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## **ДИФФЕРЕНЦИРОВАННЫЙ ПОДХОД В ПРЕПОДАВАНИИ ИНОСТРАННОГО ЯЗЫКА**

### **DIFFERENTIATED APPROACH IN TEACHING A FOREIGN LANGUAGE**

***Аннотация:** в статье рассматривается личностно-ориентированный подход. Анализируются понятия дифференциации и индивидуализации. Сделан вывод о том, что использование дифференцированного подхода открывает для каждого студента перспективу овладения иностранным языком и способствует максимальному развитию личности на каждом этапе обучения.*

***Ключевые слова:** дифференциация и индивидуализация, педагогический процесс, образовательная деятельность.*

***Abstract:** the personality-oriented approach is considered in the article. The concepts of differentiation and individualization are analyzed. It is concluded that the use of a differentiated approach opens up for each student the prospect of mastering a foreign language and contributes to the maximum development of the personality at each stage of education.*

***Keywords:** differentiation and individualization, pedagogical process, educational activity.*

The use of advanced educational technologies at all times has been one of the main tasks in the education system. At the moment, due to the reforming of the education system, one can name such technologies that are focused on an active cognitive process using various sources of information and involve the application of the knowledge gained in practice, as well as the development of intercultural ties. Education based on appropriate methods has a beneficial effect on the formation and development of critical thinking in schoolchildren and students, the ability to independent-

ly select the necessary material and develops a clearer attitude to the content of the chosen subject area.

Due to the teaching a foreign language, an important aspect in a personality-oriented approach is the task of differentiation and individualization, when the pedagogical process is organized taking into account the individual characteristics of the learners and the use of special pedagogical techniques and technologies. In this case, there is an opportunity to increase the level of motivation among schoolchildren and students, to teach them to work with authentic sources, to effectively use the time in the classroom and during self-preparation. The difficulty of working in this mode lies in the fact that considering differentiation and individualization as integral parts of the educational process, the teacher must take into account many factors; use his skills and the experience of colleagues in order to find the best option for working in specific conditions.

An individual and differentiated approach to teaching contributes to the deepening and development of skills and knowledge of the practical language of the specialty. This approach provides for the preparation of a student, taking into account his previous knowledge of a foreign language, abilities and inclinations of his intellectual development and psychological characteristics. With the competent and consistent use of such technology, the teacher has the opportunity to realize practical, educational and educational goals, to select adequate material for each student, to establish the appropriate level of task performance and to provide for the sequence of assignments. In addition, part of the time in the lesson is freed up, and most importantly, for independent work, during which the individual characteristics of the student are most fully manifested, his activity and creativity are reflected. This increases self-esteem and motivation. The teacher, on the other hand, can more clearly control the activities of all students and outline ways to implement the educational process.

Teachers and scientists of many countries distinguish between different types of differentiation. It is believed that differentiation is internal and external. Internal differentiation presupposes such an organization of the educational process in which individual personality traits are taken into account in the conditions of educational ac-

tivity in the classroom. One can say that the concepts of differentiation and individualization in this case are similar. With external differentiation, students are grouped according to individual characteristics. In addition, differentiation is distinguished by ability and interest.

The use of these approaches requires, first of all, a psychological and pedagogical analysis of the group, the establishment of the level of preparedness of students and the creation of appropriate conditions for pedagogical support. With differentiated teaching, it is important to take into account the individual characteristics of the personality: the type of thinking, the pace of activity, the ability to switch to a new type of work, to logically build your thoughts. It is important for the teacher to understand the factor that people are different by nature. Some need clear step-by-step control from the teacher, while others are more independent and proactive. Different people have different abilities to focus on work over a long period of time. In addition, different previous experience of cognition plays an important role.

While developing classes, the teacher should take into account that tasks should be accessible in terms of complexity and volume, systemic with the implementation of guidance and control and, at the same time, with the provision of adequate independence. Rational use of time in class will allow you to focus on enhancing the mental activity of students and on their independent work to acquire knowledge in various conditions. Tasks of a multilevel nature, taking into account individual characteristics, create an atmosphere of goodwill, confidence in success and stimulate the desire for further progress towards the set goal and the development of one's capabilities. Individual assignments with different levels of difficulty will allow the teacher to use a variety of work methods and act in different ways, involving the appropriate skills and abilities. Completing feasible tasks helps to increase interest in the process of learning a foreign language.

Independent multilevel tasks provide systematic and consistent progress towards the goal. At the same time, the teacher has the opportunity to objectively assess the knowledge and skills of trainees, get feedback in the educational process, know the

real picture of mastering knowledge and, if necessary, carry out the correct correction.

Multilevel tasks for independent work can be educational, training, reinforcing, etc., that is, they can be used at different stages of studying the material. During independent work, it is sometimes advisable to allow the use of notes, textbooks or tables. However, this technique is best used at the initial stage of knowledge formation. In independent training work, you can widely use a variety of cards with tasks.

Review or thematic repetitive work plays a special role. Before learning a new topic, it is important for the teacher to know if the students have problems that will make it difficult to learn new material. To this end, you can conduct independent work of a repetitive nature with exercises, with the help of which students will understand what they need to know to work with a new topic, and the teacher will find out the level of their preparedness to study this material. The basis of such work can be tasks of a reproductive nature.

With an individual approach, homework of a developing nature also plays an important role. This is first of all work on the preparation of reports and messages, preparation for seminars and conferences, project activities.

When selecting didactic material, it should be borne in mind that it should be versatile, variable, giving the possibility of internal and external control.

Knowledge assessment is another important factor. Taking into account the peculiarities of the differentiated approach, it would be quite fair to assess both the results achieved and the efforts of students so that everyone has a chance to master a level not lower than the basic one. The teacher, on the other hand, has the ability to correctly use the criteria for assessing the performance of the task.

Thus, it can be concluded that the use of a differentiated approach opens up for each schoolchild and student the prospect of mastering a foreign language and contributes to the maximum development of the personality at each stage of education. This approach, of course, cannot solve all the problems of teaching a foreign language at school and university. It must fit into the general system of communicatively directed learning.

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