

**DIFFERENTIATED TEACHING IN RUSSIAN LANGUAGE LESSONS**

**Naimova Gulkhae Anwar kizi**

Teacher of Russian Language and  
Literature of the Department of History and  
Philological Disciplines of the  
Asian International University  
Bukhara, Uzbekistan

**Annotation:** The work reveals the content of the concept of "differentiated approach" in application to teaching Russian as a foreign language. Using the example of the experience of organizing the educational process in a group of students with the Uzbek language of instruction, various types of differentiation in teaching Russian as a non-native language are considered. The paper emphasizes the relevance of a differentiated approach to learning. The idea of differentiated learning reflects the need to improve the efficiency of the educational process, the quality of education due to the use of modern methods and forms of learning in the learning process taking into account the peculiarities of personality development.

---

Currently, differentiation of education has become firmly established in the practice of general education schools. There is practically no such educational institution in which certain forms of differentiation would not be present.

The most important type of differentiation in teaching in all classes is level differentiation, understood as intra-class differentiation, in which students receive the right and opportunity to independently choose the level of study of the subject. The objectives of level differentiation are to ensure that all students achieve the basic

level of training, which is the state standard of education, and at the same time create conditions for the development of students who show individual abilities.

In any class there are children with a wide variety of features. For example, among the students there will always be those who love Russian lessons, who are indifferent to them and clearly dislike the lessons of their native language, students with good and weak abilities in this subject.

The first in the capable hands of a teacher can become a support for him in the classroom, and in the inept a hindrance. A support because at first such guys will be an active beginning in the classroom, they will help the wordsmith in his work with the laggards. A hindrance because these same guys in a weak class and an insufficiently experienced teacher will start to get bored, and out of boredom they will fool around or do other things.

The second ones will initially treat the lessons of the Russian language indifferently. These schoolchildren form a group of passive or noisy, disruptive children.

Still others are those who have large, long-standing gaps in knowledge, they violate discipline in the classroom, they often come to school unprepared for the lesson or skip classes altogether.

Differentiation is a form of organization of educational activities of schoolchildren, which takes into account their inclinations, interests, manifested abilities.

Differentiation in Latin means division, stratification of the whole into different parts, forms, stages. Differentiation in education is the creation of differences between parts (schools, classes, groups) of the educational system (general education, school, class, group), taking into account one or more directions.

Currently, several areas of differentiation of education have been identified in the experience of secondary schools:

- for educational purposes;
- by task completion levels;
- by training time, task completion time;
- according to the content of the training;
- according to the sequence of the training material;
- according to the structure of the educational material;
- on approaches to learning;
- by types of educational activities;
- by ways of applying tasks;
- on the assessment of activity.

Thus, differentiated learning is such a construction of a learning system in which students, based on any features, are united into more or less relatively homogeneous groups (either into small groups within the class - internal differentiation, or into whole classes, even schools - external differentiation) for separate training (permanently or temporarily) according to various specialties for each group, study assignments, plans, programs. Russian language teaching is aimed at students of secondary special education – to form deeper knowledge, skills and abilities that allow them to communicate fluently in Russian in oral and written forms, to read and understand works of classical and modern literature.

In more detail, I would like to focus on intra-class differentiation. Internal differentiation is a different teaching of children in a fairly large group of students, for example, a class selected by random signs.

This form is based on the fullest possible consideration of individual and group characteristics of students. It involves the variability of the pace of studying the material, the differentiation of educational tasks, the choice of different types of activities, the determination of the nature and degree of dosage of assistance from the teacher. At the same time, it is possible to divide students into groups within the class in order to carry out educational work with them at different levels and by different methods. These groups are usually mobile, flexible, and mobile.

The peculiarity of internal differentiation at the present stage is its focus not only on children with learning difficulties, but also on gifted children. Internal differentiation can be carried out both in the traditional form of taking into account the individual characteristics of students (differentiated approach), and in the system of level differentiation based on the planning of learning outcomes.

Traditionally, the essence of internal differentiation consisted in the application of forms and methods of teaching, which, in individual ways, taking into account psychological and pedagogical characteristics, would lead schoolchildren to the same level of mastery of program material. However, now it has become necessary to apply internal level differentiation in the work.

Level differentiation presupposes such an organization of education in which students, studying under one program, have the right and opportunity to learn it at various planned levels, but not below the level of mandatory requirements.

The meaning of level differentiation is to adapt the educational process to the cognitive capabilities of each student, to present requirements, programs, textbooks, methods and forms of education corresponding to the level of his development. Level differentiation is understood as teaching students of the same class at three levels of education: basic, advanced and high.

The basic level is defined by the program and the textbook, the maximum of knowledge and skills, the achievement of which is mandatory for students of the entire class.

Advanced level - some additional information (knowledge) beyond the scope of the program and textbook and the formation of strong skills for the application of this knowledge in various situations.

High level - additional information that deepens students' knowledge on the topic and forms the ability to solve problems of increased complexity.

Depending on the type and form of differentiation, the students of the class are divided into groups:

- according to the level of development of thinking, creative potential, interests;
- according to the availability of basic training (actual knowledge, skills, academic performance);
- according to inclinations, interest in a certain type of activity, the choice of the type of activity.

At the same time, in all forms, differentiation is carried out in the form of:

- deterministic learning, in which the teacher, having studied the characteristics of students, himself determines the methods and content of an individual approach to each or some of the students;
- democratic education, in which the student is given a partial choice of content, forms, methods, level of education within the framework of compulsory education;
- open (humanistic) learning, in which the student becomes the subject of managing his own activities. He can choose the level, subject, form, pace of study up to independent study with an individual program.

## **References**

1.Антропова М.В., Манке Г.Г., Кузнецова Л.М., Бородкина Г.В.

Дифференциация обучения: Педагогическая и физиолого-гигиеническая оценка. //

Педагогика, 1992, №9-10.

2. Баранова С.П. Педагогика – М.; Просвещение, 1976.
3. Кирилова Е.Ю. Способ организации дифференцированного обучения на основе анализа внутренней позиции учащихся. // Новые исследования в педагогике, 1973, №8.
4. Крутецкий В.А. Основы педагогической психологии – М.; Просвещение, 1985.
5. Осмоловская И.М. Организация дифференцированного обучения в современной школе – М.; Институт практической психологии; Воронеж: «Модек», 1998.
6. Унт И.Э. Индивидуализация и дифференциация обучения – М.;