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ENSURING AN INDIVIDUALISED AND DIFFERENTIATED APPROACH IN THE CONDITIONS OF A MULTI-AGE GROUP OF PRESCHOOL EDUCATION INSTITUTION

Abstract. The implementation of a differentiated approach in the conditions of a multi-age group of a preschool educational institution promotes the individualisation of learning and allows to adapt the content of the educational material to the needs of each child.

The article deals with the essence of the terms "individualisation" and "differentiation". The problem of the emergence and study of the category "individualised and differentiated approach" is considered, the individualised and differentiated approach in the views of modern scientists is revealed. The advantages of a differentiated approach in the conditions of a multi-age group of a preschool educational institution are revealed, technologies and tasks used in the context of differentiated learning are highlighted. The main positions defining the essence of the individual-differentiated approach as a means of improving the quality of the educational process of the preschool educational institution are highlighted. The means of improving the efficiency of formation of educational knowledge and complex development of children are suggested. The technology of differentiated learning is a set of organisational decisions, means and methods of differentiated learning, covering a certain part of the educational process.

In the context of simultaneous education of children in a multi-age group, the problem of optimal organisation of their cognitive activity, age and learning abilities arises. The solution of this problem is facilitated by the implementation of differentiated learning within the group, the prerequisite for which is the creation of multilevel groups. Taking into account the level of children's cognitive abilities, various methods of organising learning activities are used: by the degree of complexity, by the degree of independence, by the volume. It has been proved that the application of a differentiated approach to the teaching and education of preschool children requires the development of an algorithm of the educator's actions, which maximises the educational process and takes into account the individual educational needs of preschool children.

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Keywords: individualization, differentiation, individualized approach, educational process, preschool children, preschool educational institution, multi-age group.

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ЗАБЕЗПЕЧЕННЯ ІНДИВІДУАЛЬНО-ДИФЕРЕНЦІЙОВАНОГО ПІДХОДУ В УМОВАХ РІЗНОВІКОВОЇ ГРУПИ ЗАКЛАДУ ДОШКІЛЬНОЇ ОСВІТИ

Анотація. Імплементація диференційованого підходу в умовах різновікової групи закладу дошкільної освіти сприяє індивідуалізації навчання та дозволяє адаптувати зміст навчального матеріалу до потреб кожної дитини.

У статті розглядається суть термінів «індивідуалізація», «диференціація». Розглянуто проблему виникнення та дослідження категорії «індивідуально-диференційований підхід», розкрито індивідуально-диференційований підхід в поглядах вчених сучасності. Розкрито переваги диференційованого підходу в умовах різновікової групи закладу дошкільної освіти, виокремлено технології й завдання, які використовуються в контексті диференційованого навчання. Виділенні основні позиції, що визначають сутність індивідуально-диференційованого підходу як засобу підвищенні якості навчально-виховного процесу дошкільного навчального закладу. Запропоновано засоби підвищення ефективності формування навчальних знань і всебічного розвитку дітей. Технологія диференційованого навчання являє собою сукупність організаційних рішень, засобів і методів диференційованого навчання, що охоплюють певну частину освітнього процесу.

В умовах одночасного навчання дітей в різновіковій групі постає проблема оптимальної організації їх пізнавальної діяльності, вікових та навчальних можливостей. Вирішенню цієї проблеми сприяє здійснення внутрішньогрупового диференційованого навчання, обов'язковою умовою якого є створення різнорівневих груп. Ураховуючи рівень пізнавальних можливостей дітей, застосовують різні прийоми організації навчальної діяльності: за ступенем складності, за ступенем самостійності, за обсягом. Доведено, що використання диференційованого підходу в навчанні й вихованні дітей дошкільного віку вимагає розробки алгоритму дій вихователя, який забезпечить максимізацію освітнього процесу та врахування індивідуальних освітніх потреб дітей дошкільного віку.

Ключові слова: індивідуалізація, диференціація, індивідуально-диференційований підхід, навчально-виховний процес, діти дошкільного віку, дошкільний навчальний заклад, різновікова група.

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Introduction. The relevance of the problem lies in the conceptual position of the modern theory of pre-school education, which is aimed at using the potential development opportunities of each child, the formation of individual creative abilities already at the stage of pre-school childhood. This includes "differentiation of the educational process according to the individual inclinations, abilities, interests and needs of each pupil, identification of talents, creation of the most favourable conditions for self-expression, self-affirmation and self-realisation of each individual" [2].

In the context of multi-age groups, the issue of preserving and developing the individuality of each child and creating individualised educational programmes has become particularly relevant.

Literature review. The analysis of the researches and publications of the last years shows that in the domestic and foreign psychological and pedagogical science the problem of individual approach and differentiation of learning and mental development of preschool children has been studied from various aspects, namely: coverage of levels, forms and types of differentiation and their pedagogical and methodological support (V. Bondar, V. Krutetska, O. Savchenko); identification of limits and potential abilities of preschool children in mastering knowledge, skills, ways of cognitive activity (O. Proskura); identification of limits and potential abilities of preschool children in mastering knowledge, skills, ways of cognitive activity (O. Proskura). Bondar, V. Krutetskyi, O. Savchenko); Identification of limits and potential of preschool children in mastering knowledge, skills, ways of cognitive activity (O. Proskura); Identification of ways to implement individual and differentiated approach (V. Kotyrlo, O. Kononko, T. Stepanova). Among them the leading role was given to the study and identification of general psycho-physiological features of child development in the conditions of individual form of education (S. Amonashvili, O. Zaporozhets, N. Menchynska); study of limits and potential of preschool children in mastering knowledge, skills, methods of cognitive activity (T. Taruntaeva); development of cognitive activity of preschool children (V. Kotyrlo, O. Kononko, T. Stepanova). Taruntaeva); development of the content and methods of diagnostics of children's and students' development (V. Kotyrlo, S. Ladyvir, T. Titarenko, etc.); determination of ways of managing learning activities on the basis of an individual approach (N. Bocharova). Thus scientists have comprehensively substantiated the necessity and possibility of optimising learning on the basis of an individual approach to each specific subject of learning activity.

The purpose of the article is to substantiate the need to use an individually differentiated approach in the organisation of the educational process with preschool children. The main task of our study is to analyse the psychological and pedagogical literature on the problem of individually differentiated approach to preschool children.

Summary of the main material. Modern educational trends direct the attention of teachers to the support of the individual originality of each child, to the

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study and consideration of his individual differences, to the formation of qualities that ensure the achievement of success in life. The conceptual position of the modern theory of pre-school education is aimed at using the potential development opportunities of each child, forming individual creative abilities already at the stage of pre-school childhood. The period from birth to seven years lays the foundation for the acquisition of various specialised knowledge, skills and abilities in the future. One of the principles of successful education and training of children in pre-school educational institutions is to take into account the age and individual characteristics of each child. Differentiation of learning plays a special role in the implementation of an individual approach. It is carried out through the selection of the content of educational materials and methods of work with preschool children due to the peculiarities of their perception, memory, thinking, emotional and volitional sphere [3].

In pedagogy individualisation of learning is understood as the organisation of the educational process in which the choice of methods, techniques, pace of learning takes into account individual differences of children, the level of development of their learning abilities, or as "a general purposeful system of studying, designing a personality and implementing a project of its formation in the process of educational work in a team" [4].

Individualisation of learning is the interaction of a teacher with a group of children according to an individual model, taking into account their personal characteristics and abilities [3].

Therefore, by individualisation of learning we mean a specific way of organising the educational process, which provides the pedagogical principle of implementing the content and goals of learning in accordance with the individual differences of children.

As you know, the individual approach to education of preschool children, raising the level of mental training of children, includes individual work of children outside the classroom, use of various individual tasks, didactic games, etc. The individual approach to education is implemented by the teacher's choice of special means of activating the educational and cognitive activity of each pupil. The requirements for mastering the studied material vary (selection of tasks of different content and level of difficulty); forms of organising learning (collective, group, individual); the amount and type of assistance provided to children; the pace of mastering knowledge and skills [6].

The differentiation of learning plays a special role in the implementation of such an individual approach. It is carried out through the selection of educational materials and methods of work with preschool children, due to the peculiarities of their perception, memory, thinking and speech, emotional and volitional sphere.

Differentiation of learning (Latin: differentia), a way of organising learning activities that takes into account children's aptitudes, interests and abilities [3].

Differentiation of learning is the creation of conditions for the education of children with different abilities and problems by organising them in homogeneous groups.

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Differentiated approach to children's education is a transition stage from collective to individual forms of work, which allows to work with different groups in order to influence each child according to his individual characteristics. When implementing a differentiated approach, an adult prefers to work with a group united by a certain characteristic, which optimises the educational process and gives different children the opportunity to learn and be educated according to different programmes [4].

For many centuries the issue of differentiation has been considered in connection with the general problem of individual approach in the process of educational work. In pedagogy differentiation is understood as a holistic process of personal development, taking into account the individual's abilities, inclinations, skills and interests on the basis of creating the necessary pedagogical conditions for the acquisition of knowledge, formation of skills and abilities in relation to their learning level (perception of pedagogical influences). Differentiation and individualisation as two interrelated processes have a certain positive impact on learning outcomes. Individualisation is seen as a specific way of organising the educational process, which provides a pedagogical principle for implementing the content and learning objectives in accordance with the individual differences of children.

With regard to the phenomenon of 'differentiated approach', we note that in the literature it is not distinguished as an independent principle of learning and is most often used as a synonym for 'individual approach'. Thus, in most scientific works, the terms 'individual approach' and 'differentiated approach' are considered to be principles of learning, and individualisation and differentiation are considered to be the implementation of these principles [6].

A differentiated approach to education is a transitional stage from collective to individual forms of work, which makes it possible to work with different groups in order to influence each child according to his or her individual characteristics. When implementing a differentiated approach, an adult prefers to work with a group united by a certain characteristic, which optimises the educational process and gives different children the opportunity to learn and be educated according to different programmes.

Differentiated learning technology is a set of organisational solutions, tools and methods for differentiated learning, covering a certain part of the educational process.

K. Shcherbakova also identifies the following types of differentiation:

1. According to abilities (general, special);

2. According to learning disabilities (levelling groups)

V. Kuzmenko proposes the basic principles of group formation on the following grounds:

1. By desire or interest of children (in a certain type of activity, material);

2. According to the laws of psychological compatibility (not to destroy natural groups of children, but to be included in them);

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3. According to the principles of pedagogical activity (taking into account the child's competence in a certain sphere of life).

Differentiation can be internal or external.

Internal differentiation - creation of mixed (multi-age) groups in which children are not initially divided by abilities, interests, inclinations; organisation of a heterogeneous learning environment in these groups, the task of which is the diverse development of each child; no special selection (diagnosis) of children, but within the group each child can be given the opportunity to work on an individual programme (tasks of varying complexity).

External differentiation - creation of homogeneous groups according to abilities, interests, inclinations; organisation of a homogeneous environment in these groups (work with different levels of intellectual development); organisation of groups on the basis of selection (based on the results of control and diagnostic sections).

Requirements for differentiated tasks

Provide tasks with several options, which makes it easier to check the tasks after each stage of the lesson; Provide the size of the tasks so that all children can complete them at the same time.

When differentiating tasks for preschool children, it is advisable to use the following methods

The content is the same for the whole group and for children with a high level - reduce the time of the task, increase the volume or complicate the method of performance; A common task for the whole group and for children with a low level - auxiliary materials that facilitate its implementation (visuals, samples, diagrams, etc.); Using tasks of different content and complexity for children of all developmental levels at one stage of the lesson; Children's independent choice of tasks from several offered by the teacher at the stage of consolidation, etc.

Thus, when preparing differentiated tasks, the teacher must compare the purpose and content with the level of knowledge and development of the children, look for the commonalities in the content and nature of the tasks, without which it is impossible to correctly determine the degree of their complexity for each level of development of the children.

In order to use a differentiated approach successfully, the teacher should

1. Know each child well, carry out systematic psychological and educational observation.

2. Bring learning closer to life, to the children's personal experience.

3. To activate the cognitive activity of pre-school children.

4. To provide constant mutual feedback.

5. Skillfully use encouragement.

6. It is necessary to clearly define at which stage of the lesson differentiation is needed, to provide variants of tasks, to choose hints as healthy support during exercises, more difficult tasks for able children.

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7. Always remember that the system of exercises has a central place in achieving the educational goal. Only if their type, sequence and number are agreed upon and correspond to the nature of the material to be learnt, can high quality final results be achieved.

Successful implementation of differentiation is possible if the teacher: 1. is able to anticipate the difficulties the children may have in learning the material; 2. takes into account the general and potential readiness of the children for the next activity, i.e. level of knowledge, ability to work independently, etc.; 3. uses differentiated tasks of individual, paired group nature; 4. carries out a thorough prospective analysis: why the tasks are used, why they should be used at this stage of the lesson, how the work will be continued in subsequent lessons.

Ways of successfully ensuring a differentiated approach:

- knowledge of individual characteristics;
- psychological and pedagogical research;
- activation of learning activities;
- use of children's own experience;
- identification of phases of the lesson that require differentiation and variability;
- skilful use of encouragement;
- reciprocity in learning;
- a variety of different tasks;
- systematicity;
- providing the volume of tasks for simultaneous completion by the children;
- correct choice of teaching materials.

Requirements for differentiated tasks:

- Offer tasks with several options, which makes it easier to check the tasks after each stage of the lesson;
- Ensure the size of the tasks so that all children can complete them at the same time.

When differentiating tasks for preschool children, it is advisable to use the following methods:

- The content is the same for the whole group and for children with higher levels
- Reduce the time of the task, increase the volume or complicate the method of carrying it out;
- A common task for the whole group and for children with lower levels
- Use materials that facilitate its implementation (visuals, samples, diagrams, etc.);
- Use tasks with different content.);
- use of tasks of different content and complexity for children of all developmental levels at one stage of the lesson;

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- children's independent choice of a task among several proposed by the teacher at the consolidation stage, etc.

Thus, when preparing differentiated tasks, the teacher must compare the purpose and content with the level of knowledge and development of the children, looking for the commonalities in the content and nature of the tasks, without which it is impossible to correctly determine the degree of their complexity for each level of development of the children. The solution of this problem is facilitated by the implementation of differentiated learning within the group, the prerequisite for which is the creation of multilevel groups. Taking into account the level of cognitive abilities of children, different methods of organising learning activities are used: by the degree of complexity, by the degree of independence, by the volume.

Differentiation according to the level of complexity involves the use of the following tasks: those requiring different levels of generalisation and inference; those designed for different levels of work; reproductive and creative tasks.

Differentiation by level of independence involves the use of tasks of equal complexity but with different levels of support for each group of children. The strongest group is given only the goal and the children find ways to achieve it on their own; the children in the second group are given some help - the task is specified. The task is specified by showing the solution methods, a sample, leading questions, a diagram, a drawing, etc. Children in the third group are given the most complete information to solve the task. Depending on the development of the children's skills in solving cognitive tasks, information is dosed from the most complete to the least complete.

Differentiation by volume involves tasks with the same content, but either the volume or the time of completion is differentiated. The technology of differentiated learning humanises the educational process and creates favourable conditions for the full development of each child.

Research has shown that differentiation and individualisation of the educational process create conditions for deepening knowledge and influence children's attitudes to learning. Group work creates close contacts between the educator and the child, as well as between the children themselves, creating more opportunities for expressing emotional needs, cognitive interests and helping each child. Individual forms of work allow for more effective consideration of all the individual qualities of the child. The combination of different ways of organising the educational process and their transitions between them act as mechanisms for promoting each child to a higher level in his or her learning activities [6].

Differentiation and individualisation as two interrelated processes have a certain positive impact on learning outcomes. Differentiation in pedagogy is a holistic process of personal development, taking into account abilities, skills and interests, based on the creation of the necessary conditions for the acquisition of knowledge, formation of skills and abilities in relation to the level of learning. Individualisation is seen as a specific way of organising the educational process,

which reveals the pedagogical principle of implementing the content and learning objectives taking into account the individual differences of children.

The implementation of an individual approach in the practical activities of preschool institutions requires a differentiated view of the stages of psychological and pedagogical work as a holistic system of interrelated steps:

1. Preliminary identification of individual developmental peculiarities of each child;

2. Clarification, detailing and deepening of the information received, identification of positive and problematic aspects of the child's development, reasons for their occurrence;

3. Fixing the results of diagnostics in observation diaries, psychological passports of some children, in the psychological "portrait" of the group;

4. Systematisation, generalisation and analysis of the results of the study of individual characteristics and social situation of the child's development;

5. determination of primary and secondary individual tasks of educational work with pupils, basic strategies of communication with their families;

6. selection of appropriate methods and techniques, forms and means of educational work;

7. determination of variable educational contents;

8. practical implementation of an individual approach in the educational process.

They are used to develop a set of means, forms, methods and techniques of psychological and pedagogical influence determined in accordance with the peculiarities of individual development of each child [3].

Scientists and practitioners today argue that the problem of individualisation of education is best solved in a multi-age group. Such groups are becoming more and more common. They are created due to the problems of demographic and socio-political development of Ukraine. They are also created on purpose, because the system of a child's stay in such a group creates excellent opportunities for manifestation and development of his or her individuality.

The education of children in multi-age groups is based on the general principles of preschool didactics. The educational process is organised according to a single programme and methodology. In general, the content and methods used for work in single-age groups can be used to some extent in multi-age groups, although this usually requires some correction. The teacher needs to think carefully about how best to combine joint play, observation and work by younger and older children with the activities that predominate when working with children of the same age. The organisation of the educational process in a multi-age group requires the teacher to be familiar with the curriculum of all age groups, to be able to compare the requirements of the programme with the age and individual characteristics of the children, to be able to distribute attention correctly, to understand and see each child and the whole group as a whole, to direct the development of the children in

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accordance with the educational tasks and opportunities. It is also worth mentioning the specific advantages of a multi-age group: communication between younger and older children creates favourable conditions for the formation of advanced knowledge and mutual learning. However, this can only be achieved if the educational process is properly organised [2].

When working with children of different ages, it is easier for teachers to move away from the uniformity of educational work and pay more attention to individualisation of educational methods; to pass on positive experiences of personal relationships to younger children indirectly through older children, etc.

Nowadays the individual approach is interpreted as a psychological and pedagogical principle, which includes the organisation of pedagogical influence in the educational process, which is carried out in educational institutions (and also in the family environment), taking into account the individual characteristics of the child and his or her living conditions [5].

The conditions for the acquisition of knowledge, skills and abilities by children of different ages may include: differentiation of children into subgroups according to age; individualised approach to learning (taking into account the level of individual development); use of differentiated (multi-level) programmes; appropriate combination of collective and individual forms of learning [6].

The educational process in multi-age groups is carried out using frontal, group and individual forms of learning.

The most rational way of organising learning in a multi-age group is to teach a part of the programme with differentiated learning tasks for each age subgroup. Common tasks are solved in the process of frontal learning, and tasks related to children of a certain age are solved in classes with an age subgroup. The connection between the two types of lessons is ensured by the way they are organised. For example, the teacher works with one subgroup for the first half of the lesson. Or vice versa: the lesson starts with the whole group and then the younger ones go to play while the older ones continue to work with the teacher [1].

There is another way of organising learning - classes with an age subgroup. It is better able to take into account the individual characteristics of the children. The number of organisational moments is reduced, which increases the content density of the lesson. When a teacher works with an age group, he or she has the opportunity to communicate with each of them, i.e. to provide an individual approach. Therefore, the effectiveness of group teaching is much higher than in frontal teaching. It is considered acceptable to reduce the duration of group teaching compared to frontal teaching [4].

One of the most important tasks of pre-school education at the present stage is the transition from mass education to individual education. Today the task of preschool educational institutions is to lay the foundation for the education of each preschool child, to form the future young generation as creative personalities, to instil in them a desire for knowledge, to teach them to acquire skills in the context of the democratisation of society [6].

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It is impossible to prepare a modern preschooler as a developed personality without a decisive turn of the educational process to a particular person, without taking into account his individual characteristics and creating conditions for development and improvement of his psychological and physiological inclinations and abilities.

The organisation of the educational process in a multi-age group requires the teacher to be familiar with the curriculum of all age groups, to be able to compare the requirements of the programme with the age and individual characteristics of the children, to be able to distribute attention correctly, to understand and see each child and the whole group as a whole, to direct the development of the children in accordance with the educational tasks and opportunities. However, this can only be achieved through the correct organisation of the educational process.

The significant developmental potential of multi-age children's communities does not work automatically, but is activated only under the condition of pedagogically appropriate guidance by an adult. A teacher working in a multi-age group should have knowledge of peculiarities of children's development in the context of inter-age interactions, ability to construct (design and build) the educational process taking into account the interaction of children of different ages, diagnose the course of children's development and make necessary changes in the content of education and its technologies.

Conclusions. The implementation of differentiated approach in the conditions of preschool education contributes to individualization of learning and allows to adapt the content of educational material to the needs of each child. The individualized approach allows to effectively build work with different groups in order to realize the possibility of influencing each child, developing individual abilities and characteristics in the process of working with the team. It is about improving the educational process in a preschool educational institution, taking into account the individual abilities of each child, his or her academic achievements, peculiarities of perception, thinking, imagination, temperament, etc. Implementation of individualization and differentiation in the educational process of the preschool educational institution requires constant work of teachers on improvement of their professional skills, attention to the individually determined dynamics of growth of each child, his/her personal and educational achievements, life competence, as well as constant care for updating the material base of the group, providing manuals, materials, diversification of the content of educational tasks and plans. Therefore, the individualized approach to teaching has recently been studied as a means of improving the efficiency of formation of educational knowledge and comprehensive development of children, which is a prospect for further research.

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