

Differentiated Approach of Teaching a Foreign Language

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Annotation: This article deals with the study of a differentiated approach to teaching foreign languages at the university. In the modern socio-economic conditions of our society, the main task of education is to educate and educate a competitive person and citizen who is able to think creatively and find non-standard solutions to various problems. The modern lesson has always been the subject of professional disputes. Carefully observing the students, the teacher sees that some of them have unstable attention, it is difficult for them to concentrate on the educational material, others strive for mechanical memorization of the rules, and others are slow in work.

Keywords: material, students, pedagogical systems, differentiation of the educational process, differentiated approach.

INTRODUCTION

Differentiation of learning is a didactic principle, according to which, in order to increase efficiency, a set of didactic conditions is created that takes into account the typological characteristics of students (their interests, creativity, learning, learning ability, performance, etc.), in accordance with which goals, content are selected and differentiated. education, forms and methods of teaching.

In a number of pedagogical systems, the differentiation of the educational process is a priority quality, the main distinguishing feature, and such systems can be called "differentiated learning technologies". Pedagogical systems, in which the differentiation of the educational process is the main distinguishing feature, can be called "differentiated learning technologies".

Technology (pedagogical) is a set of certain approaches, techniques, methods in the work of a teacher in a lesson, aimed at the obligatory achievement of a didactic goal and task. [2, p. 98]

The technology of differentiated learning is a set of organizational decisions, means and methods of differentiated learning, covering a certain part of the educational process.

Actively used in the educational process of a modern school in various subjects, this learning technology is still not sufficiently used in the field of teaching a foreign language. The reasons lie in the specifics of the subject - most of the lesson is devoted to the practical part, and in the fact that students often consider a foreign language a secondary, unnecessary discipline for themselves. Thus, the teacher is forced to look for new ways to improve the effectiveness of teaching students in the classroom.

DISCUSSIONS

As a rule, students develop memory in different ways; in some it is visual, in others it is auditory, in others it is rudimentary. The foregoing dictates the need to create such psychological and pedagogical conditions in a foreign language lesson that will allow the teacher in a single class (group) team to work with each student, taking into account the level of his language training, individual cognitive abilities, needs and interests, and at the same time allowing him to maximize

their emotional, communicative and intellectual potential. Of course, this requires additional time and intellectual costs from the teacher, since he must first of all carefully monitor the progress of students in mastering their foreign language communicative competence and developing their personal qualities. In addition, the teacher must be able to adapt the content of the teaching materials used in a foreign language to the real learning conditions and abilities of students, and to create their own additional didactic materials for this.

Leading specialist in the theory and history of pedagogy I.P. Podlasy says that differentiated learning is the maximum consideration of the abilities and needs of students [1]. G.K. Selevko considers differentiated learning as a form of organization of the educational process, in which the teacher works with a group of students, compiled taking into account the presence of any significant for the scientific process of general qualities [2].

Differentiated learning is a learning technology that aims to create optimal conditions for identifying inclinations, developing the interests and abilities of students.

The technology of differentiated learning is a set of organizational decisions, means and methods of differentiated learning, covering a certain part of the educational process. G.K. Selevko identifies the concepts of "internal" and "external" differentiation of learning [2]. In the first case, we are talking about such an organization of the educational process, in which the individual characteristics of students are taken into account by the teacher in the conditions of an ordinary class. Internal differentiation within the same class is due to the different abilities of students, their differences in mental development, features of memory, thinking, level of knowledge, interests, motivation, etc. In the second case, special differentiated study groups are created, in which the individual characteristics of students are taken into account. External differentiation provides for the organization of education in classes (schools) with a homogeneous (homogeneous) composition of students. At the same time, subjects are taught according to programs designed for one level of learning opportunities (interests) of students. There is also differentiation according to the characteristic individual psychological characteristics of students.

MATERIALS AND ANALYSIS

A differentiated approach to students can be carried out at all stages of the lesson: a survey (a written survey - tests of various levels, task cards; oral survey - weaker students answer first, strong students can supplement or correct answers), explanation of new material (strong students can answer problematic questions, prepare information on new material on their own, weaker students can repeat after strong ones), consolidation of new material (strong students complete a practical task, at this time you can repeat the main points with weak students, dwelling on each in detail), homework (strong students work with additional literature, perform additional tasks of a creative nature. Medium and weak students are also invited to speak, but literature is given for preparation, as well as small additional exercises).

A game can act as a component of differentiated learning in English lessons. Thanks to games, all cognitive processes of students are activated: attention, memory, thinking, and creative abilities develop. The use of gaming technology always gives effective results, increases and maintains interest in the subject.

As well as, we can use the technique game at different stages of the lesson, as well as when teaching any type of speech activity (reading, speaking, listening, writing) or when teaching grammar and lexical material. Differentiation during the game can occur in three forms: frontal, group and independent.

In frontal work, the teacher takes into account individual differences in the role-playing game. Group work is used as a means of activating students. During the game in a small group, the student can express his opinion, actively participate in solving educational problems in accordance with his interests and abilities.

We can divide students into several interest groups. During individual work during the game, students are offered tasks and guidance for their implementation. The work is carried out without the direct participation of the teacher, but under his guidance. The performance of work requires mental effort from the student.

These forms of differentiation of learning during the game create a favorable psychological climate in the English lesson.

An example of all of the above can be a game designed for a whole lesson, based on a differentiated approach, where groups will be divided not by ability or level of learning, but by interests.

The use of a differentiated approach in English lessons makes it possible to diversify the forms and methods of working with students, increase student motivation, create a situation of success for weak students, and, most importantly, improve the quality of teaching students a foreign language.

Often teachers, evaluating different levels of tasks, are faced with a psychological problem. So, Kirillova L.V. writes that, giving a weak student a less difficult task than a strong one, based on the consideration "let him do less, but better," the teacher must answer the legitimate question that a strong student has: "Why do I have to teach in this way? a lot and perform such difficult tasks, if my classmate, in order to get the same mark, is enough to do a work that is much smaller in volume and easier in terms of difficulty? Therefore, I consider it necessary to differentiate the evaluation of such tasks. A good example is the so-called "differentiated dictation", when each student receives the same text, where in the task for "4" or "5" you need to enter the missing words completely under the dictation of the teacher, and for "3" you can choose a word from two these options. At the same time, the teacher invites students to choose the level of difficulty on their own, which is also an important stage in self-analysis and eliminates the possibility of conflict when grading.

CONCLUSION

The modern methodology of teaching foreign languages focuses on communication and involves the widespread use in the classroom of such situations that are aimed at the students themselves. Such a learning situation becomes an effective incentive to communicate in a foreign language if it is close to the student in terms of the nature of the communicative task, the activity, and the way it is formed. Therefore, when selecting and distributing tasks and situations, the teacher needs to take into account individual characteristics (socio-cultural, age, communicative competence, emotionality, the status of the student in the study group, his self-esteem), interests, inclinations, since this allows to ensure a high level of educational and communicative motivation. Differentiation of students, that is, dividing them into groups according to levels, helps to increase the motivation for learning, the activity of students in the classroom and the emancipation of students in the classroom, which has a beneficial effect on the assimilation of the material. And it is also worth clarifying that with this approach to learning there is no unit-based assessment system and knowledge is checked using projects and credit lessons. I think this approach helps students to be as relaxed as possible during the lesson.

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