

## Content and Essence of Preparing Students for Social Pedagogical Activity Based on a Differential Approach

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**Abstract:** This paper clarifies the content and essence of such concepts as "differentiation", "differentiated education", "differentiated approach", "individualization", "classification". The problem of organizing the educational process in secondary schools, lyceums and higher educational institutions on the basis of a differentiated approach is considered.

**Key words:** differentiation, individualization, differential approach, differential education, pedagogical conditions.

One of the effective ways to increase the effectiveness of training in higher education institutions is to organize training based on a differentiated approach. A differentiated approach to training takes into account the individuality of students, reflecting their needs and experiences. Their acquired knowledge, acquired skills and qualifications, gained experience, and various activities are a vivid example of this. Studying such individual characteristics of students is somewhat easier and expands the possibilities of non-traditional learning processes and ensures the intellectual development of students. In this way, important formations and boundaries of mutual development of students are determined.

Today, many concepts such as "differentiation", "differential education", "differential approach", "individualization", "stratification" are used in scientific and methodological sources, and their content and essence are interpreted differently.

"Differential approach is a targeted pedagogical impact by a teacher on groups of students distinguished by their individual characteristics, which is an adaptive approach to each student according to his abilities and achievements in learning."

Currently, there are different types of differential approach in various sources:

a) external; b) internal; c) meaningful; d) level; e) research; g) continuous.

Currently, in higher educational institutions, mainly internal and external differentiation methods are used. N.S. Purisheva proposed two main approaches to internal differentiation: this is an individual approach (compulsory level of preparation) and level differentiation (higher level of preparation). This shows that internal differentiation can be implemented not only in the traditional form that takes into account the individual characteristics of the student, but also in the form of a level differential approach.

Increasing the effectiveness of the educational process requires the use of various forms of differentiation and their combination. This approach is especially important in the context of the credit-module system that is gradually being introduced in our country.

The main goal of the differential approach is to develop the thinking activity of students, which is based on the following areas:

\* **Psychological-pedagogical** - creating favorable conditions for the development of each student by identifying their inclinations, interests and abilities;

\* **Didactic** - forming a differential methodological system aimed at implementing educational goals and objectives;

\* **Social** - creating opportunities for the effective use of the professional, creative and intellectual potential of each person for the development of society.

At the same time, the differential approach also has some disadvantages:

\* As a result of working more with low-learning students in classes, talented students may be neglected and their interest in science may wane;

\* Differentiation based solely on abilities and interests may not yield the expected results;

\* In some cases, students who are placed in low-performing groups may lose self-confidence, resulting in a decrease in interest in subjects.

Many studies have studied some aspects of organizing classes based on a differential approach. For example, O.V. Korshunova, L.G. Kildyaeva, and others in general secondary schools, and A.Yu. Bakirova and others in lyceums were engaged in the issues of organizing the educational process based on a differential approach. In A.Yu. Bakirova's research, the methodological conditions for the formation of mathematical thinking in differential teaching were identified; the main forms and methods of implementing the content of the educational material in differential teaching of mathematics in lyceums were developed; the forms, methods and means of education aimed at developing the mathematical thinking of lyceum students were improved.

In conclusion, many scientific studies have been conducted in our country and in foreign pedagogy to solve the problem of a differential approach in the educational process. Through a differential approach, an opportunity is created to identify the abilities of students, develop them, and increase their interest in science. Students have the right to choose tasks that are appropriate to their abilities, which increases their independence in their educational activities.

This approach allows for a more effective and convenient organization of the pedagogical process. Because in large classrooms it is not always possible to apply an individual approach to each student. A differential approach serves to adapt education to the needs, capabilities and characteristics of each student.

At the same time, despite the advantages of this approach, in practice, especially in the context of the credit-module system, it has not yet been sufficiently studied. The relevance of the problem is that, on the one hand, there is a need to maximize the individualization of education, increase the efficiency of independent work based on a differential approach, and improve the methodology for organizing the educational process.

On the other hand, the direct application of a positive experience to another social or historical context does not always give the expected result. The following problems also remain relevant:

\* the level of qualifications of trained specialists does not correspond to the current requirements of the labor market;

\* Insufficient pedagogical and material and technical conditions aimed at developing the individual potential of students;

\* Inadequate study of the psychological and pedagogical foundations of the differential approach in the credit-module system;

\* Inconsistency of the content of modern pedagogical education with the requirements of society;

\* The issue of effective use of the differential approach in improving the professional training of future teachers has not yet been sufficiently implemented in practice.

To solve these problems, it is necessary to determine the content and essence of the differential approach in the context of the credit-module system, determine the necessary pedagogical conditions for its implementation, and develop mechanisms for developing students' professional training based on the differential approach.

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