

# PEDAGOGICAL REQUIREMENTS FOR THE IMPLEMENTATION OF DIFFERENTIATED APPROACH IN TEACHING ELEMENTARY SCHOOL CHILDREN

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**Purpose of the Study:** The article describes the view of the authors on the model of the implementation of a differentiated approach in the training of elementary school children.

**Methodology:** In the research the authors identify and systematize the pedagogical requirements for ensuring the sex differentiation in the education of elementary school children, together forming a meaningful model for implementing a gender approach to the educational process of primary school and including gender education for students, teachers, and parents. The authors analyze the category of sex differentiation in domestic and foreign pedagogy.

**Result:** The authors theoretically describe the problem of implementing a differentiated approach in teaching elementary school children, and also substantiate the experimental work on testing the effectiveness of pedagogical conditions that interconnect and complement each other, forming a dynamic system that ensures the effective organization of the sex differentiation of elementary school children.

**Application and Novelty:** Presented pedagogical requirements and model of a gender approach to the educational process can solve the age and gender problems of elementary school children and harmonize their relationships. Data of the article can be used not only in the educational process of elementary school but also at the lessons of such subjects as "Pedagogical psychology", "Developmental psychology", "Differential psychology" at the university. These requirements give the opportunity to prepare more qualified and competent psychologists and teachers for elementary school.

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