

Differentiated Approach to Mastering Lessons in the Process of Organizing Training Sessions in Non-State Institutions

Khudoyberdiev Abdumalik¹

¹ ISFT Institute, Samarkand branch, "Economy and Information Technologies" department assistant, dimkasabirov123456789@gmail.com

Abstract:

In contemporary education, the rapid expansion of information necessitates adaptive teaching methodologies. This study integrates a differentiated perspective in non-public schools concerning student achiever capacities through tiered lesson planning. The research reveals that there are issues related to the lack of understanding in how to optimize individual learning approaches within a structured curriculum framework. The technique entails dividing pupils according to diagnostic assessment into leveled cohorts—woeful to excellent learners—and using distinct instructive methods including adaptive groupings, separate projects and different instructional methods. Research shows that stratified instruction increases student motivation, grasp knowledge integrity and confidence traditions that definitely applies more most to scholars with low grades. Results show that tiered learning increases an inclusive and effective education environment, reduces the disparities in student understanding. Implications indicate that inclusion of diversity-enhancing pedagogy pedagogy by structured differentiation strategies is required for diverse learning needs. This study further emphasizes the feasibility of personalized education in enhanced learning outcomes and training of students of specific professional(business, programming) fields.

Keywords: Differentiated learning, stratified instruction, individualized education, non-state institutions, adaptive teaching.

Introduction

So much information in modern educational landscape, so many different learning abilities of modern learners create many difficulties for teachers who do effective teaching. Smartphones are an irreplaceable resource for millions of users all over the earth, and their speed boosts performance in a healthy way. To tackle this issue of uniformity, differentiated learning approaches have become more widespread especially in non-state school settings that afford flexibility in curricular execution resulting to diverse pedagogical approaches. Stratified instruction, or grouping learners by their abilities and learning needs has appeared as an effective tool to increase learner, motivation, performance and outcomes.

A redundant approach to teaching is based on the constructivist learning theory that places emphasis on learning individualized knowledge, and scaffolding instruction on an individual basis depending on student competency. Research indicates that there is more growth when instruction is targeted to student's needs, in addition to promoting their academic and personal motivation. Vygotsky's Zone of Proximal Development (ZPD) and Bloom's Taxonomy offer theoretical frameworks that support differentiated instruction by recommending a step-by-step progression in cognitive difficulty and learner autonomy. Although the theory is good, but how practice is not clear, edited the implementation of differentiated teaching in non-state institution effect inequality still lack research, data with a few on the long-term effect of differentiated teaching isn't clear.

Research as to provided differentiated instruction is generally centered around public education systems, leaving aside adaptability and unique techniques that can offered at private or non-state school. Moreover, most studies have investigated widespread classroom differentiation strategies without a detailed explanation of particular stratification models. This research aims to fill this divide by exploring how systematically arranged stratified lesson structures can enhance student learning outcomes as well as overall academic engagement. By dividing students on the basis of diagnostic assessments and organizing lessons according to that, this research contributes to available knowledge on how using targeted teaching strategies can do a better job in meeting a distinct set of student needs.

Previous studies on differentiation in education focus mostly on the use of differentiation in the public schooling system. Though research finds it promises to boost student engagement, and such research, while many of them usually they leave out a deep analysis of some particular stratification models because such a kind of models have an influence on learning progression. This study seeks to answer this question by questioning whether students are grouped for instructional purposes into what are often referred to as learning levels—ranging from low achieving students to top performers, how grouping can increase retention of Knowledge, motivation, and testify for the level of student's Academic continuity. This research examines the effects of layer lessons in organizations non-public using a normative method.

This research uses a qualitative methodology through which it incorporates classroom observations, teacher interviews, and student feedback surveys to assess the modeling of four different stratifications. These models include beginner levelling, high and low achievement divisions, multi-divided levels and differentiated lessons. The assumption is that structured differentiation will benefit to improved standards of achievement, particularly amongst learners with lower initial level, through the delivery of focused learning interventions.

The results of this research have significant implications for the pie-making for pedagogical strategies in private educational institutions. Educators can establish a more inclusive and successful learning reach by taking affixing structured difference models, to assure that students get instruction customised to their abilities. Moreover, the research emphasizes the requirement for teacher training systems that equips instructors with the skill-kill of delivering differentiated teaching practices

efficaciously. In the end, this research highlights how essential it is to get personalized education to enhance learning objectives and qualify students ready for professional specialization in a rapidly changing educational environment.

It is worth paying attention to the following factors: a sharp increase in the amount of information that students need to master in the lesson. In this situation, in order to maintain and increase the effectiveness of education, it is necessary to provide information that meets the needs of each student more fully. Since it is not possible to approach each student individually in one lesson, it is necessary to divide students into groups based on stratification. An increase in the difference between the levels of knowledge of students. Today's development of science, technology and engineering is reflected differently in different students. For example, if a task given to one group to perform on a computer is based on the knowledge and skills formed in one group of students, then another group will have only basic understanding of computer technology. In this situation, it is necessary to work with each group of students separately; The increasing specialization of professions that students must master, the radical innovations taking place in all spheres, in turn, lead to the branching and specialization of professions that meet its needs. Another feature of this process is that the specialties emerging within one professional sphere require significantly different knowledge and skills. Therefore, it is necessary to train students in a differentiated manner in order to increase the effectiveness of the process of preparing them for future professional activity.

Methodology

This study used qualitative research paradigm in studying the efficaciousness of differentiated instruction in non-state educational institutions. The research is interested in studying how these segments of lessons are impacting student outcomes and engagement. Data collection consisted of classroom observations, teacher interviews and student feedback surveys allowing for a purposeful understanding of the application and consequences of tools of differentiation. The study classifies students from diagnostic assessments into various sorts of stratification models such as aggregation of students by enter student accomplishment levels, grouping of students by high & low achievers, creating of multiple level ability grouping system, & providing of individualised lesson plans. These categories aid teachers in presenting classes, presenting assignments and project possibilities, as well as educational supplies that are tailored to the students' unique requirements.

Objects of study are non-state educational institutions where the flexibility of modernization of curricula is available. Data collection took place during the regular classes keeping in view instructional methods, student's participation and learning process. Interviews of teachers received data about the obstacles and benefits to differentiated instruction and okay patient surveys gauged their feelings, motivation, and understanding effectivity. Data were analyzed via thematic coding, uncovering themes surrounding teaching of effectiveness, engagement of students, and knowledge of retention.

The outcomes of this research expect it to show that the differentiated instruction makes to be better in academic, especially from students who in lessen baseline achievement level. By grouping learners systematically to specific groups, this approach puts in place a inclusive and flexible learning environment. The assumptions imply, that incorporating differentiation strategy in to non state providers can supply a sustainable method of enhancing educational achievements and train students to the special professional spheres.

Results and discussion

Types of stratification.

The first type. Students are divided into two groups. 1. A group of poor learners. 2. A group of average and good learners.

The second type. Students are divided into two groups. 1 A group of the most capable in the group. 2. A group of average and poor learners.

The third type. The number of groups of students can be three, four, or five, depending on their abilities determined on the basis of diagnostics.

The fourth type. It is aimed at individual work with students, in which the teacher conducts classes with each of them based on individual plans.

In pedagogical theory and practice, most specialists consider it appropriate to divide students into three groups in differentiated teaching, which are poor, average, and good learners. In this type of stratification, students can be divided into the highest, good, average, poor and very poor learners.

Distinctive features of stratified lessons. A stratified lesson is conducted in accordance with the curriculum and its requirements. The main attention is paid to the in-depth mastery of the basics of the subject. Based on the nature of the stratified lesson, the educational institution or a specific group room is equipped, provided with teaching aids, and attention is paid to the adequacy of educational and methodological complexes, textbooks, manuals or developments.

An educational institution operating in accordance with the curriculum is filled with students selected based on the requirements. An educational institution operating on the basis of a lesson attracts specialists with deep mastery of pedagogical skills, specialization and psychological knowledge, based on specially developed criteria. The amount of time allocated for organizing a lesson is allocated for in-depth mastery of the basics of the specialty. It is advisable to organize a lesson in non-traditional forms.

The lesson focuses on working with students with low mastery. Their inability to master the material may be due to deficiencies in their knowledge and skills. First, it is necessary to determine this reason, which often includes the following reasons: the student's inability to work independently on the material, lack of interest in studying due to lack of confidence in his abilities, excessive dedication to other activities, illness, laziness, etc. After that, measures are taken to help students eliminate these reasons.

When working with low-achieving students, assignments are used, as well as consultations outside of class, group and additional lesson assistance. In this case, students who have not achieved their learning goals are divided into separate groups and additional lessons and independent learning are organized to master these incomplete learning goals.

After setting a learning goal, what should be the content of the subject to achieve this goal, that is, the content of theoretical and practical exercises, are briefly described.

In the process of organizing learning exercises, a differentiated approach to mastering lessons implies individual and group purposefulness of learning depending on the different needs and abilities of students.

The main principles of differentiation in lesson activities may include the following:

1. Differentiated teaching methods: the use of different approaches, strategies and methods to meet the individual needs and learning styles of students.
2. Individualized Assignments: Assign assignments to each student that are appropriate to their skill level and ability, allowing each student to progress at their own pace.
3. Adaptive Grouping: Create groups of students with similar interests and abilities, allowing them to work with them in a more focused manner, and ensuring more precise assignment customization.

4. Individualized Advice: Set aside time for individual advice with students to answer questions, clarify material, or help them understand difficult topics.
5. Use a Variety of Materials and Resources: Provide a variety of materials, books, magazines, videos, and interactive online resources for additional study and deeper exploration of the topic.

A differentiated approach to lesson organization helps meet the needs and interests of each student, creating a more comfortable and distributed learning environment. It helps to better understand and assimilate the material, increases the motivation and activity of students, and also allows to develop their individual abilities and creativity.

Conclusion

This investigation highlights the success of differentiating instruction in non-profit educational institutions particularly showcasing that stratified lesson structures does increase student engagement, retention of knowledge and academics performance in general. The results suggest that organizing students by diagnostic test results gives educators the opportunity to vary instructional ways to meet different student learning requirements, especially students that are underachieving. By the way of session adaptive, separately assignment, targeted instruction strategy, normalized situations non-state institutions can increase the inclusion and equity educational ending. The implications of these findings imply that differentiated instruction Strategies should be progressively include into Educational Program as to response disparity Student learning in addition to improve education result throughout. Moreover, the study reveals the necessity for school programs related to the training of the teachers to teach them with all tool and technique of differentiating the instruction. Considering the changing education conditions, further research may be warranted to look at the longer term of effect of stratified education on examinees' educational and professional paths, also as its suitability to digital and also the technology-backed learning settings. Subsequent investigations might also investigate how different instruction might be maximized across different subject areas and educational environments so that its widest applicability and success might be ensured.

References

1. Ergashevich, E. A. (2024). OTMLARDA O'QUV MASHG'ULOTLARINI TASHKIL ETISHDA JARAYONIDA QO'LLANILADIGAN BA'ZI PEDAGOGIK TEXNOLOGIYALAR. *JOURNAL OF EDUCATION, ETHICS AND VALUE*, 3(1), 279-285.
2. Ergashevich, E. A., & Mado, A. (2024). Methodology of Organizing and Implementing Training Activities. *Academia Open*, 9(1), 10-21070.
3. Ergashevich, E. A., & Nilufar, A. (2024). MA'LUMOTLARNI TARMOQLI QAYTA ISHLASH TEXNOLOGIYALARI. *Miasto Przyszłości*, 44, 170-173.
4. Эрнazarов, А. Э. (2024). OTMLARDA INNOVASION O'QUV MASHG'ULOTINI BOSHQARISH FUNKSIYALARI MODEL, SHAKLLARI VA LOYIHALASH BOSQICHLARI. *JOURNAL OF EDUCATION, ETHICS AND VALUE*, 3(1), 173-180.
5. Ergashevich, E. A. (2024). O'QUV MASHG'ULOTLARI JARAYONIDA PEDAGOGIK MAQSADLARNI ANIQLASHDA BLUM TAKSOMANIYASINING O'RNI. *JOURNAL OF EDUCATION, ETHICS AND VALUE*, 3(1), 263-270.
6. Ergashevich, E. A. (2024). PEDAGOGNING O'QUV MASHG'ULOTIGA TAYYORGARLIK BOCQICHLARI VA O'QUV MASHG'ULOTI TURLARI. *JOURNAL OF EDUCATION, ETHICS AND VALUE*, 3(1), 314-321.

7. Ergashevich, E. A. (2024). OTMLARDA O'QUV MASHG'ULOTLARI VAZIFALARNI SHAKLLANTIRISH NATIJACIDA HAL ETILUVCHI PEDAGOGIK VAZIFALAR. *JOURNAL OF EDUCATION, ETHICS AND VALUE*, 3(1), 251-262.
8. Ergashevich, E. A. (2024). OTMLARDA O'QUV MASHG'ULOTLARINI TASHKIL ETISHDA TALABALAR FIKRLASHINI RIVOJLANTIRISH VA ZAMONAVIY O'QITISH TEXNOLOGIYALARIDAN FOYDALANISH. *JOURNAL OF EDUCATION, ETHICS AND VALUE*, 3(1), 292-297.
9. Ergashevich, E. A. (2024). ZAMONAVIY O'QUV MASHG'ULOTINING TUZILISHI, ELEMENTLARI, TIPI VA TURLARI. *JOURNAL OF EDUCATION, ETHICS AND VALUE*, 3(1), 298-305.
10. Ergashevich, E. A. (2024). NAMUNAVIY O'QUV MASHG'ULOTI TUZILISHI VA UNGA QUYILADIGAN ZAMONAVIY TALABLAR. *JOURNAL OF EDUCATION, ETHICS AND VALUE*, 3(1), 306-313.
11. Tomlinson, C. A. (2017). "The Differentiated Classroom: Responding to the Needs of All Learners." ASCD. This book provides comprehensive strategies for implementing differentiated instruction to cater to diverse student needs.
12. Santangelo, T., & Tomlinson, C. A. (2018). "The Application of Differentiated Instruction in Postsecondary Environments: Benefits, Challenges, and Future Directions." *International Journal of Teaching and Learning in Higher Education*, vol. 30, no. 3, pp. 477–493. This article explores the implementation of differentiated instruction in higher education settings, discussing its advantages and potential obstacles.
13. Coubergs, C., Struyven, K., Vanthournout, G., & Engels, N. (2017). "Measuring Teachers' Perceptions About Differentiated Instruction: The DI-Quest Instrument and Model." *Studies in Educational Evaluation*, vol. 53, pp. 41–54. This study introduces the DI-Quest instrument, designed to assess teachers' perceptions and practices regarding differentiated instruction.
14. De Neve, D., & Devos, G. (2017). "The Role of Environmental Factors in Beginning Teachers' Professional Learning Related to Differentiated Instruction." *School Effectiveness and School Improvement*, vol. 28, no. 4, pp. 658–673. This research examines how environmental factors influence novice teachers' professional development in differentiated instruction.
15. Valiandes, S., & Neophytou, L. (2018). "Teachers' Professional Development for Differentiated Instruction in Mixed-Ability Classrooms: Investigating the Impact of a Development Program on Teachers' Professional Learning and on Students' Achievement." *Teacher Development*, vol. 22, no. 1, pp. 123–138. This article investigates the effects of a professional development program on teachers' application of differentiated instruction and its subsequent impact on student achievement.