

Differential Education and Conditions for Using its Pedagogical Capabilities

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Abstract: Differential education is an organizational form of the learning process in which students are divided into groups according to certain characteristics and the learning process is organized accordingly.

Keywords: differential, differential education, differential approach, educational technology, internal differentiation, external differentiation.



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Education is recognized in the world and in our country as the main force ensuring sustainable development, and the innovative organization of the educational process based on competency-based approaches, the optimal use of pedagogical diagnostic methods, the creation of opportunities for students to receive quality education throughout their lives by improving their strategies and methods are gaining particular relevance. This indicates the need to develop ways to improve the quality of preparing students for independent pedagogical activity in the higher education system. It is important to study the scientific, didactic and technological aspects of organizing education based on a differential approach to solving this problem.

Differential education is one of the organizational forms of the educational process, in which students are divided into groups according to certain characteristics and the educational process is organized accordingly. Differentiation is derived from the Latin word "differentia" - difference, class.

One of the main features of differentiated education is the division of students into groups according to their various characteristics and the adaptation, supplementation or optimization of each group's educational material, taking into account these aspects.

In differentiated education, students are differentiated according to the following characteristics:

1. According to their intellectual development (determined by an IQ test).
2. According to their type of thinking.
3. According to their temperament.

4. According to their interests.
5. According to their abilities and skills.
6. According to their chosen specialty, etc.

Diagnostic measures are carried out to differentiate students according to the above characteristics and they are divided into groups according to the results. For example, according to their intellectual development, they are divided into three levels:

- Students who scored 14-20 points out of 20 points according to the results of the IQ test are included in the higher level. Such students are active and non-standard, have a creative way of thinking, voluntary attention and memory.
- Students who scored 8-13 points out of 20 on the IQ test are included in the middle level. Such students have an average level of analytical thinking, master the educational material through repetition.
- Students who scored less than 8 points out of 20 on the IQ test are included in the lower level. Such students have a lack of motivation to master knowledge, get tired easily, and expect help from outsiders. Such students are usually given an algorithm for mastering knowledge by the teacher.

The division of students into groups is conditional, and they can move to a higher level depending on their mastery.

Dividing students with different intellectual levels into groups requires the teacher to present educational materials using different forms and methods. That is, the educational material is usually intended for students with an average level of mastery. The teacher's task is to develop additional materials for students with high and low intellectual potential to master this material. That is, a system of additional tasks is prepared for the group of high-level masters.

For low-level masters, a system of additional algorithms, notes, recommendations is developed to help master this educational material.

When stratifying students according to their psychological characteristics, their specific psychological characteristics in the process of perception are taken into account. For example, their memory, thinking, attention, etc., which are manifested when performing tasks.

In the process of differential education, the teacher's task is not only to identify individual typological characteristics of students and divide them into groups accordingly, but also to improve their lagging psychological characteristics based on a system of tasks, raising them to the necessary level.

Given the deep penetration of the problem of technological education into modern pedagogy, we will also touch on the concept of differential educational technology. Differential educational technology is a system of designing, organizing and managing the interaction of the teacher, differentiated groups of students, and educational tools to achieve the goal of the educational process. This type of educational technology performs two important tasks in the pedagogical process:

1. Providing education at the level of students' capabilities and abilities.
2. Adapting the educational process to a group of students differentiated according to their various characteristics.

Differential education is implemented on the basis of the following principles:

- ✓ The differentiation of students according to specific academic or psychological characteristics;

- ✓ The dynamic nature of the group of students;
- ✓ The variability and adaptability of educational materials;
- ✓ The individuality of differential education;
- ✓ The democratic and humane nature of education.
- ✓ The differentiated educational process is organized in individual and group forms.

Differential education generally has the following advantages:

- the creation of optimal conditions for the development of learners according to their individual characteristics and interests;
- the effectiveness of the educational process;
- the formation of a positive and creative attitude of future teachers to the profession;
- the availability of the opportunity to identify and develop the pedagogical abilities of students;
- the availability of confidence in the strength and success of students who master at different levels.

In addition to imposing a number of additional tasks on the teacher, differentiation of the educational process also has a number of advantages for his work. Firstly, the teacher has an optimal methodology for working with high-level and low-level students. Secondly, regularly conducted diagnostic activities allow the teacher to objectively assess the results of his work. As a result of differentiated education, students have the opportunity to receive education based on an individual approach. Also, students with strong intellectual potential have increased motivation to acquire new knowledge, their work pace increases, and for low-achievers, a sense of achievement emerges.

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