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Annotatsiya. Bu maqolada men ingliz tilini o‘qitishda foydalaniladigan samarali yondashuvlardan biri haqida fikr yuritmoqchiman. Tadqiqotimning asosiy maqsadi tabaqalashgan yondashuvni amalda qo‘llashda nimalarga e‘tibor berish, qanday materiallardan foydalanish va uning tatbiqi haqida izlanish olib bordik. Ingliz tilini o‘qitishda tabaqalashgan yondashuvdan foydalanishning bir qancha yutuqlari mavjud. Ushbu yondashuvning asosiy maqsadi chet tilini o‘rganish jarayonida bundan samarali foydalanishdir.

Аннотация. В статье обсуждается один из наиболее эффективных подходов, используемых в преподавании английского языка. Основная цель исследования состоит в поиске путей эффективного использования дифференцированного подхода на практике. Есть несколько преимуществ использования дифференцированного подхода в преподавании английского языка. Основная цель этого подхода – эффективно использовать его в процессе изучения иностранного языка.

Annotation. In this article, I want to discuss one of the most effective approaches used in teaching English. The main goal of my research is to focus on what to look for, what materials to use, and how to apply the differentiated approach in practice. There are several benefits of using a differentiated approach in teaching English. The main purpose of this approach is to use it effectively in the process of learning a foreign language.

Kalit so‘zlar: tabaqalashtirish, yondashuv, ko‘rsatma, xilma-xillik, strategiya, tarkib, metod, jara-yon, o‘rganuvchi, moslashish, usul, mas‘uliyat, stress, atrof-muhit, rejalashtirish, yetkazib berish.

Ключевые слова: дифференциация, подход, обучение, разнообразие, стратегия, содержание, метод, процесс, учащийся, адаптация, методика, ответственность, стресс, среда, планирование, доставка.

Key words: differentiation, approach, instruction, diversity, strategy, content, method, process, learner, adjust, technique, accountability, stress, environment, planning, delivery.

Differentiated approach is an approach that empowers educators to arrange lessons strategically to meet the needs of each learner. The approach envelops arranging and conveyance of tutorials, classroom administration procedures, and expectations of learners’ performance that take into thought the diversity and changed levels of availability, interface, and learning profiles of learners. It is rooted in the belief that there is variability among any group of learners and that instructors should adjust instruction accordingly (Tomlinson, 1999, 2001, 2003). Fair as everybody incorporates a one of a kind unique mark, each student has an individual way of learning. Not all learners in a classroom learn a subject within the same way or share the same level of capacity. Differentiated instruction could be a strategy of planning and conveying instruction to best reach each learner.

Carol Ann Tomlinson may be a pioneer within the region of differentiated learning and mastermind of educational leadership, institutions and arrangement at the College of Virginia. Tomlinson portrays differentiated approach as reasoning students’ individual learning styles and degree of preparation first before arranging a lesson plan. Studying the benefits of differentiation indicates this method has a great impact on a many learners, from those with learning incapacities to those who are considered so capable.

The cornerstone of this approach go all the way back to the days of the one-room school building, where one educator had learners of all ages in one classroom. As the instructive framework transitioned to reviewing schools, it was accepted that children of the same age learned in similar level. Be that as it may in 1912, accomplishment tests were presented, and the scores uncovered the holes in student’s capacities inside same level students groups. Differentiated instruction can be looked at as an instructor’s response to learner’s differences by adapting curriculum and instruction on six dimensions:

1. Topic based information (classroom material).
2. Whole routine (how is the lesson conducted).
3. End result (learners’ performance).
4. Learners’ concern.
5. Profile (learning strengths, weaknesses, and gaps).
6. Readiness.

These adjustments could be arranged to occur meantime, in sequence, or as needed relying on the situation and targets of instruction. Teaching small group of learners, grouped primarily based on instruct-

tional method and learner profile, is a cornerstone of differentiated instruction.

In the meantime, the practices of differentiating instruction allows educators address rigorous standards whilst responding them. Differentiation lets instructors to focus on essential skills in every content area, be responsive to individual differences, incorporate assessment into instruction, and offer learners with variety avenues to learning.

How Does It Work in Andragogy?

Here is a case. An educators who is instructing composing (the content) in an adult basic education (ABE) lesson have to understand different learners' preparation to to compose freely or collaboratively, the supports they might have to be lock in within the prepare based on their learning profiles, the quality and amount of the learner item to be anticipated, and the learners' interests. A few of this understanding will come from proficient perception of the learners over time; a few of it will come from casual evaluations assembled from past composing assignments. In adult learning there are, a few factors would offer assistance educators conveniently. Since of adult's proficiency provide considerable sum focal points. Like being so familiar in particular topics. It is not a big problem to change over it to a target language.

Arranging is basic. For illustration occasion, knowing that a few learners require layouts, prompts, or development organizers to get ready them to type in, or computer program to help them with spelling, implies that the fundamental underpins, such as utilize of the computer lab with concept-mapping software and word processors, have to be be arranged for in development. Maybe a colleague who has more involvement with a specific level or sort of learner can collaborate or group instruct a little more to superior meet their needs. Maybe a more progressed peer learner can run a small group or supply technology help.

Innovation could help make this supervision more efficient by supplying productivity help for educators, providing supports for learners at varying levels of readiness, and offering learner's options for demonstrating their understanding and mastery of the material.

Managing Differentiated Instruction.

Classroom administration to arrange adaptable groupings and ventures could be a key component of applying separated instruction. Taking after are a few thoughts for making and planning bunches in a multi-level, separated lesson:

- ◆Arrange the stations within classroom where distinctive learning bunches can work at the same time. Such stations normally welcome adaptable grouping.

- ◆Encourage peer-to-peer learning and mentoring and help learners learn to be tutors.

- ◆Ask volunteers to lead small-group instruction stations.

- ◆Structure problem-based learning (PBL) to have learners effectively fathom issues, either exclusively or in little groups.

For andragogy, the standards of differentiating instruction are not modern: locks learners in their interests, creating activities based on learners' needs and roles, and recognizing and honoring the diversity in any classroom. Applying these principles informed by the analysis of formal and informal assessment data may require a new way of working, however, as well as enhanced coordination among instructors within a program, lesson planning, and instructional delivery.

It makes sense to provide different avenues of learning for students to reach the same destination. Research by educator Leslie Owen Wilson supports differentiating instruction within the classroom. Wilson found lecture is the least effective instructional strategy, with only 5 to 10 percent retention after 24 hours. Engaging in a discussion, practicing after exposure to content and teaching others are much more effective ways to ensure learning retention.

The benefits of differentiation in the classroom are often accompanied by the drawback of an ever-increasing workload. Here are factors to keep in mind:

Benefits:

- ◆Research shows differentiated instruction is effective for high-ability students as well as students with mild to severe disabilities.

- ◆When students are given more options on how they can learn material, they take on more responsibility for their own learning.

- ◆Students appear to be more engaged in learning, and there are reportedly fewer discipline problems in classrooms where teachers provide differentiated lessons.

Drawbacks:

◆Differentiated instruction requires more work during lesson planning, and many teachers struggle to find the extra time in their schedule.

◆The learning curve can be steep and some schools lack professional development resources.

◆Critics argue there isn't enough research to support the benefits of differentiated instruction outweighing the added prep time.

Differentiate Through Teams.

We all know that heterogeneous grouping works, but sometimes homogenous grouping can be an effective way to differentiate in a project. Sometimes in a novel- or literature-based PBL project, it might be appropriate to differentiate by grouping into reading level. That way, I can take groups that need intensive work and ensure they are getting the instruction they need. I think teaming should be intentional, and we need to know the "why" of how we structure teams. Are you differentiating for academic ability? Are you differentiating for collaboration skills? Are you differentiating for social-emotional purposes? Are you differentiating for passions? If you're a designer or co-designer of a PBL project, teams can be an effective way to differentiate instruction.

Reflection and Goal Setting.

Reflection is an essential component of PBL. Throughout the project, students should be reflecting on their work and setting goals for further learning. This is a great opportunity for them to set personalized learning goals and for you to target instruction specific to the goals they set. At specific milestones in a project, one teacher that I observed had students reflect on what they'd learned so far in math and science, and then create goal statements for what they still wanted to learn. The teacher then designed activities to support students in learning not only what they wanted, but also what they needed to know.

Mini-Lessons, Centers, and Resources.

This is probably one of my favorites. In addition to being a great management strategy to prevent "time sucks" in class, mini-lessons and centers are a great way to differentiate instruction. Perhaps you offer mini-lessons or center work to support your students' learning, or maybe you show students a variety of resources from which to learn, including videos, games, and readings. I know a teacher who has a well-oiled PBL machine of a classroom. Students move seamlessly from product work to learning stations, resources, and mini-lessons based on what they know. Students are so in tune with their learning that they are able to truly take ownership of it, and the teacher provides instruction without assumption. Not all students may need the mini-lesson, so you can offer or demand it for the students who will really benefit.

Differentiate Through Formative Assessments.

Formative assessments can look the same for all students. They can also look different. We know that students can show what they've learned in different ways, as mentioned above in terms of products produced as summative assessment. In addition, as you check for understanding along the way, you can formatively assess in different ways when appropriate. Perhaps you are targeting collaboration in the project. You can differentiate a formative assessment of this through a variety of ways. Perhaps it's an oral conference. Perhaps it's a series of written responses. Perhaps it is a graphic organizer or collage. More importantly, these formative assessments allow you to differentiate the type of instruction needed as you "feed forward" in the project.

Balance Teamwork and Individual Work.

Teamwork and collaboration occur regularly in a PBL project. We want to leverage collaboration as much as content. However, there are times when individual instruction and practice may be needed. You need to differentiate the learning environment because some students learn better on their own, and others learn better in a team. In fact, we all need time to process and think alone just as much as we need time to learn from our peers. Make sure to balance both so that you are supporting a collaborative environment while allowing time to meet students on an individual basis.

As you master the PBL process in your classroom, you will intuitively find ways to differentiate instruction for your students. You will design the project to scaffold content and skills in a variety of ways. You will create formative and summative assessments to allow for student passions and goals, and you will manage the process so that it allows you to meet students where they are and move them forward.

The Categories of Learning-Profile Factors.

There are four categories of learning-profile factors, and teachers can use them to plan curriculum and instruction that fit learners. There is some overlap in the categories, but each has been well researched and found to be important for the learning process. A student's learning style, intelligence preference,

gender, and culture can influence learning profile.

Learning-Style Preferences.

Learning style refers to environmental or personal factors. Some students may learn best when they can move around, others need to sit still. Some students enjoy a room with lots to look at, color, things to touch and try out. Other students function best when the environment is more “spare” because they find a “busy” classroom distracting. Some students need a great deal of light in a room in order to feel comfortable. Other students prefer a darker room. Some students will learn best through oral modes, others through visual channels, still others through touch or movement. Although a teacher cannot manipulate all these elements, and other learning style components, all the time, it is possible for a teacher to give students some learning choices. It’s also possible for a teacher to create a room with different “looks” in different portions of the room, or with differing working arrangements.

Intelligence Preferences.

Intelligence preference refers to the sorts of brain-based predispositions we all have for learning. Two theorist/researchers have proposed ways of thinking about intelligence preferences. Howard Gardner (1993) suggests that we each have varying strengths in combinations of intelligences he calls verbal linguistic, logical mathematical, visual spatial, musical rhythmic, bodily kinesthetic, interpersonal, intrapersonal, and naturalistic—and perhaps existential. Robert Sternberg (1985) suggests that we all have varying strengths in combinations of intelligences he refers to as analytic (schoolhouse intelligence, preference for learning in linear ways often typical of school), practical (contextual intelligence, preference for seeing how and why things work in the world as people actually use them), and creative (problem-solving intelligence, preference for making new connections, innovation). Indications are that when students approach learning in ways that address their intelligence preferences, results are quite positive.

Culture-Influenced Preferences.

Culture affects how we learn, as well. It can influence whether we see time as fixed and rigid or flexible and fluid, whether we are more effusive or reserved in expressing emotions, whether we learn best in a whole-to-part or a part-to-whole approach, whether we prefer to learn material that's contextual and personal or discrete and impersonal, whether we prefer to work with a group or individually, whether we most value creativity or conformity, whether we are more reflective or more impulsive—and many other preferences that can greatly affect learning. Also some learning patterns may differ from one culture to another; there is huge learning variance within every culture.

The goal of the teacher is, therefore, not to suggest that individuals from a particular culture ought to learn in a particular way, but rather to come to understand the great range of learning preferences that will exist in any group of people and to create a classroom flexible enough to invite individuals to work in ways they find most productive.

Gender-Based Preferences.

Gender also influences how we learn. As is the case with culture, there are learning patterns in each gender—but great variance, as well. Whereas more males than females may prefer competitive learning, for example, some males will prefer collaborative learning and some females will prefer competition. Some of the same elements that are influenced by culture can also be influenced by gender (for example, expressiveness versus reserve, group versus individual orientation, analytic versus creative or practical thinking, and so on).

Though there is no single way of ensuring that students get to learn in ways that work best for them, some guidelines are broadly useful in establishing classrooms responsive to a wide range of learning preferences.

◆Remember that some, but not all, of your students share your learning preferences. For example, if you are a highly auditory learner, you may be prone to be an auditory teacher, as well. That's great for kids who learn like you do, but not great for kids with visual or kinesthetic learning preferences. If you were successful in school, you may find analytic and part-to-whole learning a breeze. Some students in your class will like those approaches as well, but students who need more creative, contextual, and whole-to-part approaches may feel like they are working in a fog unless you stretch your own comfort zone and teaching repertoire.

◆Help your students reflect on their own preferences. Give your students a vocabulary of learning-profile options. Let them know you’re offering creative, practical, and analytic learning choices today—or that you’ve intentionally created both competitive and collaborative study formats—or that you're

making a connection between whole-to-part (global, big idea) and part-to-whole (detail) portions of today's lab. Then invite students to talk about which approaches make learning most natural and effective for them. That's also a good opportunity to help students realize that not everyone in the class learns the same way, and that a good teacher works hard to honor many routes to learning, rather than only one.

◆Use both teacher-structured and student-choice avenues to learning-profile differentiation. Sometimes it's really effective for a teacher to think about using several intelligences as ways for students to explore or express ideas. Often, only the teacher can ensure flexible use of time or combination of presentation modes. Even when a teacher does not have time to structure or craft several learning-profile options for a lesson, much can be accomplished by asking students to make their own choices. Students can select modes of expression and decide whether to work alone or with a peer, to sit in a desk or curl up on the floor with a book, to accept inevitable classroom sounds or screen them out by using earplugs or headphones, and so on. When students are partners with teachers in making the learning environment a good fit, more is accomplished with less strain on the teacher.

◆Select a few learning-profile categories for emphasis as you begin. We know a great deal about learning preferences—so much, in fact, that it can seem overwhelming. As you begin to differentiate your instruction in response to a range of learning-profile needs, select a few categories to emphasize in your planning. You may, for example, work with Sternberg's (1985) three intelligences as you create tasks; using both contextual and factual illustrations for your students, you may employ both visual and auditory approaches to sharing information with your students. That's enough to begin. Then, whenever possible, offer your students learning decisions that they can make to further craft the classroom to match their learning needs.

◆Be a student of your students. It's very hard to “get inside someone else's skin.” It's devilishly difficult to see life as someone who experiences the world differently than you do. We particularly fail many students whose cultural background is different from our own. It's essential to watch individuals in your class for learning clues, to talk with them about what works and doesn't work for them, and to invite them to make suggestions or pose alternatives that seem more promising. It's also useful to ask parents to provide insights into what works, or doesn't, when their students learn. If we can expand our vision beyond the parameters of our own private universe, we become more welcoming and effective teachers of children who inevitably inhabit private universes.

“Although it can be helpful for an instructor to know the distribution of learning styles in a class, the point is not to place all students into one or another style category and to teach each student exclusively according to his or her preferred style. Rather, the goal is a balanced teaching style, in all classes at all levels” (Felder & Henriques).

Conclusion.

Effective teachers cannot be satisfied with a minimum competency or level of mastery learning. The “sit, get, spit, and forget” approach to learning, in which students sit at their desks, get the information, spit it back out on the test, and then forget it does not benefit the students. Fostering success for students by becoming self-directed, productive problem solvers and thinkers is a “life's learning” out-come. DI is a philosophy that enables educators to plan strategically in order to reach the needs of the diverse learners in the classroom today. Through differentiation, we give learners the opportunity to learn to their fullest potential.

Differentiated instruction is a process that exists in the planning, execution and assessment levels of being a teacher. It is a complex instructional strategy that requires a lot of considerations and is meant to accommodate all types of learners in the classroom so that students are highly successful in their class. I believe it works because it is inclusive to all students and gives each individual a chance to learn and actually succeed.

Go back now and think about ways your differentiated classroom could improve. Start in small, manageable steps, but start!

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