

ENSURING OF DIFFERENTIATION AND INDIVIDUALIZATION OF TRAINING AS A CONDITION OF CREATION OF A TRAJECTORY OF INDIVIDUAL DEVELOPMENT OF THE STUDENTS OF ARCTIC SCHOOLS

Assoc. Prof. Dr. Zoya S. Zhirkova

Mrs. Maya E. Spiridonova

Assoc. Prof. Dr. Antonina A. Vinokurova

North-Eastern federal university named after M.K. Ammosov, Russia

ABSTRACT

The relevance of this article is a problem of the creation of a trajectory of individual development of students by using differentiation and individualization of training is caused by the fact that the organization of training in an individual educational trajectory demands a special technique and technology. The practical solution of this task was implemented in the conditions of nomadic and small rural schools of the Arctic, taking into account specific features of pupils and a harkter of training. Results of creation of own educational trajectory of pupils of development of languages (Even and English) and ethno-cultures are given in the article. The purpose of the article consists in creation of conditions of creation of a trajectory of individual development of students by means of the differentiated, individual training.

The personal-focused approach allows considering a problem in a complex is leading in research. The organization of personal focused education of pupils allows each pupil to exercise the opportunities and the rights to the development of subject matters.

The main plan of research consists in consideration of an individual trajectory of education as a result of realization of the personal potential of pupils in his development through own activity.

Materials of the article introduce practical value for the development of the theory of personal-focused training; can be used when developing concepts of creation of a trajectory of individual development of students as a factor of realization of the personal potential of pupils of his further formation through own activity. Results of research can be used for methodological justification of educational programs of subjects and ethno-cultural education.

Keywords: activity, opportunity, right, differentiation, ethno-cultural

INTRODUCTION

Formation of essentially new system of continuous education assumes continuous updating, individualization of demand and opportunities of its satisfaction, development of creative competences, readiness for retraining and is connected, first of all, with the need of development of modern content of the

education, creation of conditions for individualization, differentiated training. New educational programs are based on development of problem thinking, pedagogical integration, connected with multicultural education, versatile development of the younger school student, creation of conditions for individualization differentiated training, development of the intellectual sphere, individual options of intellectual development. At identification of essence of the differentiated approach to the training of pupils, it is expedient to rely on the following interpretations of scientists: K.G. Selevko defines training differentiation (the differentiated approach in training) as creation of various conditions of training for various schools, classes, groups for the purpose of accounting of features of their contingent and a complex of the methodical, psychology and pedagogical and organizational and administrative actions providing training in homogeneous groups [4].

I.S. Yakimanskaya distinguishes the differentiated training which is considered in a social economical, legal, administrative, didactic aspect of training and the differentiated approach as scientific development of the differentiated approach to each pupil for the solution of problems of selection, formation and correction of development of the personality in the chosen area of training [5].

According to D.A. Danilov the differentiated approach assumes technology of implementation of individual approach to pupils according to the level of their abilities and opportunities for the purpose of definition of their professional orientation, the maximum development of each personality at all grade levels [1]. In the conditions of class and fixed system the big part is assigned the ideas of the differentiated training which assumes accounting of individual abilities and requirements and is shown in a specification of the purposes, tasks, contents and ways of the organization of teaching and educational process and demands a variety, variability of training. The individual educational programs and individual curricula based on individualization, differentiation of education and considering interests and abilities of the personality can become a condition of formation of competences.

We will provide characteristics of differentiation in training. Many experts allocate "internal differentiation" - the organization of educational process is carried out with accounting of specific features of pupils - it is and there is individualization of training and "external differentiation" - the organization of educational process taking into account specific features of the pupils uniting them in the special differentiated educational groups, training of the pupil in own curricula and programs. Any student is capable to find the version of the solution of any task. The individual way of realization of personal potential of the student in educational process is called an individual educational trajectory. For successful realization of an individual educational trajectory it is necessary to create conditions, i.e. reductions of pupils to determination of sense of studying of a subject matter, to independent statement of the purposes and tasks, application of methods and ways, to carry

Section EDUCATION AND EDUCATIONAL RESEARCH

out assessment of the activity. We have conducted researches from 2011 to 2016 at nomadic schools of the Arctic uluses "Aylik" (Topolinsky high comprehensive school) Berezovsky secondary school (the Srednekolymytsky ulus) the Republic of Sakha (Yakutia), the individual (differentiated) approach to training has been approved and conditions for creation of an individual trajectory of training are created.

1. The educational and methodical set (EMS) in subjects of native (Even) and English languages are prepared with teachers of schools.

2. The individual curriculum for each pupil made on the basis of the federal basic curriculum.

3. The individual educational route is developed for the specific pupil and is his educational program. In a stage of development and realization of an individual educational route the pupil and his parents act as subjects of the differentiated education.

In nomadic conditions the teacher or the tutor carries out an organization of educational process of pupils according to the following plan: structuring pedagogical process - coordination of motives, the purposes, educational requirements, maintenance - rendering the advisory help at realization of an individual educational route; regulation of realization of an individual educational route in activity; formation of the expected results. (Table No. 1)

Table No. 1 Results of a research of progress, quality, degree of proficiency of pupils of 5-8 classes at the beginning of 2011 and in completion of an experiment in 2016

	Number of pupils	progress	quality	proficiency degree
Beginning of an experiment 2011.	Even language -11	98%	62%	62%
	English-24	80%	40%	30%
End of an experiment 2016.	Even language - 17	100%	76%	59%
	English-24	100%	56	25%

The analysis of documents, EMC on subjects, examinations, a cut of knowledge, skills of selective subjects, questionnaires, a reflection of pupils, teachers, parents and the table No. 1 have shown that the received results are compared with the purposes of individual and collective programs of occupations. Each pupil realizes and estimates extent of achievement of individual and common goals, level of the internal changes, the acquired ways of education and

areas developed by him [2], [3]. Also general educational process, collectively received results and ways of their achievement are estimated. Thus, the individual educational trajectory includes an individual educational route of the pupil and is a substantial component, answers the question: "What has to change in the personality?" and also ways of the organization and technology of educational process, answers the questions: "How to learn?", "How to bring up?", "How to organize pedagogical interaction and communication?".

Only 653 pupils of rural schools of classes, from them 86 pupils of nomadic schools, and their parents have been captured by **methods of the comparative analysis** of the statistical data characterizing realization of an individual educational trajectory, questionnaire, testing, the composition, expert estimates, observation and empirical inspection

RESULTS

The theoretical-methodological bases (approaches) to development of a problem of differentiation and individualization of training as a condition of creation of an individual trajectory of education as result of realization of personal potential of pupils in his development through own activity are formulated. From positions personal focus approach conditions and technologies of creation of new and transformations of the available objects of the educational sphere in northern the region, stage-by-stage creation of conditions of creation of a trajectory of individual development of students, individualization of educational routes of pupils in result of the flexible organization of educational process in the conditions of a nomadic way of life, attraction of national, communal and patrimonial pedagogics are analysed, experimentally checked.

DISCUSSION

The problem of ensuring differentiation and individualization of training as a condition of creation of a trajectory of individual development of pupils, is a subject of active discussion and a scientific discourse in pedagogics. A theoretical basis of individualization of training is L.S. Vygotsky's concept about socio-historical origin of mental functions, one of provisions of whom is recognition of the leading role of training in ontogenesis of the person: training considers the general regularities of development, is ahead of him and leads. In this context the theory of a periodization of children's development of children of D. B. Elkonin, the theory of activity of A.N. Leontyev, the theory of educational activity of V.V. Davydov according to which in each age period creation of specific conditions, the organization of the leading type of activity which forms new growths is necessary and have big value. The organization of individualization and differentiation of educational process is impossible without implementation of system of continuous education. When determining of essence of the differentiated approach to training of pupils relied on interpretations of scientists K.G. Selevko, I.S. Yakimanskaya, Danilov D.A., etc. In a scientific discourse scientists G.A. Bordovsky, S.A.

Vdovina, E.A. Klimov, V.S. Merlin, I.S. Yakimanskaya, etc., marked out that along with the concept "individual educational route" there is a concept "individual educational trajectory" which has broader value and is characterized by a mnogoaspektnost and several directions of realization.

CONCLUSION

As a result of a research conclusions are drawn that for the first time in the pedagogical theory the subject of differentiation and individualization of training as a condition of creation of a trajectory of individual development of the studying Arctic schools is stated as a significant problem which is considered as the field of realization of human rights and opportunities of the people. Wide opportunities from individual knowledge of fundamental educational knowledge and own interpretation of the studied concepts before creation of an individual picture of the world and a personal way of life are given for the pupils in the movement on an individual educational trajectory . The main means for realization of these tasks is granting to pupils of a possibility of the choice, in other words, each pupil is given an opportunity of creation of own educational trajectory of development of all subject matters. In modern conditions at each school people have to create necessary conditions for formation of the universal abilities of pupils based on new social requirements and values.

REFERENCES

- [1] Danilov D.A. Differentiation in the theory and practice. / D.A. Danilov//Improvement of educational system in the Sakha (Yakutia) Republic: Yakut university, Russia, 1996, pp 3-9;
- [2] Zhirkova Z.S. Implementation of the Law of the Sakha (Yakutia) Republic "About nomadic schools of the Sakha (Yakutia) Republic" as a basis of development of rural school of the Extreme North, Russia, vol. 3, 2012, pp 69-72;
- [3] Zhirkova Z.S. Design of development of schools of small peoples of the North/ Z.S. Zhirkova//the Magazine the Humanities in Siberia, Russia, No. 5, T. 6., 2013, pp 742-747;
- [4] Selevko G.K. Pedagogical technologies on the basis of activization, an intensification and effective management of UVP /Scientific research institute of school technologies, Russia, 2005, p 288;
- [5] Yakimanskaya I.S. Technology of the personal focused education, Russia, 2000;