

## THE USE OF DIFFERENTIATED EDUCATION IN HISTORY LESSONS: THEORY AND PRACTICE

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### Abstract:

This article covers theoretical and practical aspects of the use of differentiated education in history lessons. In particular, in the process of teaching history, the processes of individual approach to low, gifted students are described, the assimilation of effective aspects of differential technology.

**Keywords:** student, history, Control, intellectual, interest, differential, acquisition, skills, psychology, pedagogy, theory, test, purpose.

### Introduction

#### ТАРИХ ДАРСЛАРИДА ТАБАҚАЛАШТИРИЛГАН ТАЪЛИМДАН Фойдаланиш: Назария ва амалиёт

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### Аннотация:

ушбу мақолада тарих дарсларида табақалаштирилган таълимдан фойдаланишнинг назарий ва амалий жиҳатлари ёритилган. Жумладан тарих фанини ўқитиш жараёнида дифференциал технологиянинг самарали жиҳатлари ўзлаштириши паст, иқтидорли талабаларга индивидуал ёндошиш жараёнлари баён этилган.

**Калит сўзлар:** талаба, тарих, назорат, интеллектуал, қизиқиш, дифференциал, ўзлаштириш, кўникма, психология, педагогика, назария, тест, мақсад

#### ИСПОЛЬЗОВАНИЕ ДИФФЕРЕНЦИРОВАННОГО ОБУЧЕНИЯ НА УРОКАХ ИСТОРИИ: ТЕОРИЯ И ПРАКТИКА

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## **Аннотация:**

в данной статье рассматриваются теоретические и практические аспекты использования дифференцированного обучения на уроках истории. В частности, в процессе преподавания истории описаны процессы индивидуального подхода к слабоодаренным учащимся, усвоения эффективных аспектов дифференцированной технологии.

**Ключевые слова:** студент, история, контроль, интеллектуальный, интерес, дифференциал, приобретение, навыки, психология, педагогика, теория, тест, цель

## **Introduction**

Today, education aims not to give students knowledge in a ready form, but to teach them to think independently and acquire knowledge. Therefore, the task of the teacher is to form independence and prepare him for creative activity. The teacher only directs and supervises, and the students themselves acquire the necessary knowledge, skills and abilities to successfully and effectively master the educational material, acquire all the qualities necessary for successful implementation in modern society. A student is a unique person with his own interests and needs, distinguished by the level of intellectual development.

All students have individual characteristics, so it is important for the teacher to build the learning process in a way that takes them into account. Also, with the help of pedagogical methods and technologies, it is necessary to create favorable conditions for determining and creating optimal conditions for the development and provision of students' interests and abilities. Therefore, the use of differentiated educational technology in modern education is relevant today, as it allows, on the one hand, to increase the quality of historical education, and on the other hand, to take into account the intellectual abilities of students in the process of learning history.

## **LITERATURE ANALYSIS AND METHODOLOGY**

For the first time, the concept of differentiated education appeared abroad at the beginning of the 20th century. K. in the direction of humanistic psychology. Rogers, A. Maslow, R. May, V. Frankl conducted research[1]. Fundamentals of the differential approach P. P. Blonsky, I. I. Rezvitsky, B. M. Teplov, I. S. Elucidated in the research of Yakimanskaya et al. Where a person is considered as a subject of activity, it is formed in the activity itself and in communication with other people, which determines the essence of the activity. The founders of the concept of "differentiated approach" in teaching are representatives of humanistic psychology K. Rogers, A. Maslow, R. May, V. Fraklia [2]. This concept first appeared abroad at the beginning of the 20th century. The idea of a differential approach is considered in science today in different ways in different fields of knowledge. The philosophy of education studies this approach from the categories of subject, freedom, self-development, integrity, dialogue and play as forms of personality manifestation (G. S. Btashchev, V. E. Kemerov, V. N. Sherdakov, etc.).

A differentiated approach to teaching from the point of view of didactics includes the categories of goals, educational content, teaching methods and technologies, methods of organizing



educational and educational activities, criteria of the effectiveness of the educational process (E. V. Bondarevskaya, Z. I. Vasileva, V. V. Serikov, M. N. Skatkin, I. A. Kolesnikova, etc.) [3]. Differentiated education does not deal with the formation of a person with predetermined characteristics, but creates conditions for the full manifestation and, accordingly, the development of personal functions of the subjects of the educational process. E. V. According to Bondarevskaya, a differentiated approach to education is child-centered education, the search for ways to best meet the knowledge needs of a growing person, and how to solve the problems of child development. Under the pressure of opponents of homogenous classes, in many schools these classes were converted into ordinary ones, who believed that it would be useful if the group consisted of students with different levels of ability and preparation (strong students should be an example for the weakest). The analysis of foreign and domestic pedagogic experience in the field of educational process differentiation gave rise to the idea of multi-level education organized from kindergarten on the basis of medical and psychophysiological diagnosis and taking into account the micro-society where students live [4]. It is necessary to take into account the specific features of cognitive processes and the development of memory, character and will, learning motivation, talent, senses and permanent or temporary defects of the whole organism. The increased attention of educational theorists and practitioners to the idea of differentiated education has emerged in the wake of the democratization and humanization of education. A.S. Makarenko "education of a person is carried out in his own individual pedagogical method. Every influence on a person should be individual, taking into account the individual path of his development."

P. P. Blonsky also set the task of individualizing learning. This is explained by him not only by the requirements of better preparation for life, but also by "the psychological characteristics of early youth, when a person begins to seek to determine his own destiny." "Differentiation," P. P. Blonsky rightly points out: "is grown not by narrowing the field of work, but by giving it the opportunity to identify and develop the individual type of students with all its features [5]."

## DISCUSSION AND RESULTS

One of the forms of organization of educational activities used in history classes is students' work in groups, while it is necessary to take into account the ability of each student to work independently. Also, the activity of each student in such a group can change, the student can read or analyze the material - this method is especially necessary when working with historical documents. This approach is adopted within the framework of previous work, when all students are engaged in solving one educational task. Also, collective, group and individual tasks can be combined in these lessons. In such a lesson, a differentiated approach is implemented, so when solving a common task in the class, the teacher can give a weaker student a card on which the same task is given in a simplified form. The final result at the end of the lesson is for the teacher - the mastering of the curriculum by all children, although they come to new knowledge in different ways, and for the student - the need to memorize new complex information. It should be remembered that the division of students into groups is not permanent. It helps to



create a friendly mutual support environment in the classroom, friendly relations, weak students do not develop an inferiority complex[6].

Today, in the field of education, there are many points of view on the learning process itself, its understanding. Differentiation of education takes into account the individual typological characteristics of a person in the form of grouping students and different construction of the educational process in selected groups.

When talking about the differentiation of education, they focus on the process of making certain changes in the course of the educational process for particular groups of students. Differentiated education is the result of such changes. The concept of "differential approach" is described as an approach to the educational process that involves differentiating in different ways and forms. "Differentiated approach to students" means providing different requirements to different groups of students in mastering educational content.

Differentiation objectives:

- a) individualization of education based on determining personal characteristics, creating optimal conditions for the development of interests and abilities of each person.
- b) targeted impact on the formation of creative, intellectual and professional potential of society.

### **Differentiating options:**

Division into streams of students differing in the level of intellectual development.

Students have complete freedom in choosing the learning material, the sequence of learning it, the pace of progress, the presentation of self-assessment according to the learning goal.

Expansion of educational materials through interdisciplinary connections and deepening of knowledge, specialization of educational information.

Types of differentiation:

- a) provides for the creation of relatively stable groups based on certain characteristics (interests, inclinations, abilities, achieved results, projected professions) that differ from the requirements for external school students, reflecting a diverse content.
- b) organization of an educational process that takes into account the individual characteristics of students in the conditions of the organization of internal - educational activities. Thus, person-oriented education with internal differentiation in the lesson is achieved through pedagogical technologies.

According to the level of learning of students, they can be divided into 3 levels: weak, well prepared and strong.

A simple history lesson can be given with the help of levels of difficulty - that is, how well the content of the educational material corresponds to the learning process of students, their knowledge activity experience, the needs and interests of schoolchildren [7].

Weak, insufficiently prepared students are those who have a superficial knowledge of history, do not show significant interest in learning it, and almost do not have the techniques and skills to work independently with educational historical materials. They cannot perceive, absorb and



reproduce even the most important facts in a figurative and emotional form, independently analyze and compare.

When distinguishing groups, I adhere to the following requirements: I create a comfortable environment for students, because the learning process is encouraged and the child should clearly imagine and understand what is expected of him in order to study according to his individual capabilities and characteristics.

Group 1, students with high abilities

Students belonging to this group can work with complex materials that require the ability to apply knowledge in an unfamiliar situation and an independent creative approach to solving educational tasks, can identify important, natural and achieve high-level knowledge.

Group 2, students with high abilities

These students absorb the material after training, do not immediately identify the necessary, natural, they can see the generality while absorbing knowledge; they need more time to acquire knowledge.

If the students of group 2 lead and help, they can perform the tasks of children of group 1.

The composition of groups is not constant. It can change not only during the learning process, but also in different classes.

Students are given the opportunity to independently choose one of several suggested task options. It is often used in the material strengthening stage.

Various multi-level tasks for current, thematic and final control of knowledge, skills and competences.

1. Individual differentiated level tasks are used by the teacher in the lesson with independent work. They are aimed at testing the effectiveness, flexibility, concreteness, awareness and power of knowledge. It is enough to allocate 10-15 minutes to do them.

When choosing tasks of different levels of difficulty, the number of tasks in students' work depends on the topic, the level of difficulty, the individual characteristics of the student and the time of independent work.

The mark for the completed work is determined by the teacher, taking into account the level of difficulty.

After self-analysis of knowledge, students can confirm their ability to perform tasks at their level or try to perform the task at a more complex level. If you receive a mark that the student is not satisfied with, it will not be recorded. The student is given a one-time opportunity to repeat the task at the same level after corrective work done with the help of the teacher or independently.

In order to work with "low-achieving students" and to work individually with students who were not in previous classes, each student can, if he wishes, develop an algorithm for performing tasks of a more complex level during extracurricular time. Marking is carried out by the teacher taking into account the individual characteristics of students, because the main task of differentiated tasks with adaptation is not management as a function of teaching.

By offering multi-level tests, the teacher ensures sufficient interest in the work and its performance by both weak and strong students. Students develop sustainable skills and



knowledge based on their abilities and preferences. It is easy for the teacher to see the overall picture of mastery of the subject in the classroom. In the process of comparing the results of the work with the standard, the student learns to self-evaluate and correct mistakes.

The positive aspects of differentiation are the equalization of children and the exclusion of averaging;

increase the level of motivation to study in groups with high and sufficient academic achievements;

grouping children into groups of students of equal ability to facilitate learning and mastering of educational material;

creating cost-effective facilities for disadvantaged students.

## CONCLUSION

In conclusion, it should be said that we can achieve a high result by applying a differentiated approach in history classes, through an individual approach to students' learning of history. Today, teachers know the importance and complexity of this technology, and therefore, in order for the learning material to be fully assimilated by all students, it is necessary to present it so that it is understandable to absolutely all students, regardless of their characteristics and cognitive abilities.

Differentiated education is an integral part of modern education. It is regulated by state regulatory legal documents, and it also arouses constant interest among teachers and students themselves. The methodology of applying differentiation in teaching history is considered by analyzing and summarizing the experience of history teachers using differentiated educational technology.

With knowledge and skills, the teacher can modify the lesson material and adapt it to the use of differentiated technology. The use of differentiated educational technology optimizes the process of cognitive activity of students in class and contributes to achieving high results. Differentiated educational technology in history classes has a positive effect on the organization of work with written maps, sources, homework, class work, etc. Differentiation in history classes is a guarantee of giving each

A real opportunity for a student to reach the pinnacle of knowledge is the key to the development of different abilities and interests.

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