

## **THEORETICAL FOUNDATIONS OF THE DIFFERENTIATED APPROACH IN EDUCATION**

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**Annotation:** This article outlines the problems of the formation of professional specialists and, as one of the solutions, the direction of modern developmental education is proposed - individualization, where the basis is a differentiated approach to learning.

**Keywords:** Professionalism, educational activities, individualization, differentiation, personality-oriented learning, individually differentiated approach.

The problem of the formation of a professional elite, including the best representatives of various professions, has long been ignored in Russian pedagogy, psychology and sociology, and the term "professionalism" was often used in a purely negative sense. However, this process objectively existed, the professional elite was updated and developed and undoubtedly had a significant impact on social, cultural and other aspects of life.

Today, the task of forming professional specialists is becoming particularly relevant and acute in many areas, especially in such areas as science, education, culture, healthcare, where the standard of living of representatives of the relevant professions has sharply decreased and, as a result, there has been an intensive outflow of qualified workers into business, commercial structures, etc. In the modern world, special attention is paid to the implementation of personality-oriented learning. One of the significant moments of achieving a new, modern quality of vocational education is to ensure differentiation and individualization of education. One of the main directions of modern developmental learning is individualization, where the differentiated approach in teaching is the basis.

The problems of differentiation and individualization of learning have been in the focus of research attention for many years, both in theoretical and practical aspects. The works of G.G. Erkibayeva, I.E. Unt, E.S. Rabunsky, N.M. are devoted to the study and development of the theoretical foundations of individualization and differentiation of education. Osmolovskaya, V.D. Shadrikov, P.P. Blonsky, I.P. Podlasogo, I.S. Yakimanskaya, etc.

Differentiation of training is aimed at creating equal initial conditions and opportunities for the development of each student, taking into account his inclinations, individual inclinations and abilities through inclusion in the activities of various groups.

The teacher should strive to organize the educational process in such a way that each student is optimally engaged in educational activities in the classroom and in home preparation for them, taking into account his abilities and intellectual development, in order to avoid gaps in the knowledge and skills of students and ultimately give full-fledged basic training to students.

An individually differentiated approach becomes necessary not only to raise the academic performance of weak students, but also for the development of strong students, and its understanding should not be reduced only to the occasional addition of training tasks to poorly performing students in the learning process, and tasks of increased difficulty to more prepared ones. A more complete understanding of the differentiation of learning involves using it at various stages of the study of theoretical material:

- ✓ preparing students to study new material;
- ✓ introduction of new material;
- ✓ application to the execution of tasks;
- ✓ the stage of control over assimilation, etc

I.E. Unt believes that in modern conditions, the main form of individualization of learning is the independent work of a student in an educational institution and at home. It offers individual study assignments for independent work, printed workbooks, manuals for individualized independent work.

A.S. Granitskaya offers the following adaptive learning system:

- within the framework of the class-time system, it is possible to organize the work of the class in such a way that the teacher can allocate 60-80% of the time for individual work with students;
- the original nonlinear construction of the lesson: part one – teaching everyone, part two – two parallel processes (independent work of students and individual work of the teacher with individual students);
- the use of generalized schemes (Shatalov), work in pairs of replacement personnel (Dyachenko), multi-level tasks with adaptation (Granitskaya's cards).

V.D. Shadrikov offers training based on an individually-oriented curriculum, where:

- hypothesis (the development of abilities is effective if you give the student a picture of complicated tasks, motivate the learning process itself, but leave the student the opportunity to work at the level that is possible and available for him today);
- curriculum, programs and manuals for six levels, which allow you to conduct training depending on the abilities of each student.

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

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