

Essence, Goals and Forms of Differentiated Learning

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Abstract: The article discusses the essence, goals and forms of differentiated education in higher education. It is emphasized that differentiation of learning makes it possible to ensure that all students master the content of education, which may be different for different students, but with the obligatory identification of a part that is invariant for all.

Keywords: differentiated learning, personal development, abilities of each student, interaction and mutual enrichment.

The main goal of higher education is to promote the mental, moral, emotional and physical development of the individual, the full disclosure of his creative potential, the formation of a worldview and humanistic relationships based on universal human values, providing a variety of conditions for the flourishing of the child's individuality, taking into account his age-related characteristics - this is personality-oriented education. Any training is inherently the creation of conditions for personal development. Personality is the mental, spiritual essence of a person, manifested in various generalized systems of qualities. Personality-oriented education is focused on the student, on his personal characteristics, on culture, on creativity as a way of self-determination of a person in culture and life.

The term "differentiation of education" refers to the division of curricula and programs in higher education; classes are conducted as electives.

The principle of a differentiated educational process best promotes the personal development of students and confirms the essence and goals of higher education¹. The differentiated learning process represents the widespread use of various forms, methods of teaching and organization of educational activities. The use of these forms and methods, one of which is level differentiation based on the individual characteristics of students, creates favorable conditions for personal development in a personality-oriented educational process.

This implies:

- building a differentiated learning process is impossible without taking into account the individuality of each student as an individual and his or her unique personal characteristics;
- training based on level differentiation is not a goal, it is a means of developing personal characteristics as an individual;
- only by revealing the individual characteristics of each student in development, i.e. in a differentiated learning process, it is possible to ensure the implementation of a student-oriented learning process[4, 19, 20].

The main task of the differentiated organization of educational activities is to reveal individuality, help it develop, settle, manifest itself, gain selectivity and resistance to social

¹ 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.

influences. Differentiated learning comes down to identifying and maximizing the development of the inclinations and abilities of each student. It is essential that the general level of education in secondary school should be the same for everyone.

The development of a student's personality in the conditions of differentiated learning in personality-oriented education aims to provide students with a free choice of learning on a variable basis of a differentiated approach to individual personality characteristics based on the state educational standard of education, brought to the semantic level [25, 29, 31].

The use of a differentiated approach to students at various stages of the educational process is ultimately aimed at mastering by all students a certain program minimum of knowledge, skills and abilities. Regulatory documents provide for the standardized and non-standardized part of the content of the educational process.

“The standardized part represents the minimum, the lower level of content and is a reflection on the order of society. The non-standardized, variable part of the content goes beyond the standards, involves a wide choice of subject and educational areas by the student himself and his parents, and thus is a reflection on the order of the individual himself.”

Differentiation of teaching and upbringing is based on the differences in the characteristics of the student's personality, his abilities, interests, inclinations, and readiness for education.

It should be flexible and mobile, allowing the teacher to approach each student individually during the teaching process and contribute to the overall activation of the class. The constant implementation at all stages of the educational process of “unity of requirements” for all students without taking into account the characteristics of their individual psychological development inhibits their normal learning and causes a lack of educational interests².

The differentiated organization of educational activities, on the one hand, takes into account the level of mental development, the psychological characteristics of students, and the abstract-logical type of thinking. On the other hand, the individual needs of the individual, his capabilities and interests in a specific educational field are taken into account. With a differentiated organization of educational activities, these two sides intersect.

Its implementation in student-centered education will require:

- study of individual characteristics and educational capabilities of students;
- determination of criteria for dividing students into groups;
- the ability to improve students' abilities and skills under individual guidance;
- the ability to analyze one's work, noticing shifts and difficulties;
- long-term planning of student activities (individual and group), aimed at guiding the educational process;
- the possibility of replacing ineffective methods of differentiation of pedagogical leadership with more rational ones[33,p.217].

Continuing their studies at the senior level of university, students are faced with the question of determining their place in life. The content of training should be focused on those trends in the development of students that are dominant for each age, in other words, be useful for each age group today or in the near future. The development of learning objectives and content must take into account the specific needs of the developing person. The implementation of a student-centered educational paradigm means turning to the objective learning experience of each

² 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>.

student. Any scientific information turns into knowledge if it acquires a personal meaning. It is of a value nature.

Each student, as a carrier of his own (subjective) experience, is unique. Therefore, from the very beginning of training, it is necessary to create for everyone not an isolated, but a more diverse university environment, which gives them the opportunity to express themselves. And only when this opportunity is professionally identified by the teacher, differentiated forms of education that are most favorable for the development of students can be recommended [36, p.1445].

Considering this, it is necessary to clearly understand what personality development consists of in the conditions of differentiated learning, what driving forces determine qualitative changes in students in the structure of their personality, when these changes occur most intensively and when these changes occur most intensively. Of course, under the influence of what external, social, pedagogical and internal factors. Understanding these issues allows us to identify both general and individual tendencies in personality formation, the strengthening of age-related internal contradictions, and choose the most effective ways to help students [39, 44].

Subject differentiation is one of the forms of differentiated learning. “The subject-based didactic model of student-oriented pedagogy is traditionally associated with the organization of scientific knowledge in the system of the educational process, taking into account its subject content, objective complexity, novelty, level of integration, taking into account rational teaching methods. This is free subject differentiation, providing an individual approach to learning.”

Another form of differentiation, inextricably linked with the interests, inclinations, personality, values and life of the student himself, is differentiation through the construction of a profession [16, p.279].

According to the theory of differentiated learning, the differentiated organization of students' educational activities creates favorable conditions for the interaction and mutual enrichment of its various, sometimes opposite directions to a qualitatively new level, raising the process of integration of the content of the educational process. , within which differentiation itself is possible.

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