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SCIENTIFIC AND METHODOLOGICAL FEATURES OF PERSONALIZED EDUCATION

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A B S T R A C T

This article focuses on the personalization of education based on dividing learners by their level of knowledge, specifically into strong, average, and weak learners. Differentiation is associated with considering the complexity and volume of the learning material (tasks of high, medium, and low complexity). Consequently, the concept of situational interest is explored as an increase in learner activity associated with the initial understanding of new material.

K E Y W O R D S

Didactics, success, methodology, induction, traditional, technology, differentiation, social, communicative, humanism, ability, individual, conceptual.

Introduction

In accordance with the Resolution of the President of the Republic of Uzbekistan dated February 7, 2017 No. PF-4947 “On the Strategy of Actions for the Further Development of the Republic of Uzbekistan” [1], dated June 5, 2018 No. PQ-3775 “On additional measures to improve the quality of education in higher education institutions and ensure their active participation in the comprehensive reforms being implemented in the country”

Often, technologies that help implement the ideas of person-centered education are understood as personalization and differentiation of education.

The basis of personalization of education is the division of students according to their level of knowledge, in particular, into strong, medium and weak students. And differentiation is associated with taking into account the complexity and volume of educational material (tasks of high, medium, low complexity).

The issue of personalization and differentiation of teaching [2] has been considered in the pedagogical literature both in general and in specific aspects. However, in these methodologies, the level of complexity of tasks is assessed by the teacher based on his own ideas about the knowledge of students. In this case, students who choose a low level of complexity on the recommendation of the teacher only have the illusion of mastering the subject, since the required level of complexity remains unknown to them. Students who fail to complete the task due to the teacher's overestimation of their knowledge feel some discomfort in themselves. In order to form confidence in their own abilities in students, it is necessary to gradually move from small successes to great victories, and each student has his own pace of such a rise. In the framework of traditional teaching technologies aimed at average abilities of students, students who achieve low

results get tired, lose their way of thinking, and as a result, lose interest in further work. On the other hand, creating opportunities for understanding the material being studied activates the activity of students. Therefore, the concept of situational interest is considered - an increase in student activity associated with the beginning of understanding new material [3].

A way out of such an increase is proposed [4], which is called the phenomenon of induced (Latin inductio - direction) mutual assistance: explaining to a friend what he has understood or discussing the issue being studied. Within the framework of traditional methods, this phenomenon is difficult to implement in training, because it disrupts the flow of thinking and the individual work mode of the friend. The situation is even more complicated if the student is studying the material on the topic that was skipped while his comrades are busy studying other materials. In this case, before moving on to a new cycle of thinking, it is necessary to stop after the beginning of understanding, so as not to prevent the student from testing his knowledge. Such a stop is also unique and cannot be done within the framework of traditional teaching technology.

In addition, some authors emphasize that subjects of education always feel the need to turn their success into the wealth of others [5]. The more difficult the path of a student to success, the more work was spent on achieving success, the greater this need. In this case, ignoring the assessment of the work done by the individual leads to a decrease in learning motivation and causes apathy and formalism. It is necessary to assess the results of the activities of each subject of education in each lesson, which, of course, cannot be done within the framework of traditional teaching technologies. Some difficulties that arise in the process of individual education can be overcome by a differentiated approach to education. There are two approaches to the issue of differentiation. The first approach is that initially a certain structure is created, within which the differentiation of students is carried out, and then individuality (“external” differentiation) is determined. The second approach is based on the recognition of individuality as a primary value (“internal” differentiation). The similarities and differences between these types of differentiation are presented.

If we proceed from the importance of creating the most favorable conditions for the individual development of each student, then we should start with a choice that is carried out on equal terms for everyone. The coordinating model of the methodological system of education assumes that each student is unique, has his own experience, level of mental development, pace of work and organization of the educational impact. Consequently, it is necessary to create a diverse environment for each student to provide the opportunity to express himself, freely choose a “development trajectory”, and determine the path to mastering systematized knowledge. Thus, internal differentiation is very important for the development of individuality [6]. However, to implement internal differentiation, fundamentally new educational materials are required that allow for maximum differentiation of education within one educational group. Recently, such materials have increasingly been understood as IT tools [5].

It should be noted that within the framework of an individual approach, stratification of subjects (dividing students into strong, medium, weak according to the knowledge they are given, organizing educational material according to objective complexity) was often also carried out, in which not only the student's readiness, his inclinations and desires, but also his real physiological and mental abilities were taken into account in teaching. However, individual differences

associated with the lifestyle and previous experience of students were not prioritized, which did not allow the full disclosure of the potential of students.

Conclusions. Thus, personalization and differentiation of education, of course, make it more effective, but do not fully reveal the full potential of the individual. An individual approach, on the other hand, implements the ideas of humanity, respect for the individual, is based on the development of his individuality, and helps to improve social and communicative skills. The basis of person-centered education is the recognition of the uniqueness of each person and their development as an individual.

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