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DIFFERENTIATED TEACHING ENGLISH

Nowadays the problem of differentiated teaching and learning is gaining importance, both ideas and principles of differentiation are penetrating education institutions at all levels, not excluding high school.

The word differentiation was borrowed from a foreign dictionary and means stratification, separation of the single into its component parts, steps or forms. A full definition implies the separation of methods in the learning process. Differentiation refers to the use of dividing students into groups.

Education differentiation means taking into account individual and topological characteristics of a person in the form of grouping students and the various construction of the learning process in the formed groups.

Differentiated teaching is a teaching technology that aims at creating optimal conditions for identifying inclinations, developing the interests and abilities of students.

These days teachers do not doubt the expediency of approach to the student personality as the central link of the educational process. This approach involves the differentiated teaching, when the refinement of the main components of the educational process (content, organizational forms, training tools, etc.) is carried out primarily taking into account the characteristics of the student's personality. And so the question of identifying these features (or signs, as they are called in a number of psychological studies) is one of the most important.

The essence of the concept “differentiated teaching”. Goncharov N.K. became one of the first to use this concept. In the didactic literature, this concept is interpreted broadly and narrowly. Thus, Rozhina L.N. understands under differentiated teaching a system of education that ensures the development of the personality of each student, taking into account his or her capabilities, interests, inclinations and abilities. It provides for the openness and variability of educational methods, means and forms of organization of educational and educational work. In a narrower sense, differentiated teaching is seen as an educational process that takes into account the dominant characteristics of groups of students and / or individual psychological differences (features) of individual students.

Differentiation in the process of teaching a foreign language can be viewed from three different positions.

1. Differentiation of content. It includes knowledge, skills, methods that a student must possess in the learning process. Content differentiation requires pretesting of students to determine their level of study.

2. Differentiation of the teaching process. It means giving the teacher the opportunity for each student to choose different ways of mastering the content. There are two ways to make choices.

The first way is when students perform different tasks depending on their level of study, needs and interests.

The second way is to perform the same tasks / tasks at different levels.

3. Differentiation of teaching outcomes. It means the variety of levels of complexity of cognitive products that students create to demonstrate mastery of learning content.

In the process of differentiated teaching a foreign language, as a rule, the following characteristics of students are taken into account: a) ability to learn, which determines the nature of mental processes (such as memory, perception, thinking, etc.), b) learning, i.e. level of knowledge and skills; c) working capacity, hard work,

health; d) level of cognitive independence and activity; e) the rate of progress; f) attitude to learning, motivation (cognitive interests, needs, emotions, etc.); g) the nature of volitional development; h) temperament, i) age, etc.

Thus, for the purpose of gradual differentiated teaching foreign languages, the most fruitful is the use of hierarchical (social-pedagogical, social-psychological, individual-psychological and biological) characteristics of students with a consistent selection of these properties (individual features) - then more general, then more general private.

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