



| Research Article



Technology of Using Differentiated Tasks in Native Language Literacy Lessons

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Abstract: The article discusses the theoretical foundations of the use of differentiated tasks in primary school native language literacy classes, their design criteria, and practical application technology. Tasks designed taking into account the individual capabilities, level of knowledge, and needs of students are justified as an effective tool for developing literacy competencies.

Keywords: primary education, reading literacy, literacy, differentiated education, individual approach, task, primary school, methodology.



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A student-centered approach is one of the main principles of the modern education system. It is especially important to take into account the individual differences of students in primary school native language literacy classes. In this regard, the technology of using differentiated tasks plays an important role in unlocking the potential of each child, consciously mastering knowledge and developing literacy competencies.

Science and education always develop together and in change. The attention paid by our government to the further development of the education system, the implementation of modern methods and technologies based on in-depth study of the experience of foreign countries is becoming very great. It is no exaggeration to say that the introduction of innovative and pedagogical technologies into the education sector of our country has become a turning point in education. Innovative technologies and methods are the main direction of the activities of the main manager - the teacher, and the managed - the student in this educational process, and in this process they require independence and creativity from both the teacher and the student.

Nowadays, innovative technologies and methods used in the education system are of great importance in helping students reach high levels of knowledge, develop their thinking, and have their own personal and independent views. Every teacher must thoroughly study and research every element of innovative pedagogical technologies used in the lesson before teaching. A teacher, that is, a child guide, should not only give a child ready-made ideas, but also expand his thinking, teach him to find tools that allow him to explore the world. We have been working in a traditional way for several times. True, in this system, children were also given education, and students' knowledge, skills and qualifications were formed.

Differential tasks are learning tasks that are designed to suit the level of knowledge, abilities, pace and needs of students. Through them, strong students develop with in-depth tasks, average students strengthen basic competencies, and weak students fill gaps in knowledge with the help of supporting exercises.

Differential education involves the organization of the educational process taking into account the individual psychological and cognitive characteristics of students. In scientific sources, the differential approach is interpreted as a system of pedagogical influence adapted to the level of knowledge, pace of learning, interest and independent work skills of students. In native language literacy lessons, differential education serves to solve the following tasks: gradually developing the level of literacy of students, identifying individual causes of spelling errors, activating the speech activity of each student, increasing learning motivation.

The differential approach, based on the concept of the "zone of proximal development" in Vygotsky's teaching, serves to reduce the gap between the real and potential capabilities of students.

The differential tasks used in literacy lessons are divided into the following groups according to the content and complexity of their implementation:

1. Differential tasks by level of knowledge
2. Differential tasks by nature of activity
3. Result-oriented differential tasks

The first type of tasks is developed on the basis of the same topic, but their level of complexity varies. For example: basic level tasks are aimed at recognizing spelling rules, medium level tasks require practical application of the rule, and high level tasks involve creative thinking and independent analysis.

The second type of tasks serves to activate the cognitive activity of students and has a reproductive, partly research and creative nature.

The third type of tasks allows you to express the literacy result in various forms: written exercises, text analysis, independent statements, graphic organizers and test tasks. The technology of using differential tasks requires a systematic and step-by-step approach.

1. Diagnostic stage

At this stage, the level of literacy of students, types of spelling errors and the state of speech development are determined. The results of the diagnostics serve as the basis for designing differential tasks.

2. Design stage

The teacher develops tasks at different levels within the literacy topic. Tasks should be goal-oriented, have clear instructions and be provided with assessment criteria.

3. Practical application stage

The tasks are completed individually, in pairs and in small groups. The teacher acts as an advisor and guide.

4. Analysis and reflection stage

At this stage, students' work is analyzed, individual work is carried out on spelling errors, and self-assessment skills are formed.

The effectiveness of literacy lessons organized on the basis of differential tasks increases. According to the results, the number of spelling errors has significantly decreased, students'

independent work skills have developed, and interest and activity in the lesson process have increased.

This confirms that differential tasks are an effective pedagogical tool for improving literacy.

We will answer the question of how differential tasks are reflected in textbooks.

Find 5 words from the text in the textbook and divide them into syllables.

Compose 3 simple sentences based on the picture.

Find the main idea in the text.

Compose a small text of 4–5 sentences based on the text.

Give the text a title and explain why you chose it that way.

Write a continuation story based on the text (7–8 sentences). Giving such tasks serves to increase the student's level of knowledge, ability to work independently, critical thinking, and creative activity. If such tasks are not given in the exercises in the textbook, the teacher can give such tasks in an additional way.

The technology of using differentiated tasks in native language literacy lessons serves to improve the quality and efficiency of the educational process. This technology allows you to form and develop literacy, taking into account the individual capabilities of students. The technology of using differentiated tasks in native language literacy lessons serves to reveal the individual capabilities of each student. This approach is an important methodological tool for the effective formation of literacy competencies and increases the quality of primary education.

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