



## METHODOLOGICAL BASIS OF DIFFERENTIATION OF LEARNING IN LITERATURE CLASSES

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### Abstract

The article discusses the methodological principles of differentiation of teaching in literature classes, which are based on an individual approach to each student and taking into account his individual abilities, needs and interests.

**Keywords:** differentiated learning, individual characteristics, abilities.

### Introduction

The methodological basis for differentiating learning in literature classes includes a number of approaches and strategies that allow the teacher to adapt the educational material to the individual needs and abilities of each student. Some of the main methods for differentiating instruction in literature classes include:

- taking into account the level of preparation: taking into account the level of knowledge and skills of each student when planning classes and choosing material for study;
- work in small groups: dividing students into small groups depending on their needs and abilities to conduct more individualized lessons;
- use of various educational materials: provision of educational materials of different levels of complexity and volume for students with different levels of training;
- use of a variety of teaching methods: adapting teaching methods (lectures, discussions, projects, creative works, etc.) to the needs and interests of students;
- multi-level tasks that allow each student to work at their own level and develop their abilities;
- individual work with students: providing individual support and assistance to those students who need it, as well as allocating time for individual consultations and working on mistakes;
- feedback and assessment: providing constructive feedback to each student and assessing their progress and achievements, taking into account individual characteristics.

Differentiation of learning in literature classes helps create a more comfortable and productive educational environment where every student can achieve their potential and develop successfully.





Modern researchers recognize differentiation of teaching as a promising direction for the development of methods of teaching literature. V.F. Chertov [1, 4] notes the importance of including differentiation of teaching among the current problems of teaching literature in the classroom. He emphasizes that improving the quality of teaching literature requires abandoning excessive ideologization, as well as strengthening the impact of the moral, aesthetic and emotional aspects of literary works on students. This also involves establishing connections between educational material on literature at various stages of the educational process, nurturing students' self-awareness and independence, developing reader perception and interest in reading literature, as well as cultivating imagination and a sense of beauty. The main goal is to develop a creative and individual approach to the study of literature, rather than a standardized one. Experience in teaching literature shows that the effectiveness of solving these problems directly depends on the use of a differentiated approach to teaching.

At the end of the 18th century, the formation of methods for teaching literature as a scientific discipline took place. During this period, problems arose that influenced modern concepts of differentiation of instruction. For example, R. S. Nemov [2, 16] in his article "On Aesthetic Education" emphasized the importance of principles based on the use of students' personal experience and the development of their creative abilities. In the 40s and 50s of the 19th century, literary conversations became a common form of education, as they helped to take into account the individual characteristics of students and prepared them for university studies, developing independent work skills. E. V. Bondarevskaya [3, 23] noted that the teaching method should take into account not only the content of science, but also the psychological characteristics of students and their level of development. He proposed a departure from the historical-dogmatic method, in which the student receives ready-made information, and a transition to a heuristic, heuristic method, where the student is encouraged to independently search for knowledge.

In his study of the problems of literary development of students, V. G. Marantsman [4, 9] follows the most consistent approach. He believes that the key task of literary text analysis is to raise the reader's impression to an understanding of the objective meaning of the work. He studies the specifics of students' perception of various literary genres, relying on the concepts of outstanding art theorists of the past, such as Aristotle, Boileau, Lessing, Hegel and Belinsky. The scientist pays special attention to the final lessons in the analysis of the work, since they are the key to the formation of the "secondary" perception that arises as a result of the analysis. In these classes, it is



especially important to create a sense of the inexhaustibility of the work, which can be motivated by the problematic situation that arises at the end of the analysis.

Differentiation of learning in literature classes is based on creating individual approaches to each student, taking into account their level of knowledge, abilities, hobbies and needs. The methodological basis for differentiating instruction in the literary process includes the use of various audiovisual materials, multi-level assignments, interactive teaching methods, differentiated reading materials, the provision of individual consultations, and the use of formative assessment. It is important to create a friendly learning environment where each student can develop and explore literature according to their own interests and needs.

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