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METHODOLOGY OF AN INDIVIDUAL AND DIFFERENTIATED APPROACH TO IMPROVING BASE COMPETENCIES.

Abstract: This article reflects on the methods of applying modern methods of study to the science of physics.

Keywords: teaching physics, individual approach, atmosphere of success, differentiation, distance learning.

As you know, the lesson is the main form of teaching physics. The main goals of teaching physics: educational, educational, developmental goals are all implemented, mainly in the lesson, and students are given base competence. Since the teacher works with all students during the course of the lesson, he acts according to the student with average knowledge. Such an approach to all students can bore good learners, but, on the contrary, cause certain difficulties in those who master lower. Therefore, the teacher is faced with the task of taking into account the individual characteristics of the students, the possibilities of knowledge.

Taking into account the predisposition, ability, interest, memory and thinking characteristics of students, it assumes the need for an individual approach to each student, that is, the application of an individual and differentiated approach method to students during the course of the lesson. From a specific course, it is not advisable to teach students the same without taking into account their interests and abilities. In this case, when a more capable student begins to lose interest in reading, those with less knowledge will have serious difficulties in understanding

and mastering the educational material. In this case, the quality and effectiveness of the lesson may decrease.

Pedagogical scientists recommend that the following be taken into account in the implementation of the unified education of the individual by the teacher:

1. To look at each student as a great person, respect him, understand him, accept him, trust him.
2. It is necessary to create such an atmosphere of education in which the student feels that he is a person, to feel the attention to himself.
3. Not to spend a taizik and not exaggerate its disadvantage; not to master knowledge, to identify the reasons for its poor behavior and to eliminate them in such a way that it does not harm the student's personality.
4. Organizing an "atmosphere of success" in education, helping the student to succeed in his studies, gaining confidence in his own strength and talent.

To mean to the student that each of those around him is a person like himself, in which he develops a sense of involvement in the team. Teaching based on student opportunities. Many of the teachers claim that the different levels of student empowerment in their groups make them a problem in teaching. Such groups are described as follows. Some students progress the lesson easily, answering questions and performing well when tested. Other students will find it difficult to stay behind and understand, and the test results will be bad. Some students can work cooperatively, sitting in the classroom with interest; at the same time, other students go unnoticed in the classroom. Teachers worry that they cannot motivate students who master well in time and cannot help those who are left behind.

Students, being the same age, can master to different degrees, behave differently. The reasons for this are different, in particular, the faster physiological development of girls in relation to boys, manifested in the effectiveness of Education. Each educator must also take into account the psychological characteristics of students in the educational process, and, if necessary, draw up a work plan accordingly.

Methods of an individual approach to students. It is known that when the student is approached individually, the effect of training is high. Below are the methods of individual approach to students by teachers.

Method 1. Work in pairs. A strong student can be formed in pairs with a strong one, a low student with a similar student, or by grouping strong and loose students together. You should not be surprised by the friendship that arises in this. In this case, it will be necessary to pay attention to the relationship between children of different abilities in the group.

Method 2. Work in small groups. Groups can be the same or to different degrees. If the groups are working on the sum of the data, they are divided into two groups, each of which is given a different piece of information and worked together.

Method 3. Differentiation of tasks. This method consists in developing different tasks for students with different levels of mastery. For example, two types of questions can be drawn up on one topic. All students will work on the first type of questions, while strong students will also have to work on the second type of questions. From easy to difficult, complex questions can be written on the board.

Method 4. Additional work or task. Students are given different levels of homework. It is also possible to give students who master sluggishly an additional task in order to strengthen the topic mentioned in the lesson. Strong students are given additional tasks that require a digan, creative approach-to expand their knowledge, skills and qualifications.

Method 5. To name the students. The students ' attention can be drawn to the class through the method of asking questions by naming them. For example, if "what is the answer to the question number three?", which remains an open question. Before asking, it will be necessary to think about whether the student will be able to answer the question or not. It is necessary to avoid embarrassing students. It is better to ask strong students the answer to a more difficult question and easier questions from others. It is advisable to ask a question first and then say the student's name. Then everyone listens to the question

Method 6. Small group training. If some children in the group need help, it is necessary to try to educate them in a small group while the group is engaged in some written work.

Method 7. Further education groups. In some countries of the world, higher education institutions have established additional education groups for students with low after-class aptitude. These groups are staffed by teachers or students of higher audiences.

Method 8. Mentoring programs. Some countries around the world have Mentoring programs to help struggling students. In conclusion, it is possible to successfully formulate competencies by organizing the educational process, giving students the opportunity to gain experiences that require the involvement of different types of intelligence, using various manifestations of visual aids and didactic means, taking into account the categories of information reception of students in the course of the lesson. Technologies based on the activation of students are also type-Lich, which one of them is used as an example of the skill of an educator according to the purpose of the lesson, educational curriculum.

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