

Multilevel Approach to Learning in Vocational Education

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Annotation. The article analyzes the issue of a differentiated approach to education and the types of differentiated education in secondary specialized education. The profile and level differentiation in education is proposed as a means of improving the quality of professional education in military academic lyceums. The features of teaching Russian as a foreign language in military academic lyceums are highlighted.

Key words: differentiated training, specialized secondary military education, profile and level differentiation, level of training, teaching the Russian language.

The issue of a differentiated approach to learning has long been of concern not only to scientists, but also to teachers of the education system. Since this approach is acceptable in teaching and is widely used in practice, from the last century.

The term "differentiated learning" from the Latin language "differentia" means "difference", "difference" [1]

Innovative teachers, while methodologists argue about the possibilities of applying differentiated teaching, have already begun to look for ways to solve this problem. This is primarily due to the fact that traditional education, focused on the "average" student, does not meet the modern requirements of education, that students have begun to learn subjects more consciously, having different levels of knowledge.

A multi-level approach to the study of subjects and its application in practice is especially important for military education. Since the specifics of the education of a professional institution requires a new, original approach to learning.

Practical experience in the military academic lyceum shows that the same approach to all students at all stages of the lesson is ineffective, primarily because students, differing from each other in mental, physical and intellectual capabilities, perceive, remember, and comprehend educational material in different ways. . Given this circumstance, we teachers often make an attempt to distribute students into small groups, taking into account more or less the same abilities, perceptual characteristics, or some other cognitive processes.

Based on the fact that already at school age differences are found in the manifestation of the intellectual abilities of children, it is extremely important when they enter a military lyceum not to equalize everyone on the basis of the named criterion, but in the course of organizing the educational process to create maximum conditions for the development of each student, taking into account his potential. The solution of this problem is impossible without the implementation of a differentiated approach to learning.

In the psychological and pedagogical literature, the level and profile types of the content of differentiated learning are distinguished. Let's consider these questions on the example of military-academic lyceums.

Level differentiation is expressed in the fact that, studying in the same classroom, according to the same program and textbook, lyceum students can learn material at different levels. The determining factor here is the level of compulsory training. Its achievement testifies to the fulfillment by students of the minimum necessary requirements for the assimilation of the content. On its basis, higher levels of mastery of the material are formed.

The well-known mathematician V. A. Gusev in his book "Psychological and Pedagogical Foundations of Teaching Mathematics" calls the level differentiation internal. This form of differentiated learning requires the teacher and student to reinforce learning material through repeated explanations. For effective and quick assimilation, it is important to explain the material first in the shortest way, then in more detail, enriching it with new information, and the third time in depth with detailed information.

It must be said that level differentiation is usually applicable in the first and second years, since students at this time are consciously choosing the level of assimilation of educational material.

Profile differentiation involves the training of different groups of high school students in schools, students of 1-2 courses in secondary specialized educational institutions, according to programs that differ in the depth of presentation of the material, the amount of information and even the nomenclature of questions included, as well as professionally oriented content of education. A variety of specialized education is an in-depth study of individual subjects, which is distinguished by a fairly advanced level of students' training in these subjects, which allows them to achieve high results.

The purpose of profile differentiation is to specialize the education of the sphere of inclinations, interests, abilities of students for the highest development in their chosen direction. Here, the maximum disclosure of the creative abilities and individuality of students, their targeted training in their chosen professional activities is expected. This is a voluntary choice by students of a professional direction.

Having experience in the military academic lyceum, we came to the conclusion that the profile differentiation of the content of education can be considered one of the successful means of improving the quality of vocational education, developing the abilities and interests of students. An in-depth study of academic disciplines focused on vocational training makes it possible to provide the necessary training for graduates of military lyceums

to the successful continuation of higher military education. In addition, profile differentiation is for graduates a means of self-determination and self-realization in the implementation of professional intentions.

So, the profile differentiation of education in secondary specialized military educational institutions provides for providing students with the opportunity to receive in-depth education according to the current curricula and programs in accordance with the standards of a secondary specialized, vocational educational institution.

As a confirmation of our above opinion, we cite the words of Academician M. L. Lavrentiev about profile differentiation, which are directly related to secondary specialized, vocational education: "After all, a teacher teaches not an abstract student,

but a very specific person with certain inclinations and abilities. I think that already from the sixth, seventh grade it is useful to introduce a differentiation of education according to interests and inclinations, that is, to offer the children several electives ... Electives are the recognition of a student as a person who has the right to develop in the desired direction. [2]

The well-known teacher D. A. Shapovalov wrote that profile differentiation “can be carried out both by making some adjustments to the curricula for certain groups of students, and by changing the structure of existing educational institutions or creating special types of educational institutions, each of which uses a variety of content, corresponding to his profiles. [3]

Analyzing scientifically substantiated opinions of scientists, we can say that the time has come to revise the curricula and methodological literature of military academic lyceums. It should be noted that education

in military academic lyceums has its own specifics. A special daily routine, admission of candidates from different regions of the country, different levels of knowledge of students in academic disciplines require, in turn, a specific approach to educational and regulatory documents.

Both types of differentiation - level and profile - coexist and mutually complement each other at all levels of secondary specialized military education, but in different proportions, although priority is given to various forms of profile study of subjects.

Practice shows that students in military educational institutions in academic groups have different levels of training in the Russian language. The traditional approach to teaching the Russian language is considered insufficiently effective. The goal of teaching is to equalize the preparation of students in order to achieve the given general level of Russian language proficiency by the whole group. This makes it impossible to effectively use the personal potential of each student in the work.

Modern conceptual ideas, such as the idea of planning obligatory results of teaching the Russian language, contribute to the gradual modernization of the entire methodological system, make it necessary to change the approach to the problem of differentiated teaching of the Russian language. [4].

A differentiated approach to teaching the Russian language makes it possible to improve the quality of the educational process, significantly increase the productivity of education through the use of pedagogical forms and methods that take into account the individual characteristics of each student's personality development.

With regard to teaching Russian as a foreign language, with Considering the forms of differentiated learning, factors such as: the initial level of proficiency in Russian are singled out; individual abilities that affect the learning process; the task of maintaining the student's motivation for learning the Russian language.

In the field of teaching the Russian language in the conditions of professional military education, both types of differentiation can be attributed. They provide for different content training programs and the formation of groups of students, taking into account their professional needs, individual characteristics and level of training in the Russian language.

Thus, the focus on the personality of the student also forms the concept of language education. The development of a linguistic personality becomes a large-scale task, and the development of independence, self-discipline and creativity of the student in the process of learning the Russian language becomes a priority. The formation and

growth of these abilities becomes the key to the readiness of the individual for constant language education and self-education, which allows achieving the most productive results.

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