



# THE IMPORTANCE OF DIFFERENTIATED APPROACH IN THE PROCESS OF A FOREIGN LANGUAGE LEARNING

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## ABSTRACT

*The quality of students' education depends largely on the level of their lexical skills. This article discusses the reasons for the difference in the degree of foreign language proficiency of students at the technical university. The aim is to determine the importance of a differentiated approach in the process of vocabulary learning and consider organizational methods of the discussed approach.*

**KEY WORDS:** *lexical, learning, differentiated approach, students, foreign language, teaching, communicative, competence, mastering, a foreign language, vocabulary, technical university.*

## DISCUSSION

The main purpose of teaching any foreign language is the formation of communicative competence. The chosen topic is considered to be actual, as one of the points for achieving this goal and mastering a foreign language in general is vocabulary learning. The ability to communicate in a foreign language directly depends on how the lexical skills are well formed.

Unfortunately, nowadays it is almost impossible to achieve the same results for all students, using the same pedagogical technologies, because the education of students at the university is based on the school knowledge of students. However, when using a differentiated approach in teaching, one can achieve good results. The problems of differentiated learning have been considered in the works of Ananich I.A., Akhunova E.Yu., Ravkin Z.I., Whit I.E., Oreshina E.E. and others.

Differentiated learning is a learning technology that aims to create optimal conditions for identifying the trainees' needs, interests and abilities. At the group level it is possible to characterize the main forms. Differentiation by psychological features of the personality is taking into account peculiarities of cognitive processes of students, namely: memory, thinking, attention, which are shown after performing special tasks on development of assiduity and concentration, logical memory and others. Guided by

the principle of adaptive-developmental character of differentiation, it is supposed not only to follow individual-typological features, but also to take into account and develop the still undeveloped to the necessary level.

Differentiation in learning calculates the tasks of such a plan so that it would be possible to eliminate the gaps in knowledge that have arisen. The proposed type accompanies other pedagogical technologies: modular; full assimilation of knowledge.

The latter involves dividing pupils into two groups: those who have learnt the material and those who have not, using a form of control such as passing the final standard. Therefore, the further form of working with both groups will be different. Those who have learnt the material will be given additional tasks to deepen and broaden their existing knowledge, rather than tasks to correct what they have learned.

Differentiation by special features implies species divisions. That is on communicative abilities, cognitive and so on. For example, to depict a drawing in a lesson or perform an artistic work, a special setting should be made to create a certain emotional mood, as for learners it is very important.

In differentiation by cognitive features are classified on: academic (general); special. This type of differentiation also considers level differentiation.



Differentiation by the aptitudes and interests of pupils has gained special popularity. It manifests itself in creative tasks carried out or tasks of any other format corresponding to interests and subjects. This type allows students to prove themselves in a certain field of knowledge by their abilities.

The use of types and forms in the learning process allows for a variety of learning experiences. The more they are used by the teacher, the more students are interested in learning. Only the right approach to the learning process will ensure quality results.

Lexicon is one of the main components of communication: writing, reading, listening and speaking. It is worth paying special attention to its assimilation. But not everybody can remember any lexical unit equally quickly and in the long run, while knowledge of vocabulary at any stage of learning is necessary.

Vocabulary expansion in a higher educational institution is based on the vocabulary knowledge that students have after school [3]. Therefore, when introducing new vocabulary it is impossible to do activities without a differentiated approach to learning.

A differentiated approach in vocabulary teaching implies taking into account individual peculiarities of students as well as distribution of lexical material at different stages of vocabulary teaching by levels for groups of students or individually [2].

From the first lessons a teacher faces a problem, which is caused by the fact that students have different degrees of knowledge of a foreign language (Russian) in a technical university. In the group some students speak a foreign language quite confidently and fluently, read fluently and write essays, while others cannot even tell about themselves.

Reasons for this can be:

- 1) The level of students' ability to master foreign languages;
- 2) The level of teaching foreign languages at the previous level of education;
- 3) The individual characteristics of each student as a person.

In such groups, the greatest results are obtained using a differentiated approach. The differentiated approach is based on the selection of the following groups, individual tasks, taking into account the abilities of students and their level of preparation [4].

It should be understood that learning material at different levels of study can be perceived by students in different ways: students with developed mechanical memory can more easily assimilate vocabulary by writing words; students

with developed auditory perception can better cope with listening assignments.

A differentiated approach requires knowledge of students' opportunities, their interests and prospects for development. This will help to avoid excessive stress and fear among students who are behind the group, and strong students to show independence and creativity. This approach increases the interest of all students in language learning [5].

The solution to the problem of closing the gap between the levels of training of students depends on the correct combination and use of individual, pair, group and collective forms of work. Otherwise, there may be a slowing down in increasing the level of knowledge among both strong and weak students.

In order to increase the level of training, the following organizational techniques can be used:

- when getting acquainted with new grammatical material, weak students formulate the rule;
- Use of supports of different types: semantic, verbal, illustrative, schematic. When working on the vocabulary, the support will help to guess the meaning of a new word, to understand a new grammatical phenomenon, to build a monologue correctly.
- When polling, strong students are the first to respond. Weak students are given the opportunity to hear the right answer and have more time to prepare.
- Use simplified tasks for lessons at home.

## CONCLUSION

A differentiated approach in the higher education is the most appropriate in achieving the goals and objectives of a modern educational institution. At the same time, it needs to be further developed and studied for its effectiveness and optimality. In any system of education, a differentiated approach is present to varying degrees, but one of the objectives of differentiation remains unchanged: to create and further develop the learner's individuality and potential; to promote, by various means, the implementation of curricula by each student; to prevent students from failing; and to develop cognitive interests and personal qualities [9].

Differentiation in group work is very effective. Such work requires special training and maximum control from the teacher, but it is very productive. It is an opportunity to learn from the weak and the strong, and to repeat what has been learned by explaining difficult moments to a partner. Working together in pairs and groups relieves tension and creates a comfortable atmosphere for learning a foreign language [7].



The differentiated approach allows achieving both a subject and a personal learning result. If applied correctly, it is one of the effective ways to organize learning activities.

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