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DIFFERENTIATED APPROACH IN TEACHING A FOREIGN LANGUAGE

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ДИФФЕРЕНЦИРОВАННЫЙ ПОДХОД В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

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Abstract. At the present stage of teaching a foreign language, one of the main goals is the formation of foreign language competence, which can be considered as a level of development of socio-cultural, linguistic, learning and cognitive competence, thanks to which the student can use the knowledge obtained in the lessons and apply them in life. One of the main ways to achieve this goal is the system-activity approach, which covers all aspects of foreign language acquisition. In this paper we will try to consider all aspects of the system-activity approach. We will find out how to organize the teacher's work so that this approach really fulfills its functions. Speaking about the system-activist approach, it is very important to note that an important point is the different abilities of all students, different levels of knowledge and preparedness. That is why the differentiated approach in teaching a foreign language deserves special attention.

Аннотация. На современном этапе обучения иностранному языку одной из основных целей является формирование иноязычной компетенции, которую можно рассматривать как уровень развития социокультурной, языковой, учебно-познавательной компетенции, благодаря которому учащийся может использовать полученные на уроках знания и применять их в жизни. Одним из основных путей достижения этой цели является системно-деятельностный подход, который охватывает все аспекты овладения иностранным языком. В данной статье мы постараемся рассмотреть все аспекты системно-деятельностного подхода. Мы выясним, как организовать работу учителя, чтобы этот подход действительно выполнял свои функции. Говоря о системно-деятельностном подходе, очень важно отметить, что важным моментом являются разные способности всех учеников, разный уровень знаний и подготовленности. Именно поэтому дифференцированный подход в обучении иностранному языку заслуживает особого внимания.

Keywords: differentiated approach, differentiated learning, foreign language teaching.

Ключевые слова: дифференцированный подход, дифференцированное обучение, обучение иностранному языку.

One of the main tasks in the educational system is the use of modern educational technologies. At present in the reform of the educational system such technologies can be named, which are focused on an active cognitive process with the use of various sources of information and include the application of the acquired knowledge in practice, as well as the development of

intercultural relations. The education based on such methods has a positive effect on the formation and development of critical thinking in the students, the ability to make an independent choice of the necessary material and to develop a clearer attitude to the content of the chosen subject.

An important aspect of the personal approach to foreign language teaching is the task of differentiation and individualization, which means that the pedagogical process is organized taking into account the individual characteristics of the learner and using special pedagogical techniques and technologies. In this case it is possible to increase the motivation of students, teach them to work with authentic sources, effectively use the time spent in class and when preparing the lessons.

The difficulty of working in this mode is that the teacher must take into account many factors, using his or her skills and the experience of colleagues to find the best option for working in specific conditions, considering differentiation and individualization as integral parts of the educational process.

In 21st century classrooms, there are many reasons to implement differentiated instruction. Consider the following groups of students and how they may be impacted by differentiating for them:

- Cultural diversity.
- Multi-level classrooms (due to the international nature of the school).
- Students with special needs.
- Transitioning students.
- English Language Learners.

A differentiated classroom has clear learning goals and expectations for all students. This is because it focuses on individual growth and personal best. As a result, teachers can use a variety of strategies and approaches to meet students' varying readiness, interests, and learning needs. With this in mind, Tomlinson explains that the curriculum can be differentiated in three ways: by content, by process, and by product. The common denominator in all of these is that students need to learn.

The deepening and development of skills and knowledge of the practical language of the discipline is supported by an individualized and differentiated approach to teaching. This method prepares students based on their previous knowledge in a foreign language, their intellectual development, and their psychological traits. Competent and consistent use of such technology allows the teacher to achieve practical, pedagogical and educational goals, to select appropriate material for each student, to determine the appropriate level of performing tasks and to determine the sequence of tasks. It also frees up part of the lesson, especially for independent work, where the student's individual characteristics are best expressed, his activity and creativity reflected. This increases self-esteem and motivation. The teacher, on the other hand, has a clearer overview of the activities of all the students and can more easily outline possibilities for the implementation of the teaching process.

Organization of learners' independent work in English language teaching is often reproductive in character. There is almost no research on the formation of strategies for setting goals, reflexive self-evaluation and the ability to independently assimilate educational material. In the modern school the didactic part of independent work is mainly considered. However, psychological and pedagogical conditions are also an integral part of successful organization of independent work of students in English teaching. Direct observation of the organization of students' learning activities showed that one of the most important shortcomings in the system of acquiring knowledge and skills is the impossibility of independent acquisition of knowledge, the predominance of educational measures (organizing, directing, regulating) at the expense of self-organizing, self-learning and self-regulating.

Between the new requirements to the organization of independent work of students and the real situation of this process in general educational institutions there is a clear contradiction. This is crucial, because some people learn a foreign language more easily than others. In the conditions of the classroom teaching system the teacher is focused on the average student, does not give sufficient load to the "strong", does not have time for explanation and assimilation of the material by the "weak" [1]. Note that students in the same class at different levels may have different ways of absorbing the material: some may have an easier time with vocabulary due to their better memory, while others may have an easier time with listening. In addition, all students have different ways of thinking about the material. That is why one of the most important psychological and pedagogical conditions for productive learning is to apply a differentiated approach to foreign language teaching and to organize independent work of students.

The application of a differentiated approach to the organization of independent work of students in English language teaching contributes to the identification of potential, development of interests and abilities of each student, satisfaction of cognitive needs, improvement of thinking activity, solution of overdue problems by creating a new methodical system of differentiated learning of students, based on a new motivation base.

Analysis

Recently in the educational process of modern school in various subjects this educational technology has been actively used. Unfortunately, in our opinion, its use in the field of foreign language teaching is not yet widespread and correct. We know that until recently it was a special discipline, which children often consider unnecessary for themselves, assuring that it will never be useful for them, in accordance with the peculiarities of this subject - up to sixty percent of the lesson time was devoted to practical part, as well as foreign language. Nowadays the relevance of learning a foreign language is high. And it has become necessary to find new ways to improve the effectiveness of students' learning in the classroom with the appearance of new innovative programs and the introduction of a large amount of material to be studied [3].

Different types of differentiation are distinguished by teachers and scholars in many countries. There is an opinion that differentiation can be internal or external. Internal differentiation means organizing the educational process so that individual characteristics are taken into account in the conditions of teaching activity in the classroom. You could say that the concepts of differentiation and individualization are similar: in external differentiation, students are grouped according to individual characteristics. In addition, differentiating is based on ability and interest.

Application of these approaches requires, first, psychological and educational analysis of the group, determination of the level of readiness of students and creation of appropriate conditions for educational support. Differentiated instruction is important to consider individual characteristics of personality: way of thought, pace of activities, ability to switch to a new way of working, logical construction of ideas. It is important for the teacher to understand that people are different by nature. Some are more independent and proactive, while others need clear, step-by-step control from the teacher. Different people have different levels of ability to focus and concentrate for long periods of time. In addition, different prior cognitive experiences play an important role.

When developing the lesson the teacher should take into account that the tasks should be accessible in terms of complexity and volume, systemic with implementing guidance and control and at the same time providing sufficient independence. Rational use of time in the classroom allows for concentration on improvement of mental activity of the students and their independent work on acquisition of knowledge in various conditions. Multi-level tasks, taking into account individual characteristics, create an atmosphere of good will, confidence in success, and stimulate

the desire to continue progressing towards the set goal and developing one's own abilities. Single tasks with various levels of difficulty allow the teacher to use various working methods and to act in various ways, involving the appropriate skills and capacities. Completing feasible tasks helps to increase interest in the process of learning a foreign language.

Systematic and consistent progress towards the goal is ensured by independent multi-level tasks. At the same time the teacher can objectively assess the student's knowledge and skills, get feedback in the educational process, know the real picture of knowledge mastery and make correct corrections if necessary.

Multi-stage tasks for independent work can be educational, training, reinforcement, etc., i.e. they can be used at different stages of learning the material. It is sometimes advisable to allow students to use notes, textbooks, or charts when working independent. However, this technique is best used in the early stages of learning. You can use a variety of problem cards in independent study.

Methodology

A differentiated approach to the teaching of foreign languages as a means of improving the quality of education is necessary. And for the achievement of this goal, every teacher should have a clear understanding of what it is all about. Differentiation, translated from the Latin "difference", means: to divide, to divide the whole into parts, forms, stages. In the pedagogical literature different authors give different concepts of the differentiation of the learning, we suggest you to take them into consideration:

1. Differentiated learning is a way of organizing the learning activities of students in a way that takes into account their aptitudes, interests, and manifest abilities.

2. Differentiated learning is a principle of teaching according to which to increase the efficiency a set of teaching conditions is created according to the typological characteristics of students (their interests, creative skills, learning, teachability, workability, etc.), according to which the aims, contents of teaching, forms and methods of teaching is selected and differentiated.

3. Differentiated learning means that students are grouped based on their individual ability to learn using slightly different curricula, programs, and technologies.

4. Differentiated learning is the consideration of individual characteristics of students in the form of grouping students on the basis of some characteristics for separate learning; usually, learning takes place in several different curriculum and program.

5. Differentiated learning means the organization of the learning process considering the individual typological features of the personality in the form of specific creation of differences in the process and results of learning [2].

The differentiation of learning (the differentiated approach to teaching) consists in:

a) creating different conditions for learning for different schools, classes, groups, taking into account the peculiarities of their contingents;

b) Methodological, psychological, educational, organizational and management tools to ensure learning in homogeneous group settings

Differentiation is the process of dividing students into groups for separate instruction on the basis of their individual abilities. Differentiation is a tool for the individualization of learning.

In the pedagogical literature the following concept of differentiated teaching is given

- The method of organizing learning where the instructor works with groups of learners that have been created on the basis of shared characteristics that are important for learning;

- Part of the overall system of teaching that provides for specializing learning for different groups of pupils.

Therefore, all the authors link the concept of "differentiation of education" with the concept of "individualization" (consideration of all the characteristics of the students), although they give different definitions of this concept (methods, forms, calculations, complexes, requirements, groups, resources, and so on).

Discussion

From our point of view, differentiation is an edifying principle. In pedagogical theory and practice the following main forms of realization of differentiation of training are distinguished: internal (without allocation of stable groups) and external (with allocation of stable groups). Analysis of the real possibilities of different forms of differentiation of students by the level of their learnability and mental development shows that they individually do not solve all the problems that face today's modern school as an adaptive pedagogical system. But, in my opinion, it is internal differentiation that solves these problems best of all. Let us consider its characteristics:

- different teaching of children in a sufficiently large group of students, selected by random attributes;
- is based on the fullest possible consideration of individual and group peculiarities of pupils;
- assumes variability of the pace of learning, differentiation of learning tasks, choice of different types of activities, determination of the nature and degree of dosage of assistance from the teacher;
- it is possible to divide children into groups (mobile, flexible, agile) within the class in order to carry out educational work with them at different levels and by different methods;
- the peculiarity of internal differentiation at the present stage is its focus not only on children experiencing difficulties, but also on gifted children [5].

Internal differentiation can take the form of:

1. Differentiated approach to students, which consists in the application of forms and methods of teaching, which individual ways, taking into account the psychological and pedagogical characteristics lead students to the same level of mastering the program material.
2. Level differentiation, which presupposes such an organization of education, in which schoolchildren, studying under one program, have the right and opportunity to master it at different planned levels, but not below the level of compulsory requirements.

Internal differentiation is realized by means of: variation of the pace of learning the material; differentiation of learning tasks; selection of different types of activities; determining the nature and degree of dosage of assistance from the teacher.

The main objectives of the differential approach in teaching a foreign language are to meet the cognitive needs of students, taking into account their individual readiness, individual qualities of each. Individualization of educational work can take place in 3 forms: frontal, group and independent [4]. Thanks to the differentiated approach the cognitive activity of each pupil is successfully developed, taking into account his/her capabilities and abilities. Differentiated approach promotes the formation of adequate self-esteem of students, encourages them to learning activities, helps to build for each student an individual trajectory of development, believe in their own strengths.

A special role is played by review or thematic repetition. Before introducing a new subject, it is necessary for the teacher to find out if the learner has any problems making it difficult to learn the new material. For this purpose it is possible to do independent work of repetitive nature with exercises, with the help of which students will understand what they have to know in order to work with a new topic, and the teacher will find out the level of their readiness for study of this material. Such work can be based on reproductive tasks.

Homework of a developmental nature also plays an important role in the individual approach. First and foremost, this is work on preparation of reports and messages, preparation of seminars and conferences, project activities.

When choosing didactic material it is necessary to take into account that it should be versatile and variable. It should allow for internal and external control.

Another important factor is evaluation of knowledge. Taking into account the peculiarities of the differentiated approach, it would be quite fair to evaluate both the results obtained and the efforts made by the students. This way, everyone has the chance to master a level that is not lower than the basic one. The teacher, on the other hand, will have the possibility of the correct use of the criteria for the evaluation of the performance of the task.

Using the differentiated approach in teaching a foreign language, the class can be divided into three groups and labeled as groups A, B, C, where group "A" has a low level, group "B" has an average level and group "C" has a high level. According to the differentiated approach, let's make up the goals to be achieved at the final stage for each of the groups. For group "A": to arouse interest in foreign language, using tasks of the basic level, which will allow the pupil to work in accordance with his individual abilities; to form skills and abilities to carry out independent activity according to the model. For group "B": to develop a stable interest in the subject; to consolidate the existing knowledge, to form new skills; to actualize the existing knowledge for the successful learning of new material; to formulate the ability of independent activity according to the model; to formulate the skills of independent activity according to the model.

Conclusion

Differentiated approach in English language teaching is a differentiated approach. Differentiated learning provides such organizational forms, in which each student works at the level of his/her abilities, overcoming a feasible, but quite tangible for him/her difficulty. By applying a differentiated approach in teaching English it is possible to diversify the forms and methods of work with students, to increase interest in learning English, to erase the obvious distinction between "strong", "average" and "weak" children, to improve the quality of English education.

We can therefore conclude that a differentiated approach opens up the prospect of mastering a foreign language to every student and helps to maximize personal development at every stage of education. Of course, this approach cannot solve all the problems involved in teaching foreign languages. It must be integrated into the general system of communicative learning.

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