

IMPLEMENTATION OF DIFFERENTIATED TEACHING NECESSITY FOR QUALITATIVE CHANGES IN SOCIETY

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Abstract

Permanent changes in the postwar period in all areas in Kosovo, especially in the field of education aimed aligning our education system with the educational systems of most developed countries of the world, as well as the implementation of the goal of our society, that each child to ensure quality education through an integrated and coherent applicable knowledge , which would enable the preparation of young people for the labor market as well as deal with changes taking place in science technical and technology . Such changes were focused on : Innovations and changes in the school system; Changes in leadership and changes in the internal organization of teaching organization; Changes in infrastructure in order to provide adequate facilities, and creating a favorable climate for all students regardless. The whole continuous investment and reform in education, could not realize our society intention of providing quality education for every child, and it remains the only utopia so far. Inclusion of children with special needs in regular schools, no small number of children with learning difficulties, differences in the intelligence of children, styles, interests and different ways of learning impose necessity of changes to the teaching type, by forms that have dominated so far towards the implementation of differentiated instruction which approximates the implementation of individual differences that the children have in the learning process , allowing that each of them to evolve based on individual skills.

Keywords: *Special needs, difficulties, intelligence, interests, styles in learning, differentiated instruction*