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«ХАЛЫҚ» ЖҚ

# Х А Б А Р Ш Ы С Ы

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**ВЕСТНИК**

РОО «НАЦИОНАЛЬНОЙ  
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РЕСПУБЛИКИ КАЗАХСТАН»  
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В 2016 году для развития и улучшения качества жизни казахстанцев был создан частный Благотворительный фонд «Халык». За годы своей деятельности на реализацию благотворительных проектов в областях образования и науки, социальной защиты, культуры, здравоохранения и спорта, Фонд выделил более 45 миллиардов тенге.

Особое внимание Благотворительный фонд «Халык» уделяет образовательным программам, считая это направление одним из ключевых в своей деятельности. Оказывая поддержку отечественному образованию, Фонд вносит свой посильный вклад в развитие качественного образования в Казахстане. Тем самым способствуя росту числа людей, способных менять жизнь в стране к лучшему – профессионалов в различных сферах, потенциальных лидеров и «великих умов». Одной из значимых инициатив фонда «Халык» в образовательной сфере стал проект *Ozgeris powered by Halyk Fund* – первый в стране бизнес-инкубатор для учащихся 9-11 классов, который помогает развивать необходимые в современном мире предпринимательские навыки. Так, на содействие малому бизнесу школьников было выделено более 200 грантов. Для поддержки талантливых и мотивированных детей Фонд неоднократно выделял гранты на обучение в Международной школе «Мирас» и в *Astana IT University*, а также помог казахстанским школьникам принять участие в престижном конкурсе «*USTEM Robotics*» в США. Авторские работы в рамках проекта «Тәлімгер», которому Фонд оказал поддержку, легли в основу учебной программы, учебников и учебно-методических книг по предмету «Основы предпринимательства и бизнеса», преподаваемого в 10-11 классах казахстанских школ и колледжей.

Помимо помощи школьникам, учащимся колледжей и студентам Фонд считает важным внести свой вклад в повышение квалификации педагогов, совершенствование их знаний и навыков, поскольку именно они являются проводниками знаний будущих поколений казахстанцев. При поддержке Фонда «Халык» в южной столице был организован ежегодный городской конкурс педагогов «*Almaty Digital Ustaz*».

Важной инициативой стал реализуемый проект по обучению основам финансовой грамотности преподавателей из восьми областей Казахстана, что должно оказать существенное влияние на воспитание финансовой грамотности и предпринимательского мышления у нового поколения граждан страны.

Необходимую помощь Фонд «Халык» оказывает и тем, кто особенно остро в ней нуждается. В рамках социальной защиты населения активно проводится работа по поддержке детей, оставшихся без родителей, детей и взрослых из социально уязвимых слоев населения, людей с ограниченными

возможностями, а также обеспечению нуждающихся социальным жильем, строительству социально важных объектов, таких как детские сады, детские площадки и физкультурно-оздоровительные комплексы.

В копилку добрых дел Фонда «Халык» можно добавить оказание помощи детскому спорту, куда относится поддержка в развитии детского футбола и карате в нашей стране. Жизненно важную помощь Благотворительный фонд «Халык» оказал нашим соотечественникам во время недавней пандемии COVID-19. Тогда, в разгар тяжелой борьбы с коронавирусной инфекцией Фонд выделил свыше 11 миллиардов тенге на приобретение необходимого медицинского оборудования и дорогостоящих медицинских препаратов, автомобилей скорой медицинской помощи и средств защиты, адресную материальную помощь социально уязвимым слоям населения и денежные выплаты медицинским работникам.

В 2023 году наряду с другими проектами, нацеленными на повышение благосостояния казахстанских граждан Фонд решил уделить особое внимание науке, поскольку она является частью общественной культуры, а уровень ее развития определяет уровень развития государства.

Поддержка Фондом выпуска журналов Национальной Академии наук Республики Казахстан, которые входят в международные фонды Scopus и Wos и в которых публикуются статьи отечественных ученых, докторантов и магистрантов, а также научных сотрудников высших учебных заведений и научно-исследовательских институтов нашей страны является не менее значимым вкладом Фонда в развитие казахстанского общества.

С уважением, Благотворительный Фонд «Халык»!

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## DIFFERENTIATED TEACHING IS A FORM OF ORGANIZATION OF THE EDUCATIONAL PROCESS

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**Abstract.** Changes in modern society have led to the renewal of the modern educational process. The main task of the school is to reveal the potential of each student, to form a competitive personality capable of living and serving the rapidly changing world. A modern teacher must combine various pedagogical approaches to use all the possibilities of the educational strategy. However, in most cases, the level of student's development, interest, mastery of the subject is not taken into account in the educational process, which hinders their full mastery of the subject and has a negative impact on the quality of education. Therefore, the need for differentiated education, taking into account the individual characteristics of students, is relevant in the educational process. This article provides information on the historical development of differentiated education, the fact that this type of education has a rich experience in Western pedagogy, researches are made on the scientific works of domestic and foreign scientists in terms of theory and practice, their scientific conclusions are given within the scope of the topic, and their important aspects are clarified. At the same time, the result of the survey conducted to determine the effective aspects of differentiation in the teaching process is shown, it is considered that the use of differentiation of tasks will allow students of different educational

levels to learn as much as possible, and it is said that it is the basis for organizing the educational process.

**Key words:** differentiated teaching, students' needs, level of education, actual, methodological research, problem of differentiated teaching, ability, educational process, task, organization.

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## **САРАЛАП ОҚЫТУ – ОҚУ ПРОЦЕСІН ҰЙЫМДАСТЫРУ ФОРМАСЫ РЕТІНДЕ**

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**Аннотация.** Қазіргі қоғамдағы өзгерістер заманауи білім беру үдерісінің жаңаруына әкелді. Мектептің басты міндеті – әрбір оқушының қабілетін ашу, жылдам өзгеріп жатқан бүгінгі күнге лайықты өмір сүріп, қызмет етуге бәсекеге қабілетті тұлғаны қалыптастыру. Заманауи мұғалім — білім беру стратегиясының барлық мүмкіндіктерін қолдану үшін түрлі педагогикалық тәсілдерді құрамдастырушысы болуы керек. Дегенмен көп жағдайда оқу үдерісінде оқушының даму деңгейі, қызығушылығы, пәнді игеру деңгейлері ескеріле бермейді, бұл — олардың пәнді толық игеруіне кедіргі әкеледі және білім сапасына кері әсерін береді. Сондықтан оқушылардың жеке ерекшеліктерін ескере отырып, саралап оқыту қажеттілігі оқу үдерісінде өзекті болып табылады. Осы мақалада саралап оқытудың тарихи даму жолдары, батыс педагогикасында оқытудың бұл түрі бай тәжірибеге ие екендігі туралы мәліметтер беріледі, теориясы мен тәжірибесі бойынша отандық және шетелдік ғалымдардың ғылыми еңбектеріне зерттеулер жасалынады, олардың тақырып аясында ғылыми тұжырымдары беріліп, маңызды жақтары нақтыланады. Сонымен қатар оқыту процесінде саралаудың тиімді жақтарын анықтау мақсатында жүргізілген сауалнама нәтижесі көрсетіледі, тапсырмаларды саралауды қолдану білім деңгейі әртүрлі білімгерлердің білімді барынша



игеруіне мүмкіндік берілетіндігі қарастырылады, оның оқу процесін ұйымдастыруға негіз болатыны жайында айтылады.

**Түйін сөздер:** саралап оқыту, оқушылардың қажеттіліктері, білім деңгейі, өзекті, әдістемелік зерттеу, саралап оқыту мәселесі, қабілетті, оқу үдерісі, тапсырма, ұйымдастыру

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## ДИФФЕРЕНЦИРОВАННОЕ ОБУЧЕНИЕ КАК ФОРМА ОРГАНИЗАЦИИ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА

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**Аннотация.** Изменения в современном обществе привели к обновлению современного образовательного процесса. Главная задача школы - раскрыть способности каждого ученика, сформировать конкурентоспособную личность, способную жить и работать согласно сегодняшним быстроменяющимся реалиям. Современный учитель должен быть комбинатором различных педагогических подходов, чтобы использовать все возможности образовательной стратегии. Однако в большинстве случаев в учебном процессе не учитывается уровень развития, заинтересованность, уровень освоения дисциплины, что приводит к неполному усвоению дисциплины и отрицательно сказывается на качестве знаний. Поэтому необходимость дифференцированного обучения с учетом индивидуальных особенностей учащихся является актуальной в учебном процессе. В данной статье приводятся сведения об исторических путях развития дифференцированного обучения, о том, что данный вид обучения имеет богатый опыт в западной педагогике, а также проводится исследование научных трудов отечественных и зарубежных ученых по теории и практике, даются научные выводы в рамках темы и уточняются важные аспекты. Кроме

того, отражаются результаты анкетирования с целью выявления эффективных аспектов дифференциации в процессе обучения, рассматривается возможность использования дифференциации заданий для максимального усвоения знаний обучающимися с разным уровнем знаний, что является основой для организации учебного процесса.

**Ключевые слова:** дифференцированное обучение, потребности учащихся, уровень образования, актуальное, методическое исследование, проблема дифференцированного обучения, способность, учебный процесс, задание, организация

### **Introduction**

In the 20s, active developments in the direction of individualization and differentiation of education in domestic and foreign pedagogy, search for ways out of the current critical situation in education due to political and economic reforms began. Despite the fact that the development in the direction of individualization and differentiation began at about the same time in Russia, Western Europe and America, today Western pedagogy has an incomparable amount of practical and theoretical experience. Providing education to the young generation in accordance with modern requirements requires creative work and great research from every teacher. It is impossible to become a competent and comprehensive specialist in the field of education without mastering the advanced technologies of teaching. In this regard, in the case of turning away from uniformity in education and turning to a multi-variant education system, organization of differentiated education, taking into account the individual cognitive characteristics of students as well as group characteristics, is an actual issue in today's school life (Zhamalbekova, 2012).

Changes in modern society contribute to the renewal of the modern educational process. The main goal of education is to form a well-rounded, spiritually rich individual. Therefore, providing quality education to students in accordance with the demands of the society, while improving the teaching process in accordance with modern requirements, is the most urgent issue. To open the abilities of every student, to educate a versatile and competitive person who finds his place in life. In accordance with the times, research methods in the educational process are rapidly developing in various directions. Recently, the role of differentiated teaching in methodical researches is special, and the aspects of its application in the educational process are also being studied comprehensively.

Today, education is mostly aimed at middle-level learners. In practice, no importance is paid to individual characteristics of individual learners, features of material perception, speed of mastering it, student's level of development, his special qualities and interests. All of this may cause weak students not to keep up with the average pace of class work, refuse to think, cheat, or learn by heart, and in some cases, strong students in the group may lose interest in the subject. Therefore, it is important that an experienced teacher provides education to each student at the level of his ability and desire. "What will I teach my students?" while teaching

students who come to the school with different abilities and preparation levels in humanitarian subjects. We often ask this question. Students who come to us not only learn new information, but also connect it with life by presenting that information in a different, effective way. Any information can be explained effectively to every student. However, the most effective way to find a learner's language is to make extensive use of new effective methods in addition to traditional methods. In most cases, the progress of school students in the subject is not the same and their levels are different, they are placed in groups without paying attention to their levels, that is, their levels are not taken into account, which causes difficulties for the teacher to teach. In this regard, differentiated education in the education system is of particular importance. Differentiation in education is a universal concept that has gained special relevance with the global vision of education for all and inclusive education (Eikeland et al., 2022).

Each trainee was entitled to receive a specific core component. This is influenced by the existence of state standards, uniform curricula and programs. The result of this policy was to eliminate illiteracy among the youth and raise the level of education. In the USA, Italy, France and other countries of Western Europe, the educational system has started a new way. The variety of plans, programs, compulsory subjects, as well as secondary education institutions, despite some negative aspects, made it possible to take into account the individual characteristics of students.

In this regard, reviewing the literature, let's focus on differentiation, "differentiation" comes from the Latin word "difference", which means "difference", "separation". The word "differentiation" has a special place in the educational process, and if this type of education is used correctly, the results will be enormous. That is differentiation or differentiation is to determine the type of work that is more optimal for each of them, knowing the individual differences in the learning of learners. The nature of differentiation of students in the educational process is conditional. It should be flexible and changeable, allowing to treat each student in an individual way.

Methodist Logan pointed out that modern classes are defined by diversity (Logan, 2011), and De Jaeger can be defined as an attempt to meet the needs of all students by changing and modifying teaching strategies (De Jager, 2011). Differentiation of teaching (differentiated approach to education) is: creation of different teaching conditions for different schools, classes, groups in order to take into account the peculiarities of their contingent; a set of methodological, psychological, pedagogical, organizational and management measures that ensure training in homogeneous groups. The technology of level-differentiated teaching has been used for several years at all levels of the school, in teaching all subjects, making a great contribution to the revitalization of the educational process. Among them, differentiated teaching (differentiation) means teaching adapted to the needs of different learners. Research shows that learning goals are the same for all students, but the teaching method or approach is tailored to the needs of each student or the level of tasks for students .

Differentiated learning is a teaching method in high school. Classification of

the secondary school curriculum and program according to students' aptitudes and abilities, education level. It is also intended to comprehensively develop students' knowledge, improve their knowledge in the field of science and technology that interests them, and adapt it to their profession. Such training is carried out in a special school, in a class, in a group within the class. Differentiated education is used to classify students of different educational levels into groups, teach each group according to their level, and further improve their education. The principle of differentiation of education is a principle of differentiation of the pedagogical process. One of the main types of differentiation is personal training. The technology of differentiated education is a set of organizational solutions, tools and methods of differentiated education that cover a certain part of the educational process. According to V.A. Krutetskiy, differentiation is the division into conditional groups according to the pace of progress, individualization of class and homework tasks and their performance requirements, involvement in clubs, etc.

It serves as a psychological-pedagogical theory and theoretical basis of personal development of a person in the system of differentiated education. Various aspects of it in Y.K. Babansky, L.C. Vygotsky, P.Ya. Galperina, A.A. Kirsanova, V.A. Krutetskiy, V.M. Monakhova, S.L. Rubinstein, I.E. Unt, N.M. Shakhmaeva, I.S. Yakimanskaya et al. can be seen in his works.

Currently, differentiated teaching is a form of organization of the teacher's learning process for a group of students, developed taking into account the common characteristics of teaching and learning. It is also a good way to positively influence the achievement of each student's goals. It means teaching the same material to all students using different teaching methods, it requires organizing the lesson with the teacher, classifying the tasks according to the level of difficulty according to the ability of each student. N.A. Bozhenova explains in her scientific work "Differentiation of education in modern high school USA", that differentiation is an effective tool for determining the interests, spiritual strengths, and cognitive abilities of a developing person, and this explains the need to improve the theory and practice of differentiated education due to the requirements of modern reality.

Different methodologists consider the problem of differentiated education from different angles. The teacher Joseph Zickenger (1858–1930) was interested in this problem already in the XIX century. He founded the Mannheim system (named after the city of Mängei), which is characterized by the division of students according to their abilities, level of intellectual development and level of preparation, while preserving the class-lesson system of education, which is divided into weak, medium and strong. Joseph Zickenger suggested creating four classes according to students' abilities:

Basic classes are for children of average ability;

Classes for students with disabilities who "usually finish school";

Auxiliary classes - for mentally retarded children;

Foreign language classes or "transitional" classes for the most capable students who can continue their studies in secondary schools. Class selection was conducted

based on questionnaires, teacher characteristics and exam results. Zickenger believed that students could move from one sequence to another as they progressed, but this never happened because the system did not allow weaker students to advance to higher levels. Programmatic differences in these classes did not contribute to the creation of concrete conditions for such transitions. There were many supporters of the Mannheim education system, especially in Germany. Some provisions of this system have been adopted positively in France, Russia, USA, Belgium and other countries of the world.

Modern humanistic pedagogy demands that every person can develop and reach the maximum level. Humanistic pedagogy is person-oriented. Its distinctive features are: instead of mastering the amount of information and forming a certain set of skills and abilities, the priorities shift to the development of mental, physical, intellectual, moral and other areas of the personality; providing appropriate organizational conditions for successful reorientation of the educational process.

Differentiated teaching activity is an activity aimed at acquiring knowledge. It is carried out independently, under the guidance of each teacher. The systematic basis of saralai teaching, which we are guided by, was developed by scientists zh. Karaev, A. Leontiev, B. Ananyev, S. Rubinstein and others. And the educational activity in the primary school period is considered in the studies of V. Davydov, L. Zankov, Sh. Amonashvili and others. And from foreign scientists Tomlinson C.A., Brighton C., Hertbert H., Callahan C.M., Moon T.R., Brimijoin K., Conover L.A., Reynolds T. and conducted research (Tomlinson et al., 2003).

K. Tomlinson defines differentiation as adapting teaching to the needs of students. Moreover, it differentiates between content, process and learning outcomes. In a differentiated classroom, children are offered different ways of learning the content of knowledge, understanding and development process according to their needs, characteristics and level . So every child can succeed [Tomlinson].

Kazakh methodologist Askhat Alimov also focuses on the benefits of differentiated teaching. According to the scientist, the effectiveness of differentiated teaching is that this method is useful for the learning of children with various learning difficulties or capable and gifted children. Not all children have the same learning level or ability. Differentiated learning is a premeditated process, and each child has a unique learning style. Helping all children to be successful by taking them into account.

### **Materials and methods**

The following research methods were used to solve research tasks: theoretical (scientific and methodical literature was analyzed on the topic, generalization, comparison, analysis); empirical (survey, survey, analysis of documents and pedagogical service products) qualitative and quantitative processing of data (statistical processing).

### **Results and discussion**

In the case of differentiated instruction, groups of learners are defined based on difficulty in a specific area of content and skill levels. A teacher uses a differentiated curriculum or adapts teaching to meet the needs of different groups of language

learners. Differentiated instruction is a form of adaptive instruction, rather than one-size-fits-all instruction, where teachers plan in advance what different groups of learners need to learn and how they will learn it in different ways, and demonstrate what they have learned. According to differentiated instruction expert Carol Tomlinson, professor at the University of Virginia and staff member of Differentiation Central, differentiated instruction increases the likelihood that each student will learn as effectively as possible. Today, teachers are constantly challenged by the academic performance of students in their classrooms, who span the spectrum of learning readiness, personal interests, skills, knowledge, and attitudes. Because it is known that not all students are the same.

Based on this type of teaching, differentiated teaching and learning uses an approach that provides students with multiple opportunities to absorb information and understand ideas. Differentiated learning is a learning theory based on the premise that learning styles are diverse and that curriculum should be tailored to individual and diverse students in classrooms (Tomlinson). A differentiated instruction model requires teachers to be flexible in their approach to instruction and adjust curriculum and information delivery to learners rather than waiting for learners to adapt to the curriculum themselves. In recent years, many teachers and educators have identified differentiated instruction as a way to help students in diverse classrooms succeed. According to Tomlinson, "Based on differentiated instruction, teachers create a unique learning roadmap for each student to learn as deeply and quickly as possible".

Before starting differentiated teaching in the classroom, the teacher should know the level of education, characteristics and needs of each student. If we talk about children with special needs, we need to know the child's psychological and physical characteristics, level of mental skills, interests and necessarily strengths. In this case, we seek the help of a school psychologist who can conduct various diagnostic tests. And the teacher observes a special student in class, during recess, and in relationships with peers. Thus, the teacher acts as a researcher. It actively explores the characteristics of the child in order to subsequently adapt teaching according to the characteristics of the learner and the child's learning style.

As for the results of our research, we conducted a survey of school teachers within the topic. A survey study was chosen for quantitative evaluation because it provided economy in question design and ease of generalization from a given sample. The survey also allows for rapid determination of data collection and attribute identification from relatively small groups of people and large groups of people.

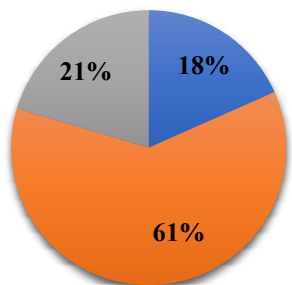
The selected questions were related to the researched components of differentiated learning. The inclusion of descriptive information was used to analyze the effects of condition and skill descriptors that may be related to differentiating learning. These included gender, teacher education level, years of teaching experience, and students' socioeconomic status.

15 teachers participated in the survey among teachers. Questionnaire questions were divided into 4 blocks with answer options that assess the categorical degree from "yes" to "no". Teachers could answer "Yes, always", "Mostly no, rarely", "No".

Block 1 includes the following questions that allow you to assess your own level of theoretical knowledge on the issue of using a differentiated approach in education:

1. Do you understand the challenges of individualized and differentiated learning?
2. Do you know multi-level teaching methodology?
3. Do you know the methods of differentiation methods in the classroom?
4. Do you know the methodology of individualization of the learning process?

■ No   ■ Yes   ■ I find it difficult to answer



1. The result of the given questions on the application of the differentiated approach

The results of the survey show that the vast majority of teachers rate the level of methodological preparation of the differentiated teaching method as high or sufficient.

Block 2 includes the following questions that allow you to assess your skills to prepare for the lesson, taking into account the differentiated approach to teaching:

5. Taking into account the type of lesson, its purpose and content, can you determine the need for differentiated work or tasks?
6. Do you know how to determine the criteria for the assessment of the tasks included in differentiated education?
7. Do you know how to select material and develop differentiated tasks for special groups of students?

■ No   ■ Yes   ■ I find it difficult to answer

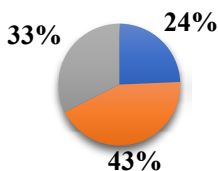


Fig.2. The result of questions that allow you to evaluate your skills

Questionnaire results of teachers to class to prepare in the period methodological that he will not face difficulties showed again.

In the classroom in block 3 taking into account the level of students sitting and studying how right the teacher is organization level to evaluate opportunity giving questions includes:

1 . Do you know how to use the differentiation method in the interpretation of theoretical material?

2. Do You know how to use the differentiation method in organizing independent work of students?

3. Do you know how to use the differentiation method when monitoring students ' knowledge?

4. Do You know how to use the differentiation method in organizing homework for students?

■ No   ■ Yes   ■ I find it difficult to answer

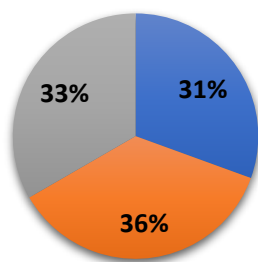


Fig. 3. The result of questions that allow to assess the level of correct organization of the lesson

The results of the survey have already shown a small number of affirmative answers, while the majority of positive answers still indicate the use of the differentiation method in the organization of the educational process in the work system of teachers.

The 4th block includes questions that allow you to understand the need to use the differentiation method in teaching and gather your own pedagogical experience in the classroom:

1. Do you think it is necessary to differentiate all stages of the lesson?

2. Does the method of differentiation contribute to increasing the motivation to study and the quality of education?

3. Do you think you need to increase your level of knowledge on the subject of "differentiated teaching method"?

4. Are you ready to share your experience of using the differentiation method in education?

5. Do you support or not support the differentiation method in teaching?



■ No ■ Yes ■ I find it difficult to answer

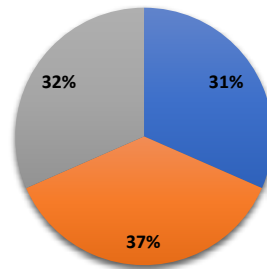


Fig. 4. The result of the questions on the need to use the differentiation method

According to the results of the survey, the vast majority of teachers in the system use the differentiation method in their work, because they believe that its use contributes to the improvement of the quality of students' education, although the vast majority of teachers believe that it is not necessary to differentiate all stages of the lesson, although the pedagogical methodology requires it.

A relatively large number of teachers are strongly opposed to the generalization of their pedagogical experience on this issue, which allows us to draw the following conclusion: despite the fact that teachers note a fairly high level of their pedagogical competence in the issue of using a differentiated approach in teaching, in practice they are unable to use the technology and tools of differential education. not sure. However, it was found that a large percentage of teachers support the differentiation method in teaching.

### Conclusion

Successful development of students' cognitive activity and independence is possible if the educational process is organized as an intensive intellectual activity, taking into account the characteristics and capabilities of each child; knowing the student's needs, interests, level of preparation, cognitive features, it is possible to more fully use his role in acquiring knowledge, business and skills, and developing abilities. Differentiated education of children of each individual typological group allows to achieve a high level of development of attention, perception, memory and thinking of schoolchildren. This increases the child's activity in the lesson, his interest in the subject, and his desire to work independently.

Differentiated teaching is important to separate students according to their abilities, that is, according to which students are at different levels of reading, remembering information, performing tasks and understanding. According to the research, if the teacher uses different methods of teaching and assessment, the quality of the students' education will improve. This will involve more students and allow them to master the content. This teaching approach is based on increasing flexibility in teaching, reducing barriers and effective teaching practices in teaching. In principle, learners should deliberately differentiate learning activities so that they receive options that suit their needs (George, 2005).

It is known that children have different abilities, interests and needs. In the course of teaching in the classroom, there are cases where the teacher does not have enough time to give enough tasks to the "high" level students, to fully explain and master the material read by the "low" level students, and to pay full attention to the "middle" level students. Therefore, in the organization of the educational process, taking into account individual abilities and needs, a lot of attention is paid to the method of differentiated teaching, which requires the diversity of teaching, clarifying the goals, tasks, content and methods. In addition, by introducing the method of differentiated teaching into the educational process, it helps to lighten the educational load and improve the health of students.

The optimal implementation of the differentiated teaching method allows solving the following problems:

1. Prevention of gaps in students' knowledge and skills, equalization of students' level of preparation;
2. Development of students' abilities and interests;
3. Strengthening the quality of education;
4. Increasing intensive thinking activity of all students;
5. Eliminating the gap between frontal teaching methods and the individual nature of education.

Differentiated training is carried out:

1. Determining and clarifying what criteria, abilities, knowledge and skills are implemented according to the method of differentiated education;
2. Development and use of tasks and exercises that allow differentiated training of students according to the proposed criteria;
3. Using differentiated tasks and exercises taking into account the results of pre-made control of students;
4. Creation, systematization and continuous improvement of the "system of tasks based on differentiated learning" according to special criteria, abilities, skills, and use of these tasks in the educational process with the help of digital tools.

During the research, we achieved the following results:

The historical ways of differentiating the teaching process are defined; the researches of domestic and foreign scientific works were analyzed in terms of theory and practice, and the effective aspects of differentiated teaching in the educational process were considered; according to the results of the above survey, it was clarified that the vast majority of teachers use the method of differentiation in their work and that this type of teaching contributes to the improvement of the quality of education of students. It was determined that it is the basis for the optimal organization of the educational process. In this way, we approach the direction of personal orientation of the educational process using differentiated education. Differentiated teaching approach ensures that each student can perform tasks according to his knowledge and level. The use of differentiation of tasks allows students of different educational levels to learn as much as possible.

However, within this approach, not only the tasks differentiated by complexity,

but also the conditions for performing these tasks must be analyzed (the teacher's assistance to students of high and low level in performing various tasks, the amount of time students are given to perform the task and their answers), as well as the forms of monitoring their performance should be considered.

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