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DIFFERENTIAL APPROACH AS MODERN ENGLISH TEACHING TENDENCY

More and more teachers are facing the certain difficulties concerning the usage of differential approach during English classes.

There are different views on the concept of differentiation in training. In the Pedagogical encyclopaedia we find the following definition: "Differentiation of training □ is the form of organization of educational activity of pupils, which takes into account their expressed inclinations, interests and abilities." Here are a few definitions of this concept:

1. Differentiation - the division of students into groups based on any individual abilities for the individual training. Unt I.

2. Differentiation of training - a grouping of students on the basis of taking into account their individual abilities for learning by any different curricula, programs, technologies. Yeliseyev V.V.

3. Differentiation of training (a differential approach in education) - is:

1) the creation of a variety of learning environments for different schools, classes and groups to take into account the peculiarities of their contingent;

2) a set of methodological, psychological, pedagogical, organizational and administrative measures to ensure the training in homogeneous groups. Selevko K.G.

4. Differentiation of training - is a didactic principle according to which, in order to improve the effectiveness of teaching , a set of didactic conditions, taking into account the typological peculiarities of students, is created (their interests, creativity, proficiency, trainability, performance, etc.), according to which targets, educational content, forms and methods of teaching are selected and differentiated. Andreiev V.I.

Well thought-out implementation of differentiation in the educational process allows solving the following tasks:

- 1) to prevent gaps in knowledge and skills of students, to align the level of training of the whole class;
- 2) to develop the abilities and interests of students;
- 3) to improve the quality of knowledge;
- 4) to use learning time of each student more efficiently;
- 5) to engage all students in active, intense mental activity;
- 6) to bridge the gap between the front teaching methods and individual character of knowledge.

For differentiation training implementation it is necessary:

- 1) to clarify and specify what criteria, abilities, knowledge, skills will be used in differentiated training;
- 2) to develop or use ready-made tasks, assignments, tests, allowing differentiation of students in the chosen criteria;
- 3) to use differentiated tasks, assignments, exercises, taking into account the results of the preliminary diagnosis of students;
- 4) in case the certain students obviously cannot cope with differentiated task or it is turned out to be too simple for them, to transfer the student to a stronger or, conversely, to the weaker group;
- 5) upon successful execution by students of certain tasks, exercises of low level of difficulty, to transfer them into another group, at the same time noting his successes and achievements;
- 6) to create, organize and continuously improve the "differentiated tasks bank" according to the selected criteria, ability, skills, using tasks-cards, slides, computer programs.

Application of differential approach during English lessons allows to diversify the forms and methods of work with children, to increase the motivation of students, to create a situation of success for weak students, and, most importantly, to improve the quality of foreign language teaching.

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