

INFLUENCE OF EMOTIONAL INTELLIGENCE IN PREPARING STUDENTS FOR PROFESSIONAL ACTIVITY BY DIFFERENTIATED APPROACH TO LEARNING**Mirzhanova Nargiza Norkulovna**

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Abstract. The article examines the requirements of the modern vocational education system for new methods and approaches that contribute to more effective acquisition of knowledge and development of practical skills. One such method is a differentiated approach that allows to take into account the individual characteristics of each student: level of training, pace of assimilation of information, motivation and personal interests as well as the influence of the emotional state of the student. The article also considers the influence of differentiated approach in training on the preparation of students for professional activities, taking into account pedagogical and psychological aspects. Emphasis is placed on individualization of the educational process, taking into account personal characteristics, level of training and motivation of students. Methods and forms of differentiation that contribute to the development of professionally relevant qualities and improvement of learning effectiveness are analyzed. Emphasis is placed on the importance of psychological support and pedagogical guidance in vocational training under the heading "Development and design technology of light industry products". The results of the study are presented, which can be used in the preparation of trainers for professional activities and contribute to improve the quality of training of qualified professionals.

Keywords: differentiated approach, professional education, professional activity, emotional intelligence, training, specialist, individual approach, skills.

**ВЛИЯНИЕ ЭМОЦИОНАЛЬНОГО ИНТЕЛЛЕКТА ПРИ ПОДГОТОВКЕ К
ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ УЧЕНИКОВ ПО
ДИФФЕРЕНЦИРОВАННОМУ ПОДХОДУ В ОБУЧЕНИИ****Миржанова Наргиза Норкуловна**

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Аннотация. В статье рассматриваются требования современной системы профессионального образования к новым методам и подходам, способствующих более эффективному усвоению знаний и развитию практических навыков. Одним из таких методов является дифференцированный подход, который позволяет учитывать индивидуальные особенности каждого обучающегося: уровень подготовки, темп усвоения информации, мотивацию и личные интересы а также влияние эмоционального состояние ученика. Также в статье рассматривается влияние дифференцированного подхода в обучении на подготовку обучающихся к профессиональной деятельности с учетом педагогических и психологических аспектов. Акцент сделан на индивидуализации образовательного процесса, учете личностных особенностей, уровня подготовки и мотивации студентов. Анализируются методы и формы дифференциации, способствующие развитию профессионально значимых качеств и повышению эффективности обучения. Подчеркивается значимость психологической поддержки и педагогического сопровождения в процессе профессиональной подготовки по направлению “Разработка и технология конструкции изделий легкой промышленности”. Представлены результаты исследования, которые могут быть использованы при подготовке обучающихся к профессиональной деятельности и способствуют повышению качества подготовки квалифицированных специалистов.

Ключевые слова: дифференцированный подход, профессиональное образования, профессиональная деятельность, эмоциональный интеллект, подготовка, специалист, индивидуальный подход, навыки.

Introduction. In order to ensure institutional integrity and improve the efficiency of the management system in the field of vocational education, implement international educational programs, and reform the system of training competitive mid-level personnel who meet the requirements of the domestic and foreign labor market, the Decree of the President of the Republic of Uzbekistan "On measures to further improve the system of training qualified personnel and implement international educational programs in vocational education" [8] was signed. The Decree sets such tasks as "implementation of international educational programs in the educational process of vocational educational organizations, ensuring recognition in foreign countries of educational documents issued upon completion of training; a radical update of the system of assessing the skills and competencies of graduates of vocational educational organizations, creating favorable conditions for the active participation of employers' representatives in this process." Based on the presented tasks, we decided to investigate

methods and approaches of training for professional education specialists taking into account pedagogical and psychological aspects.

Main part. Differentiated approach is one of the key principles of modern education, especially in vocational training. It helps to take into account the individual characteristics of students and thus increases the effectiveness of preparation for professional activity, since this approach implies:

- increasing motivation of students;
- development of autonomy and responsibility;
- improvement of the quality of practical training;
- professional development.

Differentiated learning is based on the modification of four elements: content, process, product and learning environment. This modification is based on teachers' understanding of the needs of students - their willingness, interests and training profile [13.p.21]. The objective of the differentiated approach is to maximize each student's ability to learn by learning in ways that ensure content accessibility and equal learning opportunities [19].

At present, a differentiated approach to learning plays an important role in the education system. It is to create optimal conditions for the identification and development of the abilities of each learner useful, therefore, preferably differentiated training [2; p.165].

From the point of view of psychological-pedagogical positions, the goal of differentiation of education is based on creating optimal conditions for identifying and taking into account in education the inclinations, development of interests, needs and abilities of each student [20].

Among the modern Russian scientists who contributed to the study of differentiated approach in learning, especially in the context of pedagogical and psychological aspects: T.I.Ilyina[3], E.V. Bondarevskaya[2], V.V.Serikov[6], G.A.Zuckerman[11], A.V.H.Khutorsky [9] as well as foreign researchers Carol Ann Tomlinson [13], Marcia B. Imbeau[14], Hilary Dack [17], Jane Jarvis, Catherine M. Brighton[18], Tonya Moon whose work has significantly influenced the development of the theory and practice of differentiated approach in learning.

It should be noted that over the past 10 years, a number of scientific studies have been conducted in Uzbekistan on the introduction of a differentiated approach to professional training. As an example, we can mention the works of D.O Khimmataliyev[10], Z.E Chorshanbieva[12], L.R Rajabova[16], L.Gaffarov [22]. and other researchers who have done research in this field.

Methods. Our study was conducted among students of vocational education institutions. The Tashkent, Bukhara and Namangan regions were selected as test sites, a total of 246 students were selected under the heading "Development and technology of construction of light industry products" and an experiment was conducted on the basis of the principles of differentiated approach.

Based on the principles of differentiated approach, highlighted:

- individualization - selection of forms, methods and pace of training according to the characteristics of each student;
- flexibility - ability to vary tasks, levels of difficulty, forms of control, evaluation;
- Accessibility - training should be understandable and accessible to everyone, regardless of their starting capabilities;
- systematicity - differentiation is not a one-off action, but a systemic part of the entire educational program;
- Capacity development is the main goal of developing a learner's abilities [13].

The criteria for differential treatment were also taken into account:

- level of training of trainees - the initial level of knowledge, skills and abilities in the profession is taken into account;
- pace of assimilation - someone quickly grasps new, and someone needs more time and help to assimilate information;
- motivation and professional interests - the field of training and tasks can be adapted to these interests (one interesting technique, another - fashion, third - work with people, someone prefers individual clothing, and someone mass production).
- psychophysiological features - the attention, memory, vision, motor skills and others are taken into account.

The study was conducted in several stages.

1. In the first phase, a diagnostic work was carried out to identify the motivation and cognitive interest of pupils. Using the «Flexible-pace learning» method, the levels of interest and inclination of students to the profession were determined, a primary survey was conducted, during which 3 types of levels were selected:

- low - cognitive (weak interest and motivation to the profession)- 20%
- medium - emotional -practical (each student's result requires special encouragement and praise) - 35%
- high - stable (high level of creativity and emotional intelligence) - 45%

The leading specialist in differentiation of learning K.A.Tomlinson noted that emotions influence a student's motivation to learn, his ability to cooperate and his perception of himself as a learner.

A positive affect ensures positive academic growth, while a negative affect can lead to disbelief of the student in his or her own learning abilities. It is important to take into account the student's personal affect in order to best meet his educational needs [18].

According to O.V. Kolokoltseva Creativity is a complex category that characterizes the set of human abilities, allowing him to quickly orient himself in situations, find effective, often non-standard solutions, and adjust to the system of interactions, the achievement of the intended goal» [5]. The question is how emotional intelligence affects training. Emotional intelligence is the basis for development and manifestation of emotional self-regulation of behavior and activity of a modern specialist, it is a necessary condition for professional development and personal improvement [7].

The development of emotional intelligence in future professionals includes several key components:

- awareness of their emotions (self-awareness) - high level of emotional intelligence in students able to «catch» emotions in the moment and comprehend them.
- Emotion management (self-regulation) - the ability to control impulses, cope with anxiety, anger or frustration.
- motivation - the inner setting to achieve goals, perseverance, even if there are difficulties along the way.
- empathy - the ability to understand the feelings of others, to look at the situation from their position. This is especially important in communication and professional relationships.
- social skills - effective interaction, ability to build relationships, work in teams, resolve conflicts [11].

In the second stage of the study, a class was held on «Design of women's dresses», «Design and modelling of women's skirts» using a differentiated approach.

We used the «Subing» method where we use a cube with six different types of tasks. Each side of the cube corresponds to a certain type of cognitive activity, which allows to approach the subject studied from different sides and take into account different types of thinking and levels of preparation of students. By the method «Cubing» students perform tasks of different levels of difficulty.

In the final third phase, practical exercises were conducted to assess the results of the differentiated approach.

Conclusions

1. Differentiated approach in training is an effective tool for improving the quality of vocational training, allowing to take into account the diversity of individual characteristics of students.

2. Pedagogical and psychological aspects, such as emotional intelligence, motivation and learning style, play a key role in the successful implementation of this approach.

3. The use of modern methods and technologies of education based on differentiation promotes the development of creativity, autonomy, responsibility and other professionally important qualities.

4. The results of the experiment prove the usefulness and necessity of integrating a differentiated approach into the vocational education system in order to increase the efficiency of training of competitive specialists.

Conclusion. The conducted study confirmed the high efficiency of differentiated approach in the vocational education system, especially in the training of specialists in the field of development and design technology of light industry products.

Taking into account the individual characteristics of students - their level of training, pace of assimilation, motivation and learning style - contributes not only to improving the quality of the educational process, but also to forming professionally relevant competences.

Differentiated learning, based on pedagogical and psychological aspects, allows to create an educational environment focused on the development of personality, potential disclosure and increased motivation of students. The introduction of flexible forms of work, such as the «Cubing» method and the use of principles of emotional intelligence contribute to the development of both professional and personal qualities of future specialists.

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