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## PECULIARITIES OF MULTILEVEL TRAINING IN KAZAKHSTAN, USA AND COUNTRIES OF WESTERN EUROPE

**Abstract.** *The article highlights the theoretical analysis of multi-level education, shows that differentiation is primarily aimed at revealing the personality, which provides a chance for each child to organize their education in such a way as to maximize their opportunities. Also, level-based education allows the teacher to focus on working with different categories of children, characterized by a variety of approaches to the content, organization of the learning process and its results. Moreover, the trend of differentiation in educational institutions is characterized by a more rapid response to the needs of students. The article provides a comparative analysis of level education in Kazakhstan, the United States and Western European countries. Research work has been carried out to study the features of an individual and differentiated approach in teaching different categories of students, through the use of a survey method among teachers.*

**Keywords:** *differentiation of training, allocation of levels of training, level training, educational process, individual approach, improving the quality of knowledge.*

**Introduction.** The last decade of the last century was marked by changes in the socio-political, socio-economic life of the Republic of Kazakhstan. These changes have not by passed the education sector.

The priority task determined by the "State Program for the Development of Education in the Republic of Kazakhstan" is to achieve a new, modern quality of all types of education, including general and professional. To create the necessary conditions for achieving the modern quality of general education, one of the measures is the introduction of a flexible system of education profiles in high school [1]. Therefore, now the main task of the school is to reveal the individuality of the child, to help it manifest itself, develop, settle down, gain selectivity and resistance

to social influences. In this regard, today in modern schools there is a widespread trend of differentiated training of students, which is consistent with the inclinations, abilities and interests of children.

Purpose of the study: to study the experience of applying an individual and differentiated approach in the education of students in Kazakhstan, in the USA, in European countries

Research objectives :

- To conduct a theoretical analysis of the literature on the problem of research;
- To carry out a comparative analysis of the experience of application of differentiated education in the countries of Europe, USA, Kazakhstan;
- identify positive and negative sides of differentiated instruction

Significance of research: the conducted analysis of experience of application of differentiated training of the countries of Europe, the USA, Kazakhstan has shown that it is possible to organize training in such a way that to use all possibilities of pupils to the maximum; level training allows to focus teacher's attention on work with various categories of children who differ a variety of approaches to the content, the organization of educational process and its results.

#### **Conditions and methods of research**

The following research methods were used to write the article

- theoretical analysis of scientific, pedagogical, psychological, methodical literature

- experiment

In the experimental part of the study, the following methods were used:

- questioning, comparison, analysis.

In world practice, attempts to implement the ideas of level education begin with the ideas of education by Jean Jacques Rousseau, I.G. Pestalozzi, G.D. Torey, M. Montessori and others. These well-known teachers were united, first of all, by the desire to educate a free personality, to make the student the center of attention, and also to provide him with the opportunity for active cognitive activity through creativity and through independent expedient activity[2].

If we turn to the history of solving this important pedagogical problem, we can start with Ya.A. Komensky, who, following Aristotle, insisted that all children by nature have a predisposition, a desire for knowledge, that they can all be taught. Comenius in his work "Great Didactics", when approaching children, recommended taking into account the difference in their abilities. He wrote that students can be divided into six types, and he recommended approaching each one in a special way. In domestic pedagogy, K.D

Ushinsky paid great attention to this problem. He devoted central attention to a comprehensive study of children, the correct formulation of the relationship between the teacher and the student, developing the influence of teaching. He recommended the wide use of a variety of teaching methods, which will help to take into account in every possible way the individual characteristics of attention, memory and thinking of students. Studying the practical experience of well-known innovative teachers of our time, it can be noted that the problem of individualization of education is relevant in our time.

Thus, the methodological system of the Donetsk teacher V.F.Shatalov allows us to successfully solve one of the most difficult pedagogical tasks - to involve each student in daily mental work, to cultivate cognitive independence, to strengthen each student's self-esteem, self-confidence in their strengths and abilities. I.Ilyin found a way to accelerate the spiritual development of students, making the lessons of literary reading lessons of self-knowledge and life. In any class there are guys who need "emergency help". Individual work is carried out with them during extracurricular time. N. Ilyin proposes to include it in the lesson, focuses the entire lesson on one person, and not on a lot of guys. First of all, it is necessary to see in a person what distinguishes him from others and why from, in fact, is useful and necessary for others. Work with one is the path to others[3].

If we turn to the experience of primary school teachers, we can single out the work of the candidate of pedagogical sciences, honored teacher I.P. Volkov, who conducts creativity lessons for schoolchildren, the content of the educational material and the construction of the process, learning in its lessons allows you to identify and purposefully develop inclinations and abilities each child, to develop the qualities

of personality and activity that determine the manifestation of creativity in any business.

A.Amonashvili, doctor of pedagogical sciences, professor scientifically substantiated and carried out in school practice the conditions, content and principles of working with six-year-old children, contributing to the formation of socially significant motives for learning, the comprehensive development of the personality of younger students. He believes that the teacher should have active optimism when the teacher deeply delves into the individuality, the inner world of the child and, depending on this, looks for methodological ways and transformations - education, training and development. Active optimism requires the teacher to be constantly creative, incessant search.

N. Lysenkova, an honored teacher, came up with the idea of commented management. Not only the teacher teaches, but also each student, thinking out loud, explaining his actions, "leads" the rest. To include each student in active activity in all lessons, to bring ideas on the topic under study to the formation of concepts, stable skills - the goal of this method. It helps him to achieve support schemes, cards, commented management, as well as attention to the state of each student, managing their teaching so that children gradually master the self-regulation of their activities, their educational work.

So, considering the history and current state of the learning process, it can be noted that the problem of individualization of learning has not lost its urgency, providing the teacher-practitioner with unlimited opportunities for creativity and initiative to solve it.

The problem of upbringing, development and training of the individual is currently particularly relevant in connection with the transition from

collective pedagogy to individual pedagogy[3].

These famous teachers were united, first of all, by the desire to educate a free personality, to make the student the center of attention, and also to provide him with the opportunity for active cognitive activity through creativity and through independent expedient activity.

Domestic teachers and researchers such as E. Aksenova, I. Voskresenskaya, B. Vulfson, A. Dzhurinsky, M. Klarin, M. Palyanov, K. Somnitelny, Yu. Tarasova, Yu. Turchaninova, A.A. Kirsanov, M.A. Melnikov, N.M. Shakhmaev, A.E. Abylkasymov also paid great attention to the study of the issue of individualization of education. They noted that differentiation should not reflect narrow specialization, and the very first schools with differentiated technology should have submitted all their activities to the tasks of vocational training of students[2].

In the teacher's oral presentation, i.e. the teacher turns into his material and then complicates it;

The use of a learning conversation, during which the advancement of problems and the demonstration of their additional and extra-curricular knowledge are caused;

Accounting for differences in the role play, in the discussion. beginning from the 60s, the main properties of differentiation in domestic pedagogy are seen in independent work. Individualization here is carried out mainly in various ways:

Allocate possible forms and methods of differentiation: front work, Group, work in pairs, individual work.

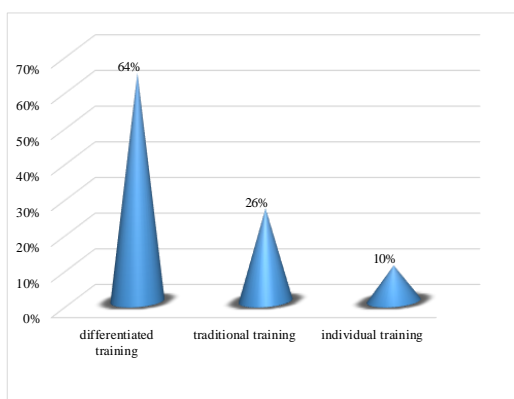
**Research results.** According to a survey in the US. No. 29 named after Y. Gagarin, Taraz, many teachers are interested in improving the quality of teaching, for this they use different approaches to teaching, including a differentiated approach. Based on the results of the survey, it was revealed that

teachers of the US. No. 29 Taraz use differentiated teaching techniques in the classroom.

It must be said that among them there are those teachers who believe that differentiated learning is learning when students are divided into groups according to their abilities and classes with different levels of knowledge are distributed: this can be high, medium and low levels of knowledge, other teachers distribute classes with in-depth study of any science.

Thus, 64% of the 150 teachers surveyed consider differentiated teaching to be the most successful form of teaching, 26% of teachers voted for the traditional one, and only 10% for the individual one.

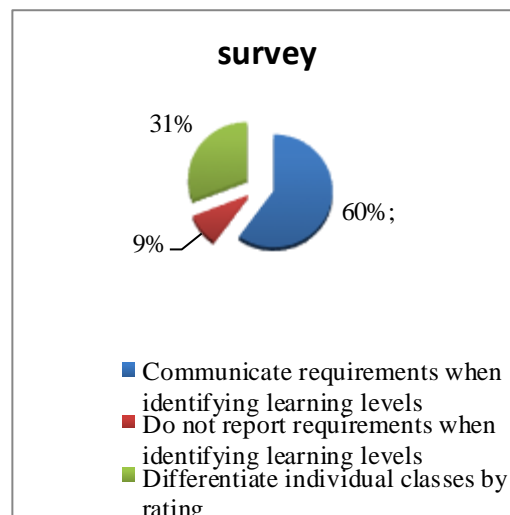
Poll among teachers №29 named after Y.Gagarina



Thus, 60% of the teachers surveyed believe that with this teaching technology it is necessary to identify the levels of children's learning and allow them to study at their level, while reporting the requirements for each level. 31% of teachers think that it is necessary to differentiate classes according to the rating of students, using traditional forms when teaching. 9% of teachers believe that it is undesirable to report requirements when highlighting the levels of students' learning, as this may hurt the child.

Based on this survey, we can say that the constant application of “unity of requirements” to all students at all stages of

the educational process, without taking into account the peculiarities of their individual psychological development, hinders their normal learning and causes a lack of learning interests.



Therefore, it is important for teachers to set themselves the task of unlocking the potential and increasing the educational and cognitive motivation of students through the level differentiation of the educational process.

Along with this, we found that the process of differentiated learning has, How and pluses and minuses, which are given in the comparative table[8]:

Plus	Minus
<ul style="list-style-type: none"> <li>- Providing the opportunity for each student to study at the level that corresponds to his abilities;</li> <li>- Differentiated learning allows weaker children to show more opportunities and be involved in the educational process;</li> <li>- Due to the fact that the process of mastering the material becomes more interesting, it becomes</li> </ul>	<ul style="list-style-type: none"> <li>- Differentiated learning requires much more time to plan lessons for teachers;</li> <li>- Lack of resources for the professional development of teachers in the field of tertiary education;</li> <li>- Weak students cannot get help from stronger ones;</li> <li>- Erroneous distribution of students;</li> <li>- The level of motivation decreases</li> </ul>

easier for teachers to achieve maximum student results; - There is an increase in the motivation of stronger students; - Increases the level of motivation in strong groups	in weak groups
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But despite the existing negative aspects, the presented teaching method is still gaining popularity. In this regard, we advise teachers to use in their work the following methods and forms of differentiation of learning according to the levels of mastering and consolidating the material: the game method, combined lessons using ICT, research, the method of creating a problem- search situation, group, individual work, as well as work in pairs[7].

Also, good results are shown by independent work (according to interests, by level of complexity, by volume) and differentiated tasks for the development of mental processes, namely attention, imagination, memory and logical thinking.

**Discussion.** For example, in Kazakhstan, multi-level education is understood as such an organization of the educational process, in which each student has the opportunity to master the educational material in individual subjects of the school educational program at different levels ("A", "B", "C") not lower than basic, depending on the abilities and individual characteristics of the student. Strong students with this type of training have the opportunity to improve their knowledge and broaden their horizons, as well as satisfy their interests and inclinations for scientific knowledge. For weak students, differentiated training is necessary in order to help them quickly overcome gaps, master the techniques of rational mental activity and catch up to the level of program requirements.

Thus, differentiation is primarily aimed at revealing the personality, which provides

a chance for each child to organize their learning in such a way as to maximize their opportunities. Also, level-based education allows the teacher to focus on working with different categories of children, it is distinguished by a variety of approaches to the content, organization of the learning process and its results. Moreover, the trend of differentiation in educational institutions is characterized by a more rapid response to the needs of students[7].

If we consider the experience of implementing differentiated education in the United States and Western Europe, then this issue was considered by such scholars and teachers as: B.S.Bloom, J. Bothet, J.Bruner, L.Legrand, R.Gagne, J.Dewey, R. Peters, and many others. etc. They identified two main ways of differentiation. The first involves the opening of stationary departments, each of which operates in accordance with curricula and programs that are mandatory for all students who have chosen one or another profile. (France, Italy, Spain, Denmark). The second way to implement differentiation is the presence of a large number of elective subjects with a limited number of compulsory subjects. This path is commonly used in the USA and England, where the number of electives is decreasing and the compulsory ones are increasing[4].

It should also be noted that in US schools where differentiated learning is practiced, students are given the opportunity to independently choose the subjects they study and ways to individualize learning. For example, in "independent learning" (independent study), students themselves can choose the educational material and the way it is studied, and the teacher acts here as a consultant. In self-directed study, goals and learning material are usually assigned by teachers, and the method of learning them is chosen by the student. If the student chooses a "learner-centered program", then

here the student can choose both the educational material and the time of studying it.

Moreover, certain types of intra-school differentiation are used in US schools to meet the educational needs of students, such as: "banding", "streaming", "setting". For example, in "banding" students of the same class are divided into groups depending on the level of intelligence, which is determined using tests for verbal and mental abilities. When using "streaming", children are divided into different streams, which creates the opportunity to make groups even more homogeneous[7].

However, the needs of children can be more adequately met with the help of the third type of differentiation - "setting", which is based on grouping children on the basis of academic performance in individual subjects.

Thus, in the United States, unlike our education system, the student has the opportunity to independently choose subjects for study, which, of course, expands the scope of the child's social and communicative competence.

**Conclusion.** A differentiated approach to schoolchildren is the most important principle of education and training. In the process of studying the problem of differentiation of learning, we discovered that it is necessary to take into account the individual characteristics of students. To develop the inclinations and abilities of students and the formation of a creative personality, it is necessary to use differentiated education in a modern school, which will become one of the most promising ways to improve the quality of education of schoolchildren[8].

Hence the conclusion that differentiated learning is a means of solving pressing problems of a modern school.

We can say with confidence, taking into account previous experience, the current education system is moving in the right direction, modernizing the education system, with an emphasis on individualization of learning and taking into account both the positive and negative experience of European countries and the United States in these matters.

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## ҚАЗАҚСТАН, АҚШ, БАТЫС ЕВРОПА ЕЛДЕРІНДЕГІ КӨП ДЕҢГЕЙЛІ БІЛІМ БЕРУДІҢ ЕРЕКШЕЛІКТЕРІ

**Аңдатпа.** Мақалада көп деңгейлі білім берудің теориялық талдауы көрсетілген, саралау ең алдымен жеке тұлғаны жан жақты ашуға бағытталғанын көрсетеді, бұл әрбір балаға өз мүмкіндіктерін, ерекшеліктеріне қарай барынша арттыратындай білім беруді ұйымдастыруға мүмкіндік береді. Сондай-ақ, деңгейлік білім беру мұғалімнің мазмұнына, оқу үдерісін ұйымдастыруға және оның нәтижелеріне көзқарастардың алуан түрлілігімен сипатталатын әртүрлі санаттағы балалармен жұмыс істеуге көңіл бөлуге мүмкіндік береді. Сонымен қатар, білім беру ұйымдарындағы саралау тенденциясы студенттердің қажеттіліктеріне тезірек жауап беруімен сипатталады. Мақалада Қазақстандағы, Америка Құрамы Штаттағы және Батыс Еуропа елдеріндегі білім деңгейінің салыстырмалы талдауы берілген. Мұғалімдер арасында сауалнама әдісін қолдану арқылы әртүрлі деңгейдегі оқушыларды оқытудағы жеке және сараланған тәсілдің ерекшеліктерін зерттеу мақсатында зерттеу жұмыстары жүргізілді.

**Тірек сөздер:** оқытуды саралау, оқыту деңгейлерін бөлу, деңгейлік оқыту, оқу-тәрбие процесі, жеке көзқарас, білім сапасын арттыру.

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## ОСОБЕННОСТИ РАЗНОУРОВНЕВОГО ОБУЧЕНИЯ В КАЗАХСТАНЕ, США И СТРАНАХ ЗАПАДНОЙ ЕВРОПЫ

**Аннотация.** Статья освещает теоретический анализ разноуровневого обучения, показывает на то, что дифференциация прежде всего, направлена на раскрытие личности, что предоставляет шанс каждому ребенку организовать свое обучение таким образом, чтобы максимально использовать свои возможности. Также уровневое обучение позволяет акцентировать внимание учителя на работе с различными категориями детей, которые отличаются разнообразием подходов к содержанию, организации процесса обучения и его результатам. Более того, тенденция дифференциации в образовательных учреждениях характеризуется более оперативным реагированием на нужды обучающихся. В статье дается сравнительный анализ уровневого обучения в Казахстане, США и в странах Западной Европы. Проведена исследовательская работа по изучению особенностей индивидуального и дифференцированного подхода в обучении разных категорий учеников, посредством использования разных методов исследования.

**Ключевые слова:** дифференциация обучения, выделение уровней обученности, уровневое обучение, учебно-образовательный процесс, индивидуальный подход, повышение качества знаний.

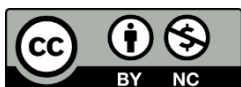
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