**B\_PP\_2. Differentiation and Personalization**

Differentiation and personalization in education are both strategies designed to address the diverse needs of students, though they differ in approach. At UZSWLU, regarding internationally accepted teaching and learning foreign languages outcomes, differentiation involves modifying teaching methods, materials, and assessments within the classroom to cater to various learning styles and abilities, ensuring that each student can engage with the material in a way that suits them. In contrast, personalization focuses on creating a more individualized learning experience by tailoring content and learning paths to each student’s unique needs, interests, and pace, often leveraging technology to facilitate this customized approach. While differentiation adapts instruction within the classroom, personalization seeks to provide a more bespoke educational experience. For further information: https://uzswlu.uz/en/foreign-language-and-literature

Individual learning profiles are recognized and addressed within the instructional strategies. The specific information that is collected in a learner include the following information about a student: background information on culture and community, academic strengths, knowledge, skills and samples of their work, leadership and character traits, other features and unique potential, learning style and motivation, passions and interests, goals and dreams, academic, social and emotional needs, challenges and what they struggle with. Teaching approaches, materials and assessments are varied to accommodate students' diverse learning styles, strengths and preferences. The information relevant to students’ learning profiles is collected by the tutor, appointed be the dean’s office, UzSWLU students’ union, Department of the Youth Policy and Enlightenment-Spirituality Affairs of the University and HEMIS educational on-line platform, is in charge for the group. (Decree of the President of the Republic of Uzbekistan “On the approval of the concept of the development of the higher education system of the Republic of Uzbekistan until 2030” No. PF-5847 dated 08.10.2019 <https://lex.uz/docs/4545884>)

The personalization of learning paths is integrated into instructional strategies, enabling students to pursue personalized learning trajectories that correspond with their interests, skills and past knowledge. The pace, depth and focus of the learning vary accordingly. <https://student.uzswlu.uz/dashboard/login>

Instructional strategies are adjusted to meet the needs of diverse learners, including different genders and those with exceptionalities or varying proficiency levels. Instructional modifications, accommodations or interventions are implemented to support individualized learning needs. Teachers adopt various instructional strategies and incorporate them into their pedagogical practices to create inclusive and effective learning environments that support the language development and academic success of students with various impairments: adapt lessons, materials and activities to accommodate diverse learning styles, paces, abilities, incorporate visual, auditory, kinesthetic and tactile elements to engage different senses. <https://uzswlu.uz/en/subjects-for-visually-impaired-applicants>

Student choice and autonomy are fostered within instructional strategies, providing students with various options to choose their optional modules, the second foreign language learning, design their research projects or subjects, allowing them to take charge of their education needs and explore their interests. There are different clubs (Drama, Creative Writing, Academic writing, Young Scholars and etc.) at the UzSWLU that support student choice and autonomy. Student-led clubs: Allowing students to propose, organize and lead their own clubs. Language-focused clubs: Offering a variety of clubs (e.g., debate, writing) for students to choose from. Cultural clubs: Enabling students to explore and share their cultural interests. Extracurricular activities: Providing opportunities for students to select language-focused events. Student-directed projects: Empowering students to choose topics, methods and presentation formats. These approaches give students agency in their language learning and foster engagement, motivation, and proficiency development.

The instructional content is reasonably tailored to accommodate the diverse learning requirements of students. The depth, complexity and supplementary materials provided exhibit some variation to cater to different learning paces, interests and proficiency levels. Individual learning profiles are recognized and addressed within the instructional strategies to a certain extent. The collection and utilization of relevant information about students' backgrounds, strengths, preferences, needs, etc. is adequate. The personalization of learning paths is integrated into the instructional strategies to a reasonable degree, enabling students to pursue personalized trajectories aligned with their interests and abilities. Instructional strategies are adjusted to meet the needs of diverse learners, including different genders and those with exceptionalities or varying proficiency levels, to a satisfactory extent. Appropriate instructional modifications, accommodations or interventions are implemented in most cases. Student choice and autonomy are fostered within the instructional strategies, providing students with some options to customize their learning experiences and explore their interests.

The instructional content is extensively customized to accommodate the diverse learning requirements of students. The English Access Microscholarship program in UzSWLU sponsored by the U.S. Department of State Access is English Microscholarship Program provides a foundation of English language skills to talented 14-18 year-olds from economically disadvantaged families through: after-school classes; enhancement activities; intensive summer sessions; Access provides effective communication and critical thinking skills through meaningful interactions, cooperative learning strategies, and real-life contexts. The depth, complexity and supplementary materials provided exhibit a high degree of variation to cater to different learning paces, interests and proficiency levels. Individual learning profiles are consistently recognized and comprehensively addressed within the instructional strategies. The collection and utilization of relevant information about students' backgrounds, strengths, preferences, needs, etc. is comprehensive and effective. The personalization of learning paths is seamlessly integrated into the instructional strategies, enabling students to pursue highly personalized trajectories that are closely aligned with their interests and abilities. Instructional strategies are consistently and effectively adjusted to meet the needs of diverse learners, including different genders and those with exceptionalities or varying proficiency levels. Appropriate instructional modifications, accommodations or interventions are consistently implemented. Student choice and autonomy are extensively fostered within the instructional strategies, providing students with a wide range of options to customize their learning experiences and explore their interests in depth.