



A STRATIFIED APPROACH TO TEACHING ENGLISH TO STUDENTS OF NON-PHILOLOGICAL UNIVERSITIES

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ANNOTATION

In this article, the author discusses the advantages of the stratification method in teaching English to students in non-philological universities.

KEY WORDS: *Stratified approach, learning process, term, learning activity, methodology, didactic means.*

СТРАТИФИЦИРОВАННЫЙ ПОДХОД К ПРЕПОДАВАНИЮ АНГЛИЙСКОГО ЯЗЫКА СТУДЕНТАМ НЕФИЛОЛОГИЧЕСКИХ ВУЗОВ

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Аннотация

В статье автор рассматривает преимущества метода стратификации при обучении английскому языку студентов нефилологических вузов.

Ключевые слова: *Стратифицированный подход, процессе обучения, термин, учебная деятельность, методика, дидактические средства.*



DISCUSSION

The stratified approach to teaching is one of the urgent problems of the methodology of teaching foreign languages at the university. This problem is not new. However, the whole variety of its aspects, its entire significance in solving the whole variety of tasks in the learning process, is probably not fully disclosed.

The term "Stratified approach" itself is understood as a system of didactic means of organizing the educational process in a foreign language, which includes changing the form of the lesson, purpose, content, and process. An individual approach to teaching a foreign language is considered as a complex pedagogical phenomenon that determines the effectiveness of teaching a foreign language and assumes an active role of the subject of educational activity.

The main conditions for the implementation of an individual approach are differentiation, which is expressed in the assessment of the student's initial language training, setting goals that are personally significant for him, developing the skills of independent work and the ability to implement a systematic approach to mastering new knowledge. At first glance, this seemingly simple problem causes great difficulties for almost every second teacher who works at school. The main difficulty lies in the inability to find the optimal combination of frontal, individual and group forms of work when teaching a foreign language. The remaining difficulties are associated with the determination of the individual characteristics of the student's personality and the organization on this basis of the teacher's activities, which should be aimed at developing the mental abilities of each student.

An indisputable fact is the different degree of preparedness of students. To properly understand the reasons for uneven performance in the classroom, it is necessary to identify the reasons for everyone's lag and try to understand them. These reasons may be different: one missed lessons due to illness, another was inattentive in the lesson, and the third did not understand the teacher's explanation in the lesson. Many psychologists and methodologists believe that differentiation in teaching a foreign language is often based not on the individual characteristics of the student's personality, but only on individual gaps in his knowledge. However, it should be borne in mind that the ability to learn a foreign language is not the same: some language is given easily, others with great difficulty.

Studying students, their inclinations and interests, their learning opportunities, as well as analyzing the prospects for the development of these opportunities should serve as a starting point in an individual approach to teaching English. I have learned from my own experience that it is not easy to

put this into practice. The main difficulty lies in the selection and use of tasks of a differentiated degree of complexity. When performing assignments with the same degree of difficulty, capable and less capable students can achieve the same result only for different costs of time. Knowledge of the individual characteristics of children allows one to predict the occurrence of possible conflict situations in the lesson, as, for example, in the case of a student's self-esteem mismatch with the teacher's assessment of his answer.

There are conditions in English lessons that allow developing the individual learning abilities of students. The linguistic abilities of students can be manifested not only in the ease, speed, and strength of mastering the educational material, but also in the forms of educational activity preferred and most successfully carried out by schoolchildren. Thus, students with a low level of learning in a foreign language prefer reproductive tasks, for example, retelling a previously learned text; the average level of learning allows children to combine what they have learned with elements of independent expression; sufficient learning is manifested in the fact that children willingly perform tasks that require independence; in cases of an increased level of learning in a foreign language, students resist reproductive forms of work and prefer creative independence. In turn, differentiated learning provides for such organizational forms in which each student works at the level of his abilities, overcoming a feasible, but quite tangible difficulty for him.

Thus, individualization of learning involves taking into account both the level of training of students and their potential capabilities. It follows that this or that series of exercises should include special tasks aimed at developing both individual and psychological characteristics of students. Differentiated learning is based mainly on the selection of individual tasks, depending on the preparation of students and the level of formation of speech skills and abilities. There are many forms of differentiated learning. These include the following: the use of assignments of varying degrees of difficulty, a different number of repetitions to complete the same assignment, the use of different variants of the same type of assignment, performing exercises on individual cards, providing various assistance to students when performing the same assignment, different length of pauses to perform tasks, various types of keys, supports, reading texts of varying difficulty. [2, 123]

For the successful implementation of an individual approach to teaching English, during the control of reading, the teacher needs to solve a number of organizational issues. First, based on the level of language training of students, namely, on the level of their skills and ability to read in a foreign



language, the class is conventionally divided into subgroups, equal in preparation. Secondly, it is necessary to have a psychological characteristics of the class, which should include the level of development of those individual psychological characteristics of students that determine the success of mastering the reading of foreign language texts. These features include the level of general development of students, memory, thinking, attention, and their areas of interest. Based on the psychological characteristics of students, the teacher develops their insufficiently developed mental functions. So, for the development of attention, the following tasks are given:

- tell me how many characters are in the story;
- listed successively the places in which the story takes place.

Assignments of this type direct the students' attention to the content side of what is being read.

The following tasks are also possible:

- read the sentences and name the elements (words) that distinguish them from each other.

To develop the memory of students, they can be offered the following tasks:

- Read the text. Arrange the objects (pictures) in the order indicated in the text. Arrange the sentences in the order in which they are in the text; read them.

For the development of linguistic guessing, predictive skills of students, tasks of the following type can be offered, aimed at guessing about the meaning of a particular complex derivative word, at guessing the meaning of a word using the context, at understanding a text in which there are international words unfamiliar to students, etc. For general development, you can name a few more words borrowed from the English language, or ask the guys to do it. The development of predictive skills is facilitated by tasks such as:

Read the beginning of the sentences and finish them; Make a coherent story out of the sentences below.

One of the most important points when studying English in groups is, of course, the development of oral speech and listening skills. But one should not overlook such an important aspect of learning a foreign language as writing. The programs devote very little time to learning grammar and spelling. What should a teacher do in such conditions? Apply the method of individual assignments, which is of great importance for the effective assimilation of new material by different groups of students. With the help of individual assignments, the teacher can fill the gaps in the knowledge of students, conducting a more thorough control of the assimilation of the studied.

Students complete individual assignments in the classroom. Typically, 3-4 students receive

assignments written on cards and work on them for 5-10 minutes. The student who has completed the assignment hands over the notebook to the teacher and immediately receives a grade. The assignments can be the same for all students or completely different. However, do not forget that the main task of teaching foreign languages at a university is to teach students to speak the target language. The level of formation of the speech skills of their students should be assessed according to certain types of speech activity.

When performing an assignment on listening to the text, students encounter many difficulties: a large text, a lot of speakers. Experience shows that understanding the content of the text and the ability to show the teacher what is understood (that is, the content is revealed) is a significant difficulty for many students in completing the listening task. Therefore, strong students can be offered the performance of one exercise, and the weak another, then at the second listening, students can accordingly be offered the exercise given at the initial listening is strong to the students. Also, the individual characteristics of students are taken into account when determining homework. For example, well-performing students are given the task to retell the text, those who are poorly successful are given a detailed answer to a question, a text outline, etc. Workbooks to a textbook are especially helpful with a differentiated approach, since there are exercises of different types and varying difficulty. Of course, the question of whether to use individual assignments and in which lesson is up to the teacher. The nature of the assignments depends on the material that the students studied in previous lessons. To implement a stratified approach to teaching English for more effective achievement of goals is the possibility of using digital technology. Interactive exercises, that is, interaction learning, can help students avoid ineffective and tedious cramming and stimulate independent work outside the classroom.

In conclusion, I would like to draw your attention to the fact that the implementation of an individual approach in teaching a foreign language requires great art from the teacher. He must take into account the real conditions prevailing in the classroom, and the capabilities of each student, in no way infringing on the dignity and interests of each of them.

Any interactive methods used in the classroom are educational in nature and help to consolidate, define and expand the knowledge of students, generalize and systematize them. [3, 146]

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