

Differentiated Learning Is One Of The Important Problems Of Pedagogy And Psychology

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Abstract: The article analyzes a differentiated approach to teaching. In comparative terms, the works of foreign and Eastern scientists, educational psychologists have been studied. The features of level and profile education are highlighted. The peculiarity of the specifics of training in military academic lyceums and the relevance of differentiated training in military education are proved. It is proposed to revise the curricula and methodological literature of military academic lyceums.

Key words: differentiated education, differentiated psychology, individualization of education, experience of foreign teachers and psychologists, eastern scientists, level-approached and occupational education, military academic lyceum.

Both in foreign countries and in the educational system of Uzbekistan, the most important thing is to solve the problem of differentiation, the purpose of which is to identify and develop the capabilities of the individual.

The issue of a differentiated approach to teaching has been studied for a long time. The need for such an approach is obvious, since students are different in their abilities, in the perception of knowledge, in character. Each student is a special world, it is an individual. With a differentiated approach, the main activity of the teacher is aimed at fully ensuring the assimilation of knowledge by all teachers.

The term "differentiated learning" from the Latin language "differentia" means "difference", "difference".

We know that differentiation was originally applied as an attempt at curricula in schools and the term was used

in natural and exact sciences. At the end of the 19th century, it began to be used

in psychology and sociology. A new direction has appeared - "differential psychology", which studies individual differences between people. V. Stern, A.F. Lazursky, A. Binet are considered the first representatives of this branch of psychology.

Abroad in the field of psychology, the term "differential psychology" was first introduced by W. Stern, a German psychologist in 1900. At that time, a methodological section of psychological research was created. V. Stern in his book "Uber Psychologie der individuellen Differenzen" ("Psychology of Individual Differences") brilliantly solved the issue related to the scientific description between people as important patterns. And also the scientist in the work "Differential psychology and its methodological foundations" defined the subject and methods of differential psychology, revealed the prospects for its development.

Stern created the theoretical basis of differential psychology. "Differential psychology, like general psychology, is a science that reaches out to universal significances, but these are significances of a completely different kind. It must, first of all, explore those formal patterns that determine the reality of mental variation ... The field of science, which we are trying to define, should have as its subject not only inter-individual differences, but also differences between peoples, estates, sexes, ages, etc. ., in short, the whole range of differentiation problems," the scientist writes.

This work of the scientist has not yet lost its relevance and is being deeply studied by modern methodologists.

In modern education, where the training of a comprehensively developed personnel is required, one of the important tasks is to take into account the psychological characteristics of the student. And this, in turn, "requires the development of new approaches to learning, new methodological systems. Taking into

account individual characteristics, learning opportunities is a reserve for improving the efficiency of the educational process"

Teachers in search of optimal ways to solve problems related to with the continuously increasing requirements of society for the quality of knowledge, they are trying to determine the essence and essence of the educational process, to create options for methods and methods of teaching that are optimal for each student.

Many educational psychologists see a solution to the problem in the individualization and differentiation of learning.

Scientists D.V.Vilheev, B.P.Esipov, M.A.Danilov, M.I. Makhmutov and others focus on the activation of the educational process.

S.I.Arkhangelsky, E.L.Belkin, Yu.K.Babansky, V.P.Bespalko, G.I.Ibragimov and others suggest optimizing the learning process.

V.V. Davydov, N.F. Talyzina and others consider it important to take into account the individual characteristics of the perception of educational material in the implementation of training differentiation.

In Russian pedagogy, in the scientific works of scientists M.V. Veselova, M.A. Kondratieva, Yu.Z. Gilbukha, M.V. Artyukhov, V.K. Shishmarenkova, Sh.I. Ganelina, N.A. Konstantinova, S.F. Egorov and other authors, the problem of differentiation has been partially studied.

Doctor of Pedagogical Sciences Shishmarenkov Viktor Kirillovich in his abstract "Theory and Practice of Differentiated Education at Different Levels in Secondary School" writes that in the 1950s and 1960s. in the pedagogy of the former Soviet Union, a basis for multi-level education was created. "However, neither the experimental verification of the then theoretical conclusions on the differentiation of education, nor the almost complete unanimity of the Academy of Pedagogical Sciences on this issue were recognized by the system of the then society"

Recently, in the Russian education system, the issue of differentiation has become active and new proposals are being developed.

A model of multi-level education has been developed, although, according to experts, it still does not have a sufficient basis.

Confirming the views of Shishmarenkov, we can say that in our domestic pedagogy, attempts are also continuing to theoretically resolve the issue of differentiation, and the practical application of this approach does not yet cover all areas of education.

Traditional and non-traditional teaching methods are widely used in the public education of Uzbekistan. Unfortunately, in recent times, many parents are trying to send their children to presidential or private schools, where all conditions are created for in-depth study of academic disciplines and experienced, advanced teachers hired on a competitive basis. According to the majority of parents, in ordinary schools, due to the lack of favorable conditions or a lack of highly qualified personnel, the quality of knowledge goes down. But this opinion is not always true and does not justify itself.

It must be admitted that traditional education is usually focused on a student whose level of knowledge is average. Here, usually students with a low or high level of development are left out of attention.

In the process of traditional learning, a student who usually learns a subject deeply or, conversely, a student who perceives educational material with great difficulty, is often out of the teacher's field of vision. Sometimes the reverse process is observed, that is, a student with average knowledge cannot demonstrate his knowledge due to the fact that the teacher works only with an active student. Ignorance of the student and tactlessness of the teacher, inattention on both sides leads to a decrease in the quality and content of the lesson. It seems to us that this problem can be considered one of the reasons for the dissatisfaction of parents and students with school education. As a result, tutors become the mainstay of education. In our opinion, tutors should be an auxiliary force in providing students with knowledge and preparing them for entrance exams, the right hand for those who wish to receive additional education individually. According to V. A. Krutetsky, a student with a learning disability first of all needs an individual approach. "Implementation of the principle of an individual approach in teaching means attention not only to those who show a high level of mental development, who show pronounced interests, inclinations and abilities for any kind of activity".

The task of training is to create conditions that would ensure the comprehensive development of the abilities of all students. This problem applies not only to public education, but also to the system of secondary specialized education. The "Pedagogical Encyclopedia" separates the concepts of "differentiated learning" and "individualization of learning". The first is understood as "separation of curricula and programs, in our case, curricula and programs of various profiles in secondary vocational schools are considered", and the second is "the organization of the educational process, in which the choice of methods, techniques, pace of learning takes into account the individual differences of students, their level of development and ability to learn"

In all cases, the use of multi-level training is required.

In the works of Z.A. Abasova, N.N. Alieva, E.V. Bondarevskaya, A.A. Budarny,

IN AND. Zagvyazdinsky, N.S. Leites, M.R. Lvova, N.M. Magomedova, N.A. Menchinskaya, I.M. Osmolovskaya, S.L. Rubinstein, G.I. Shchukina,

I.S. Yakimanskaya, O. Khlupa and others, various bases for the differentiation of students in the learning process are distinguished.

Research by M.K. Akimova, E.N. Kabanova-Meller,

Z.I. Kalmykova, N.S. Leiteas, B.L. Livera, N.A. Menchinskaya, L.S. Rubinstein, B.M. Teplova, G.I. Shchukina, I. Unta and others are devoted to the issues of individual differences of psychophysiological schoolchildren, the features and rates of assimilation of educational material, the difference in the level of development of students' thinking.

According to researchers P. K. Anokhin, B. G. Ananiev, L. I. Bozhovich, S. Vygotsky, B.M. Teplova, V.V. Davydov and others, it is necessary to pay attention to some requirements. For example, different levels in education "should cover all stages of the educational process"; students should be taught to use the most appropriate methods of learning activities;

Work on increasing the maximum assimilation of educational material, which leads to the manifestation of the individual qualities of each teacher.

Research by A.I. Kobzyeva, T.K. Donskoy, T.G. Biryukova, A.I. Vlasenkov are devoted to the description of the organization of the process of differentiated teaching of the Russian language and individualized tasks.

Thus, foreign teachers and psychologists, studying the learning process, consider it mandatory to use a differentiated approach in each lesson.

From time immemorial in the East, man and his desire for knowledge, man's knowledge of the world around him has always been a hot topic.

In the 7th-12th centuries, culture and science developed in Central Asia. Particular attention was paid to the study of the exact sciences. At that time, scientists-encyclopedists Musa al-Khwarizmi, al-Farabi, al-Ferghani, al-Beruni, Ibn Sina, al-Zamakhshari and many other famous people lived and worked. Many secular sciences appeared together with them. These scientists played a key role in enriching the spiritual and intellectual world of man, in the development of human consciousness, its spiritual and educational views.

Aristotle East Al-Farabi analyzing issues related

with the emergence of knowledge, as well as types and forms of knowledge, the main thing is the study of the human psyche. For a scientist, sensation, imagination, memory, thinking are mental processes that are interconnected and complement each other.

Of great interest are the views of Ibn Sina, the scientist-encyclopedist of the East. The scientist in the book "Tadbiri Manzil", formulating some requirements for the personality of the teacher, suggests "taking into account the individual characteristics of each child and interest him in his studies, determine the mental abilities of his students"

Ibn Sina recommends taking into account the individuality of the teacher, not immediately tying him to the book, but by combining mental and physical activity, teach him to perform feasible exercises.

It is worthy of praise that Eastern scholars from ancient times paid attention to the nature of man, to the personality of the student in the transfer and acquisition of knowledge, and suggested introducing lessons into the mind of the student in stages. This process is currently being developed by modern scientists and is called in a different way - a differentiated approach to learning.

In the future, a worthy contribution to the development of science in Turkestan was made by such scientists as Kazizada Rumi, Ulugbek, Ali Kushchi, Haydar Khorazmi, Hafiz Khorazmi, A. Navoi, Babur, Abdulgazi Bakhodirkhan.

At the end of the 19th century, the Jadids (Jadidism from Arabic - "new") appeared as a socio-political and intellectual movement among Muslim peoples. In order to develop the socio-cultural development of Central Asia in a new direction, the Jadid leaders proposed a number of reforms in the field of education, historiography, literature, printing, religion and art.

Of the six reforms undertaken by the Jadids, the first was the reform

in the field of education, which had the most noticeable impact on the population, political and spiritual life of Central Asia. They began to create schools that taught mainly secular sciences and the Russian language. The Jadids radically changed the education system, dividing and strengthening differentiation along social lines. Others were activists in this direction.

Thus, the great ancestors left us a rich heritage that was ahead of its time and continues to serve all of humanity.

in the field of pedagogy, philosophy, psychology and other sciences.

Despite important discoveries, in our opinion, the issue related

with the differentiation of training, remains unfinished. This approach

education still requires study, a unified approach to the concept has not yet been developed.

As a pedagogical activity, differentiated learning (DL) requires the teacher to find ways to potentially develop the student's capabilities, and the student - more independence, creative development and self-realization.

The problem of the development of children's speech was developed by our prominent scientists, teachers, psychologists, sociologists: U. Makhkamov, K. Abdullaeva, S. Nishonova, O. Khasanboeva, E. Goziev, R.M. Kadirova, F.R. Kadirova, D.I. Ruzieva, K. Shodieva, D.R. Babaeva, G.O. Kamilova, D.A. Abdurahimova, S. Ismailova, G. Nazhmiddinova and others.

Unlike the above authors, A.B. Abdikarimova in the article "Analysis of the content and methods of differentiated learning for students of secondary vocational schools", published in the journal "Science and School" (2013. No. 5), reveals the features of differentiated learning in the main academic disciplines of secondary vocational schools, showing a general perspective of the professional orientation of the study academic disciplines.

Confirming the opinion of teachers, we can say that a multi-level approach to teaching requires taking into account the individual psychological characteristics of each teacher, especially the relationship between teacher and student.

"The educational process, which is characterized by taking into account the typical individual differences of students, is usually called differentiated, and learning under the conditions of this process is called differentiated learning"

Komilova M.M. Spirituality is a great power. T.: "Ilm-ziyo-zakovat", 2021. -160 p.

- pay attention to the individual psychological characteristics of students;

- use individual approaches in the selection of content and teaching methods within the framework of educational standards;

- maximize the use of the acquired knowledge to improve the effectiveness of training.

In the psychological and pedagogical literature, level and profile types of the content of multilevel education are distinguished. Let's consider these questions on the example of military academic lyceums.

Level differentiation is expressed in the fact that, studying in the same classroom, according to the same program and textbook, lyceum students can learn material at different levels. The determining factor here is the level of compulsory training. Its achievement testifies to the fulfillment by students of the minimum necessary requirements for the assimilation of the content. On its basis, higher levels of mastery of the material are formed.

The famous mathematician V. A. Gusev in his book "Psychological and Pedagogical Foundations of Teaching Mathematics" calls the level differentiation internal. This form requires the teacher and the student to consolidate the educational material through repeated explanations. For effective and quick

assimilation, it is important to explain the material first in the shortest way, then in more detail, enriching it with new information, and the third time in depth with detailed information.

It must be said that level differentiation is usually applicable in the first and second years, since students at this time are consciously choosing the level of assimilation of educational material.

This type of training is very important, since the techniques and methods of level differentiation should cover all training used in the system of secondary specialized education. This also applies to military academic lyceums related to this type of education.

With such an education system, each student, acquiring fundamental knowledge in the curriculum, gets the opportunity to pay special attention to those areas that correspond to his interests, inclinations for a particular profession. That is, studying in the same classroom on the same program and textbook, the student learns the material at different levels.

Thus, the level differentiation of training is carried out

in the classroom in normal daily activities, which focuses on all students, taking into account their individual abilities and level of perception of the material, in the process of working in a small group and outside it. This approach tailors learning to the student.

Rapid growth in the volume of various information, constant changes

in the sphere of human activity leads to the need for specialization of education.

The profile differentiation of the essence of education is aimed at the implementation of such a task.

Profile differentiation involves the training of different groups of high school students in schools, students of 1-2 courses in secondary specialized educational institutions, according to programs that differ in the depth of presentation of the material, the amount of information and even the nomenclature of questions included, as well as professionally oriented content of education. A variety of specialized education is an in-depth study of individual subjects, which is distinguished by a fairly advanced level of students' training in these subjects, which allows them to achieve high results.

The purpose of profile differentiation is to specialize the education of the sphere of inclinations, interests, abilities of students for the highest development in their chosen direction. Here, the maximum disclosure of the creative abilities and individuality of students, their targeted training in their chosen professional activities is expected. This is a voluntary choice by students of a professional direction.

Having experience in the military academic lyceum, we came to the conclusion that the profile differentiation of the content of education can be considered one of the successful means of improving the quality of vocational education, developing the abilities and interests of students. An in-depth study of academic disciplines focused on vocational training makes it possible to provide the necessary training for graduates of military lyceums for the successful continuation of higher military education. In addition, profile differentiation is for graduates a means of self-determination and self-realization in the implementation of professional intentions. So, the profile differentiation of education in secondary specialized military educational institutions provides for providing students with the opportunity to receive in-depth education according to the current curricula and programs in accordance with the standards of a secondary specialized, vocational educational institution. As a confirmation of our above opinion, we cite the words of Academician M. L. Lavrentiev about profile differentiation, which are directly related to secondary specialized, vocational education: "After all, a teacher teaches not an abstract student, but a very specific person with certain inclinations and abilities. I think that already from the sixth, seventh grade it is useful to introduce a differentiation of education according to interests and inclinations, that is, to offer the children several electives ... Electives are the recognition of a student as a person who has the right to develop in the desired direction".

About the profile differentiation, the well-known teacher D. A. Shapovalov wrote that "the change in socio-economic conditions in the country led to a change in the goals of teaching and educating students. The determining factor of such changes was the profile differentiation of education as pre-professional training of students. Profile differentiation can be carried out both by making some adjustments to the curricula for certain groups of students, or by changing the structure of existing educational institutions or creating special types of educational institutions, each of which uses a variety of content corresponding to its profiles. The modern approach to profile differentiation in the system of

primary and secondary vocational education consists not only in focusing on the list of professions in the relevant field of activity, but also on the system of relations “a person - an object of activity”. A significant role in its implementation is played by the formation of a sustainable professional interest among students.

Analyzing scientifically substantiated opinions of scientists, we can say that the time has come to revise the curricula and methodological literature of military academic lyceums. It should be noted that education

in military academic lyceums has its own specifics. A special daily routine, admission of candidates from different regions of the country, different levels of knowledge of students in academic disciplines require, in turn, a specific approach to educational and regulatory documents.

Both types of differentiation - level and profile - coexist and mutually complement each other at all levels of secondary specialized military education, but in different proportions, although priority is given to various forms of profile study of subjects.

The external and internal differentiation of the content of education can be fully applied in the Russian language classes at the military academic lyceum.

Practice shows that students in military academic lyceums, as a rule, have different levels of training in the Russian language. Such conditions make the traditional approach to learning ineffective. The purpose of teaching is to equalize the preparation of students in order to achieve the given general level of proficiency in the Russian language as a whole group. This makes it impossible to effectively use the personal potential of each student in the work.

Modern conceptual ideas, such as the idea of planning obligatory results of teaching the Russian language, contribute to the gradual modernization of the entire methodological system, make it necessary to change the approach to the problem of differentiated teaching of the Russian language. A differentiated approach to teaching the Russian language makes it possible to improve the quality of the educational process, significantly increase the productivity of learning through the use of pedagogical forms and methods that take into account the individual characteristics of the development of each student's personality.

With regard to teaching Russian as a foreign language, with

Considering the forms of differentiated learning, factors such as: the initial level of proficiency in Russian are singled out; individual abilities that affect the learning process; the task of maintaining the student's motivation for learning the Russian language.

In the field of teaching the Russian language in the conditions of professional military education, both types of differentiation can be attributed. They provide for training programs of different content and the formation of groups of students, taking into account their professional needs, individual characteristics and the level of training in the Russian language.

Differentiation contributes to the creation of conditions appropriate more complete satisfaction of the various needs in the study of the Russian language for each student. This is due to the choice of individual educational trajectories by participants in the educational process with an unlimited number of options for combining educational programs. External differentiation in the conditions of non-linguistic educational institutions involves the use of specialized, elective courses. The main form of external differentiation of teaching the Russian language can be defined as level differentiation. Its general didactic conditions are emphasized: the formation of multi-level study groups, taking into account training in the field of the Russian language and the development of differentiated curricula.

Using the capabilities of the modern educational environment allows apply a differentiated approach to the student's independent work, widely using electronic resources and modern educational technologies. The student gets the opportunity to determine his individual educational trajectory, which allows him to develop more effectively in the field of language acquisition. It should be noted that this approach is the essence of differentiation, allows you to make learning activities more productive.

Thus, the focus on the personality of the student also forms the concept of language education. The development of a linguistic personality, a secondary linguistic personality, becomes a large-scale task, and the development of independence, self-discipline and creativity of a student in the process of learning the Russian language becomes a priority. The formation and growth of these abilities becomes the key to the readiness of the individual for constant language education and self-education, which allows achieving the most productive results.

However, the relevance of studying the topic of differentiation is determined, firstly, by the lack of development of the methodology for organizing various forms of educational and cognitive activity of students of military lyceums in groups with different levels of development, focused on the formation of students' communicative competence; secondly, the lack of knowledge of the criteria for completing study groups, taking into account the individual characteristics of students in mastering the Russian language.

The result of the study and analysis of the works of well-known researchers is the development of a system for selecting individual groups for teaching the Russian language, aimed at increasing the effectiveness of teaching the subject, in practical terms - improving the methodological support for the process of differentiated learning for the development of Russian speech of students of military lyceums.

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