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THE EFFECTIVENESS OF DIFFERENTIATED LEARNING IN THE ORGANIZATION OF THE EDUCATIONAL PROCESS

Annotation. *The article presents methods of differentiation, training models that allow them to be used in the lesson planning. The goal is to show that effectiveness of differentiated approach in teaching. It is currently one of the main directions of school modernization. As a multifaceted concept, differentiation is revealed in the organization of training in various types of educational systems, in the implementation of the tasks of individualizing training, content and forms, in ensuring an individual trajectory of training of learners. The differentiation of school education and upbringing is based on the distinction of the personality characteristics of the student, his abilities, interests, inclinations, readiness to receive education. In addition, the relevance of this direction indicates the problems in the organization of training at the present stage. So, it shows that the experience of teachers in the educational process at school is not enough. Diagnostic tools for studying the individual characteristics and learning opportunities of learners, clearly do not reflect the criteria for differentiated learning, do not understand the importance of differentiation focused on the final result. Teachers face significant difficulties in differentiating the content of educational material by subject. This approach requires significant changes in the organization of differentiated types of training: the simultaneous work of the teacher with a different level of assimilation of the content of academic disciplines, those who are in the same class, the development of tasks of different degrees for each lesson, the use of different assessment criteria, the rational use of study time.*

Keywords: *differentiated learning, methodology, secondary education, talent, research.*

Introduction

The first president of the country, N.A. Nazarbayev, in his address to the nation «Development opportunities in the conditions of the Fourth Industrial Revolution dated» January 10, 2018 [1], drew attention to the fact that the updated content is a special program aimed at developing functional literacy and critical thinking skills necessary for our children, given the need for modern educational programs that meet international standards. In this address, the head of state puts in a leading position the tasks of students

for self-search, critical thinking, joint work, development of creative abilities and development of skills in life. All these skills are provided as the main tasks of modern educational programs and educational standards.

In the XXI century, it is very important to develop students' skills necessary for self-education, the development of creative abilities, self-development and joint work. At the same time, we all know that all students have the opportunity to develop these skills and do not have hundreds of steps to implement them. But it is clear that each student has needs to take into account their individual needs. How to develop students' individual abilities? When compiling tasks at the required level, taking into account the individual characteristics of students, the teacher can effectively use differentiated teaching methods. But, most often, teachers during the lesson compose a general task without taking into account the level of the class, the abilities of an individual student. Of course, this does not allow the student to develop his personal abilities. To solve this problem, the use of the differentiation principle and methods of training models is an effective solution.

Materials and methods

Differentiation – targeted adaptation of the educational process, transformation and assessment of the curriculum in accordance with the needs of students.

Differentiation in education, according to A.M. Abramov, implies the creation of relatively permanent or temporary study groups that differ in some way from each other (content, level of educational requirements, interests, forms of education, etc.). According to E.A. Pevtsova, the differentiation of education is considered as a process aimed at developing the abilities, interests of schoolchildren, identifying their creative capabilities. I.M. Osmolovskaya differentiated learning acts as a condition and means of individualization, and its goal is to educate each person at the level of their capabilities and abilities, to adapt training to the characteristics of different groups of students [2].

The first studies on the differentiation of learning began to be known at the beginning of the twentieth century. Scientists from Europe, the United States, and the Soviet Union conducted some research on differentiation. But Western pedagogical scientists have more theoretical and practical experience in differentiation. Methods of differentiation are reflected in the works of researchers L. Vygotsky, A. Leontiev, S. Rubinstein, V. Davydov, Sh. Amonashvili, etc.

The basis of the differentiated approach was laid in the works of P.P. Blonsky, I.I. Rezvitsky, B.M. Teplov, I.S. Yakimanskaya. At the moment, a number of scientists, such as N.N. Alekseev, E.V. Bondarevskaya, D.A. Belukhin, I.D. Demakova, a.m. Kushnir, and many others study and develop concepts, models, technologies for a differentiated approach to learning. This approach to learning is developing. L.S. Vygotsky with the beginning of school education, thinking moves to the center of the child's conscious

activity. The development of verbal, reasoning thinking, which occurs in the process of mastering scientific knowledge, restructures all other cognitive processes: «at this age, memory becomes thinking, and perception becomes thinking» [3].

In the late 60s, the differential approach to primary school students was mainly aimed at eliminating the second year of stay. The main attention was paid to working with lagging students in the classroom and during extracurricular hours. Teachers were required to keep a special notebook for each «weak» student, keep a record of the lessons with them, etc. The decisive sign of the transition of students to the weak group was considered «the possibility of effective activity and simply academic performance» [4]. Initially, the groups were openly divided and even given names indicating the level of academic performance. It was believed that competition played a decisive role, and the «weak» quickly moved to the «strong» group. At the same time, the method of working with groups was explained by the fact that mainly the «weak» were «trained» to perform typical tasks, and the strong were allowed to work on themselves as much as possible. In this way, it was impossible to really eliminate the reasons that led to failure. The «weak» remained weak. Both teachers and school leaders quickly realized this. They began to stipulate that the groups were not permanent. The requirement was put forward not to say which group the child was divided into, and even more so not to give names to the groups. The division into groups, which was emphasized by the teacher and the children themselves, harmed the personal development of students. But children should not be deceived: they know how to understand and evaluate the actions of the teacher in relation to himself and others.

The level of readiness of children for school and the properties of rational thinking, attention, memory, etc. In work at different levels of education, it is necessary to face the problem of selecting students into groups.

Teaching aids, taking into account the cognitive-stylistic inclinations of students in the perception and transformation of information. The developmental effect is achieved by enriching the student's personal experience by expanding the set of approaches to educational activity based on his cognitive-stylistic characteristics. So, the practice-oriented lesson itself is divided into stages. At the same time, it is recommended to include in the aspects of differentiation (they are free and variable) the optimization of the volume of educational material and the time of its acquisition, the complexity of the content of the material, repetition or development. methodological support of skills and abilities during approval, the ability of students to work independently, methods and innovative approaches to teaching, lesson, psychological and pedagogical climate in the lesson.

When dividing students into levels, it is necessary to take into account the desire of students themselves to learn at one level or another. So that such a desire does not distract from the student's capabilities, it is necessary to give students the opportunity to express

themselves, evaluate their strengths and capabilities. There is one significant drawback in this type of Organization of work. Students are selected for multilevel groups mainly based on their mathematical abilities, which do not always coincide with the ability to study other subjects. Teaching children who differ not only in the level of training, but even in learning opportunities is a difficult task facing the teacher. And without a differentiated approach to learning, it cannot be solved. External differentiation in the context of humanization and democratization of the pedagogical process in a Modern School: Organization of a wide network of various educational institutions – gymnasiums, colleges, lyceums; in almost all schools, the opening of profile classes, classes with in-depth study of individual subjects, intensive or progressive development, as well as classes of correctional and developmental training, that is, homogeneous (homogeneous) classes.

The choice of permanent groups is carried out for two reasons:

- interests, inclinations, professional intentions of students;
- their level of learning and cognitive ability of the individual.

However, external differentiation does not receive an unambiguous assessment in modern pedagogy; it has both positive and some negative aspects.

The problem of taking into account the theoretical foundations and methods of differentiation in the course of training and introducing them into our practice is an urgent problem in today's pedagogy. Why is there a need to pay attention to this issue? One of the main reasons is the development of individual abilities of students. When the teaching community takes into account the needs of each student in the learning process, uses methods of differentiation of tasks in the lesson, students' interest in the subject increases, and individual abilities develop.

Today, changes are being made in the educational system and curricula. The changes that meet the requirements of the Times also allow teachers to change. Modern teachers have the opportunity to develop their experience and improve professionally. Therefore, it is very important to use differentiation methods in training. What is differentiation? What is the need to use these methods? Differentiation is the adaptation of the educational process, the transformation of the curriculum in accordance with the needs of students. Differentiated learning means:

In the course of the educational process, students are united into a group by grouping them depending on certain characteristics; Organization of training depending on the pace of Students; Organization of training depending on the needs of students; drawing up a curriculum taking into account the individual characteristics of students; providing work in accordance with individual abilities to deepen students' knowledge.

The methods of differentiation are studied quite a bit today and there are different approaches. Differentiation can occur at several levels. Ronald de Groth proposed differentiation at 3 levels [5]:

- the first is the micro level, which is carried out in groups during the lesson, using different approaches;
- the second is the meso – level differentiation of classes at the school level by direction, skills;
- the third is the macro level, which is carried out in individual schools in the direction.

The main types of differentiation used in American schools include: «Banding», «Streaming», «Setting».

«Banding» – the division of all students into three groups («bands») depending on the level of intelligence: top band – 25%, middle band – 50%, bottom band – 25%. «Streaming» is a method that allows the creation of single groups, as opposed to groups separated by «bands» by abilities («Lek») by aggregation. In the Streaming method, there is no strict principle that it is necessary to divide into groups.

«Setting» – grouping during the educational process based on the progress of each student in individual subjects aimed at revealing their abilities.

The British education system is considered one of the best in the world. It is aimed at developing academic training, personal qualities, research skills. The letter grading system in British schools is used: from a* (excellent) to U (unsatisfactory). In private educational institutions, a second grade is given for motivation in the lesson: from 1 (active work and interest in the subject) to 5 (not trying at all). Setting two grades is very convenient for both the student and his parents. Because despite the high motivation, some subjects become difficult to master, and it is clear that low grades discourage students. Therefore, in schools in the UK, there is a level differentiation of students by their abilities, interests.

Differentiation of what exactly students should study and how they can learn information is called differentiation by content. In the process of differentiating the content of the training, it allows you to compile tasks using Bloom's taxonomy questions from low-level questions to high-level ones. Thanks to this, differentiated tasks can be assigned to all students of different levels.

At the end of the lesson, in the differentiation by the result, show the knowledge that the student has learned during the lesson. At the same time, the teacher gives tasks for the purpose of self-assimilation of knowledge. But, students themselves choose the form of presentation of the given task and present the result in different ways.

In the course of lesson planning, the teacher chooses various ways of differentiation and implements training. N.A. Mechinskaya said that «the effectiveness of learning depends not only on its content and methods, but also on the characteristics of the personality of students.» That is, it is necessary to create tasks that take into account the individual abilities of students, which will allow them to achieve the goal of learning.

Only then, through tasks in which students realize their characteristics, abilities and capabilities, will the educational goal of the lesson be able to achieve independently.

Recently, it has become clear that for the implementation of differentiation, more attention is paid to the compilation of tasks during planning and training. It was obvious that there was a lot of attention. Nazarbayev Intellectual Schools have been applying methods of differentiation of the curriculum since 2012. How did these differentiation methods come about?

Teachers of Nazarbayev Intellectual Schools and the Center for Gifted Youth of Johns Hopkins University (USA) have developed the program «development of children's talents» [6]. This program describes in detail the types of differentiation principles and methods and methods of application of training models. In addition, the possibilities of applying differentiation approaches in teaching gifted children are given. The program provides ways to develop and apply curricula aimed at developing high-level skills of students. Basically, this program contains methods and techniques that allow you to develop not only gifted children, but also the individual abilities of each student. The collected methods facilitate the process of learning by students, allow them to develop higher thinking abilities. The main goal of this program is to fully meet the intellectual needs of children and to realize how teachers work with students, how they think and develop.

Depending on the purpose of student support, there are three main approaches to applying differentiation:

- support (acceleration) for students who learn educational material at different speeds;
- learning (complication) in the immediate development area, which is carried out through the complication of the material taking into account the level of the student's thinking skills;
- establish (deepen) the relationship of the subject to be studied with other topics and academic subjects when the study of the material is carried out from different perspectives.

Support for students who learn educational material at different speeds. If the level and speed of learning does not meet the needs of the child, it harms his cognitive and personal development. Abilities such as fast comprehension, good memory of information, the ability to accumulate, independence of interest and reasoning can be reduced under the influence of a boring curriculum that has already been mastered. The optimal result is achieved when appropriate changes are made to the content of the curriculum and teaching methods at the same time.

Acceleration is one of the best strategies for teaching children with mathematical abilities and talent in learning languages.

Differentiation, taking into account the pace of mastering, involves a certain algorithm of actions.

Instructions for performing differentiated tasks

- conduct preliminary testing of students' knowledge and skills on statistics;
- group four students based on the test results. Give clear instructions to the team leader;

Explain the requirements for the task to the team leader using a problem approach.

Increasing the level of complexity of the tasks being solved leads to an increase in the competence of a gifted student in their implementation. In this process, the teacher, on the one hand, must comply with the requirements for the gradual transition from one level to another, and on the other hand, compile the student's tasks in the development zone in the near future.

The ways to carry out differentiation based on establishing the relationship of the studied topic with other topics and academic disciplines are as follows:

- to study the medium-term plan and clarify the training goals;
- is the definition of the concept from the point of view of different points of view and areas of application.

Determine the expected results:

- formulation of the research question;
- determination of the conditions for conducting research in the lesson;
- conduct research;
- presentation of the work performed.

Depending on the depth of the study, the expected results are also determined. If, say, there is just «depth», then it is important that, delving into the problem, they are able to understand the meaning of what is happening. «At Super depth» – to identify the causes of not only recent phenomena, but also distant ones; it is important to see the basis of the facts and consider the problem comprehensively [7].

In a student-centered differentiated learning process, teachers value Students, Students value each other, and finally, students value themselves. It has been proven that the systematic use of formative assessment and reflection on one's own actions and results in the educational process leads to a qualitatively high result. When students truly value themselves, they can no longer perceive themselves as passive consumers of knowledge and skills. They will be responsible for their learning, their reactions to instructions and their participation in well-defined tasks that arise during the learning process.

As an experiment in the research work, fifth-graders were selected. Before developing the principles of differentiated learning, special tasks, students received several diagnostic examinations. In particular, Gardner's test, which determines the type of intelligence of

students [8], Bruner's test, which determines the type of thinking, the level of creativity [9], was taken. In this regard, the help of a school psychologist was important.

The above diagnostic test was passed by 38 respondents studying in the fifth grades. The results of diagnostics can be observed in the table below.

Table №1. J. Bruner test result

Type of thinking	Number of respondents
Subject thinking	65%
Visual thinking	75%
Figurative thinking	47%
Symbolic thinking	24%

65% of respondents are attributed to the subject type of thinking. It means that through subject knowledge, new solutions, knowledge can be achieved. In addition, students will be able to navigate in time and space, and this skill will become a historical skill and contribute to the formation of historical consciousness. And 75% of respondents are attributed to the visual type of thinking. That is, students can focus on working on research, solving any problem, share alternative ideas in the search, and come up with a solution to the problem. And this skill can be attributed to higher thinking skills, contribute to the formation, development of such skills as analysis, synthesis, and influence on critical thinking. In this regard, during the lesson planning, the results of these diagnostics were taken into account and the tasks were summarized. In most cases, the tasks are research work, I focused on identifying cause and effect relationships.

When choosing the type of work during the educational process (Group, pair and individual), the test result of G. Gardner is of particular importance, because if we determine the type of interpersonal or intrapersonal intelligence of students, we should take into account the individual abilities of students to meet their learning needs. According to the diagnosis, it can be seen that 85% of respondents are interpersonal, that is, the vast majority of classes prefer group and pair work. Both pair and group work are becoming more effective. In particular, when entering into mutual communication, students work together and implement the strategy of mutual learning. This type of training contributes to the successful completion of the task and the transformation of the acquired knowledge into fundamental knowledge, settling in long-term memory. In the planning of classes, the emphasis was placed on the form of work in pairs and groups.

The first question is «Do you want tasks with a choice?» 85% of respondents said yes, while 15% of respondents said they had difficulty answering. This answer emphasizes that students prefer tasks based on their personal abilities, to meet their individual learning needs.

Table №2. G. Gardner test result

Type of thinking	Number of respondents
Interpersonal intelligence	85%
Interpersonal intelligence	15%

To the second question «Do you like different tasks?» 74% of students answered «yes», 15% «I have difficulty answering», 10% «no». The fact that students are given the opportunity to choose tasks allows them to meet their individual development route, individual learning needs. An important pedagogical condition for the formation of a student's individuality in the educational process is the creation of conditions for choice in the lesson. By offering the child to make a conscious and desired choice, we help him form his own uniqueness. The uniqueness of the individuality of a particular person is not a special combination of a certain set of traits, but it is formed as an individual in the process of free choice of life path under certain conditions. This can be done as part of a modern training system.

To the third question «What tasks do you want to complete?» 50% of respondents chose a research paper, 37% chose to fill out a table, an intelligence card, and 12% chose to write an essay. Most of the students choose research work. This type of task belongs to the highest thinking skill. At the same time, it is attributed to the principle of complication of differentiated learning. Since the curriculum of the primary school focuses on the development of research skills, this type of task is close and understandable to students. And the task of filling out an intelligence map is effectively used in each lesson at the stage of mastering a new topic, filling out a table in comparison or performing a main task. Students are trained to complete this type of task. The task of writing an essay has been introduced since the second half of the year, this type of task is alien and has a high level of complexity. To the fourth question «What tasks cause difficulties?» 51% of respondents said that it is difficult to write an essay, 30% of students noted the work of the study, 17% said that it is difficult to fill out a table, an intelligence map. The vast majority of students have difficulty writing essays. There are several reasons for this. First, on the basis of the training program, ESE writing skills are taught, starting from the second half of the year. Secondly, the skill of writing essays is attributed to the principle of deepening differentiated learning and is placed in the group of higher thinking skills at the accumulative level. In order to develop the skill of writing a full-fledged essay, it is necessary to master consistently and continuously from each class to class. Thirty percent of the respondents mentioned the type of task that caused difficulties-research work. Research tasks are attributed to the principle of complication of differentiated learning and perform tasks such as answering problem questions in each lesson, compiling thick

and thin questions, and producing hypotheses. Gradually, this skill is also formed. And it can be seen that such types of tasks as filling out a table, an intelligence map are attributed to the principles of acceleration and do not cause problems. Because the types of tasks are easy and quickly mastered, as they are aimed at developing knowledge, understanding and application skills.

Result

Various differentiation methods that can be used in history lessons at the stage of fixing the material under consideration were considered. They involve the differentiation of the content of educational tasks according to the level of creativity, volume, difficulty. Using different ways of organizing students' activities and uniform tasks, students are distinguished depending on the level of independence of students, depending on the nature of student support, and depending on the form of training tasks. The methods of differentiation can be combined with each other and the tasks can be offered to students to choose from.

1. Differentiation of educational tasks by creative level. Students' creativity can be developed in history lessons. In particular, high school students will be able to create a future route using the raft method, that is, a finished product, in response to problem questions within the framework of a specific topic.

2. Differentiation of educational tasks by level of difficulty. At the same time, students are carried out through complex tasks for high-level students. For example, students are presented with a wide variety of sources in the study of any topic or research question and focus on developing higher thinking skills in Bloom's taxonomy.

3. Differentiation of tasks by the volume of educational material. This differentiation method assumes that students of the 1st and 2nd groups, in addition to the main task, perform with it an additional task similar to the main one of the same type.

The need to differentiate tasks by volume is due to the different pace of work of students. Slow children, as well as children with a low level of learning, usually do not have time to complete independent work before being tested in the classroom, for this they need additional time. The rest of the children spend this time on an additional task that is not mandatory for all students.

As a rule, differentiation by size is combined with other differentiation methods. As additional tasks, creative or more complex ones are proposed, as well as those that are not related to the main ones in content, for example, from other sections of the program. Additional tasks can be ingenuity, non-standard tasks, exercises of a game nature. You can personalize them by offering students tasks in the form of Cards, punched cards. The alternative is carried out by taking exercises from textbooks or printed notebooks.

4. Differentiation of work on the degree of originality of students. With this method of differentiation, no differences in educational tasks are expected for different groups of students. All children perform the same tasks, but some do it under the guidance of a teacher, while others do it on their own.

I organize my work as follows. At the indicative stage, students get acquainted with the task, determine its essence and compilation rules. After that, some children (most often this is the 1st group) begin to independently complete the task. The rest, with the help of the teacher, analyze the solution method or the proposed pattern, perform part of the exercise frontal. As a rule, this is enough for another part of the children (Group 2) to start working on themselves. Students who have difficulties at work (usually these are children of the 3rd group, that is, schoolchildren with a low level of learning) perform all tasks under the guidance of a teacher. The inspection stage is carried out frontal.

So, the degree of autonomy of students is different. Group 1 is given independent work, Group 2 is given semi-independent work. 3rd-frontal work under the guidance of a teacher. Students themselves determine at what level to start completing the task on their own. If necessary, they can return to work at any time under the guidance of a teacher.

5. Differentiation by the nature of student assistance. This method does not provide for the organization of frontal work under the guidance of a teacher, unlike differentiation by the degree of independence. All students immediately start working on their own. But help is provided to students who have difficulties in completing the task.

The types of assistance most often used are: a) assistance in the form of auxiliary tasks, preparatory exercises; b) assistance in the form of «tips» (auxiliary cards, advisory cards, notes on the board).

Opportunities for working with auxiliary cards are offered. Students of the 1st group (with a high level of learning) are invited to independently complete the task, and students of the 2nd-3rd Group are assisted at different levels. Auxiliary Cards are selected equally or individually for all students in the group. Students can receive multiple cards or work with one card, which increases the level of assistance when completing a single task. It should be borne in mind that the degree of student assistance from lesson to lesson decreases. As a result, he must learn to complete tasks on his own without any help.

Conclusion

Differentiated learning is understood as such a system of learning, in which each student Masters a minimum of general knowledge, acquires the right and guarantees the ability to focus on areas that best fit his inclinations. Many are so far the «popular type of internal differentiation». a comprehensive school is a differentiated approach, as a means of accounting for the individual characteristics of students. Methods and means of a differentiated approach include multi-level presentation of the material, individual

task cards of different complexity, samples, pair and group work, performing independent work without anyone's help in choosing a complete method, control, self-control, projects. Differentiated learning is a specially organized educational and cognitive activity (subject – subjective relationship), which, taking into account the age, features of an individual student, his social experience and initial state, mastering the knowledge and practical activities necessary for students aimed at optimal physical, spiritual and mental development. Successful implementation of differentiated learning possible situations in which the teacher can predict possible difficulties arise in the child during the assimilation of the material; generally takes into account the readiness of students for further actions, that is, the level of established knowledge, the ability to work independently; uses in differentiated tasks of the individual and group system character; conducts perspective analysis.

The differentiated learning approach is the one of the way to meet the learning needs of an individual learner. Each learner has his own characteristics, character and abilities. Since, as a result of the above study, learners are attributed to a certain level and group, it is important that the listed features are taken into account when planning a lesson.

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Білім беру үдерісін ұйымдастырудағы сараланған оқытудың тиімділігі

Анотация. Мақалада әдістер мен әдістер, саралау принциптері, оларды оқу процесінде, сабақты жоспарлауда қолдануға мүмкіндік беретін оқыту модельдері келтірілген. Бұл саралау принципі және модельдерді оқыту әдістері студенттердің ерекшеліктерін ескеруге және олардың қажеттіліктерін қанағаттандыруға мүмкіндік береді. Қазіргі уақытта оқытуды саралау мектепті жаңғыртудың негізгі бағыттарының бірі болып табылады. Көп қырлы ұғым ретінде дифференциация білім беру жүйелерінің әртүрлі түрлерінде оқытуды ұйымдастыруда, оқытуды дараландыру міндеттерін, мазмұны мен формаларын жүзеге асыруда, оқушыларды оқытудың жеке траекториясын қамтамасыз етуде ашылады. Мектептегі білім мен тәрбиені саралау оқушының жеке ерекшеліктерін, оның қабілеттерін, қызығушылықтарын, бейімділігін, білім алуға дайындығын ажыратуға негізделген. Сонымен қатар осы бағыттың өзектілігі қазіргі кезеңде оқытуды ұйымдастырудағы проблемаларды көрсетеді. Сонымен бұл мұғалімдердің мектептегі білім беру процесінде тәжірибесі жеткіліксіз екенін көрсетеді. Оқушылардың жеке ерекшеліктері мен оқу мүмкіндіктерін зерттеуге арналған диагностикалық құралдар сараланған оқыту критерийлерін нақты көрсетпейді, түпкілікті нәтижеге бағытталған саралаудың маңыздылығын түсінбейді. Мұғалімдер оқу материалының мазмұнын пәндер бойынша саралауда айтарлықтай қиындықтарға тап болады. Бұл тәсіл оқытудың сараланған түрлерін ұйымдастыруда айтарлықтай өзгерістерді қажет етеді: оқытушының бір уақытта оқу пәндерінің мазмұнын әртүрлі деңгейде меңгеруі, бір сыныпта оқытындар, әр сабақ үшін әртүрлі дәрежедегі тапсырмаларды әзірлеу, әртүрлі бағалау критерийлерін қолдану, пайдалану оқу уақытын ұтымды пайдалану.

Кілтгі сөздер: сараланған оқыту, әдістеме, орта білім, талант, зерттеу.

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Эффективность дифференцированного обучения в организации образовательного процесса

Аннотация. В статье представлены методы и приемы, принципы дифференциации, модели обучения, позволяющие использовать их в учебном процессе, при планировании урока. Данный принцип дифференциации и методы преподавания моделей позволяют нам учитывать особенности студентов и удовлетворять их потребности. Дифференциация обучения в настоящее время является одним из основных направлений модернизации школы. Как многогранное понятие, дифференциация раскрывается в организации обучения в различных типах образовательных систем, в реализации задач индивидуализации обучения, содержания и форм, в обеспечении индивидуальной траек-

тории обучения учащихся. Дифференциация школьного образования и воспитания основана на различии личностных характеристик учащегося, его способностей, интересов, склонностей, готовности к получению образования. Кроме того, актуальность данного направления указывает на проблемы в организации обучения на современном этапе. Итак, это показывает, что опыта учителей в образовательном процессе в школе недостаточно. Диагностические инструменты, предназначенные для изучения индивидуальных особенностей и возможностей обучения учащихся, явно не отражают критерии дифференцированного обучения, не понимают важности дифференциации, ориентированной на конечный результат. Учителя сталкиваются со значительными трудностями при дифференциации содержания учебного материала по предметам. Такой подход требует существенных изменений в организации дифференцированных видов обучения: одновременной работы преподавателя с разным уровнем усвоения содержания учебных дисциплин тех, кто находится в одном классе, разработки заданий разной степени для каждого урока, использования разных критериев оценки, рационального использования учебного времени.

Ключевые слова: дифференцированное обучение, методология, среднее образование, талант, исследование.