

## FORMATION OF CHILDREN'S ABILITIES IN PRESCHOOL EDUCATION BASED ON DIFFERENTIAL AND INTEGRATIVE APPROACHES

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### Abstract

This article highlights the issues of developing children's abilities in the preschool education system through the application of differential and integrative approaches. The study analyzes the pedagogical significance of organizing the educational process by taking into account the individual, personal, and psychophysiological characteristics of preschool children. The differential approach enables the creation of educational conditions that correspond to children's interests, inclinations, and abilities. Meanwhile, the integrative approach provides opportunities to develop modern thinking, creativity, and cognitive activity by harmonizing various types of activities.

**Keywords:** Preschool education, differential approach, integrative approach, differentiated instruction, individual approach, children's abilities, psychophysiological characteristics, learner-centered education, developmental indicators, educational effectiveness.

### Introduction

#### ФОРМИРОВАНИЕ СПОСОБНОСТЕЙ ДЕТЕЙ НА ОСНОВЕ ДИФФЕРЕНЦИРОВАННОГО И ИНТЕГРАТИВНОГО ПОДХОДА В СИСТЕМЕ ДОШКОЛЬНОГО ОБРАЗОВАНИЯ

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### Аннотация:

В данной статье рассматриваются вопросы развития способностей детей на основе применения дифференцированного и интегративного подходов в системе дошкольного образования. Анализируется педагогическая значимость организации образовательного процесса с учетом индивидуальных, личностных и психофизиологических характеристик детей дошкольного возраста. Дифференцированный подход открывает возможности для создания

образовательных условий, соответствующих интересам, склонностям и способностям детей, а интегративный подход – возможности для развития современного мышления, творчества и познавательной деятельности на основе сочетания различных видов деятельности.

**Ключевые слова:** Дошкольное образование, дифференцированный подход, интегративный подход, дифференцированное образование, индивидуальный подход, способности детей, психофизиологические характеристики, личностно-ориентированное образование, показатели развития, эффективность образования.

The application of differentiated and individualized approaches in the preschool education process, along with consideration of a child's psychological characteristics, is reflected in the dynamics of developmental indicators of preschool-aged children. The variability of individual, personal, and psychophysiological characteristics in preschool institutions creates a need for differentiation as a key feature of the educational process. To develop a conscious attitude toward the surrounding world, various abilities, and modern thinking in preschool children, an integrative approach to preschool education is essential.

The issue of a differentiated approach to education has a long history in both national and international pedagogy. In psychological and pedagogical literature, differentiation is understood as an educational system in which each child is provided with guaranteed opportunities based on their inclinations, interests, and abilities, allowing them to prioritize areas that best suit them.

The concept of differentiated education is widely used in modern pedagogical literature, often expressed through terms such as “differentiated instruction,” “differentiated approach,” “distinction,” “individualization of education,” and “personalized approach.” According to the pedagogical encyclopedia, differentiated education is defined as instruction that takes into account learners' age and individual characteristics.

The main objectives of differentiated education include:

- providing each child with instruction appropriate to their level of ability;
- adapting education to the characteristics of different groups.

In the process of differentiated education, various methods, techniques, forms of instruction, and specialized didactic materials are used, enabling children to develop according to their capabilities.

The term “differential” originates from the Latin word *differentia*, meaning division of a whole into parts, forms, or stages, i.e., differentiation. Scholars have provided various definitions of the concept of “differentiation.”

Analysis of research shows that differentiated education is a комплекс of organizational, managerial, and legal aspects of the educational system. When discussing a differentiated approach, it refers to the technology of individualized instruction that helps determine

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learners' ability levels, professional orientation, and ensures the maximum development of each individual at all stages of education.

In our republic, certain aspects of differentiated education have been studied. For example, teaching methods and differentiated instruction have been examined as a factor in forming the general professional competence of future specialists (Sh. Mamarajabov). A differentiated approach implies treating learners with consideration of their basic culture, abilities, and educational direction, organizing the learning process based on the leading characteristics of a group of students, and applying a differentiated attitude toward the child's personality.

Differentiated education involves not only an individual approach to learners but also organizing instruction through various teaching methods and forms of work (frontal, group-based, interactive, and individual), as well as differentiating the pace of learning and other elements.

In preschool education, the main form of instruction is activity (both traditional and non-traditional). Within a differentiated approach, the teacher studies, analyzes, and classifies various characteristics of the individual and how they manifest in learners, identifying the most common and typical features specific to a group.

One of the most widespread methods of differentiated education is assigning tasks of varying levels of complexity to learners. In addition, tasks differ in terms of independence, level of creativity, volume of учебного материала, and the nature of assistance provided to students.

Today, differentiated education is widely recognized worldwide as an effective means of teaching.

In preschool educational institutions, it is advisable to begin addressing the problem of developing leadership skills in children with those whose developmental indicators across various domains are low. Underachievement in developmental areas refers to a low dynamic in completing tasks across one or several types of activities, which is diagnosed based on monitoring results. There are different approaches to classifying the causes of underachievement.

Underachievement may be episodic (when control weakens) or partial; it may be average in certain or key developmental areas (for example, a child's low ability in a specific type of activity, lack of interest, conflicts with the educator, etc.), or it may be long-term, characterized by general and deep delays in educational activities.

In both cases, overcoming underachievement is individualized, starting with assistance in eliminating difficulties in mastering the material and filling knowledge gaps. Effective results depend on accurately diagnosing the causes of the phenomenon, interpreting them correctly, and conducting systematic work with patience. Such outcomes can be achieved through the practical implementation of differentiated education.

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In preschool settings, work with children who have difficulties in mastering material compared to their peers should begin with diagnosing their cognitive abilities (through observation, interviews, testing, analysis of learning outcomes, and other methods).

In general, eliminating gaps in knowledge and skills is achieved through completing individual tasks, selecting additional materials, specifying learning assignments, demonstrating methods for preventing errors, jointly completing model tasks, and предупреждение возможных трудностей.

An important direction in overcoming learning difficulties among preschool children is improving the instructional competence of educators in organizing the educational process.

The effectiveness of this process depends on educators' psychological and pedagogical readiness for professional activity, as well as their confidence in the child's motivation and the child's active engagement in learning the material.

The purpose of a differentiated approach, using group, individual, and other forms of work, is to recognize each child's aspirations and capabilities. At the same time, psychologists and educators strive to find the optimal combination of differentiated and individualized forms of instruction to ensure that every child is meaningfully engaged during activities. In this context, the formation of leadership qualities in preschool children based on a differentiated approach is considered a relevant pedagogical issue, and it is advisable to systematically organize practical efforts aimed at solving this problem.

In preschool education, the implementation of differentiated instruction requires taking into account children's age and individual characteristics—such as temperament, interests, abilities, inclinations, and intellectual development—in order to develop memory, perception, thinking, speech, and other aspects.

Applying the principle of a differentiated approach in practice requires attention not only to children who experience learning difficulties but also to those with a high level of intellectual development, i.e., gifted learners.

A differentiated approach in preschool education creates conditions for the comprehensive development of all children. At the same time, it enables the identification of individual abilities and talents among learners.

In the modern educational environment of preschool institutions, differentiated processes objectively exist. This can be observed in development centers organized based on state requirements for early and preschool-aged children, as well as in the creation of a developmental environment that takes into account children's age-specific characteristics and needs.

Collecting information about each child's strengths and weaknesses, interests, and needs allows educators to determine an individual learning trajectory. This, in turn, provides opportunities to implement learner-centered and variable approaches in education and ensures effective individualization. A learner-centered approach considers the child's age

characteristics, abilities, interests, needs, prior experience, and family cultural background before entering preschool, thereby facilitating the achievement of educational goals.

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