

Impact of Differentiated Approach on the Acquisition of Vocational Knowledge by Students in Vocational Education

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ABSTRACT

The differentiated approach provides excellent opportunities for the implementation of educational, cognitive and developmental tasks in the process of vocational training of students in the speciality design and technology of light industry products. Our study is based on one of the ideas of differentiated training according to the interests of the students of professional educational institutions of Uzbekistan and gives results of research.

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Introduction. The main task of modern education is the implementation of principles of paradigm change with information, communicating to developing independent cognitive activity of students. One effective way to increase the effectiveness of learning is to use a differentiated approach in learning.

The differentiated approach involves:

1. creation of various training conditions in order to take into account individual characteristics;
2. complex of methodological, psychological pedagogical and organizational management activities providing training in groups.

In addition, the differentiated approach allows developing the cognitive abilities of both strong and weak students; it involves individualization of learning and development of intellectual, creative abilities of each student; it promotes self-affirmation of the individual, increasing the level of aspirations. The basis of differentiation of learning is the idea of respect for the individual, his interests, self-realization, strengthening the student's faith in himself, his own strengths and capabilities [2].

For this reason, the President of Uzbekistan signed a decree "On measures to further improve the system of training qualified personnel and the introduction of international educational programs in vocational education" in order to ensure institutional integrity and improve the efficiency of the management system in the field of vocational education, the introduction of international educational programs, as well as reform the system of training competitive mid-level personnel who meet the requirements of the domestic and foreign labor market [1].

In our research work on the practical application of the tasks specified in the decree, we set the following goals and objectives.

The aim of our scientific work is to improve the methodology of professional educational institutions for preparing students for professional activities on the basis of a differentiated approach.

Research objectives:

- in order to introduce international educational programs into the educational process of professional educational organizations, study and analyze modern teaching methods and vocational training system, Applied in the US and European countries from abroad;
- to study the methods for identifying individual-personal and psychophysiological characteristics of students in a vocational institution, and their special abilities to learn general professional disciplines;
- develop methodological solutions (technology, techniques, didactic tools) that allow differentiation of learning.

Methods.

Our research experience began with a survey among students of vocational schools in Uzbekistan:

N	Name of institution	Vocation (code of vocation)	The number of respondents
1.	Vocational school No. 1 of the Tashkent region	30720707 - dressmaker	81
2.	Vocational school No. 1 of the Chust district of the Namangan region	30720707 - dressmaker	50
3.	Vocational school No. 1 and No. 2 of the Romitan district of the Bukhara region	30720707 - dressmaker	115
	Total		246

The survey was conducted on the basis of determining the degree of interest of students in the profession and the following questions were asked:

1. What is the goal of studying for the profession of "dressmaker"?
2. Which of the general and specialized subjects taught in your vocational school is more interesting and understandable to you?
3. Which subjects were difficult for you to study or understand?
4. Are you satisfied with the information provided in the educational materials on general and specialized subjects?
5. What problems, in your opinion, did you encounter during your practical training at work?
6. What changes would you like to make during practical classes?
8. What do you understand by the approach to the educational process?
9. Are you familiar with the concept of "differentiated approach" to the educational process?
10. What do you plan to do in the future after completing the profession of "dressmaker"?

The survey was conducted among girls aged 17-19. This age is characterized by balance, cheerfulness and increased internal independence. These character traits replace past rebelliousness. The teenager is actively searching for himself, collecting resources to enter adulthood. But the main feature of this entire period is the person's awareness of his individuality, uniqueness and dissimilarity from others. This often leads to a feeling of loneliness and internal tension. This condition intensifies with the need for communication, increasing its selectivity. The personality of adolescence opens up its inner world and feels the need for spiritual closeness with the people around it [4].

Results: 46% of students chose the profession of a dressmaker based on preliminary planning and 25% of female students chose this profession based on their parents' recommendation, 43% of students expressed a desire to continue their education in their profession in higher education institutions, while 34% of

students planned to study at a technical school and work in production, 23% of students wanted to start working individually after graduating from a vocational school, but there are also those who want to study tailoring as an additional profession and continue their education in English, mathematics, history or medicine. As can be seen from the survey results, we consider it necessary to improve the teaching and methodological materials on general and specialized subjects in the educational programs of the dressmaker profession of initial vocational education based on a differentiated approach that enriches students with educational materials that are more interesting for the profession, based on the needs of manufacturing enterprises and the professional requirements of graduates, a solution to the problem can be found by studying and analyzing the requirements and tasks [3].

Discussion. Differentiated learning is how teachers focus their learning on the expansion of each student's knowledge and skills in each class, regardless of their starting point. The goal of differentiation is to improve the performance of all students, including those who are lagging behind and those who exceed the year's level expectations. By differentiating teaching according to individual student needs, teachers use different strategies to help students personally invest in their learning and take responsibility for their learning. Differentiated learning allows students at risk to receive meaningful education [2].

Differentiation is based on taking into account the characteristics (socio-demographic, socio-psychological, individual-personal, existential-personal, bioenergetic) of students that influence the efficiency of learning information assimilation during the lesson.

Differentiation is a strategy that teachers use to maximize student learning by changing teaching methods to fit the needs of class students [5].

Conclusions. The study concludes that a differentiated approach to learning allows students to study the areas they need to realize their dreams. The essence of the approach is to find methods and ways of the educational process that help students master basic general professional knowledge. The next step of the study is to develop a methodology for implementing a differentiated approach, taking into account the improvement of the quality of knowledge and different criteria for the requirements for its acquisition.

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