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## **THE CONCEPT OF DIFFERENTIATED TRAINING AS A PEDAGOGICAL SYSTEM**

Key words: educational process, differentiation models, heterogeneous group, selection, learning strategy.

**Introduction.** Modern state policy in the field of education is determined by the dynamically developing market economy and the increased requirements of society to the level of training of a qualified specialist. In this regard, the priority task of higher professional education is the preparation of a competitive, competent employee, who works at the level of world standards. To solve this problem, nowadays, the search for ways of restructuring the educational process at the university is being actively pursued in order to optimize it and increase efficiency, including through the differentiation of education. In recent years, extensive experimental material has been accumulated on the introduction of differentiated training in the practice of universities. There is a need to summarize this experience in order to determine the most effective types of differentiation models for organizing the educational process in higher education.

The problem of differentiated training was the focus of many prominent psychologists and educators who made a fundamental contribution to its development (G.K. Selevko, I. E. Unt, L.M. Friedman and others). However, the available monographs and articles are mainly devoted to the organization of differentiated training in secondary school, but from our point of view, the problem of applying differentiation in higher education is not sufficiently developed (Beloshytskyi & Dushkin, 2004).

**Methods.** During the research, the following theoretical methods were used (analysis and synthesis of philosophical, psychological, educational, methodical literature on the research problem), empirical (pedagogical observation, testing, questioning, ranking, survey, pedagogical experiment), mathematical and statistical methods of experimental data processing.

**Results and discussion.** The study showed that the traditional system of organization of the educational process reduces the effectiveness of training, since within the framework of this system it is difficult to take into account the individual characteristics of the person, which is carried out only at the level of internal

differentiation during training sessions in a single (heterogeneous) group (Borisova & Grebnev, 2003).

The study identified the following pedagogical conditions that ensure the successful implementation of differentiated training: the introduction of training programs that involve three levels of learning material, characterized by varying content and different intensity of training; use of alternative forms of current and final control of acquired knowledge; synchronization of the educational material passing through the level groups; optimal selection of the educational-methodical set of the level character (Borisova & Grebnev, 2003).

**Conclusion.** The analysis of psychological and pedagogical literature showed that the need for differentiation of education is not in doubt with scientists and teachers. This problem in the conditions of modernity is of primary importance and is one of the most important elements of the new pedagogical thinking. The actual task at the moment is the selection and testing of the most optimal types and models of differentiation in order to increase the efficiency of the educational process.

With differentiated training, the leading function of a modern university teacher changes significantly. His task is not so much to plan a single and common for all development line, but rather to help everyone differentially in shaping their own learning strategy, based on their cognitive experience, individual characteristics and abilities. This approach contributes to self-development and self-improvement, provides a focused transition of the student from the object of the educational process to the subject.

#### References:

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