



IMPLEMENTING DIFFERENTIATED INSTRUCTION IN UZBEK SECONDARY SCHOOLS

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Annotatsiya: Ushbu maqolada O'zbekiston umumta'lim maktablarida tabaqalashtirilgan ta'limni (Differentiated Instruction) joriy etish masalalari tahlil qilinadi. Muallif an'anaviy "frontall o'qitish" usulidan voz kechib, har bir o'quvchining qobiliyati, qiziqishi va tayyorgarlik darajasiga moslashgan zamonaviy yondashuvlarga o'tish zarurligini asoslab beradi. Maqolada Kerol Enn Tomlinsonning nazariy qarashlari hamda 2025–2026-yillarga mo'ljallangan ta'lim islohotlari, jumladan, "Zamonaviy maktab" loyihasi va yangi baholash tizimining o'rni yoritilgan.

Kalit so'zlar: tabaqalashtirilgan ta'lim, frontal o'qitish, inklyuzivlik, ta'lim islohoti, kompetensiya, o'quv markazlari (hubs), O'zbekiston xalq ta'limi, individual yondashuv.

Annotation: This article examines the implementation of Differentiated Instruction (DI) within the secondary schools of Uzbekistan. It contrasts the traditional "Frontal Teaching" method with modern, learner-centered strategies that accommodate the diversity of students' prior knowledge, interests, and linguistic proficiencies. Drawing on the theoretical framework of Carol Ann Tomlinson, the text discusses the practical impact of the 2025–2026 educational reforms, including the "Modern Schools Initiative" and the transition to competency-based assessments and flexible learning environments.



Keywords: Differentiated Instruction, Frontal Teaching, learner diversity, educational reform, Uzbekistan, competency-based learning, learning hubs, pedagogical innovation.

Аннотация: В данной статье рассматриваются вопросы внедрения дифференцированного обучения в средних школах Узбекистана. Автор анализирует переход от традиционного «фронтального обучения» к гибким методикам, учитывающим индивидуальные способности, интересы и уровень подготовки каждого ученика. В работе освещаются теоретические основы Кэрол Энн Томлинсон и практические аспекты реформ 2025–2026 годов, такие как инициатива «Современная школа», использование образовательных «хабов» и внедрение многоуровневой системы оценки знаний.

Ключевые слова: дифференцированное обучение, фронтальное обучение, образовательная реформа, Узбекистан, компетенции, индивидуальный подход, инклюзивность, современные образовательные технологии.

Introduction

Heterogeneity of learners is being recognized by many educators today and they might face difficulties in mixed ability classroom , teaching learners whose prior knowledge, socio-cultural background, competence, interest are different . Even in Uzbek Secondary Schools it is complicated task to conduct a lesson according to the curricular framework that is dedicated to the same level proficiency.

Differentiated Instruction gives a structured response to this particular problem. For variable learners differentiated instruction emphasizes flexibility which adapting students' diversity. The theoretical basis of differentiated instruction is mostly associated with Carol Ann Tomlinson's works , defining differentiated instruction as a proactive approach for teaching sphere in which educators tailor content, process, materials, learning environment, interest, learning outcomes , and language proficiency considering the topic of the lesson . Tomlinson refers to the differentiation as a process in respect for learner varieties. She emphasizes it as a



comprehensive philosophy of teaching where student's needs and growth are in teacher's list of priorities .

For many years , " Frontal Teaching " method is widely used in many secondary school where a teacher conducts a lesson and giving uniform instruction to the entire classroom, however it always fails to address students' different learning needs . It can limit diversity in learning , interest, and level of language proficiency. While " Frontal Teaching " helps to give instruction or explain the new topic , it is crucial to emphasize the essence of differentiated instruction where a teacher should tailor or adapt instruction to learner diversity.

Imagine a classroom where many different children are learning together. Some children might learn in different languages, and some might need extra help to understand things. Because of this, teachers can't just give the same lesson to all kids, like just talking and having everyone repeat what they hear. Starting in 2026, schools will change how they teach. Instead of just memorizing facts, students will learn how to use what they know to solve problems and think carefully. To do this well for millions of children around the world, teachers will need to use lots of different ways to help each child learn best, because everyone learns differently. In some country schools, not everyone has the same chance to use computers or the internet. To help all students learn, teachers give different kinds of reading materials based on how much students already know. This way, everyone can learn at their own pace and understand the lesson better.

The 2025 reforms emphasize in-class learning. Instead of a 45-minute lecture, the class is divided into "hubs." While one group works with the teacher on a complex algebraic proof, another uses a tablet to simulate a physics experiment, and a third collaborates on a logic puzzle. With the introduction of the Unified State Examination (USE), scheduled for the 2026/2027 cycle, there is a renewed focus on diverse assessment. DI allows students to demonstrate mastery of material through a variety of products: a traditional essay, a digital presentation, or a physical model. The goal is to ensure that a student's inability to write a perfect essay doesn't obscure



their brilliant understanding of the underlying scientific concept. The Modern Schools Initiative has begun replacing rigid desks bolted to the floor with flexible furniture. This allows for a quick transition from individual, quiet learning to collaborative group work—the physical prerequisite for effective distance learning.

Conclusion

In conclusion, teachers can do something special called "differentiated instruction." This means they change how they teach so that each student gets what they need to learn best. For example, they might give easy tasks to some students and harder ones to others, or they might make groups where friends work together based on what they are good at. When teachers do this, everyone gets a fair chance to learn and do well. It helps students stay interested and feel happy about learning. Teachers also need to learn new ways to teach like this, and schools should help them do it. In the end, using this special way of teaching can help all students in Uzbekistan learn better, think more deeply, and reach their dreams! Furthermore, the successful implementation of differentiated instruction requires teacher awareness, professional development, and appropriate methodological support. Educational institutions should encourage teachers to apply learner-centered strategies and provide resources that facilitate differentiated learning.

Overall, differentiated instruction can play a crucial role in modernizing the educational system in Uzbekistan. When effectively applied, it not only improves students' language competence and critical thinking skills but also ensures that every learner has the opportunity to reach their full potential.

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