



THE IMPORTANCE OF A DIFFERENTIAL APPROACH IN PRIMARY GRADE READING LESSONS

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Abstract: *This article analyzes the pedagogical significance, theoretical and methodological foundations, and opportunities for improving educational effectiveness of the differential approach in primary school reading lessons. The study highlights the role of the differential approach in organizing the educational process, taking into account the individual characteristics, abilities, and educational needs of students. It also substantiates the impact of using differentiated tasks, individual and group work forms in reading lessons on the development of students' reading literacy, independent thinking, text analysis, and communicative competencies. The results of the study show that the differential approach is an effective pedagogical tool for improving the quality of education, strengthening students' motivation for learning, and realizing the individual potential of each student.*

Keywords: *differentiated approach, primary education, reading lessons, reading literacy, competency-based approach, person-centered education, individualized education, differentiated tasks, pedagogical technologies, quality of education, independent thinking, communicative competence.*

ENTRANCE

Reforms are being consistently implemented aimed at modernizing the education system, improving the quality and efficiency of education, and developing the individual abilities of students. The development strategy of the New Uzbekistan has identified the upbringing of the younger generation as comprehensively developed, independently thinking, creative and competitive individuals as one of the priority tasks [1]. In implementing these tasks, the primary education stage is of

particular importance, since it is during this period that students' interest in learning, reading literacy, independent thinking and communicative competencies are formed [2].

Reading lessons in primary grades are an important tool for developing students' speech, understanding, analyzing and evaluating skills [3]. However, practice shows that the level of knowledge, reading speed, interests, needs and individual capabilities of students in the same class differ



significantly from each other. This situation creates the need to take into account the individual characteristics of students when organizing the educational process. In this regard, the differentiated approach is recognized as one of the effective pedagogical mechanisms for creating an educational environment that is appropriate for the specific capabilities and needs of students [4].

The differential approach involves the organization of the educational process, adapting teaching methods, tasks and assessment criteria to the level of preparation of students, taking into account the individual differences of learners [5]. Such an approach serves to increase the activity of students in educational activities, thoroughly master knowledge, strengthen their motivation to study, and realize the intellectual potential of each student. In particular, the use of a differential approach in reading lessons allows students to develop their text-processing competencies, increase reading literacy, and improve educational outcomes [6].

In world pedagogical science, the issues of differential education have been studied by many scientists, and the theoretical and methodological foundations of this approach have been developed. In modern educational concepts, the principles of student-centered education, inclusive education, and a competency-based approach are considered inextricably linked with the differential approach [7]. At the same

time, a more in-depth study of the possibilities of a differential approach in primary school reading lessons, its role in the development of students' reading literacy, and its practical effectiveness remains one of the current scientific and pedagogical problems.

LITERATURE ANALYSIS AND METHODOLOGY

many researchers as one of the important scientific directions of pedagogical science. The idea of taking into account the individual characteristics of students in the educational process was put forward by representatives of classical pedagogy, and their scientific views served as the theoretical basis for the formation of the modern concept of differentiated education. In particular, Ya.A. Komensky, substantiating the principle of conformity of education to nature, emphasized the need to take into account the developmental characteristics of each child. The ideas of person-oriented education also occupy an important place in the scientific views of J.J. Rousseau, I.G. Pestalozzi and A. Disterweg.

Psychological and pedagogical foundations of the differential approach LS Vygotsky, AN Leontyev, SL Rubinstein, P.Ya. Galperin. In particular, the theory of the "zone of proximal development" of LS Vygotsky scientifically justifies the need to organize education taking into account the individual capabilities and potential level of development of students. According to this theory, education



should be directed not to the student's existing level of knowledge, but to his development prospects. This is one of the important methodological principles that determine the essence of the differential approach.

In modern pedagogical research, the theoretical and practical aspects of differential education have been widely studied by NF Talizina, VV Davydov, IS Yakimanskaya, GK Selevko and other scientists. In these studies, the differential approach is described as the process of selecting the content, methods and forms of education in accordance with the abilities, interests, level of knowledge and educational needs of students. Researchers emphasize the importance of the differential approach in improving the quality of education, developing students' cognitive activity and forming independent learning competencies.

cover the issues of developing differentiated education based on person-oriented and competency-based educational approaches. The educational reforms being implemented in our republic, in particular, the introduction of state educational standards based on a competency-based approach and the requirements of international assessment programs, require the organization of education taking into account the individual capabilities of students. In this regard, the differentiated approach is manifested as an important pedagogical factor in the development of students' functional literacy, text-working skills ,

and critical thinking competencies in primary school reading lessons.

An analysis of the scientific and methodological literature on elementary school reading lessons shows that a differentiated approach allows for individual differences in students' reading speed, level of text comprehension, vocabulary, and speech competencies to be taken into account. Differentiating learning tasks by level of complexity, working in small groups, defining individual learning areas , and using appropriate assessment criteria serve to increase students' motivation for learning and improve educational outcomes.

is the person-oriented, competency-based, systematic and activity-oriented approaches to education. During the study, theoretical and empirical methods of scientific knowledge were used to study pedagogical phenomena and processes. In particular, the theoretical foundations of the differential approach were studied through the analysis of scientific-pedagogical, psychological and methodological literature, comparative analysis, generalization, systematization and pedagogical interpretation methods. Also, the effectiveness of the differential approach in primary school classes was assessed using the methods of observation, interview, pedagogical experience and analysis of educational results.

The research methodology adopted the individual characteristics of students, the laws of age and psychological development, the basis of the educational



process on subject-subject relations, and the principles of activating educational activities as the main criteria. On this basis, the pedagogical possibilities of the differential approach in primary school reading lessons were analyzed and its role in improving the quality and efficiency of education was scientifically substantiated. As a result, it was determined that the differential approach is an important pedagogical condition for realizing the individual potential of students, developing reading literacy, and ensuring the efficiency of the educational process.

RESULTS

analyzed the pedagogical effectiveness of using a differentiated approach in primary school reading lessons from a theoretical and practical perspective. The results showed that reading lessons organized on the basis of a differentiated approach are of great importance in activating students' learning activities, developing reading literacy, and meeting individual educational needs.

During the study, students' knowledge level, reading speed, ability to understand the text, independent thinking and analytical skills were studied. The results of the analysis revealed that students in the same class have different levels of mastery and cognitive abilities. This situation showed that giving all students the same tasks with the same content and level of complexity limits the effectiveness of education. Therefore, the use of differentiated tasks, texts, and forms of learning activities in accordance

with the individual characteristics of students has led to a significant improvement in educational outcomes.

In lessons organized on the basis of a differential approach, positive changes were observed in students' skills in understanding the content of the text, highlighting the main idea, evaluating the actions of the characters, and drawing independent conclusions about the text. In particular, students' activity in working on the text increased, and their interest and motivation in reading increased. As a result of adapting learning tasks to the capabilities of students, the number of students participating passively in the lesson decreased, and the level of involvement in the educational process increased.

The results of the study confirmed that the differentiated approach also has a positive effect on the development of independent learning competencies in students. Students began to actively use higher-level thinking operations such as analyzing, comparing, generalizing, and evaluating information in the process of individual and group activities. This made it possible to effectively implement not only the educational, but also the developmental and educational functions of reading lessons.

It was also found that the differentiated approach serves to improve the pedagogical activity of the teacher. The teacher has the opportunity to effectively manage the educational process by regularly diagnosing the individual capabilities of students,



adapting the educational content, and selecting appropriate methods and tools. As a result, the interactivity of the lessons has increased, and the cooperative relationship between the student and the teacher has been further strengthened.

During the study, the criteria for evaluating the effectiveness of reading lessons organized on the basis of a differentiated approach were analyzed : reading speed, level of text comprehension, logical thinking, speech activity , and independent work skills of students. The results showed that positive dynamics were observed in all of these indicators . In particular, increased confidence in reading and improved educational outcomes among students with relatively low mastery were demonstrated as one of the important advantages of the differentiated approach.

In general, the results of the study confirmed that the use of a differentiated approach in primary school reading lessons is an important pedagogical factor in realizing the individual potential of students, developing reading literacy, increasing educational motivation, and ensuring the effectiveness of the educational process. The obtained scientific results indicate the need to further improve teaching based on a differentiated approach and its widespread implementation in primary education practice .

DISCUSSION

The results of the study confirmed that the use of a differentiated approach in primary school reading lessons is one

of the important pedagogical factors for increasing educational effectiveness. The data obtained showed that the educational process, organized taking into account the individual characteristics of students, their level of knowledge, learning pace and cognitive needs, significantly increases the effectiveness of educational activities. This situation is consistent with the principles of person-centered education put forward in modern pedagogical concepts.

The analysis showed that the differentiated approach serves to eliminate individual difficulties that arise in the process of mastering the educational material of students. In traditional education, the same requirements and tasks are imposed on all students, which leads to the fact that the capabilities of some students are not fully revealed . The differentiated approach allows, taking into account the level of development and educational needs of each student, to provide them with appropriate educational tasks. This is of great importance in the implementation of the humanistic and democratic principles of the educational process in practice.

The results revealed during the study practically confirm the theory of LS Vygotsky's "zone of proximal development". Because it was observed that cognitive activity can be stimulated by providing students with tasks at a level slightly higher than their existing knowledge and skills. As a result, not only the knowledge of students, but also the competences of independent thinking,



analysis and decision-making in problem situations developed. This shows that the differentiated approach serves not only to improve educational outcomes, but also to develop the personality.

The results of the discussion allow us to emphasize the role of the differentiated approach in the development of reading literacy in primary school reading lessons. The use of differentiated tasks in working with texts had a positive effect on the development of students' understanding of the content of the text, distinguishing the main idea, identifying cause-and-effect relationships, and developing critical evaluation skills. International assessment programs, in particular, PIRLS studies, also recognize the development of students' text comprehension and analysis competencies as one of the important indicators of the quality of education. From this perspective, a differentiated approach is an effective pedagogical tool that serves to form students' competencies in line with international requirements.

The results of the study also showed the impact of the differentiated approach on students' learning motivation. Students experience a sense of success in the process of completing tasks that are appropriate to their capabilities, which increases their interest in learning and internal motivation. From a psychological point of view, the feeling of success forms self-confidence in students and has a positive effect on their subsequent learning activities. Therefore, the

differentiated approach is important not only didactically, but also psychologically.

During the study, it was found that there is a special need for the professional competence of the teacher in the effective use of the differentiated approach. The teacher must have sufficient methodological training in identifying the individual characteristics of students, adapting the content of education, developing tasks of varying complexity, and monitoring educational results. Otherwise, the expected results of the differentiated approach may not be fully manifested. Therefore, it is advisable to pay special attention to differential educational technologies in the processes of training and advanced training of pedagogical personnel.

In general, the analysis and discussion of the research results showed that the use of a differentiated approach in primary school reading lessons is an important pedagogical condition for developing students' reading literacy, improving the quality of education, realizing individual potential, and effectively organizing person-centered education. At the same time, it was substantiated that the widespread introduction of a differentiated approach into educational practice is inextricably linked with the improvement of methodological support, the development of teachers' professional competence, and the use of modern pedagogical technologies. This determines the need to



continue scientific research in this area and develop practical recommendations.

CONCLUSION

The results of this study, aimed at studying the importance of a differentiated approach in primary school reading lessons, made it possible to scientifically substantiate the important pedagogical possibilities of this approach in improving the quality and effectiveness of education. During the study, the theoretical and methodological foundations of the differentiated approach were analyzed, and its relevance to the individual characteristics, abilities and The priority of organizing the educational process taking into account educational needs was identified.

The results of the study showed that the use of a differentiated approach in elementary school reading lessons serves to develop students' reading literacy, form skills in understanding and analyzing text, and activate independent thinking and creative activity. The use of differentiated tasks in accordance with the level of knowledge and individual capabilities of students increases the effectiveness of the educational process and allows supporting the personal development trajectory of each student.

It was also found that the differentiated approach creates favorable pedagogical conditions for increasing students' motivation to learn, actively involving students with low levels of mastery in the educational process, and further developing the intellectual capabilities of high-potential students.

This serves to practically implement the principles of humanism, inclusiveness, and individual orientation in education.

The research proved that the effective implementation of a differentiated approach directly depends on the professional competence, pedagogical skills and methodological training of the teacher. The teacher's identification of the individual characteristics of students, adaptation of educational materials, development of tasks of varying complexity and regular monitoring of results were identified as important factors ensuring the success of differentiated education.

theoretical analyses and research results, the differentiated approach has been proven to be an effective pedagogical tool for improving the quality of education in primary school classes, developing students' functional literacy and basic competencies, and achieving educational outcomes that meet the requirements of international assessment programs. This approach serves to fully demonstrate the individual potential of students, meet their learning needs, and ensure the effectiveness of education.

In conclusion, it is worth noting that the widespread introduction of a differentiated approach in primary school classes is one of the priority areas of modern education, which creates the basis for the formation of students as comprehensively developed, independent-thinking and competitive individuals. Therefore, improving the



methodological support of a differentiated approach in educational practice, developing the professional competence of teachers and strengthening its

integration with innovative educational technologies is one of the important scientific and practical tasks in the future.

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