

**INDIVIDUAL APPROACH AND DIFFERENTIATED TEACHING METHODS IN THE  
EDUCATIONAL PROCESS**

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**Annotation:** This article analyzes the content of the individual approach and differentiated teaching methods in the educational process, their role and significance in the pedagogical process. The role of the individual approach in organizing education, taking into account the psychological, intellectual and personal characteristics of the student, is highlighted. The advantages of differentiated teaching methods in equalizing the opportunities of students at different levels in the classroom, increasing the effectiveness of mastering and enhancing motivation are also revealed. The article shows the importance of diagnostics, the mechanism of application of such methods as level assignments, group work, and individual education plan. The scientific basis has highlighted the fact that the harmonious use of individual and differentiated approaches serves to improve the quality of education and fully realize the abilities of students.

**Keywords:** individual approach, differentiated teaching, person-centered education, pedagogical technology, diagnostics, teaching methods, level tasks, learning motivation, individual educational plan, student activity.

Introduction. In the current period, modernization of the educational process, its organization in a person-centered manner, taking into account the individual abilities, needs, interests and pace of development of students are one of the urgent issues. The new generation educational standards of Uzbekistan also require the development of the student as a person, creating conditions for the full realization of his potential. Therefore, an individual approach and differentiated teaching in the pedagogical process are the main factors that increase the effectiveness of the educational process.

Individual approach is the process of organizing education based on the student's personal characteristics, level of knowledge, mental, physical and psychological capabilities. Differential education is a method of organizing education by dividing students into certain groups, taking into account their common, but different levels of capabilities.

This article will extensively cover the content of these two approaches, their role in the educational process, application possibilities, advantages and pedagogical significance.

The pedagogical essence of the individual approach

The main goal of the individual approach in the educational process is to identify the personal capabilities of students and select the most effective teaching strategy for each student. This approach is implemented taking into account the psychological, intellectual and creative development of the student.

Basic principles of the individual approach

- Person-centeredness - the student should be at the center of the educational process.
- Taking into account individuality - each child has different abilities, temperament, level of knowledge, motivation.
- Adaptability – the teacher's methods should be adapted to the student's pace of development.
- Systematic approach – an individual approach should be used not only in the classroom, but also in the educational process.

The main areas of an individual approach are:

1. Diagnostics of students (level of knowledge, intellectual potential, psychological state).
2. Drawing up individual learning plans.
3. Organizing an independent learning process.
4. Supporting the student's strengths.
5. Regular monitoring of student success.

The essence of differentiated teaching methods is as follows:

Differential teaching is the division of students into several groups depending on their level of knowledge, interests, potential and level of preparation. This method is often very effective in conditions where there are students of different levels in the classroom.

Forms of differentiated teaching: Level differentiation - students are divided into groups depending on their level of knowledge (strong, medium, low). Differentiation by interest - dividing students into groups according to their interest in subjects or topics. Differentiation by type of activity - someone is good at discussing, while another is good at writing. Differentiation by choice of teaching method - methods suitable for visual, auditory, kinesthetic learners.

The impact of differentiated teaching on the teaching process can be as follows: Students' interest in subjects increases, students gain motivation by completing tasks appropriate to their level, strong students deepen their knowledge, while weak learners develop according to their capabilities, and the effectiveness of the pedagogical process increases.

The role of diagnostics in applying an individual and differentiated approach

All stages of teaching students rely on qualitative diagnostics. Through diagnostics, students' cognitive abilities, intellectual level, psychological characteristics, interests, and motivation level are determined.

Diagnostics is carried out using the following methods: interviews, tests, observation, portfolio analysis, psychological tests, and teacher monitoring of mastery. Based on this information, individual plans are drawn up for students and differential tasks are developed.

Teaching methods based on an individual approach Individual education plan (ITP)

Suitable educational material, tasks, pace and methods are determined for each student. ITP develops the student's independent thinking.

Independent teaching methods

Students are given independent work, abstracts, research assignments, small research projects. This forms in them the ability to take responsibility and work on themselves.

Teaching based on individual advice

The teacher works with students individually, identifies shortcomings, and provides guidance.

Creating an adapted learning environment

The temperament, stability of attention, and learning pace of each student are taken into account.

Differentiated teaching methods level tasks

Tasks are presented at levels "A", "B", "C":

- "A" - basic minimum requirement,
- "B" - medium complexity,
- "C" - high-level creative tasks.

Group work method

Students are divided into groups according to their abilities and perform the same task in different approaches.

Differentiation based on modules

Modular education is based on independent work of students. The level of complexity in each module is gradually increased.

Teaching according to technological cards

Each student has an individual development card. All mastery results are recorded in it.

Practical possibilities of using an individual and differentiated approach

These methods can be used at all levels, from school to higher education institutions. In particular, differentiated teaching with an individual approach gives the most effective results in modern forms of education such as STEAM education, ICT-based teaching, interactive methods, distance learning.

As a result of their use:

- students' creative thinking develops;
- independent work skills are formed;
- student-teacher cooperation is strengthened;
- a sense of success is formed in each student;
- the quality of education is improved.

A number of problems may also be encountered when implementing an individual and differentiated approach. We can give the following examples of these.

1. High workload of teachers.
2. Insufficient time to develop individual programs.
3. Complexity of diagnostics and monitoring.
4. Large number of students in some classes.
5. Insufficient ICT tools.
6. Incomplete establishment of psychological services.

To eliminate these problems, it is necessary to improve the skills of teachers, expand digital educational platforms and modernize the classroom system.

Conclusion. An individual approach and differentiated teaching methods are one of the most important tools for personalizing today's education. The implementation of these methods in the educational process serves to fully take into account the needs and abilities of students, to develop their independent thinking, creativity and realize their own potential.

Differentiated teaching equalizes the level of learning of all students in the classroom, creating conditions for the development of each according to their capabilities. When these methods are used harmoniously, the quality of education increases, students' interest in subjects increases, and most importantly, the humanistic principle of education is fully realized.

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