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DIFFERENTIATED TEACHING OF A FOREIGN LANGUAGE IN A TECHNICAL UNIVERSITY

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Keywords: differentiated teaching, differentiation, foreign language, university, approach, form, task, professional activity, education.

Abstract. Personally oriented differentiated teaching allows the teacher to build the educational process taking into account the individual characteristics of each individual student, his knowledge and skills, which has a positive effect on the mastery of foreign language communicative competence by students of technical universities in full. The article considers the use of differentiation in teaching a foreign language to students in a multi-level group. Possible ways of differentiating and individualizing teaching are described. The methods of individualizing the content of teaching a foreign language are analyzed, and practical recommendations for the use of group teaching technologies are given.

ДИФФЕРЕНЦИРОВАННОЕ ОБУЧЕНИЕ ИНОСТРАННОМУ ЯЗЫКУ В ТЕХНИЧЕСКОМ ВУЗЕ

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Ключевые слова: дифференцированное обучение, дифференциация, иностранный язык, ВУЗ, подход, форма, задание, профессиональная деятельность, образование.

Аннотация. Личностно-ориентированное дифференцированное обучение позволяет преподавателю выстраивать учебный процесс с учетом индивидуальных особенностей каждого отдельного студента, его знаний и умений, что положительно отражается на овладении студентами технических ВУЗов иноязычной коммуникативной компетенцией в полном объеме. Статья рассматривает применение дифференциации при обучении иностранному языку студентов в разноуровневой группе. Описываются возможные пути дифференциации и индивидуализации обучения. Анализируются способы индивидуализации содержания обучения иностранному языку, а также приводятся практические рекомендации по применению технологий группового обучения.

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

Pedagogical systems in which differentiation of the educational process is the main distinctive feature can be called "differentiated teaching technologies".

Differentiated teaching technology is a set of organizational solutions, means and methods of differentiated teaching, covering a certain part of the educational process [1].

The need for differentiation stems from the differences that students have. In the classroom system without differentiation, the teaching process is organized the same for everyone and is effective for them in different ways. Students have different general intellectual abilities, and their learning abilities are different: some can learn new material very quickly, others need much more time, a greater number of repetitions to consolidate, some prefer auditory perception of new information, while others prefer visual perception.

Differentiated teaching allows organizing the teaching process based on individual personality traits, ensuring that all students learn the educational content, which may be different for different students, but with the mandatory allocation of an invariant part for all. At the same time, each group of students with similar individual traits follows its own path. The teaching process in conditions of differentiation becomes as close as possible to the cognitive needs of students, their individual traits.

Differentiation in a higher education institution can be carried out at different levels. Thus, Ronald De Groot proposed a classification according to the following levels [2]:

- 1st micro level when different approaches are taken to individual students within a group. This level is called internal differentiation;
- 2nd meso level – faculty level when differentiation is carried out between groups of students, as well as between faculties;
- 3rd macro level – differentiation between universities.

The second and third levels represent external differentiation.

These levels of differentiation have characteristic features.

The form of internal differentiation is group work of students according to the model of complete assimilation of knowledge. After studying the topic at the level of the basic content of the material and passing the test, two groups of students are identified: those who have mastered the content – with them, work is organized to expand the studied material, and those who have not mastered it – with them, work is organized to eliminate the gaps in knowledge that have appeared. The form of internal differentiation according to the general abilities of students is level differentiation, developed by V.V. Firsov, V.A. Orlov, V.M. Monakhov. The authors of the idea of level differentiation proposed to move in the teaching process from focusing on the maximum content to focusing on the minimum. At the same time, it is necessary to clearly define the minimum that the student must master, without which he will not be able to move further in the study of this subject. Each student has the right and opportunity to independently determine at what level he will master the educational material. The only condition is that this level should not be lower than the level of compulsory training. However, the problem is that students do not want to choose an advanced level.

The most common form of internal differentiation is the students' completing tasks of varying levels of complexity. In this case, complication can occur due to the involvement of the material covered, when students need to establish close or distant connections between different fragments of content. For example, at the

simplest level, students are asked to read a text, translate it and retell it; at a more complex level – read the text, make a plan and questions for it; at the most complex level – read the text, give an annotation and review it.

External differentiation of foreign language teaching at a university is manifested in teaching a foreign language to students of various specialties. Differentiation by the projected specialty takes into account both personal factors (the presence of certain inclinations and abilities) and social factors (the prestige of certain professions at a given time in society) [3].

Let us consider internal differentiation in teaching a foreign language within the framework of external differentiation of a technical university.

A differentiated approach to students should represent the following sequence of actions by a teacher who:

- studies the psychological and psychophysical characteristics of students through observation and testing. Such individual characteristics as type of thinking, perception channel, temperament, level of understanding, motives, value orientations, worldview, can be the basis for differentiation;

- mentally groups students into groups on certain grounds;
- presents information and organizes work with it in the lesson, taking into account the identified grounds for differentiation.

A differentiated approach to teaching foreign languages in a modern interpretation is a system of education that takes into account the individual psychological characteristics of each student and in which each student is provided with a real opportunity to act as a subject of education.

As a rule, a differentiated approach to education is considered as follows:

- differentiation of the content of education. When the end result for all students should be the successful completion of a single milestone test, but the number of unfamiliar units of educational material to be studied may be different for each student depending on the level of his or her basic knowledge;

- differentiation of the teaching process is considered as providing an opportunity for students to complete various tasks depending on their level of knowledge, capabilities and interests, and for the teacher to select the most appropriate forms of educational activity for a specific group;

- differentiation of teaching outcomes, meaning a variety of levels of complexity of the products of cognitive activity that students create to demonstrate mastery of the content of the training.

For the successful application of a differentiated approach, diagnostic testing of students is mandatory at the initial stage of training and, based on the results obtained, groups are divided into subgroups and an appropriate teaching strategy is selected.

In accordance with the level of knowledge, the proposed tasks are developed within one of three possible levels: reproductive, reproductive-productive, productive (creative) [4].

Textbooks on foreign languages for technical specialties of universities, as a rule, include lexical and grammatical material, texts for reading, translation,

analysis of their thematic content and lexical and grammatical structures, tasks of reproductive, productive-reproductive and productive levels, which allows the teacher to successfully apply a differentiated approach to teaching. This is especially important, since at the stage of teaching a foreign language in higher education institutions (first, second year of study), students do not have full background knowledge that allows them to actively use a foreign language to explain issues and phenomena directly related to their future professional activities. At the same time, the teacher has the opportunity to give students an understanding of the basic concepts of the material that they will study in more detail within the framework of the programs for studying specialized disciplines. A foreign language here can act as an intermediary, performing the function of a link between theoretical and practical knowledge. An example is the use of articles in English in heat power engineering for different levels of first-year students of energy specialties. The analysis of such material enables students to analyze the situation in the world, feel their involvement in current events, master new vocabulary, and gain access to the latest news in the field of their future professional activity. In turn, the teacher has the opportunity not only to introduce new vocabulary, but also to examine grammatical structures, demonstrate their semantic load, offer a number of reproductive tasks of a lexical and grammatical nature, reproductive and productive tasks, and, most importantly, lead the group to the implementation of productive, creative tasks.

Many teachers agree that at the initial stage, it is better to divide students into subgroups, so that later, as their knowledge grows, students can be gradually united to complete tasks with different levels of complexity.

Students with a low level of knowledge, as a rule, perform reproductive tasks, such as retelling a previously analyzed text, searching for answers to questions in the text, performing exercises with lexical and grammatical difficulties, etc. It will also be effective to work with different paragraphs of the same text, highlighting key phrases for constructing a retelling and analyzing the lexical and grammatical structures to be studied.

Students with an average level of language training will be suitable for reproductive-productive tasks, tasks supplemented by elements of independent expression.

Students with a high level of knowledge have the opportunity to perform productive open-ended tasks, fully realizing their potential. In this case, the ultimate goal of training will be to obtain a new final product of knowledge, the tasks should have social and cultural significance, the completion of the task should actualize the knowledge, abilities, skills, as well as the personal experience of the student [5].

Students can also be grouped according to their homogeneity (homogeneous groups) or heterogeneity (heterogeneous groups) of academic achievement. When assembling groups, two features must be taken into account: the level of academic achievement of students and the nature of interpersonal relationships.

Homogeneous groups can consist of either only strong, or only average and even weak students (although a group consisting only of weak students is not

justified). Homogeneous groups as permanent units in the case of differentiated teaching, as a rule, do not justify themselves in practice, since the students' awareness of the class to which they belong entails snobbery in strong students and a feeling of inferiority in weak students; average and weak students are left without the developing influence of strong students. However, such a division is indispensable if an effective presentation of some material or a more complex performance in terms of role-playing is required.

The solution of everyday educational and training tasks is best carried out in a heterogeneous group, where more favorable conditions for interaction and cooperation are created. A strong student who is a leader will lead the others, the weaker ones, will help to raise the general level of the study group and will make the work in the classroom more interesting. But it is also possible that the leader will replace the entire group, reducing the participation of the others in the collective execution of the task to a minimum. Therefore, when forming groups, it is important to take into account the nature of the interpersonal relationships of the students. Psychologists in this regard argue that the group should include students between whom there are goodwill relationships. Only in this case will a psychological atmosphere of mutual understanding and mutual assistance arise in the group, anxiety and fear will be removed. An important feature of such groups is their mobility, mobility and, of course, mobility on the part of the director of the entire action, i.e., the teacher [6].

Differentiated teaching is very important today and is one of the most relevant trends in the organization of the educational process. But in order for this technology to firmly take its place in the practice of higher education, it is necessary to take into account the features, requirements and possibilities of modern pedagogical reality.

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