Differential Approach to the Educational Process as a Specific Form of Humanism

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Abstract: In this country, the features of a differentiated approach to the development of intellectual characteristics to students, the formation of knowledge, intellectual and intellectual activity in the organization of the educational process, i.e. educational process based on the human idea.

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Each approach to modern education has an impact on the development of the student's personality. The potential for differentiated education from such approaches is broad and effective. In differentiated teaching, it is important that all students work hard, love to read, consciously and deeply assimilate the program material, and develop. Starting from the first grade, the teacher organizes teaching according to students with an intermediate level, that is, intermediate advanced, intermediate level of training, average learning ability. This leads to an artificial stop in the development of gifted children, who lose interest in the learning process that does not require mental stress. “Weak” students suffer from chronic backwardness, and also lose interest in learning, which requires them to be mentally overworked. At this point, some questions arise: How can you provide quality training in 5 minutes for everyone? That is, how can the learning process be adapted to the level of a “weak” and “strong” child? How to use time wisely? How to increase students' interest in knowledge? How to teach students to work independently?

For this, it is recommended to build education on the basis of a differentiated approach. At the same time, depending on the individual characteristics of students, the level of training, they master the program materials at different depths, and during the lesson all children are involved in the learning process. "Differentiation" is Latin for "to be", which means that the whole is divided into different parts, forms and levels. This is a complex of methodological, psychological, pedagogical and organizational measures that provide a comprehensive education of various groups of students. The goal of differentiation is to ensure that everyone continues to learn at the level of their abilities and capabilities.

It is common knowledge that students have a special need for differentiated training. Thus, due to the low educational activity and skills of students, timely and incorrectly selected teaching methods can put them in the category of "chronic" backwardness. Children develop intellectually through games and practical activities. As a result of the same learning style, some students tend to avoid vigorous thinking. When building the educational process, one should take into account their mental characteristics, the formation of knowledge, fatigue during intellectual and mental activity. Initially, the best method for these children is to apply tasks more slowly, with clearer, clearer instructions that can be demonstrated to the student, allowing them to work independently and gradually gain weight.

Differentiation of lessons is based on student capabilities. Differentiation is the division of the whole into different parts, forms, layers. That is, differentiation is a part of any whole, its parts and elements.

The concept of differentiation of education is broader than the concept of the integration of all
components. Because the element or parts that make up the whole are absolute.

For example, "acids" are complete, while oxygenated and non-oxygenated acids are components that make up the whole.

Or a lesson 45 minute process - the whole lesson. The stages of the lesson (organization of the lesson, setting a motivational task, presentation of its solution, independent work of students, conversations on different goals, organizing didactic games, etc.) constitute its integral part and organize the lesson.

Teachers who work with traditional teaching methods also use this method. The point is to identify connections that have not yet been mentioned in the methodological literature, and connect them with the topic under study. This means that the teacher makes other scientific work, innovations, data sets in teaching a topic an integral part of the topic, thereby expanding and strengthening students' knowledge on past topics, as well as creating conditions for easy assimilation of a new topic.

One of the main principles of modern education reform is the individualization of education, taking into account the interests and needs of students.

It is common knowledge that new teaching methods are indistinguishable from traditional teaching methods. The individual approach is widely used in traditional teaching as well. Because the class was made up of individual students.

If until now the teacher was the leading party in the teacher-student relationship, now the teacher looks at the student as a person, cooperates with him. Classes are held in pairs, groups or teams, which ensures that the balance is maintained. This requires an individual approach to each student, methodologically and psychologically adequate to his level of knowledge.

Our observations in secondary schools show that in some schools individualization in the learning process is understood as classroom individualization. They group students with "good", "average" and "bad" grades into separate classes. Indeed, such a combination of lessons in parallel classes, such a differentiation of students, teacher literacy, ignorance of experience should be regarded as a blow to the educational process.

It is difficult to meet in the life of two students who do not differ in perception, understanding, memory, personal qualities, characteristics. In this context, the individual approach to students, which has always been very relevant, has not lost its relevance.

The teacher should individually approach students, taking into account their positive qualities, and try to bring hard-to-master students to the middle, middle school students into good students. However, for gifted children, an individual approach should be aimed at further developing their knowledge and skills using additional materials. We believe that individualization of education is one of the most effective ways to overcome this problem. In this case, the teacher chooses the most useful teaching method and applies it to the student.

One of the important tasks facing the use of the principles of individualization in the learning process is the application of this knowledge. The application of the knowledge gained in practice is called technology. It is important to expand the short-term application of knowledge and skills acquired by students in the learning process, thereby consolidating them, making them a habit. In short, much of science is studied in practice, not theory.

It is known that when using traditional teaching methods, students are first given knowledge, and then this knowledge is applied. With new teaching methods, the gap between knowledge transfer and application is narrowed even further. Sometimes even an experienced teacher can apply new knowledge in the process and assimilate new knowledge from the results of the experiment.

One of the principles proclaimed in education reform is humanization. The humanization of education has led to a change in attitudes towards students, including:

- the formation of a creatively developing and humane personality;
- respect for the personality of the student, regardless of his mental and physical capabilities, pedagogical abilities;
- to identify the abilities and inclinations of the student.

Humanizing education is not a new term or idea. It is impossible to imagine him without "humanity". Because education, in addition to the above qualities related to the humanities, is based on the competent upbringing of students, the disclosure and development of their talents and abilities.

Humanization of education is based on the disclosure and development of the role of the director-teacher, teacher-teacher, teacher-student, student-student, school-family, school-social environment.

The master, the thinking brain of the people, has perfected man, a miracle of nature, throughout history, and this process continues to this day. Hence, teaching has always been the most sacred and honorable art. The researchers write: “Educational work in schools should be organized in such a way that every student can feel like in this educational center. the teacher must always grab attention and come first with his interactive activities. For this, first of all, the teacher-student relationship must change. The interaction between teacher and students should be formed in the lesson. At any stage of the lesson, the teacher must create conditions for students to work together on the topic and problem. He must act as a mediator.

The main goal of the humanization of education is to improve the functioning of general education schools, increase the activity of both students and teachers, create positive changes in the worldview, beliefs and attitude of the school administration and teachers towards the students they teach.

Observations in secondary schools show that some teachers do not say anything for the sake of "humanity" to students who do not write their homework, do not prepare well for lessons, and do not follow discipline. In fact, this should be considered disrespect for the art of teaching, not for humanism. Teachers should be more interested in such students, find out the reasons for the shortcomings, if necessary, meet with parents and in any case activate these students. Only then can a teacher be truly humane. In a word, humanity does not close its eyes to all, but solves the problem positively.

Humanism is inseparable from patriotism. An inhuman teacher cannot educate a humane citizen.

It is known that the main participants in the learning process are teachers and students. Changing the relationship between them, the psychological environment is a prerequisite for the use of teaching methods. Respect for the student, a sense of confidence, avoidance of good or bad assessment of the answers should form in the student respect for the teacher, a sense of self-confidence, eliminate the fear of "failure".

In general, the differentiation of education is a kind of humane attitude.

References