

Differentiation as a means of foreign language teaching quality improvement

Iskakova O.G., Tleuzhanova G.K.

Karaganda State University named after academician E. A. Buketov

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Abilities develop more successfully, the more often a person reaches the ceiling of their capabilities in their activities and gradually raises this "ceiling" higher and higher.

B. N. Nikitin in the dictionary of foreign words, differentiation is considered as the division, dismemberment, stratification of the whole into parts, forms and stages. A similar definition is given in the dictionary of the Russian language, but it is emphasized that differentiation, that is, division, distinction occurs when considering, studying an object.

Differentiated learning is about

1. This is a form of organization of the educational process, in which the teacher works with a group of students, made up taking into account the presence of any significant common qualities for the educational process;

2. It is a part of the general didactic system that provides specialization of the educational process for different groups of students.

3. Differentiation of learning is taking into account the individual typological characteristics of the individual in the form of grouping students and different construction of the learning process in the selected groups.

4. The principle of differentiation of training – the position according to which the pedagogical process is built as differentiated

5. There are two types of differentiation: external and internal, the meaning of which is closely related to the learning process.

External differentiation includes the creation of differentiated educational institutions: full-time and part-time schools, the creation of various specialized classes (technical, humanitarian), a school-complex, the introduction of various curricula into the educational process, etc.

Internal differentiation of learning involves the allocation of different groups in the classroom, which are first presented with different requirements for the content, the pace of learning, but then all students must master the basic level of training. This type of differentiation is well known to all teachers in Russia, who independently compose individual tasks, focusing on the capabilities of the student.

For the gymnasium, the fundamental function is to provide competence in the field of culture, indicating that students understand the areas of knowledge chosen for in-depth study in universal culture, their connection with other components of culture. Therefore, the gymnasium builds its activities on educational programs, where the humanitarian component is clearly expressed, including in-depth study of a foreign language and a block of subjects of the artistic and aesthetic cycle.

In the case of internal differentiation, i.e. in the classroom, differentiated learning is carried out mainly through pedagogical technologies, in particular,

learning in collaboration and the project method, through the various techniques that these technologies provide.

When they say "differentiated approach to students", this implies making different demands on different groups of students in mastering the content of education.

Let us turn to the types of differentiation.

- Differentiation
- by ability
- by the projected profession
- by interests
- private and general disabilities

The idea of differentiated education is by no means new to our national school. Even under Peter I, several types of schools were opened, such as: schools for scientists who prepared graduates for admission to universities; military schools; civil schools, graduates of these schools worked in clerical offices; merchant schools, etc. The main subjects in these schools were mathematics and geometry. Already in these educational institutions, the training was differentiated.

As experience shows, there are actually

four typological groups of students in each class:

- The first group is students who know "beyond the program";
- The second group is students with a good level of knowledge and skills;
- The third group-with a minimum level of knowledge and skills;
- The fourth group is a group in which students have not reached the minimum

level.

With the help of differentiated forms of educational activity, the following goals are realized.

With students of the first and second groups:

- Expansion and deepening of knowledge, formation of skills to solve problems of increased complexity.

- The development of a steady interest in the subject, the deepening of ideas about the role of mathematics in life, science, and technology.

- Development of the ability to work independently with educational and popular science literature.

- Bringing students to a higher level of assimilation of knowledge and methods of activity.

With students of the third group:

- Creation of appropriate conditions; repetition, elimination of gaps, updating of knowledge for the successful study of a new topic.

- Development and consolidation of interest in mathematics and in the educational activities carried out in the process of teaching mathematics.

- Formation of skills of educational work, the ability to work independently on the task.

- Bringing students to a good level of assimilation of knowledge and methods of activity.

With students of the fourth group:

- Elimination of gaps in knowledge and skills.
- Arousing interest in the subject through the use of game moments, entertaining and logical tasks, along with the systematic organization of independent work of students in the classroom and at home.
- Development of skills and abilities to carry out independent activities on a model and in similar situations, to reproduce the studied material, the solved problem.
- Bringing students to a minimum level of assimilation of knowledge and methods of activity.

Methods of differentiation:

- the content of the task is the same for the entire class, but for strong students, the time to complete the work is reduced;
- the content of the task is the same for the entire class, but for strong students, tasks of a larger volume or more complex are offered;
- the task is common for the entire class, and for weak students, auxiliary material is given to facilitate the task (reference scheme, algorithm, table, programmed task, sample, answer, etc.);
- tasks of different content and complexity for strong, medium and weak students are used at one stage of the lesson;
- students are given an independent choice of one of several proposed options for tasks. It is most often used at the stage of fixing the material.

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