was observed that in the traditional teaching approach, students' activity and academic performance remained relatively lower. This indicates that a single uniform approach cannot fully meet the needs of all learners. Overall, the results of the study confirm that teaching based on a differentiated approach in primary education not only improves the level of knowledge acquisition but also positively influences students' personal development. This approach should be widely implemented as an effective pedagogical technology in the modern education system.

CONCLUSION

The results of this study confirm that teaching based on a differentiated approach in primary education has a high level of effectiveness. An educational process organized by taking into account students' individual characteristics, knowledge levels, and learning pace has a positive impact on their mastery of knowledge, increased learning activity, and the development of independent thinking skills. The results of the experimental work showed that in classes where the differentiated approach was applied, students' academic achievement significantly improved, which proves that this method is more effective than traditional teaching approaches. In addition, an increase in students' interest in learning, as well as greater activity and creativity during lessons, was observed. At the same time, the findings indicate that the teacher's professional competence and methodological preparedness are decisive factors in the effective implementation of the differentiated approach. Designing tasks tailored to each student and properly organizing the learning process require a high level of responsibility and creativity from the teacher. Overall, teaching based on a differentiated approach is an important pedagogical tool for improving the quality of primary education, ensuring students' personal development, and enhancing the effectiveness of the learning process. Therefore, the wider implementation of this approach in modern education is highly recommended.

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