MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL

TECHNOLOGIES OF DESIGNING THE METHODOLOGY OF DIFFERENTIATED LITERARY EDUCATION IN PRESIDENTIAL AND CREATIVE-SPECIALIZED SCHOOLS

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ABOUT ARTICLE

Abstract: This article examines the theoretical and practical foundations of designing a differentiated literary education methodology in presidential and creative specialized schools. It analyzes the concept of methodological design and its differences from traditional methodological planning using scientific research. It describes a step-by-step system for the design process, including its aspects related to content, form, technology, and tools. Particular attention is paid to personalization, an integrative approach, and interdisciplinary connections in education. The article explores the specifics of developing student-centered methodological models for differentiated learning. The advantages of effectively integrating digital technologies into the educational process are substantiated. Using presidential schools as an example, it demonstrates the practical value of a creative, interactive, and competency-based approach. Effective methods of reflection, portfolio, and self-assessment in the methodological design assessment system are also considered. Finally, it evaluates the design of differentiated literary education as an important factor in creating an innovative and personalized educational model for presidential and creative schools.

Introduction. The organization of differentiated education requires not only determining how the subject should be taught, but also planning the content, methods, resources, assessment mechanisms and educational environment in a harmonious manner. The central element of this process is methodological design.

Materials and methods. In pedagogical theory, the concept of design (project) is used to organize the educational process in a purposeful, systematic, phased and result-oriented manner. It, unlike the general meaning of the term "project", takes into account the formative, adaptive and individual characteristics of education. Project, unlike planning, is not just a determination of terms and resources, but also the transformation of the content, form and technologies of the pedagogical process into a theoretically grounded and clearly expressed system in advance.

In this regard, the methodology project means a model of the educational system and process for a certain subject (in our case, Presidential, creative schools) in accordance with individual needs, resources, and strategic goals. This model is constantly revised, adapted and improved based on monitoring results.

In traditional education, the methodology is mainly focused on the implementation of a single plan and standards, while in differentiated education, the methodology is designed in a form suitable for the interactive relationship between the changing, flexible, active subjects (students and teachers). The following principles are important in this:

• Personalization - designed methodology to match the pace, potential and interest of each student;

• Creative-selective approach - tasks are not the same, but have different solutions and formats;

• Integrativity - the methodology should be related not only to literature, but also to fields such as philosophy, history, art, and ethics;

• Modeling the learning environment is the adaptation of the methodology project to the specific classroom environment, resources and capabilities of digital platforms.

In the context of presidential schools, this methodological project aims not only to teach science, but also to form the student's personality, independent thinking and creative image.

The process of designing differential educational methodologies is carried out on the basis of a step-by-step, layered and multi-parameter system. The table below provides a scientific comparative analysis of the differences between traditional methodological planning and differential design:

Table 1

Comparative analysis of traditional methodical planning and differential design

Direction	Traditional methodological plan	Differential methodological project
Purpose	Providing the same knowledge to all students	To open and develop the potential of each student
Text selection	Fixed, standard	Interdisciplinary, cultural, interest-based
Assignments	For the same type and price	Selective, personalized and creative
Evaluation	Guided, depending on the result	Depending on the process, growth and thinking
Technology	Standard methods, mainly based on memorization	Interactive, reflexive, communication and media elements
The role of the teacher	Informer	Facilitator, mentor, reflective

The comparative analysis reflected in this table shows the need to take into account personality-centered education, a competency-based approach, integrativity and a holistic cultural context in differential methodological design. Therefore, in such a design, a literary work is considered not only an object of interpretation, but also a source that organizes social, moral, and spiritual discussions in education.

Presidential and creative-specialized schools are updating their curricula, directly focusing on student activity. Such a model often requires organizing lessons based on a methodological project, rather than relying on standard textbooks. For example, a project is created on one topic, which includes 3-4 different activity scenarios, assessment forms and forecast results, suitable for different types of thinking. This ensures the transformation of literary education into a field of personalized analysis, creativity and discussion.
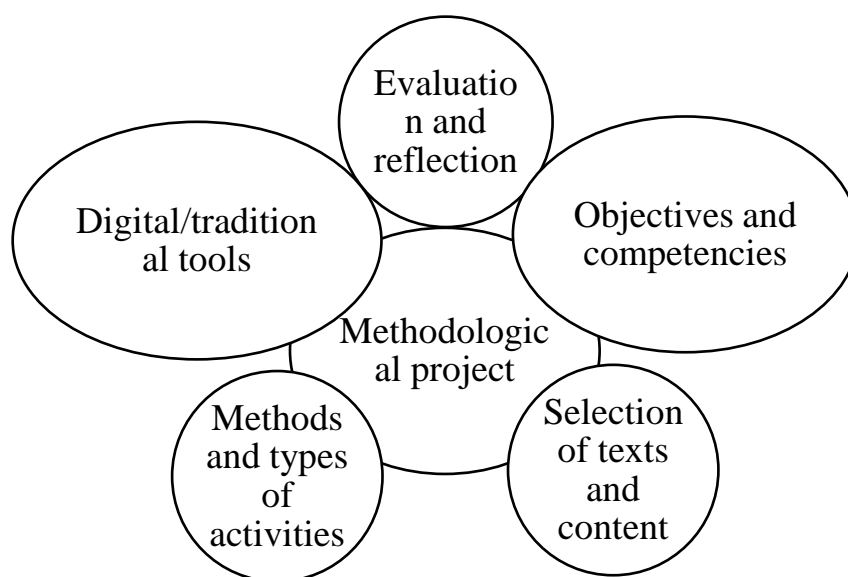
A systematic, clearly focused and step-by-step approach to the methodological design process is the main condition for effectiveness. Especially in institutions that ensure a high level of educational quality, such as the Presidential and creative schools, each lesson scenario, learning module or categorized tasks requires thorough conceptual and technological planning in advance.

A step-by-step approach means that each step in the development of a methodological project has a separate task, purpose and result. This approach provides order, logical consistency and feedback within the education being implemented.

1st step: Conceptual analysis and goal setting

Methodological design begins with philosophical and pedagogically based goal determination before content selection. It analyzes the following:

•	universal and national values in the work or topic;

•	spiritual, moral and intellectual directions suitable for the age and psychology of the student;

•	general competence and educational objective of the lesson or module.

Example: Through the analysis of the literary image, it is aimed not only to understand the plot, but also to form the concepts of tolerance, responsibility, humanity in the student.

 2nd step: Content selection and modulation

At this stage, the work (or collection of works), topics, text types, additional information, and interdisciplinary connections are selected. Modulation means structuring knowledge, competencies, and tasks around the topic based on directions:

- core (main idea, central character, genre feature);

- honorary block (information about the author, literary environment, contemporary attitude);

- optional sections (interpretation options depending on the student's interest).

Example: A comparative study on the topic of "love" through the works of A. Qakhkhor, O. Khoshimov, and G.Maupassant from world literature.

3rd step: Designing methods and activities

In this, tasks are categorized, i.e:

- Category A: reproductive activity (question-answer, test, sentence composition),

- Category B: analytical activity (essay, plot map, comparison),

- Category C: creative activities (role-playing, podcast, slideshow, dramatization).

Each activity is adapted to the individual potential of the student. At this stage, communicative methods, social discussion, and group work are added to the project.

Example: Writing an essay, relating the theme of the work to events in personal life (category B); speaking in imagery (category C).

4th step: Selection of tools and resources

Visual, audiovisual, digital or traditional resources are selected that are appropriate for the selected activities. In the context of Presidential Schools, these tools:

- differentiated materials (by level of difficulty),

- interactive slides and platforms (Google Forms, Quizlet, Mentimeter),

- it can consist of audiobooks, video fragments, films, interviews on topics.

This phase enlivens the learning environment and provides multi-format reception.

5th step: Introduction of evaluation and reflection mechanism

In differential methodological design, evaluation is not used as a traditional assessment, but as a means of monitoring the development of the student and correctly analyzing his personal growth.

In this step, following methods are used:

- step-by-step monitoring,

- self-assessment sheets,

- collaborative assessment,

- reflexive diaries,

- portfolio analysis.

Example: Writing a reflection on the question "What did I learn in this lesson?", creating a set of focus questions to evaluate one's work.

Methodological project is not just a plan, but a modeling of the process from a new pedagogical perspective. Its phased organization makes literary education:

- rich in content,

- modern in form,

- selective and creative in style,

- interactive in terms of tools,

- reflexive depending on the outcome.

Therefore, these steps should be strictly implemented in the methodological projects being developed for the Presidential Schools. This method is the most important technological mechanism for effectively achieving the goals of differentiated education.

A methodological project should always be considered as a whole system. Each element included in it should function in an interconnected manner, be goal-oriented and functional. In literary education, this system not only provides knowledge, but also performs the tasks of spiritual and moral development, the formation of a person's thinking and aesthetic worldview. Therefore, a thorough study of the main elements of a methodological project, determining how they can be interconnected and individualized, serves the practical emergence of differentiated education.

First, determining the content of education is the foundation of a methodological project. In literary education, the selection of content is not limited to the plot, author, or form of the work. It is a broader concept and includes aspects such as the idea of a literary text, the philosophical position conveyed through images, history, the author's worldview, social environment, and the meaning of the work for a modern student. In the context of presidential schools, this content is required to be even more multifaceted. For example, a literary work should not only be an entertaining text, but also encourage the student to think about life, seek answers to difficult questions, and form his own position. Therefore, methodological projects select texts that reflect moral contradictions, complex human relationships, historical events, and social problems.

The content is complemented by the form. The form is the organizational expression of the educational process, that is, it determines how the lesson will be conducted, in what format students will participate, how ideas will be expressed. In presidential and creative schools, the form is not standard, but rather should be intended for research, competition, debate and reflection. For example, instead of the lecture method, pair discussions, exercises in figurative thinking, case analysis, individual presentations, role-playing games, elements of essays and

debates are more widely used. In this case, the student is not given ready-made information, but is helped to form his own opinion, understand other points of view and defend his own.

When form is combined with content, the technologies that carry out this process also play a very important role. In the methodology being designed in the Presidential schools, interactive and reflective technologies based on constructive pedagogy are preferred. Educational technology is not just a set of methods, but a system that shapes the socio-spiritual environment of the entire lesson, organizes interpersonal relationships and directs to dialogue. For example, technologies such as "mind mapping", "generation of analytical questions", "reinterpretation of the work in context", "intertextual comparative analysis" serve this purpose. Through their use, the structure of the literary text, the network of thoughts in it, the connection between images are mastered both theoretically and practically.

No matter how deeply the technology is planned in the methodological project, if it is not provided with clear and purposeful tools, the result will not be as expected. Therefore, the selection of didactic tools should also be carried out in harmony with the general concept. Among the tools suitable for Presidential schools are interactive presentations, media texts, audio and video recordings, visual schemes, QR-code resources, platform materials for live discussion, as well as creative information sources in the classroom environment. These ensure multi-format education and organize the process of knowledge creation, not just the acquisition of knowledge by the student.

Finally, the main part that ensures the effectiveness of the methodological project and determines its continuity is the evaluation system. Evaluation here is not a number or a mark, but rather an internal monitoring of the process. It should reflect not only the result, but also the thought process, the level of activity, the speed of reasoning, the scope of creativity. There are methods that ensure the student's self-assessment, mutual assessment, and spiritual growth through collective discussion of ideas. Among the assessment methods used in the presidential schools, personal portfolio analysis, focus-reflection, creative responses to complex questions, essay and scenario assessment, and collaborative analysis play an important role.

In short, each element of the methodological project has its own role and function, and their mutual compatibility, working together in a holistic system, is the key to the effectiveness of differentiated literary education. The methodology intended for presidential and creative schools must be designed on the basis of such an integral structure.

Results and discussion. Methodological projects developed for creative schools, including presidential schools, differ sharply from traditional educational models. The main

goal of education in these schools is not only to provide knowledge, but also to reveal the individual capabilities of each student, develop their creative potential and form the ability to think intellectually independently. Therefore, the methodological project, unlike traditional education, must be adaptive, flexible, multi-format and based on interdisciplinary relations.

Adapting a methodological project requires, first of all, a reconsideration of the relationship between the subjects of the educational process - the teacher and the student. In this case, the teacher becomes not a transmitter of information, but a person who organizes activity, directs to the problem and creates conditions for creative research. The student, on the other hand, is not a passive listener, but a participant in the discussion, expresses an opinion and draws conclusions. Methodological projects should be aimed at creating an educational environment that can ensure this process.

The selection of literary material in projects for creative schools should be carried out with great responsibility. The works should encourage the student to think not in a narrow circle, but in a broad spiritual and social landscape, and be connected with student's personal experience. Literary material should be rich not only in ideological and aesthetic terms, but also in educational and upbringing, intertextual and moral terms. At the same time, texts need to be able to be reinterpreted in a modern context, that is, they need to deepen reflection through processes such as metaphor, irony, contrast, and moral contradictions.

Another important feature of methodological projects is the personalized, selective and categorized design of methods and types of activities. In creative schools, the fixation of education on one type of tasks reduces the activity of students and creates the risk of stereotyping thinking. Therefore, in such projects, lesson activities should be structured in a way that requires different solutions, encourages creative independence, and supports the creation of knowledge through life relationships. For example, questions asked for the analysis of a work should encourage the student not to memorize, but to form his own opinion: "What does this image mean to you?", "Do you agree with the author's opinion?", "What conclusions can be drawn from a different point of view?", through which the student's thinking is revealed.

In methodological projects suitable for creative schools, the educational process should be lively, rich in dialogue, based on discussions between subjective points of view. This should also be reflected in forms and technologies. Instead of traditional question-answer, reproductive methods, such forms as philosophical discussion, dramatization, moderated debates, creative essays, text interpretation, and mind maps are preferred. These allow the educational process to be structured in accordance with the internal intellectual activity of the student. Also, based on the technical capabilities of the Presidential Schools, activities enriched

with digital technologies - such as video analysis, interactive infographics, and virtual forums - are directly integrated into the methodological project. In short, methodological projects in creative specialized schools should be developed not for teaching one or another subject, but as a means of creating a spiritually mature, socially responsible, and thinking person. Their main feature is deep content, multi-format activity, socio-psychological environment, thought-oriented forms and creation of attitude based on free reasoning.

The effective use of digital technologies in the design of literary teaching methods has become an integral part of 21st century education. Especially for educational institutions of an innovative direction, such as the Presidential and creative schools, digital tools serve not only as a technical tool, but also as a central factor in the reconstruction, personalization and interactivity of the didactic process. From this point of view, it is advisable to adapt methodological projects to the conditions of the digital environment, to use one or another tool not only as a visual addition, but also as a core part of the knowledge creation process.

Firstly, digital technologies create the opportunity to visualize, interact and receive the content of literary education in multiple formats. In presidential schools, when working with literary texts, modern tools - audiobooks, electronic storytelling platforms, multimedia analysis programs and interactive infographics - are used to form the ability of students to perceive the text through various means. Such an approach provides a learning environment that corresponds to student's personal perception, that is, activates thinking through visual, audial, kinesthetic means.

In methodological projects, forms of work in a digital environment should not be limited to the presentation of material. On the contrary, it is necessary to introduce technologies as an opportunity for independent analysis, creative interpretation and collaborative thinking of the student. For example, organizing online discussions on the work on the Google Docs platform, collective clarification of the characteristics of the characters through "thought walls" using Padlet or Jamboard, preparing visual summaries in Canva and creating slide-style essays are widely included in the content of the methodological project. This process teaches the student not only to work with content, but also to the culture of expressing his thoughts in a digital environment. Also, it becomes possible to establish individualized education through digital technologies. For example, with the help of tests, multiple-choice assignments, modular exercises, reflection platforms (for example: Mentimeter, Wordwall), each student moves along his own development trajectory. This ensures the methodological, rather than technical, effectiveness of differentiated education.

The digital environment, while changing the general model of education, also creates an opportunity to introduce advanced approaches in the assessment system. Typically, in literary education, assessment is often based on essays, answering questions or word-for-word repetition, while in the digital environment it is possible to format and differentiate assessment. For example, students present their thoughts through podcasts, video fragments, live infographics, slides or digital essays and are assessed based on indicators such as reasoning, depth of thought, logic, creativity through special assessment criteria. This solution serves not to digitize assessment, but to personalize it on a digital basis.

Finally, another advantage of digital technologies in the educational process is the freedom of education from time and place, that is, the student has the opportunity to revise, change, explain and participate at any time. Education does not stop in this process, but develops on the basis of constant dialogue, renewal and reflection. This is especially important in literary education, since the process of working with a literary text is not a simple reception, but a reconstruction of personal thinking at different stages.

Conclusion. Thus, the integration of methodological projects with digital technologies for Presidential Schools is not just an innovation, but a methodological necessity. Such an approach is an effective method that serves to personalize, interactivate and socialize literary education.

Methodological design for the organization of differentiated literary education in presidential, creative-specialized schools is a complex but stable process. It is not only built in the learner's center, but it is built keeping the interrelationship between educational content, form, technology, tool and evaluation system. Innovative pedagogical approaches, didactic models covering a wide range of communication and creative activities play an important role in this process. In particular, digital technologies create the basis for personalization of education in form and content, development in an interactive environment.

Table 2

Comparative analysis of methodological project elements

(Presidential Schools and Traditional Schools)

№	Methodical elements	Appearance in traditional schools	Adapted appearance in presidential/creativity schools
1	Content	Memorizing the plot of the work, the life of the author, classical information	Personal position through the work, moral problems, contextual analysis, intertextuality, modern interpretation

2	Form	Lecture, reproductive question and answer	Debate, creative essay, dramatization, role plays, cases, discussions, philosophical inquiries
3	Method	Standard explanation, interpretation	Creative interpretation, mind mapping, character simulation, social dramatization
4	Technology	Traditional teaching technology, reliance on textbooks	Interactive learning, PBL, CLIL, digital platform technologies, modeling of the learning environment
5	Tools	Textbook, manuscript, often one source	Multimedia, infographics, podcasts, virtual tours, audiobooks, Google Workspace, Canva, Jamboard, etc.
6	Evaluation	Point test, oral assessment, formal opinion	Criterion system, reflection diary, mutual evaluation, individual portfolio, personal growth monitoring
7	Consequentiality	Focused on results (learned – not learned)	Focuses on the process (how did he learn? how did he grow? what was the reasoning?)

Literary education models in presidential schools require a high degree of adaptation compared to standard schools. This requires the design of methodological models in new contexts, taking into account the individual needs of students. In this approach, each student is considered a creative, analytical, reflective, and responsive subject. From this point of view, interdisciplinary connections, a variety of forms, multiple-choice tasks, multimedia tools, and differential assessment mechanisms are important decisive factors in the design process.

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