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ОСОБЛИВОСТІ ОРГАНІЗАЦІЇ ДИФЕРЕНЦІЙОВАНОГО НАВЧАННЯ В ПОЧАТКОВІЙ ШКОЛІ НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ

Анотація. У статті розкрито особливості впровадження диференційованого навчання в освітній процес початкової школи.

Зазначено, що кожна дитина є неповторною індивідуальністю із характерними тільки їй природними задатками, психологічними і фізичними можливостями, різними рівнями адаптації до навчання. Тому необхідно впроваджувати в освітній процес диференційоване навчання, що розглядаємо як спеціально організовану освітню діяльність молодших школярів, у процесі якої за допомогою врахування індивідуальних ознак, добору форм, прийомів і засобів навчання відбувається спрямування на оптимальний інтелектуальний розвиток кожної дитини відповідно до її типологічних особливостей.

Для визначення типізації здобувачів початкової освіти аналізували типи навчальності учнів, використовували рівневе оцінювання навчальних досягнень здобувачів початкової освіти та типологію, розроблену В.О. Сухомлинським про поділ школярів на групи та вибір способів керування їхнім навчальним процесом, використовували спостереження за навчальною діяльністю учнів, діагностичні методики, анкетування, тестові завдання, творчі завдання.

Конкретизовано етапи впровадження диференційованого навчання в освітній процес початкової школи, які відповідають етапам організації уроку і включають перевірку самопідготовки здобувачів початкової освіти, підготовку їх до засвоєння нових знань на уроці, первинну перевірку усвідомлення і розуміння нового матеріалу, закріплення, узагальнення та систематизацію знань, інструктаж щодо виконання завдань із самопідготовки.

Звернено увагу, що диференційоване навчання варто використовувати не тільки на уроках у початкових класах, але й у процесі самопідготовки учнів у домашніх умовах.

Визначено напрями диференціації процесу учіння учнів третього класу Нової української школи.

Дібрано актуальні прийоми для організації диференційованого навчання в третьому класі Нової української школи.

Проаналізовано педагогічні умови ефективного впровадження диференційованого навчання в освітній процес початкової школи.

Ключові слова: здобувачі початкової освіти, типи учнів, диференціація навчання, освітній процес, самопідготовка.

FEATURES OF THE ORGANIZATION OF DIFFERENTIATED EDUCATION IN THE PRIMARY SCHOOL OF THE NEW UKRAINIAN SCHOOL

Abstract. The article reveals the peculiarities of the implementation of differentiated education in the educational process of primary school.

It is noted that each child is a unique individual with unique natural gifts, psychological and physical capabilities, different levels of adaptation to learning. The refore, it is necessary to introduce differentiated learning into the educational process, which we consider as a specially organized educational activity of younger schoolchildren, in the process of which, with the help of taking into account individual characteristics, the selection of forms, techniques and means of learning, there is a direction towards the optimal intellectual development of each child in accordance with his typological characteristics.

In order to determine the typification of primary education students, we analyzed the types of learning abilities of students, used the level assessment of educational achievements of primary education students and the typology developed by V.O. Sukhomlynskyi about the division of schoolchildren into groups and the choice of methods of managing their educational process, and used observation of students' educational activities, diagnostic methods, questionnaires, test tasks, and creative tasks.

The stages of the implementation of differentiated education in the educational process of primary school are specified, which correspond to the stages of lesson organization and include checking the self-training of students of primary education, preparing them to learn new knowledge during the lesson, initial verification of awareness and understanding of new material, consolidation, generalization and systematization knowledge, instruction on self-training tasks.

Attention is drawn to the fact that the use of differentiated education is worthwhile not only during the lessons in primary classes, but also in the process of self-training of students at home.

The directions of differentiation of the learning process of third-grade students of the New Ukrainian School have been determined.



Current techniques for organizing differentiated education in the third grade of the New Ukrainian School have been selected.

Pedagogical conditions for the effective implementation of differentiated education in the educational process of primary school are analyzed.

Keywords: students of primary education, types of students, differentiation of learning, educational process, self-training.

INTRODUCTION

The problem formulation. The development of a modern primary school, which takes place in the conditions of the war with Russia and in the process of implementing the New Ukrainian School, is aimed at the harmonious formation of the child's individuality, his upbringing as a nationally conscious citizen of Ukraine, which involves the creation of educational conditions for the optimal development of each schoolboy and schoolgirl.

The State Standard of Primary Education (2018) states that "The purpose of primary education is the comprehensive development of a child, his talents, abilities, competences and all-round skills in accordance with age and individual psychophysiological characteristics and needs, the formation of values, the development of independence, creativity and curiosity».

One of the ways of organizing school education is the differentiation of learning, that is, the creation of such an educational environment that takes into account the individual characteristics of schoolboys and schoolgirls, their study and the identification of typological groups in order to organize the introduction of various methods, techniques and means of learning into the educational process.

Analysis of recent research and publications. The problem of the organization of the educational process and, in particular, the implementation of the principle of differentiation of education, was studied by Ya.A.Komenskyi, K.D.Ushinskyi, V.O.Sukhomlynskyi, and didactists of the last century V.Bondar, S.Bondar, and V.Onyshchuk.

At the end of the XX - the beginning of the 21st century this problem was investigated by V. Vykrushch, O. Hilbukha, N. Dichek, Ya. Kodlyuk, S. Logachevska, Z. Onyshkiv, O. Savchenko.

Among modern researchers, we can name N. Antonets, M. Hoyanyuk, N. Gupan, T. Kaskevich, O. Kosyakevich, T. Kulish, S. Narolska, O. Nikolaev, O. Sviatchenko, L. Shevchuk and others.

V. Sukhomlynsky repeatedly noted that the main task of the school is "Not to lose a single child". He wrote: "There is no abstract student to whom all the regularities of learning and upbringing can be mechanically applied. There are no uniform prerequisites for academic success for all schoolchildren". "And this means that education should be individualized - both in the content of intellectual work (in the nature of tasks) and in time" (Sukhomlynsky, 1976, p. 437).

We believe that the analysis of the concept of the organization of differentiated education in primary school should be carried out in the following directions: considering it as a basic position (principle) and as a specific organizational form. We agree with L. Prokopiv's opinion, who indicates that differentiation in the educational process at school contributes to solving the following tasks:

- the study of differentiation taking into account the organization of the educational system, namely through the possibilities of opening different types and types of educational institutions;
- differentiation taking into account the content of education, through the introduction into the curriculum of subjects that meet the needs of education, taking into account regional conditions and with in-depth study of relevant academic disciplines;
- the use of differentiation and individualization of the educational process itself (Prokopiv, 2015, p. 38).

We consider it necessary to supplement the definition of this problem with the definition of the influence of school textbooks on differentiated learning.

To specify the meaning of "differentiated learning", let's analyze modern research. In particular, I. Popova (2014) and S. Logachevska (1998), consider differentiated learning to be a skillful and systematic combination of collective and individual forms of work in groups, taking into account the advancement of students' learning.

According to P. Sikorskyi, we understand differentiation as an organized form of lessons, where the composition of classes takes place according to the individual capabilities and characteristics of students and their individual pace of learning (Sikorskyi, 1998, p. 3).

According to T. Kulish, "It is the differentiation of education, as is known, that is an effective means of implementing an individual approach to the organization of educational activities" (Kulish, 2018, p. 1).

A number of authors consider differentiation as a system of education, when every schoolchild has the opportunity to master a certain minimum of general education, which is generally significant and which contributes to ensuring the ability of the child to adapt to constantly changing life conditions, guarantees the right and opportunity to pay attention mainly to those areas that correspond to his inclinations.

According to the researchers, it is worth distinguishing between the concepts of individualization and differentiation of education. Individualization is taking into account the individual characteristics of each student, but differentiation is determined by taking into account the typological characteristics of students.

V. Volodko notes that individualization and differentiation are two sides of a single process that includes preservation, consideration and development of the properties and qualities of each student. They should not be considered separately, because individualization is the basis of differentiation. Knowledge of individual typological



characteristics of students helps to differentiate and group them into high-quality educational activities (Volodko, 1997, p. 10).

In pedagogical science, we encounter the concepts of "individual approach" and "differentiated approach".

An individual approach is a pedagogical principle that involves taking into account the individual educational characteristics of all participants in the educational process (pupils and teachers). It is implemented through the organization of individual perception, understanding, memorization and application of knowledge, development of skills and abilities in group learning conditions. It is the basis for the principle of naturalness, when the feature of the content of education is its accessibility.

Differentiated approach is a special approach for organizing educational work for different groups of primary education students. We define it as:

- purposeful educational activity of teachers, which is carried out in the process of diversifying educational components and is organized both in arbitrary and in specially organized educational conditions (Bilik, Hikolaiva, 2017, p.123);
- a tool that affects the creation of various learning conditions of different schools, classes, groups to account for the educational features of their contingent (Pokhodzhai, Shost, 2016);
- purposeful pedagogical influence on structural or informal groups of students (Yarmachenko, 2001).

This approach not only helps students of primary education to improve their personality, but also lies between the frontal educational activity of the entire team and the individual work of each student. According to O. Vashulenko, a differentiated approach contributes to the creation of comfortable learning conditions, when every schoolchild will feel his success, intellectual capacity (Vashulenko, 2015, p. 14).

Therefore, we define differentiated education as a specially organized educational activity, in the process of which, with the help of taking into account individual characteristics, there is a direction towards the optimal intellectual development of each child and the structuring of the content of the educational material is foreseen, as well as the selection of forms, techniques and means of education in accordance with their typological features (Bratanych O., 2000, p. 50).

The purpose of the article: to determine the main provisions of the organization of differentiated education in the primary classes of the New Ukrainian School.

THE PURPOSE OF THE RESEARCH – проаналізувати загальні методи дослідження стратегій позиціонування провідних університетів Західної Європи.

RESEARCH METHODS

To implement the purpose of the article, we used the following research methods: theoretical analysis of pedagogical literature to determine the state of the researched problem, observation, abstraction, generalization, survey, testing, questionnaire, which contributed to the determination of the peculiarities of the organization of the differentiation of the educational process in primary school.

RESULTS OF THE RESEARCH

It is known that each child is a unique individual with unique natural gifts, psychological and physical capabilities, different levels of adaptation to learning, which contribute to the differentiation of educational material in accordance with the individual characteristics of students and target attitudes.

In order to organize the optimal differentiation of the educational process, we analyzed approaches in psychological and pedagogical studies regarding the typification of education seekers. The research was organized in the 3-A class of the Lyceum No. 3 of the Ivano-Frankivsk City Council (teacher Ludykova T.S.) and in the 3-A class of the Gvizd Lyceum of the Nadvirna District of the Ivano-Frankivsk Region (teacher G.M. Kravchuk).

To determine the typification of primary education students, we used observations of students' educational activities, methods (according to S.M. Martynenko, M.D. Oskolova) (Martynenko, Oskolova, 2014), test tasks that included exercises for choosing the correct answers from the proposed ones and by supplementing sentences with figurative words, creative tasks.

Important significance in the process of differentiation of education is played by the teacher's knowledge of the types of learnability of students, which we consider as an opportunity for students of primary education to achieve defined and projected results in a defined time, which include the following system of factors: erudition, attention, thinking, learning motivation, work capacity, health, age of students, moral qualities, social environment and others. The components of students' learnability include: interest in learning, cognitive activity, attitude and need for learning, and students' ability to work.

Also, when organizing the differentiation of the educational process, it is worth using the typology developed by V.O. Sukhomlynskyi about the division of schoolchildren into groups and the choice of methods of managing their educational process, which is presented in article 5. "Remember that there is not and cannot be an abstract student" from "One Hundred Tips for the Teacher" (Sukhomlynskyi, 1976, p. 438-439).

Just as level-based assessment of the educational achievements of primary education students is introduced in the third grade, it is worth using the Methodological recommendations for evaluating the learning outcomes of students of grades 1-4 of general secondary education institutions (2021) when differentiating, where it is stated that "The level of learning outcomes is recommended to be determined taking into account the dynamics of its achievement and denote by letters: "initial" (I), "average" (A), "sufficient" (S), "high" (H)" (2021, p.4).



Therefore, the analysis of approaches to the typification of students for the purpose of introducing differentiated education made it possible to determine such types of primary education students (see Table 1).

Table 1**Typing primary education recipients for the organization differentiated education**

No n/p	Type of education seekers	Characteristics of the type	Quantity of education seekers in the 3-A class of Lyceum No. 3	Quantity of education seekers in the 3-A class of Hvizd Lyceum
1	The first type	Pupils with positive academic achievements who are able and willing to cooperate with the teacher	5	4
2	The second type	Pupils whom the teacher considers capable or talented. However, they are undisciplined and not always reliable	7	6
3	The third type	Obedient children who are grateful to teachers for every show of sympathy towards them. However, teachers consider them to be incompetent with low academic performance	6	8
4	The fourth type	Problem students	4	4
5	The fifth type	Children who try not to draw the teacher's attention to themselves	2	3

We believe that the following stages should be distinguished when organizing differentiated education in primary school:

1. The stage of checking the self-training of students of primary education.

In the third grade, in order for all students to better summarize the knowledge gained in the lesson, self-training should be differentiated, and therefore its examination should be differentiated.

2. Preparation of students of primary education to learn new knowledge during the lesson. To implement it, the teacher can connect to the work of students 1, 2 groups (highest levels), which repeat the material from previous lessons, update basic knowledge. Later, the teacher can provide students of the 1st and 2nd groups with additional tasks based on alternative textbooks or other sources of knowledge. And continues the frontal survey of students of other groups. Who can receive tasks for independent work after the answers. It is worth introducing individual and individual-group tasks.

Cards for individual work or work in groups are considered appropriate here. You can also use Internet resources: Google Forms, Kahoot!, Plickers, Mentimeter.

3. The stage of assimilation of new knowledge.

This stage depends on the specifics of the discipline, the topic and the students' previously acquired knowledge, developed abilities and skills, educational opportunities, and the complexity of the material. It should be noted that this stage should be divided into several blocks: a block of frontal explanation, a block of group and intergroup work, a block of individual work. Some students can be assigned self-study.

4. The initial check of awareness and understanding of the new material should be organized head-on. Differentiation can be introduced through the system of "address" questions.

5. Consolidation, generalization and systematization of knowledge should be carried out in several stages:

a) implementation of frontal work (for example, students' execution of 1-2 groups of tasks according to the sample on the board);

b) implementation of group or individual work for some children.

At this stage, it is worth introducing differentiation by the number of tasks.

6. Information and instruction on self-training tasks.

We believe that homework for third-grade students should be differentiated in accordance with their individual-typological educational characteristics. As stated in the "Instructional and Methodological Recommendations for Teaching Subjects in General Secondary Education Institutions in the 2023/2024 Academic Year," it is noted that "Tasks for self-training should ensure the differentiation of the educational process, taking into account the age and individual psychophysiological characteristics of the students, their cognitive interests and willingness to independently perform this or that task" (2023, p.5). When choosing tasks, it is worth following the provision that "Along with didactic expediency, tasks for self-training should be interesting and challenging for students, build confidence and responsibility for their own actions, develop creativity and initiative. For the purpose of preparing materials for educational projects, options for tasks for self-training can be familiarization with reference materials in the library, observation and sketching/photographing the results, interviewing parents/friends, etc." (2023, p. 5-6).

It is necessary for the teacher to pay attention to the correct determination of the volume of tasks for self-training, so that children do not feel overloaded.



The analysis of scientific-pedagogical and methodical sources, the experience of primary school teachers contributed to the determination of the following directions of differentiation of the learning process of third-grade students of NUS:

- 1) differentiation of educational material and the degree of its perception, assimilation, taking into account the complexity of the tasks;
- 2) differentiation of educational material and the degree of its perception, assimilation, taking into account the level of independence of students;
- 3) differentiation of educational material according to the degree of supplementing the main content with additional tasks;
- 4) focus on systematic, consistent development of thinking of students of primary education, their attention, imagination, creativity;
- 5) phasing in the differentiation of the content of the educational material in the lessons in the third grade;
- 6) differentiation of the content and methods of performing tasks for self-training.

To organize the educational process in primary school, it is worth using differentiated tasks, which are divided by the degree of independence and differentiated tasks by the degree of complexity of the tasks.

When organizing differentiated education in the third grade of NUS, the following teaching methods are appropriate:

1. Organization of differentiated training according to the degree of difficulty of tasks. It is worth using tasks that require generalization and conclusions of different "depth", designed for different levels of theoretical substantiation of concepts, topics, provisions, can be reproductive or creative in nature.

2. The use of tasks whose content is the same for the whole class, but with certain conditions for "strong" students. For which the time to complete the task may be reduced, the scope of the task may be increased, or the method of its completion may be complicated.

3. Implementation of an individual approach using instruction, an algorithm, a scheme, a solution plan, differentiated cards, where there is a specification of the problem using a picture or a short note, the beginning of the solution or a sample solution.

The definition of pedagogical conditions for the effective implementation of differentiated education, as shown by the analysis of scientific works and the practical experience of primary school teachers, includes:

1. Systematic application of non-printing differentiated learning in elementary school lessons.
2. Prospective analysis and planning of the place and time of implementation.
3. Use of differentiated tasks in individual, individual-group and group work.
4. Prediction of possible difficulties in the implementation process.
5. Mandatory check of completed tasks, self-check, mutual check.
6. Introduction of differentiated tasks that would create the same conditions for all students of primary education.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The main goal of modern primary education is the development of intellectual, creative, self-sufficient individuals. In order to realize the goal, it is necessary to introduce differentiated learning into the educational process of primary school. It is especially important to determine the specifics of its use in wartime. We will continue our research in this direction.

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