DIFFERENTIATED EDUCATION IN PRIMARY SCHOOL AGE: THE HARMONY OF INTELLECTUAL AND PSYCHOLOGICAL FACTORS

Usmanov Esanbay Shirmatovich

Acting Associate Professor, Candidate of Psychological Sciences Department of Pedagogy and Psychology, Angren University

Abstract: *This article discusses the harmony of intellectual and psychological factors in differentiated education at the primary school age.*

Keywords: *intellectual and psychological characteristics, assessment and encouragement system, mental development, differentiated education, game-based learning methods, modular teaching, psychology of primary school children.*

One of the main tasks of modern schools is to assist pupils in fully demonstrating their abilities, developing their initiative, independence, and creativity. The educational process of primary school students has specific intellectual and psychological features. Their cognitive activity, ability to concentrate, memory, and speech development level differ from one another. Therefore, teaching them in a unified manner may reduce the effectiveness of learning outcomes. The distinctive psychological traits of children in this period, their emotional and cognitive development, directly influence the quality of education. Thus, it becomes necessary to apply effective teaching methods that take into account the individual needs of students. One of the most effective ways to address this issue is differentiated education, which requires the development of teaching strategies that match each learner's abilities and needs.

Primary school students stand out with their unique psychological state and cognitive processes. Their learning is influenced by the following factors:

1.1. Intellectual characteristics

• Instability of attention – young children cannot focus on one point for a long time. Therefore, interactive methods should be used in lessons.

• Memory process – pupils remember material better through imagery and associative connections.

• Formation of creative thinking – children at this age prefer expressing their ideas through drawing, storytelling, and dramatization.

1.2. Psychological characteristics

• Need for play activities – children have a strong inclination to learn through games.

• Motivation and participation – praise and encouragement greatly influence their learning activity.

• Need for teamwork – pupils achieve better results when working in groups.

2. The necessity of differentiated education

Differentiated education is a method of teaching that takes into account students' individual characteristics, knowledge levels, and abilities. It is based on the following principles:

- Differentiation by knowledge level – grouping students according to their academic performance and assigning appropriate tasks.
- Differentiation by learning style – applying different approaches to visual (learning by seeing), auditory (learning by hearing), and kinesthetic (learning by doing) learners.
- Differentiation by interest and motivation – providing individual tasks that align with pupils' interests.

3. Ways of implementing differentiated education

3.1. Differentiation of teaching methods

Taking into account pupils' cognitive features, the following methods are recommended:

- Game-based learning methods – to maintain attention and enhance motivation in young learners.
- Modular teaching – allows each pupil to master the material at their own pace.
- Problem-based learning – effective for developing independent thinking skills.

3.2. Assessment and encouragement system

The assessment system should also be differentiated and may include the following elements:

- Encouraging assessment – introducing a system of rewards beyond grades (stickers, certificates, personal achievement journals).
- Diagnostic tests – to regularly monitor each pupil's development.
- Self-assessment – to foster independent thinking.

4. Practical recommendations and sample lesson application

To effectively organize differentiated education, the following recommendations can be applied:

- Use multimedia tools in lessons – audiovisual materials are highly effective for young learners.
- Consider pupils' psychological state – apply an individualized approach during lessons.
- Provide differentiated tasks – design assignments suitable for pupils with different knowledge levels.

Differentiated education is of great importance for primary school students as it helps organize the learning process by taking into account their individual needs. Differentiating the educational process with regard to intellectual and psychological characteristics increases students' motivation, develops independent thinking and creativity. Widespread implementation of this method will enhance pupils' knowledge, speech development, and interest in learning. Therefore, the differentiated approach should have a special place in the primary education system.

Today, organizing education in a differentiated manner that considers the intellectual and psychological characteristics of primary school students within the general education

system of our country provides a solid foundation for nurturing the younger generation—our future builders—as well-rounded, intellectually mature, and capable individuals. As our esteemed President Sh.M. Mirziyoyev emphasized: "An educated generation is the foundation of a great future; entrepreneurship ensures the prosperity of the people; and friendly cooperation is the guarantee of progress."

REFERENCES:

1. Mirziyoyev, Sh.M. New Uzbekistan Strategy. 2021.
2. Boboeva, Z.M. Features of the Development of Logical Thinking in Primary School Children. Tashkent, 2022.
3. Education Oriented Towards the Development of the Learner's Personality, Module II. Tashkent, 2013.
4. Davletshin, M.G. Psychological Foundations of Education. Tashkent: O'qituvchi, 1998.
5. Toshboltaeva, N. (2022). "The Development of Personality in the Growth of Cognitive Processes." Journal of Innovations in Scientific and Educational Research, Vol. 2, Issue 13.
6. www.pedagog.uz