

Pedagogical Foundations and Criteria for Differentiated Approach in Higher Education

Gulbahor Makhdievna Mansurova

Senior teacher of the Department of Foreign Languages, Karshi engineering – economics
institute

Abstract: It Is known That A.Nawai's epic” Lison ut-tayr " was taught by F.Attor's Epic “Logic ut-tayr” is a saga influenced and written in response to it. In both works, the guardians were expressed through figurative images. In the epics, we focused on the two nations of the East, two mentalities, two literature and similar and different aspects of thought, the spiritual unity of the two great creators, the evolution of comparative studies.

Keywords: education, pedagogical conditions, differentiated approach, students, cognitive abilities.

Differentiation of education is currently one of the key areas for updating higher education. This is determined by the role that differentiation plays in the implementation of the diversity of educational systems, the development of individualization of learning, abilities, cognitive activity of students, the normalization of their educational load, etc. Differentiation of the content of education and the teaching load, the process becomes “...a determining factor in its democratization and humanization, a means of establishing optimal relationships between the needs of society in the educational potential of its members and the personal orientation of each individual.”¹

Currently, in the pedagogical and psychological literature there is no single generally accepted definition of the concept of “differentiation of learning.” In the works of Yu.K. Babansky, M.A. Melnikova, N.M. Shakhmaeva, I.S. Yakimanskaya et al. interpret differentiation mainly as a special form of organizing teaching, taking into account the typological individual psychological characteristics of students and the special organization of communication between teachers and students. Differentiation is associated with such an organization of the educational process, which is characterized by variability in the content, methods and intensity of training (S. Zubov, L. N. Kalashnikova, T. P. Mikhievich, A. A. Popova, etc.)[41, 43, 45].

One of the first attempts to change the education system in order to increase its developmental effect for each student was made under the leadership of L.V. Zankova (1963). The main parameter for differentiation of learning and the basis for an individual approach to the child in this scientific school was the level of success in mastering educational material. This approach required significant changes in the organization of classroom teaching: the teacher’s simultaneous work with different groups of schoolchildren, the development of tasks of varying degrees of complexity for each lesson, and the use of different assessment criteria. A number of

¹ Valiande, S., and Koutselini, M. I. (2009). (2009). “Application and evaluation of differentiation instruction in mixed ability classrooms,” Paper presented at the 4th Hellenic Observatory PhD Symposium (London: LSE, 25–26).

studies conducted at the scientific school of L.V. Zankov showed the feasibility of this form of differentiation of training. However, it is limited to only one parameter of children's differences and, probably, can to a certain extent satisfy the needs of an elementary school student in a comfortable position in the lesson and an accessible pace of assimilation of educational material. This is no longer enough for middle and high school students and their teachers [3].

The concept of educational differentiation is based on the fact that “differentiation is a determining factor in the democratization and humanization of the education system.” This paper formulates the main goals of education differentiation, defined from three positions:

From a psychological and pedagogical point of view, the purpose of differentiation is the individualization of learning, based on the creation of optimal conditions for identifying inclinations, developing the interests and abilities of each student.

Personalization goals:

- taking into account individual differences for better implementation of learning goals common to all;
- education of individuality in order to counteract the leveling of personality.

The most important means of achieving the second goal is to provide students with choice.

From a social point of view, the purpose of differentiation is a targeted impact on the formation of the creative, intellectual, professional potential of society, caused at the present stage of development of society by the desire for the most complete and rational use of resources [10 , 24]

From a didactic point of view, the goal of differentiation is to solve current problems of higher education by creating a new methodological system for differentiated training of students, based on a fundamentally different motivational basis.

In the psychological, pedagogical, didactic and methodological literature, there are two main types of differentiation of the content of education: level and profile.

The rapid growth of the volume of information in the modern world and the constant expansion of the scope of human activity make it impossible for every person to assimilate it in full. This leads to the need for his specialization in a certain area, and therefore the specialization of his training is now at the level of general education. Profile differentiation of the content of education is aimed at achieving this task [12, 40].

In modern pedagogy, the goal of profile differentiation of the content of education is defined “in the directed specialization of education in the field of sustainable interests, inclinations and abilities of students with the aim of maximizing their development in the chosen direction” [5, 39, 42].

Profile differentiation of the content of education is associated with the possibility of maximizing the individuality, creative abilities and inclinations of the student’s personality, more effective and targeted preparation for continuing education in the chosen specialty and intended professional activity.

Profile differentiation presupposes a conscious, voluntary choice by students of the direction of specialization of educational content, cognitive needs, abilities, as well as the achieved level based on knowledge and skills and professional intentions. This is closely related to the implementation of an individual approach in relation to individual groups of students [27, 30].

Therefore, solving the problem of differentiating the content of training plays a big role in the implementation of a student-centered training model.

The personality-oriented learning model, currently being developed in a number of psychological, pedagogical, didactic and methodological studies, is aimed at developing the

mental abilities of students based on maximum consideration and use of the individual characteristics of their cognitive activity and thinking. To do this, the teacher can use:

- selection of training content of the appropriate level, but not lower than the mandatory one established by the state standard;
- a reasonable combination of differentiation and integration, development of a structure for students' educational activities that maximizes their abilities, motivation and aspirations; strengthening schoolchildren's experience of various types of activities - communicative, cognitive, labor, aesthetic, etc.,

considering that in this case there is an impact on all spheres of the personality: cognitive, volitional, socio-psychological, activity-practical;

- creation of favorable conditions for the social environment. Thus, personality development is carried out through the implementation of the student's activity, his independence and initiative.

Profile differentiation in the organizational aspect involves the unification of students into relatively stable groups, where the educational process is carried out according to educational programs that differ in content and requirements for the level of students [5, 7].

The most important direction of profile differentiation of the content of education is the subject-based study of scientific disciplines, the foundations of which are presented in higher education, in other words, the "subject-based" approach to differentiation.

Profile differentiation of the content of education by subject area is currently quite widespread in the practice of higher educational institutions in various regions of the country. Modern concepts of higher education are based on the priority of the goals of education and the development of the student's personality based on the formation of educational activities. It is important to create conditions so that every student can fully realize himself and become a real subject of learning, willing and able to learn. Education should be "variable depending on the individual characteristics of students." One of the means of implementing an individual approach to students is differentiation of training.

A differentiated educational process is considered one that is characterized by taking into account the typical individual differences of students [2, 29].

The teacher's organization of intraclass differentiation includes several stages.

1. Determination of the criterion on the basis of which groups of students are allocated for differentiated work.
2. Carrying out diagnostics according to the selected criterion.
3. Distribution of students into groups taking into account the diagnostic results.
4. Selection of differentiation methods, development of multi-level tasks for created groups of students.
5. Implementation of a differentiated approach to students at various stages of the lesson.
6. Diagnostic monitoring of student work results, according to which the composition of groups and the nature of differentiated tasks can change.

The successful development of cognitive activity and independence of students is possible when the educational process is organized as intensive intellectual activity of each child, taking into account his characteristics and capabilities; Only by knowing the needs, interests, level of training and cognitive characteristics of the student can one more fully use his role in mastering knowledge, skills and abilities, and developing abilities [8, 23, 32].

Using task differentiation allows the teacher to maximize knowledge acquisition by students with different levels of knowledge.

Differentiated training for students of each individual typological group allows us to achieve a higher level of development of attention, perception, memory and thinking of students. This increases the student's activity in the lesson, his interest in the subject, and the desire for independent work.

References:

1. Altintas, E., and Özdemir, A. S. (2015a). The effect of the developed differentiation approach on the achievements of the students. *Eurasian J. Educ. Res.* 61, 199–216. doi: 10.14689/ejer.2015.61.11
2. Bikić, N., Maričić, S. M., and Pikula, M. (2016). The effects of differentiation of content in problem-solving in learning geometry in secondary school. *EURASIA J. Math. Sci. Technol. Educ.* 12, 2783–2795. doi: 10.12973/eurasia.2016.02304a
3. Akhatovna KO. USING ELEMENTS OF DIFFERENTIATED LEARNING IN ENGLISH LESSONS. *Finland International Scientific Journal of Education, Social Science & Humanities.* 2023 Apr 23;11(4):1643-50. <https://scholar.google.com/scholar?cluster=11180390197842134211&hl=en&inst=8697446408056752236&oi=scholar>.
4. Ahmadovna SM. Classification of speech acts. *ACADEMICIA: An International Multidisciplinary Research Journal,* 12 (5), 1060-1066. https://scholar.google.com/scholar?cluster=6378729635536050897&hl=en&as_sdt=2005.
5. Ahmadovna, S. M. Features of the implementation of modular teaching English to students of a technical university, *International Scientific Journal ISJ Theoretical & Applied Science Philadelphia, USA issue 05. Volume, 85,122-125.* https://scholar.google.com/citations?view_op=view_citation&hl=ru&user=NdEf5dwAAAJ&citation_for_view=NdEf5dwAAAJ:isC4tDSrTZIC.
6. Dilfuza Daminovna Turaeva. (2023). TRANSLATION OF PICTURE UNITS IN RUSSIAN LANGUAGE INTO UZBEK LANGUAGE. *American Journal of Philological Sciences,* 3(09), 12–19. <https://doi.org/10.37547/ajps/Volume03Issue09-03>.
7. Niyazova Yulduz Tashmuradovna. (2023). SCIENTIFIC AND TECHNICAL TRANSLATION TRAINING OF NON-LINGUISTIC UNIVERSITY STUDENTS. *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact Factor: 7.429, 12(05), 79–84.* Retrieved from <https://gejournal.net/index.php/IJSSIR/article/view/1765>.
8. Yu. T. Niyazova // Міжнародний науковий журнал "Інтернаука" . - 2017. - № 5. - С. 43-44. - Режим доступу: http://nbuv.gov.ua/UJRN/mnj_2017_5_12.
9. Niyazova, Y. (2022). BASIC PRINCIPLES OF LISTENING TECHNOLOGY. *Scientific Collection «InterConf»,* (110), 93–98. Retrieved from <https://archive.interconf.center/index.php/conference-proceeding/article/view/455>.
10. Niyozova, Y. T. (2017). Integrating culture into foreign language teaching. *Міжнародний науковий журнал Інтернаука,* (2 (2)), 27-29. https://scholar.google.com/scholar?cluster=10936658235487113192&hl=ru&as_sdt=2005#d=gs_cit&t=1698275363220&u=%2Fscholar%3Fq%3Dinfo%3A6E8PZLjQxpcJ%3Ascholar.google.com%2F%26output%3Dcite%26scirp%3D0%26scf%3D1%26hl%3Dru.
11. Niyozova, Y. T. (2019). UNDERSTANDING COMMON GRAMMATICAL ERRORS AND EFFECTIVE WAYS OF TEACHING GRAMMAR. *Modern Science,* (11-3), 206-209. https://scholar.google.com/scholar?oi=bibs&hl=ru&q=related:ln-JT8DSVYEJ:scholar.google.com/#d=gs_cit&t=1698275426371&u=%2Fscholar%3Fq%3Dinfo%3AIn-JT8DSVYEJ%3Ascholar.google.com%2F%26output%3Dcite%26scirp%3D0%26hl%3Dru.

12. Norimanova ZE, Primova DK. ENHANCING STUDENTS' ENGAGEMENT AND MOTIVATION IN WRITING CLASS. *Modern Science*. 2020(5-4):84-6. <https://scholar.google.com/scholar?oi=bibs&hl=en&q=related:pv9JR6Qdo9kJ:scholar.google.com>
13. Primova D.Kh. CREATIVE WRITING IN THE GENRE OF FAIRY TALES AS AN ACTUAL DIRECTION OF DEVELOPMENT FOREIGN LANGUAGE WRITTEN SPEECH OF STUDENTS // *Экономика и социум*. 2023. №4-1 (107). URL: <https://cyberleninka.ru/article/n/creative-writing-in-the-genre-of-fairy-tales-as-an-actual-direction-of-development-foreign-language-written-speech-of-students>
14. Khalilova Olima Akhatovna. (2023). STYLISTICS AND STYLE: A HISTORICAL PERSPECTIVE AND RECENT TRENDS. *Galaxy International Interdisciplinary Research Journal*, 11(4), 607–610. Retrieved from <https://internationaljournals.co.in/index.php/giirj/article/view/3858>.
15. Khalilova O.A. FUNDAMENTALS OF LEXICOLOGY // *Экономика и социум*. 2021. №3-1 (82). URL: <https://cyberleninka.ru/article/n/fundamentals-of-lexicology> (дата обращения: 12.04.2023).
16. Khalilova OA. MANAGING A CLASSROOM IN TEACHING LANGUAGE. In *НОВЫЕ НАУЧНЫЕ ИССЛЕДОВАНИЯ 2021* (pp. 240-242).
17. Khalilova Olima Akhatovna. (2022). Teaching Pronunciation Skills. *Texas Journal of Multidisciplinary Studies*, 5, 279–282. Retrieved from <https://zienjournals.com/index.php/tjm/article/view/888>.
18. Khalilova Olima Akhatovna, Obzorov Islom Ruzievich. Prospects of the energy system in Uzbekistan. *Int J Appl Res* 2020;6(5):306-307.
19. <https://www.allresearchjournal.com/archives/?year=2020&vol=6&issue=5&part=E&ArticleId=6717>.
20. Madaminovich, T. I., Khusanovich, K. B., Akhatovna, K. O., & Kholmamatovna, B. L. (2019). Features of the System of Formation of Compensatory Competence Among Agricultural Students as a Means of Filling in Professional Terminology. In *International Journal of Innovative Technology and Exploring Engineering* (Vol. 8, Issue 11, pp. 2202–2206). Blue Eyes Intelligence Engineering and Sciences Engineering and Sciences Publication - BEIESP. <https://doi.org/10.35940/ijitee.k2039.0981119>.
21. Mansurova, Gulbahor and Fayzieva, Kamila (2019) "EVALUATION CATEGORY IN FOREIGN AND UZBEK LANGUAGES ACCORDING TO THEIR PRAGMATIC CHARACTERISTICS." *Scientific Bulletin of Namangan State University*: Vol. 1: Iss. 2, Article 41. Available at: <https://uzjournals.edu.uz/namdu/vol1/iss2/41>
22. Mansurova GM, Eshonkulova NT, Eshmurodov UK. THE TRAGEDY OF “JULIUS CAESAR”. *Социосфера*. 2021(1):54-6. http://www.sociosfera.com/files/conference/2021/sociosfera_1-21.pdf#page=55.
23. Soliyeva Munavvar Akhmadovna Main components of organizing independent work of students // *Достижения науки и образования*. 2017. №4 (17). URL: <https://cyberleninka.ru/article/n/main-components-of-organizing-independent-work-of-students>.
24. Soliyeva Munavvar Akhmadovna Some features of effective teaching professionally oriented foreign language // *Достижения науки и образования*. 2017. №4 (17). URL: <https://cyberleninka.ru/article/n/some-features-of-effective-teaching-professionally-oriented-foreign-language>.

25. Solieva Munavvar Ahmadovna 2022. Appeal in the Structure of Speech Etiquette. *International Journal on Integrated Education*. 5, 6 (Jun. 2022), 158-161. DOI: <https://doi.org/10.31149/ijie.v5i6.3143>.
26. Tashmuradovna , N. Y. . (2023). The Function of Phrasal Verbs as Lexical Material in Business English. *Miasto Przyszłości*, 32, 272–276. Retrieved from <http://miastoprzyszlosci.com.pl/index.php/mp/article/view/1146>.
27. Tashmuradovna NY. SOME THEORETICAL FOUNDATIONS OF THE PROBLEM OF COGNITIVE ACTIVITY OF STUDENTS. *Finland International Scientific Journal of Education, Social Science & Humanities*. 2023 Apr 23;11(4):1667-75. Tashmuradovna: SOME THEORETICAL FOUNDATIONS OF THE... - Google Scholar.
28. Tashkentovna, I. N. (2023). The Use of Audiovisual Materials in German Lessons. *Miasto Przyszłości*, 32, 293–297. Retrieved from <https://miastoprzyszlosci.com.pl/index.php/mp/article/view/1151>
29. Turaboyeva K.E. THE ROLE OF EDUCATIONAL MATERIAL IN IMPROVING MOTIVATION WHEN LEARNING ENGLISH AS A FOREIGN LANGUAGE // *Экономика и социум*. 2023. №4-1 (107). URL: <https://cyberleninka.ru/article/n/the-role-of-educational-material-in-improving-motivation-when-learning-english-as-a-foreign-language>.
30. Turaboeva, K. (2022). THE STRUCTURE OF A LANGUAGE LESSON. *Scientific Collection «InterConf»*, (110), 117–123. Retrieved from <https://archive.interconf.center/index.php/conference-proceeding/article/view/459>.
31. Turaboyeva, K. E. (2019). POSITIVE ATTITUDE AND MOTIVATION IN LEARNING LANGUAGE IS LISTENING MUSIC. *Modern Science*, (11-3), 217-219. https://scholar.google.com/scholar?oi=bibs&hl=ru&q=related:YMTwJXvyr_gJ:scholar.google.com.
32. Turaboyeva, K. E. CHARACTERISTICS OF THE TASK-BASED LANGUAGE LEARNING. <https://scholar.google.com/scholar?oi=bibs&hl=ru&q=related:hCV5mcCeeFkJ:scholar.google.com>.
33. Turabaeva, K. E. (2017). Different styles of teaching. *Міжнародний науковий журнал Інтернаука*, (3 (2)), 37-39. https://scholar.google.com/scholar?cluster=15480421360864317825&hl=ru&as_sdt=2005.
34. Valiande, S., and Koutselini, M. I. (2009). (2009). “Application and evaluation of differentiation instruction in mixed ability classrooms,” Paper presented at the 4th Hellenic Observatory PhD Symposium (London: LSE, 25–26.
35. Бадалова, Л. Х. (2016). Проблемно-диалогическое обучение как способ решения учебной задачи. *Молодой ученый*, (11), 1415-1417. <https://www.elibrary.ru/item.asp?id=26425135>.
36. Бадалова, Л. Х. Процесс преподавания психолого-педагогических дисциплин / Л. Х. Бадалова. — Текст : непосредственный // *Молодой ученый*. — 2018. — № 11 (197). — С. 130-131. — URL: <https://moluch.ru/archive/197/48690>.
37. Буриева, Н. Г. Approaches to teaching writing in English / Н. Г. Буриева. — Текст : непосредственный // *Молодой ученый*. — 2017. — № 6 (140). — С. 411-413. — URL: <https://moluch.ru/archive/140/39353/>.
38. Буриева, Н. Г. Using songs and music in teaching English to young learners / Н. Г. Буриева. — Текст : непосредственный // *Молодой ученый*. — 2017. — № 6 (140). — С. 413-415. — URL: <https://moluch.ru/archive/140/39354>.
39. Ишонкулова, Н. Т. Methodological analysis of the concept of teaching conditions in secondary schools and non-philological universities / Н. Т. Ишонкулова. — Текст :

непосредственный // Молодой ученый. — 2021. — № 15 (357). — С. 312-314. — URL: <https://moluch.ru/archive/357/79915>.

40. Ишанкулова НТ. ЛИНГВОКУЛЬТУРНЫЕ КОНЦЕПТЫ В ОБУЧЕНИИ ИНОЯЗЫЧНОМУ ОБЩЕНИЮ НА СТАРШИХ КУРСАХ ЯЗЫКОВОГО ВУЗА. Актуальные научные исследования в современном мире. 2016(5-4):59-62. <https://elibrary.ru/item.asp?id=26643323>.
41. Нурмурадова, Ш. И. (2016). Формирование у студентов интереса к профессии учителя в процессе педагогической практики. Молодой ученый, (9), 1162-1163. <https://elibrary.ru/item.asp?id=25964478>.
42. Нурмурадова, Ш. И. (2016). Информационно-коммуникативные технологии в учебном процессе. Молодой ученый, (9), 1163-1164. <https://elibrary.ru/item.asp?id=25964479>.
43. Покровская С.Е. Дифференциация обучение учащихся в средних общеобразовательных школах. — Мн., «Беларуская навука», 2002.
44. Солиева, М. (2022). РЕЧЕВЫЕ ПРАВИЛА ЭТИКИ КАК ОБЪЕКТ ЛИНГВИСТИЧЕСКОГО ИССЛЕДОВАНИЯ. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 8(8). https://journal.buxdu.uz/index.php/journals_buxdu/article/view/4858.
45. Унт И.Э. Индивидуализация и дифференциация обучения. — Педагогика, 1990