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Annotation. This article describes a theoretical analysis of differentiated educational methods, in which modern educational methods, technologies and methods are scientifically covered.

Keywords: shortcomings, self-assessment, duty and an obligation, differentiation, education, assessment, identifying, students' maturity, potential, achievements

Introduction

The main goal of educational reform is to create objective and subjective conditions for the formation of the personality of students as a perfect person. To this end, the spiritual and moral education in educational institutions will be strengthened, and attention will be paid to the formation of students' understanding of national identity, patriotism, and a sense of pride for their homeland. It should be recognized that these tasks are solved mainly in the educational process. Therefore, it is important to create objective conditions for the formation of a perfect person. One of them is the differentiation of Education. It is no exaggeration to say that the concept of the development of society and its future is inextricably linked with the education system.

The head of state studied the historical experience of the advanced countries of the world and revealed his leadership and civic responsibility based on ingenious, scientific and methodological principles. As schools create our future, it is both a duty and an obligation for us to think and care about its future. One of the important aspects of its development is the differentiation of education, as noted above.

Materials and methods

The first elements of differentiation, which are organized in the study of sciences in the current groups, are the process of transition to differentiated education instead of homogeneous groups. It will be possible to implement differentiated education in two directions. This is due, firstly, to the fact that on the basis of tests used in developed countries, students can be divided into gifted - intelligent (gifted) group, average gifted and low middle group, depending on the level of intellectual maturity. The current school has 3 categories of pupils in one class. Classes are mostly tailored to the average pupils. The interest in talent fades. Low skilled students do not understand these materials.

Teaching pupils to assess themselves in the educational process, to correctly determine their learning opportunities leads to an increase in their desire for knowledge. In the course of your life and work, you need to not only correctly assess yourself, but also the assessment of others is very important. This opens the way to self-awareness, self-esteem, a clearer idea of your capabilities. The essence of the technologies described above is that internal (self) and external (expert) assessment are important in identifying students' maturity, potential, achievements and shortcomings in self-assessment. If a student (teacher-peer, expert, parent) is highly valued by the teacher, it will lead to new achievements to justify this trust. For any individual and student, the assessments of the adults around them are important, and it is important that they are consistent with the assessment that the student gives to himself or herself.

In particular, teachers are required to be objective, not emotional. The teacher's underestimation of the student's abilities leads to a negative reaction to it. Not only negative, but self-confidence, desire to read, leads to a decrease in aspiration. "I didn't know. It's useless for me to try" The most important task of the teacher is to fight for the student not to create such a mood, to convince the student of his own strength, to teach him always use their opportunities. To do this, the student must develop the skills of self-observation and self-knowledge. It is important to teach them to evaluate their own behavior and knowledge on the basis of self-control, self-examination. At the same time, it is necessary to have a clear idea of the aspects that ensure the positive success of educational activities. In turn, the technologies

described above are the basis for developing students' sufficient intellectual ability to think critically and positively. It is only important to use them appropriately and skillfully in the learning process.

Teachers have an external (superficial) assessment of student performance. There is no denying that. However, this assessment gives the expected results when carried out on the basis of objective and pedagogical-psychological technologies.

The teachings of L. Vygotsky ("Near Development Zone"), D.B. Elkonin on the gradual formation of mental operations for the development of education and the intellectual development of students have long existed. However, their purposeful use in the new socio-economic conditions serves as a scientific basis for new pedagogical technologies. For example,

D.B. Elkonin showed that the main criterion for the mental development of the student is the appropriate choice of objects and symbols on the basis of the task, the tools used, self-examination of the content and components of learning activities. Such organization of student activities is consistent with independent learning activities and develops independent decision-making skills in learning activities. But it takes place in stages such as self-assessment, self-observation, self-analysis, self-knowledge. Here it is important for us that the most important student knows his potential and correctly evaluates his behavior. But in order to do this, the student must have formed a certain evaluation criterion for values (knowledge) and be able to compare his achievements in different areas.

Result and discussion

It is important for students to be able to justify their position, knowledge, actions, defend their decisions through discussion, dialogue, "brainstorming" in the learning process. The student leads the intended goal by aloud with the partners to prove their actions, decisions, and in turn to listen to them diligently, to respond to them reasonably, to make changes in their actions. This in turn leads the student to form confidence, their own actions, and their own control program. On this basis, if the student is able to make changes to his decision, the movement of opportunity, and draw conclusions for future action, then it can be said that the foundations of self-assessment have been formed.

But these processes do not take place spontaneously, smoothly, without contradictions. First of all, along with the educational technology, the personal skills of the teacher are also important. A teacher must learn to evaluate his or her own actions by equipping his or her students with self-improvement, independent thinking knowledge, and skills.

The ability of students to enter the state of self-knowledge (understanding) and others, the reflexive skills necessary for their assessment and self-observation, the technology of stratification in the formation of thinking creates important pedagogical conditions.

It forces the reader to study material of extreme complexity and impairs its development. Most importantly, the desire (motive) to read and learn decreases, the student not only loses interest in reading, but also increases the mood of educational indifference. The moderate organization of the educational process in schools, that is, the teaching of all the same, all the same, regardless of the educational opportunities of the student, paves the way for the formation of indifference, disregard, qualities. This model of education is economically, politically, socially and morally harmful. As a result, society will be deprived of talented and intelligent people.

Differentiated organization of education, based on the pupil's learning opportunities, the learning material for highly gifted children is more complex, with moderate difficulty for average abilities, and much easier for third-group pupils. Documents defining the content of education in the future school: curriculum, syllabi, textbooks and manuals should be designed for three different pupils. As talent, intelligence, independent thinking in our country determine its development and future, we must inevitably follow the path of differentiation. Such an approach to education should be the main direction of educating a perfect person. In the model of secondary education, when the pupil is tired of reading, his devotion returns, and in differentiated education, the pupil's aspiration increases.

The organization of the educational process at the level of the pupil's abilities creates the basis for the creation of a sense of satisfaction with their work. A simple example: when each of us is forced to do something we do not like, we feel mental tension, internal and external discomfort. This process has

a strong negative impact on the student, who has little experience in life and his own level of knowledge.

The second type of differentiated direction is depending on the interests, desires and abilities of pupils can be socio-humanitarian (native language and literature, foreign languages, law, human and society, etc.), natural-mathematical (mathematics, physics, medicine, geography, chemistry, biology, IT, etc.) and production (labor, fine arts, physical education, etc.). In all three directions, schools (classes in the second direction) do not deny the teaching of subjects. For example, mathematics, chemistry, physics, geography, computers, physical education, labor, etc. are taught in social schools and classes. But the main emphasis is placed on the subjects of priority direction. Young people graduating from schools (classes) in this area will have great opportunities to gain a deeper understanding of the idea of national independence, the national ideology. This is because the type of study in schools (classes) in this area is determined by the pupil's desire to learn, based on the initial knowledge of the professional direction.

Schools (classes) of the third production direction will have ample opportunities for students to deepen their knowledge and skills acquired in the initial profession in future vocational colleges, to gain a deeper understanding of production techniques and technology.

This model of differentiation of education does not discriminate against the student, is more convenient than the first proposed model, as it allows to further develop the desire (motive), ability, to some extent in accordance with the principles of transition to a market economy in national independence.

The educational process has a great practical and theoretical significance in teaching pupils to think independently. If in the process of learning the pupil is taught to think independently and creatively, he will be able to find the right path in complex life situations. He is always striving for innovation in his work. Increases the productivity of independent labor on the basis of invention. Independent thinking also helps to get rid of the psychology of dependency waiting for everything to be ready. This demand inevitably stems from market relations.

In didactics, it is recognized that in the process of differentiated education, the individual characteristics of the pupils are taken into account. The individual characteristics of the pupil should be understood as the basic qualities of the learner's personality. This is in line with individualized learning technologies that differentiate education in it.

Differentiation is "internal and external" and individual stratification of students in didactics on the basis of consideration of social-psychological (motive, interest, orientation, individual features), psychological, physiological features (age, cognitive abilities) and personal qualities in the learning process.

In the internal differentiation study group (class), the level of knowledge of pupils is divided into groups, taking into account their interest in science, intellectual level. In this case, differentiation is close to individualization.

In external differentiation, pupils with different levels of knowledge are grouped into special study groups. The purpose of person-centered education in the internal differentiation of the classroom (lesson) is realized through pedagogical-collaborative teaching, the method of projects and a variety of methods that suit them.

There is also a special approach to differentiation in didactics. For example: differentiation of pupils according to their abilities (general ability, special ability, incompetence), occupation to be acquired, interests. In the classification on the basis of general abilities are taken into account the general development and level of knowledge, some features of their psychological development - memory, thinking, cognitive activity. Other individual characteristics of pupils are taken into account in the internal differentiation using certain technologies in the lesson.

Conclusion

Based on individual abilities, differentiation takes into account pupils' propensity for a particular subject - their interest in the social or specific sciences. Gifted pupils also belong to this category and should be grouped into a separate group or class and taught on the basis of special programs. In this

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case, it is necessary to distinguish between the concepts of "talented" and "capable". Gifted pupils include those who demonstrate talent in certain areas - music, drawing, logical and creative chess, sports. They will have a strong memory, logical and creative thinking. It leads to the development and self-expression of the ability to teach them on the basis of enhanced and focused programs.

There are more gifted children than talented ones. In the process of education, their innate qualities and abilities should also be taken into account. They can be taught on the basis of a differentiated approach in normal classrooms.

Thus, a differentiated approach to education is an organization based on a specific technology of teaching, in which each pupil masters the material at the level of their individual capabilities.

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