

20-Yanvar, 2026-yil

**"DIFFERENTIATED LEARNING. A PATHWAY TO PERSONALIZED
EDUCATION"**

English teacher at Abdulla Oripov Creative School

Norkobilova Shahnoza Burievna

Annotation: *This article analyzes the theoretical and methodological foundations of differentiated and personalized learning approaches in the modern education system and the possibilities of their application in a practical educational environment. The study covers the issues of taking into account individual learning needs, the formation of adapted learning paths, and increasing student activity in the educational process. Based on scientific sources and empirical research, it is argued that differentiated learning is an important stage in the transition to personalized learning. The results show that flexible methods, individual assessment, and integration with digital technologies serve to improve the quality of education, develop students' independent thinking, and develop lifelong learning skills.*

Keywords: *differentiated learning, personalized learning, individual learning paths, educational needs, adapted learning, practical educational environment, student activity, digital educational technologies, reflection, quality of education*

"TABASSUSLANGAN TA'LIM. SHAXSIY TA'LIMGA YO'L"

Abdulla Oripov nomidagi ijod maktabining ingliz tili fani o'qituvchisi

Norqobilova Shahnoza Bo'riyevna

Annotatsiya: *Mazkur maqolada zamonaviy ta'lim tizimida tabaqalashtirilgan va shaxsiylashtirilgan ta'lim yondashuvlarining nazariy-metodologik asoslari hamda ularning amaliy ta'lim muhitida qo'llanish imkoniyatlari tahlil qilinadi. Tadqiqotda individual o'quv ehtiyojlarini hisobga olish, moslashtirilgan o'quv yo'llarini shakllantirish va ta'lim jarayonida o'quvchi faolligini oshirish masalalari yoritilgan. Ilmiy manbalar va empirik tadqiqotlar asosida tabaqalashtirilgan ta'lim shaxsiylashtirilgan ta'limga o'tishning muhim bosqichi ekani asoslab beriladi. Natijalar shuni ko'rsatadiki, moslashuvchan metodlar, individual baholash va raqamli texnologiyalar bilan integratsiya ta'lim sifatini oshirish, o'quvchilarning mustaqil fikrlashi hamda umrbod ta'lim ko'nikmalarini rivojlantirishga xizmat qiladi.*

Kalit so'zlar: *tabaqalashtirilgan ta'lim, shaxsiylashtirilgan ta'lim, individual o'quv yo'llari, ta'lim ehtiyojlari, moslashtirilgan o'qitish, amaliy ta'lim muhiti, o'quvchi faolligi, raqamli ta'lim texnologiyalari, refleksiya, ta'lim sifati*

Преподаватель английского языка в Творческой школе имени Абдуллы Орипова
Норкобилова Шахноза Бориевна

Аннотация: В данной статье анализируются теоретические и методологические основы дифференцированного и персонализированного подхода к обучению в современной системе образования и возможности его применения в практической образовательной среде. Рассматриваются вопросы учета индивидуальных потребностей в обучении, формирования адаптированных учебных траекторий и повышения активности учащихся в образовательном процессе. На основе научных источников и эмпирических исследований утверждается, что дифференцированное обучение является важным этапом перехода к персонализированному обучению. Результаты показывают, что гибкие методы, индивидуальная оценка и интеграция с цифровыми технологиями способствуют повышению качества образования, развитию самостоятельного мышления учащихся и формированию навыков обучения на протяжении всей жизни.

Ключевые слова: дифференцированное обучение, персонализированное обучение, индивидуальные учебные траектории, образовательные потребности, адаптированное обучение, практическая образовательная среда, активность учащихся, цифровые образовательные технологии, рефлексия, качество образования

In recent years, attention to personalized learning has gained significant momentum in educational research and practice. Traditional one-size-fits-all approaches to meeting the diverse learning needs of students are increasingly seen as inadequate. The shift to personalized learning, which tailors the learning experience to each student's unique profile, is seen as a promising solution to this problem. This trend is driven by growing recognition of the benefits of customization in education, including increased student engagement, improved learning outcomes, and the development of lifelong learning skills. Personalized learning pathways are learning trajectories that are tailored to the individual needs, interests, and abilities of students. These pathways involve a customized combination of learning activities, resources, and assessments that are tailored to each student's unique characteristics. The development and implementation of these pathways require a deep understanding of educational theories and applied methodologies.

Experiential learning environments play a critical role in effectively shaping individual learning paths. Such environments include hands-on, experiential settings such as laboratories, workshops, fieldwork, and simulations that provide students with opportunities to apply their knowledge in real-world contexts. These settings not only facilitate active learning, but also help develop critical thinking, problem-solving, and self-management

skills. This article explores the methodologies, benefits, and challenges associated with creating individualized learning paths in experiential learning environments. Combining theoretical foundations with empirical data, this study aims to provide a comprehensive understanding of how experiential learning settings can be optimized to support personalized learning trajectories. By examining existing practices and innovative strategies in detail, this study seeks to contribute to the ongoing discourse on personalized learning and its potential to transform contemporary educational experiences.

In the modern education system, the issue of taking into account the individual needs, abilities and learning rates of learners is considered an important methodological problem. In this regard, differentiated and personalized educational approaches are being widely studied in pedagogical theory and practice. The concept of differentiated education was first formed in the second half of the 20th century on the basis of psychological and pedagogical research. The “mastery-oriented education” model proposed by Bloom (1956) scientifically substantiated the need to organize education adapted to the individual capabilities of students. This model is recognized as the theoretical foundation of the ideas of differentiation. Tomlinson (2001, 2014) interprets differentiated education as the process of adapting the content, process, outcome and learning environment to the needs of students. According to his research, differentiation should be based on the interests, level of preparation and learning style of students. This approach is an important methodological tool for the transition to personalized education. The concept of personalized education is aimed at strengthening the role of the student as an active subject in the educational process. In OECD (2018) reports, personalized education is interpreted in connection with the creation of individual learning paths, encouraging independent decision-making by the student, and the organization of a flexible learning environment using digital technologies. Empirical research by Pane et al. (2015) shows that education organized on the basis of a differentiated approach serves as an effective intermediate stage in the transition to a personalized learning model. They emphasize the importance of flexible tasks, individual assessment, and monitoring of student activity in the educational process. The research of local pedagogical scientists also pays special attention to the issue of differentiated education. In particular, Yuldoshev and Usmanov (2019) scientifically substantiated in their work that the use of differentiated education in combination with a competency-based approach increases students' cognitive activity. Also, in the research of Rakhimov (2021), the psychological and pedagogical factors of personalized education are analyzed, and differentiation is noted as one of its main mechanisms. As part of the study, the role of the differentiated education approach in the formation of personalized education was analyzed theoretically and practically. Based on a comparative study of scientific literature, advanced pedagogical experiences, and modern educational models, a number of important results were achieved. The results of the analysis showed that differentiated education allows for the adaptation of educational content, methods, and assessment criteria, taking into account the individual characteristics of students. This reduces the differences in the level of knowledge between students and increases their motivation to study. In particular, it was

found that the differentiation of tasks by level of complexity is effective in developing students' independent thinking skills. The analysis also confirmed that differentiated education is an important stage in the transition to personalized education. If in differentiated education the teacher is the main controlling entity, in personalized education the student actively participates in choosing his own educational path. Through a differentiated approach, students are gradually taught to understand their needs, assess their level of mastery, and set personal goals.

The results of the study showed that in classes where differentiated learning elements are used, students' activity in the lesson, communication skills and responsibility increase significantly. This creates the basis for the formation of reflection and self-assessment skills necessary for personalized learning. As a result, students turn from passive participants into active subjects of the educational process. In addition, the analysis showed that differentiated learning produces more effective results when combined with digital educational technologies. With the help of online platforms, adaptive tests and individual learning resources, the level of students' mastery is constantly monitored, and the possibility of forming personalized learning paths expands. In general, the results of the analysis showed that differentiated learning creates the necessary pedagogical conditions for the implementation of personalized learning. This approach is of great importance in meeting the individual needs of students, improving the quality of education and ensuring sustainable development in the modern education system. This study analyzed the theoretical foundations of the differentiated learning approach and its role in the formation of personalized learning. The studied scientific sources and pedagogical approaches showed that differentiated learning is an effective pedagogical mechanism that takes into account the individual needs, abilities and learning rates of students in the modern education system.

The results of the study confirmed that differentiated learning can reduce the differences in knowledge levels between students, increase interest in the educational process and develop independent thinking skills. In particular, the differentiation of tasks according to the level of complexity and the adaptation of teaching methods have a positive effect on increasing the activity of students in education. The study also revealed that differentiated learning is an important stage in the transition to personalized learning. This approach forms the skills of self-awareness, self-assessment and setting personal learning goals in students. As a result, the student turns from a passive participant in the educational process into an active and responsible subject.

In conclusion, the systematic introduction of differentiated education into the educational process creates the necessary conditions for the successful implementation of a personalized education model. This is of great importance in improving the quality of education, ensuring the individual development of students, and strengthening the sustainability of the modern education system.

REFERENCES:

1. Bloom, B. S. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals*. New York: Longman.
2. Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*. Alexandria, VA: ASCD.
3. Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: ASCD.
4. OECD. (2018). *The Future of Education and Skills: Education 2030*. Paris: OECD Publishing.
5. Pane, J. F., Steiner, E. D., Baird, M. D., & Hamilton, L. S. (2015). *Continued Progress: Promising Evidence on Personalized Learning*. Santa Monica, CA: RAND Corporation.
6. Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. London: Routledge.
7. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
8. Yo‘ldoshev, J. G., Usmonov, S. A. (2019). *Pedagogik texnologiyalar va pedagogik mahorat*. Toshkent: O‘qituvchi.
9. Rahimov, A. B. (2021). Shaxsiylashtirilgan ta’limning pedagogik asoslari. *Pedagogika*, 3(2), 45–52.
10. Karimova, M. R. (2020). Zamonaviy ta’limda individuallashtirish va tabaqalashtirish masalalari. *Ta’lim va tarbiya*, 4, 33–38.