APPLICATION OF THE DIFFERENTIAL APPROACH IN HISTORY LESSONS

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Abstract. *This article highlights the theoretical and practical aspects of applying the differential approach in history lessons. A differentiated approach is a method of organizing lessons taking into account the individual characteristics, interests, level of preparedness, and learning methods of students. The author analyzes the possibilities of improving the quality of education, stimulating student activity, and organizing personalized education for each student through the application of this approach in historical science. The article also examines content, process, and evaluation differentiation methods, foreign and local experiences, and the effectiveness of the method based on scientific sources. This research, along with providing practical recommendations to history teachers, will help integrate modern pedagogical approaches into the educational process.*

Keywords: *history education, differential approach, individual needs of students, teaching methodology, content differentiation, process differentiation, assessment methods, student-centered approach, pedagogical innovations,interactive methods in history lessons, modern pedagogy, Uzbekistan's educational experience.*

Input

In the modern educational process, there is a growing need for teaching approaches that take into account the personal characteristics, intellectual potential, and attitude of students towards learning. In particular, in subjects with complex content, such as history, traditional methods cannot ensure equal effectiveness for all students. Therefore, there is a need to apply a differentiated approach, adapted to the specific needs of students and learning methods.

A differentiated approach is a method of organizing the educational process in accordance with the individual capabilities, interests, and level of learning of students. This approach developed in pedagogical theory at the end of the 20th century and was widely implemented in practice by such specialists as Carol Ann Tomlinson.

The use of a differentiated approach in history lessons is especially relevant, since this subject requires students to have historical thinking, an analytical approach, and the ability to connect certain events with today's life. Not all students can master the same lesson content at the same level. Therefore:

a)simplified concepts for students experiencing learning difficulties,
b)tasks that develop logical thinking for those with an average level,
c)advanced students should be offered comprehensive scientific research.
The main parts of the article cover the following issues:
1. Theoretical foundations of the differential approach and its significance in history lessons.
2. The essence and principles of the differential approach.
3. Practical methods of applying the differential approach in history lessons (differentiation of content, process, and assessment).
4. The influence and advantages of the differential approach on the level of students' knowledge.
5. Experience in Uzbekistan and foreign countries.
This study on the role of the differential approach in interesting and effective teaching of history can be a useful resource for teachers and researchers looking for teaching methods tailored to each student.
1. Theoretical foundations of the differential approach and its significance in history lessons.
a) Theoretical foundations of the differential approach
The differential approach is a modern methodological approach aimed at a deeper understanding of complex phenomena and processes, based on the principles of intersystem differences, variability, and dynamism. Its main task is to understand and reveal general patterns by identifying differences (i.e., differentials) between different factors.
The theoretical foundations are as follows:
1) Identification of discrepancies (differential analysis)
In this style, the focus is on the differences between historical events, especially in the context of periods, regions, or cultures. For example, it analyzes how the political systems of the East and West differed. This is analogous to differential calculus in mathematics, that is, by identifying changes, one can penetrate deeper into the essence.
2) Theory of Dynamic Systems
It is necessary to see the history of society not only in a static state, but always in motion, change, and development. This helps to determine how social, economic, and political systems have changed over time.
3)Comparative method
Helps to identify commonalities and differences between different states or historical periods. Through this approach, historical analysis becomes richer, and objectivity increases.
4) Combination of quantitative and qualitative approaches

The combined use of statistical numerical analysis (quantitative) and a comprehension-based approach (qualitative) allows for a deeper understanding of historical processes.

b) The importance of the differential approach in history lessons.

The differential approach allows viewing history not as a sequence of dry facts, but as a branched, complex, and multi-layered process. Use this style to:

Historical causes are understood more deeply. For example, one can see the differences between the French Revolution and other social movements.

Intercultural interactions are explored - For example, how did the developmental paths of Chinese and European civilizations differ?

Historical processes are explained through mathematical models - Demographic changes, economic growth or decline are expressed in numerical indicators.

c) Application of the differential approach in history lessons

1)Comparative analysis (comparative method)

By identifying commonalities and differences between historical events, one can understand them more deeply.

Examples:

Similarities and differences between the French Revolution and the Russian Revolution.

Structures, values, and governance systems of Eastern and Western societies.

2)Linear and non-periodic historical model

The differential approach shows historical processes not only in sequence, but also as recurring phenomena in the form of waves or spirals.

Example:

The collapse of the feudal system in Europe and the formation of capitalism - this process can be seen both in sequence and in gradual change.

3)Methods of statistical and mathematical analysis

Analysis of historical data using graphs, diagrams, percentages, and other statistical tools.

Example:

Comparison of industrial development indicators of European and Asian countries in the 19th century.

4)Cognitive and interpretive approaches

Assessment of each historical event not from only one position, but from several different approaches.

Example:

Analysis of the causes of wars through political, economic, cultural, and military factors.

d) The importance of the differential approach in modern education

1)Strengthening the interdisciplinary approach

In historical analysis, an integrated approach with mathematics, geography, economics, and other sciences is applied.

Example:

Working with statistical analysis, graphs, and economic models in the study of economic history.

2) Improving the thinking potential of students

A differentiated approach develops critical, independent, and systematic thinking. This helps students to form historical thinking more deeply.

3)Harmony with modern technologies

History can be made more vivid and understandable through visualization tools, interactive maps, graphs, and Geographic Information Systems (GIS).

Example:

The geographical impact of historical battles or the movement of empires is analyzed on GIS maps.

4)Ensuring an individual approach

By giving differentiated tasks corresponding to the level of students' preparedness, a teaching method corresponding to their capabilities and needs is applied.

In conclusion, it can be said that the differential approach serves not only for a deep understanding of historical processes, but also for expanding students' thinking, strengthening interdisciplinary integration, and revitalizing the modern educational process. This approach is an important tool for teaching history not in a "black-and-white" image, but as a fully colorful, complex, and interconnected system.

2. Differential approach in history lessons: Essence and basic principles

Among modern approaches to teaching and studying history, the differential approach occupies an important place. This approach requires analyzing historical events not in a general and simplified way, but in their own conditions, taking into account their specific aspects. Like differential calculus in mathematics, it allows us to see history in constant motion, change, and in various aspects.

- The essence of the differential approach

The differential approach is formed on the basis of the following main ideas:

1: Individual approach - Each event or person is studied with its own history, cause and effect.

2: Dynamism - viewing history as a process of continuous development; analysis of ongoing realities is prioritized.

3: Contextual thinking - Every phenomenon is analyzed not in a contemporary, but in the political, cultural, and economic landscape of that time.

4: Multifactoriality - There is no single reason in history; each process is influenced by several factors (geographical, political, cultural, and personal).

-Basic Principles

1) In-depth analysis of cause and effect

- With each historical event, questions arise: "Why did this event occur?," "What was its result?," "Who influenced this process?"

2) Precise chronological order

It is important to study phenomena in their natural sequence, based on periods and stages (for example, the gradual development of colonial policy).

3) Consideration of regional and cultural differences

A deeper understanding is formed by comparing events that occurred in different parts of the world during the same period (for example, the Renaissance in Europe and the Timurid era in the East).

4)The Role of Personality and Subjectivity

- History is determined not only by systems, but also by individuals, their decisions and actions. The influence of such figures as Jalaluddin Manguberdi and Amir Timur on the historical process is extremely important.

5)Critical approach to sources

- It is necessary to study any historical source, taking into account the period of its writing, the author, the purpose and position of the source.

-What are its advantages?

Historical justice: Allows evaluating events from the perspective of their time, conditions, and participants.

Analysis free from stereotypes: Helps avoid flattening history and one-sided approaches.

Expanding students' thinking: They look deeper into history, can independently identify the chain of causes and connections.

- Using Uzbek history as an example

Amir Temur - This period is associated not only with military campaigns, but also with the development of state administration, science, architecture, and culture.

Soviet era - It is evaluated not only as one-sided criticism, but also as a complex of economic development, industrialization, changes in education, and at the same time, limitations on cultural freedom.

Applying a differentiated approach in lessons allows students to understand historical realities as a deep, logical, objective, and complex system. Through this method, history becomes not only a collection of facts, but also a vital, diverse, and profound science.

3. Practical methods of applying the differential approach in history lessons.

For the effective implementation of the differential approach in history lessons, there are mainly three main directions: differentiation of content (content),

differentiation of the process, and differentiation of assessment. Below, practical methods in these areas are covered in more detail.

1) Content differentiation

Content differentiation is understood as offering students historical content that corresponds to their level of knowledge, training, and interests. This process serves to meet the specific learning needs of each student participating in the lesson.

Practical methods:

Difficulty adjustment.

Lesson materials are prepared in a range from simple to complex.

Elementary school students are explained using simple language, basic concepts, keywords, and visual aids (maps, pictures, diagrams).

High-level students work with complex historical texts, archival documents, source analysis, and speeches of historical figures.

Select topics based on interests:

Students are given the opportunity to independently select historical periods, personalities, or events and prepare a project or presentation based on them.

This approach develops important cognitive skills in them, such as self-search, analysis, and comparison. For example, someone might research Amir Temur's military campaigns, while another might research Turkestan Jadidism.

Differentiate material format:

Along with textual information, historical content can be presented through such means as video lessons, documentaries, virtual museums, and podcasts.

Interactive resources (for example, moving symbols on historical maps, time lines) also actively involve students in the lesson.

2) Differentiating the process

Differentiation of the educational process means the use of various methods and techniques during the lesson, taking into account the students' approach to learning, learning style, and intellectual potential.

Practical methods:

Differentiation of forms of group work:

Homogeneous groups: students with the same level of knowledge work together. Each group is given a task of its own level.

Heterogeneous groups: students at different levels work together. Here, strong students play a leading role, helping others. Through this, mutual knowledge exchange occurs.

Methods suitable for learning styles:

Visual learners use maps, infographics, timelines, and historical photographs.

Listening learners: better understand historical events through audio recordings, conversations, podcasts, listening to the lesson in audio form.

Kinesthetic learners use methods that require active action, such as role-playing games, animating historical events, and performing scenes from historical films.

Combination of independent and collective work:

In addition to providing students with the opportunity for independent research, group discussions and team project work are also carried out. This process strengthens students' social activity and the ability to work collaboratively.

3) Differentiation of estimates

Assessment in a differentiated approach is aimed at organizing a fair and transparent assessment that corresponds to the student's capabilities. The purpose of assessment is not only to measure knowledge, but also to contribute to its consolidation, analysis, and improvement.

Practical methods:

Tasks in different formats:

Each student is given assignments according to their capabilities: test questions, essays, presentations, project work, staging of a historical event, or creative tasks (for example, writing a letter to a historical figure).

This approach allows students to demonstrate their strengths.

Use formative assessment:

During the lesson, through small assessment exercises, it is determined how the student understands the topic.

These exercises can be questions and answers, writing short reflections, filling in tables, and drawing conclusions.

Peer-review:

Students are given evaluation criteria (rubric, checklist). They analyze their own work and the work of their classmates based on these criteria.

This method fosters critical thinking, responsibility, and objectivity in students.

This approach is not just a method in education, but a principle that serves to fully reveal the personal potential of each student. The application of this approach in history lessons increases students' interest in the subject, develops their skills of independent research, historical thinking, and analytical thinking.

The organization of content, process, and assessment in a comprehensively differentiated form creates the basis for teaching history in a modern, deeply meaningful, and personality-oriented way. This, in turn, serves as an important factor in the formation of students' future civic position and historical consciousness.

4. Influence of the differential approach on the level of knowledge of students and Advantages

At a time when the modern educational process is constantly improving, taking into account the individuality of students is becoming one of the main principles. In particular, the differential approach, also called the differentiation method, has

strengthened its position in the education system and is yielding effective results. This approach takes into account each student's unique learning style, level of knowledge, and personal needs. As a result, the educational process should become more effective, purposeful, and understandable to each child, including interesting and impressive.

The impact of the differential approach on students

1) Adaptability to individual requirements

One of the most important aspects of the differentiated approach is the possibility of providing education tailored to the specifics of each student. Because students have different levels of knowledge, learning pace, and methods, lessons are structured according to their needs. Each student develops at their own level through more complex tasks for strong students and simple and understandable exercises for weaker students. This approach, in turn, increases students' sense of self-worth and helps them not to lose themselves.

2) Increased motivation

By completing tasks that correspond to their abilities, the student achieves success, and this creates positive emotions in them. When the results of each completed work are valued and recognized, the student becomes more active, and their desire to learn increases. The feeling of success serves as the main driving force in the educational process.

3) Development of creative and critical thinking

In the differential approach, the tasks are not the same - they differ in level and complexity. This situation forces students not only to acquire basic knowledge, but also to develop creative and critical thinking in solving problems. Thus, differentiated learning teaches not only to know, but also to think.

4) Student Activity Increases

When each student is engaged in a task corresponding to their level, they do not become a passive observer during the lesson. On the contrary, they become active participants, express opinions, ask questions, and try to find answers. Such active participation also strengthens students' socialization and self-confidence.

Advantages of the differential approach

a) An approach tailored to each student's needs through personalized learning.

b) Knowledge is acquired more deeply and thoroughly.

c) Students become more confident and active in themselves.

d) A healthy psychological and social environment is created in the classroom.

e) Teachers will have the opportunity to test and adapt various methods.

In conclusion, through a differentiated approach, the educational process not only adapts to individual needs, but also makes it more interesting, effective, and meaningful. Through this approach, students not only acquire knowledge but also learn to unlock their abilities, think independently, and strive for success. Therefore, the

widespread use of a differentiated approach in educational institutions is an important factor in the upbringing of a qualitative, comprehensively developed generation.

5. Experience of the differential approach in Uzbekistan and foreign countries

The application of a differentiated approach in the educational process is widespread throughout the world, and its effectiveness serves to improve teaching methods, taking into account the individual needs, interests, and level of knowledge of students. Thanks to this approach, each student will have the opportunity to fully realize their potential. Below, the experience of Uzbekistan and several leading foreign countries in this area is analyzed.

1) Implementation and results of the differential approach in Uzbekistan

In recent years, new approaches, in particular, the methodology of differentiated learning, have been actively introduced into the education system of Uzbekistan. An important document in this direction was the "Concept for the Development of the Education System of New Uzbekistan," approved in 2021. In this concept, one of the priority areas is defined as improving the quality of education, supporting the personal development of students, and implementing a differentiated approach.

Expression of the differential approach in national educational programs

Today, in schools of Uzbekistan, especially in the subject of history, a system of differentiation of tasks is being introduced in accordance with the level of students' knowledge. In "History" textbooks, tasks of three levels of complexity (simple, medium, and high) are presented, which ensure students' assimilation based on individuality. In addition, in "Gifted Children" schools, in-depth educational programs are used for students with a high level of knowledge.

Pilot schools and pilot projects

Several general education schools in cities such as Tashkent, Samarkand, and Bukhara were selected as a pilot project for a differentiated approach. In these schools, history lessons are conducted based on differential methods, and attention is paid to identifying and developing the unique abilities of each student. According to the results of the conducted monitoring, this approach positively influenced the increase in the level of students' knowledge and increased interest in the lesson.

2) Foreign experience: examples of the USA, Finland, and Singapore

In developed countries of the world, the differential approach has been implemented in practice for many years, and comprehensive systems and advanced methods have been developed in this area. Below, we will look at how the differentiated approach has been implemented in the education systems of the USA, Finland, and Singapore.

U.S. Experience: Individual Learning Plans (IEP)

In the USA, there is an "Individualised Education Program" (IEP), adapted to the needs of each student. Through this system, teachers develop curricula appropriate

for each student. In the subject of history, great importance is attached to ensuring the participation of students of different levels, especially by organizing lessons using project work, group lessons, and interactive methods.

Finnish experience: Person-centered learning

In Finland, the educational process is organized based on the interests, individual style, and level of knowledge of each student. In history lessons, knowledge is reinforced more through open dialogue, discussions, documentaries, and excursions to historical sites than through the traditional approach.

Singapore Experience: A Flexible Learning Model

In Singaporean schools, a differentiated approach based on the principle of "Ability-Driven Education" (ADE) is widely used in practice. In this approach, different lesson materials are used depending on the level of knowledge of each student in the class. In particular, knowledge is imparted in history lessons through interactive electronic platforms, visual aids, animations, and personalized tests

3) Lessons learned from foreign experience for Uzbekistan

The successful experience of foreign countries in implementing a differentiated approach can offer many useful aspects for the education system of Uzbekistan. Among them, the following should be especially noted:

a: Improving teachers' qualifications - it is important to teach differential methods to teachers by organizing trainings and seminars with the participation of foreign experts.

b: Creating personalized textbooks and electronic resources - Based on the experience of Finland and Singapore, it is necessary to develop separate textbooks and online platforms for students of different levels.

c: Developing a diagnostic assessment system - as in the USA, it is necessary to develop an assessment system that allows identifying the individual achievements and difficulties of each student

In conclusion, the introduction of a differentiated approach in the education system of Uzbekistan is an important stage that meets the requirements of modern education. Through the effective application of this approach in history, it is possible to increase student activity, thinking potential, and the level of assimilation. By analyzing foreign experience and adapting it to local conditions, a more effective and personality-oriented learning environment will be created in the education system of Uzbekistan.

Conclusion

The differentiated approach is recognized as an effective means of organizing learning in the modern education system, taking into account the individual characteristics of students. Especially in history, this approach plays an important role in increasing students' interest in the lesson, consolidating knowledge, and encouraging active participation.

The peculiarity of history lessons is that this subject requires thinking, a critical approach to historical events, and evidence-based thinking. The differential approach, in achieving these goals, allows dividing students into groups, assigning tasks corresponding to their level of knowledge, and teaching through various interactive methods (discussion, project work, historical role-playing, use of visual aids). This method is of great importance in the development of students' independent thinking, analytical potential, and readiness for social activity.

Also, a differentiated approach ensures that each student receives an education corresponding to their psychological and intellectual capabilities, increasing their self-confidence. This, in turn, ensures that the learning process takes place in a positive atmosphere and that each student is satisfied with learning.

Another important aspect is that through a differentiated approach in history, students not only memorize facts, but also develop skills in their analysis, comparison, and understanding of causal and consequential relationships. This will help them become active, conscious, and responsible citizens not only in the field of science, but also in life.

Therefore, the deep integration of a differentiated approach into history lessons not only activates students' participation in the educational process, but also serves the realization of their personal and intellectual potential, the acquisition of deep and thorough knowledge in the subject. In the future, it is important to improve the qualifications of teachers, create appropriate textbooks and electronic resources for the wider implementation of this approach.

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