

Гуманитарлық ғылымдар мен өнер  
Гуманитарные науки и искусство  
Humanities and Arts

MPHTI: 16.21.25

**DIFFERENTIATED TEACHING OF ENGLISH TO STUDENTS OF DIFFERENT AGES  
IN AN UNDERFILLED SCHOOL**

\*<sup>1</sup>S.K.RAKHYMBEKOVA<sup>id</sup>, <sup>1</sup>B.T.RAKHYMBAEVA<sup>id</sup>

<sup>1</sup>A.E.Buketov Karaganda University

(Karaganda, Kazakhstan)

\*[sakokairovna@gmail.com](mailto:sakokairovna@gmail.com), [bayan.rakhimbaeva@mail.ru](mailto:bayan.rakhimbaeva@mail.ru)

*Abstract*

The article is devoted to the problem of using a different approach in teaching a foreign language in a modern secondary school. One of the important problems that arise in the organization of differentiated education is the problem of determining the age of students in which it is advisable to carry out both external and internal differentiation. To solve this problem, it is necessary to determine the specific personality traits that are the basis for differentiation, and the degree of their development at a particular age. At the same time, it should be borne in mind that differentiated learning is based primarily on taking into account such psychological characteristics of students that affect their educational activities and on which learning outcomes depend. In general, there are many such features: the specifics of all cognitive processes and memory, the properties of the nervous system, character traits, temperament, abilities, giftedness, health status, etc. It is clear that it is extremely difficult to take them all into account, therefore it is necessary to identify those that are subject to accounting in the first place.

*Keywords:* differentiated approach, foreign language lesson, personality-oriented educational process.

**Introduction**

The modern stage of society's development is characterized by the growing dynamics of interaction between members of society at all levels and in all spheres of life, which leads to an understanding of the need and growing social need for a foreign language as a means of communication and as a means of developing a separate sphere. Socio-economic and socio-political changes taking place in Kazakhstan since the beginning of the XXI century have significantly influenced the expansion of the social environment of people involved in intercultural contact with representatives of other countries and cultures. Due to the need to strengthen positions in a single global and European educational space, the process of modernization of the general education system is intensifying, the goals, objectives and content of teaching the subject "foreign language" in general education institutions are changing.

To solve this problem at the present stage, "ways of reorganization are being sought in order to optimize, increase the efficiency of the educational process, bring it in line with the growing requirements for the level of education," including through differentiation of training.

The purpose of this work is a scientific and theoretical justification and experimental verification of differentiated teaching of students of different ages in English lessons in a small school.

In accordance with this goal, it is necessary to solve the following tasks:

1. To summarize the main provisions of psychological and pedagogical research on the problems of differentiation of the educational process based on the analysis of scientific and methodological literature.
2. To identify and justify the set of pedagogical conditions necessary for the successful implementation of differentiated learning.

3. Development and implementation of an experimental model of differentiated teaching of students of different ages in English lessons in a small school.
4. To determine and experimentally study the effectiveness of the pedagogical conditions identified during the experimental work.

The subject of the study is the subject of English in a small school. The object of the study is differentiated teaching of students of different ages in English lessons in a small school.

As a hypothesis of the study, the assumption is put forward that differentiated teaching of schoolchildren of different ages in English lessons in a small school will be more effective if:

- students are given the opportunity to assimilate educational material at different levels (but not below the basic level), depending on their learning ability, foreign language abilities, cognitive interests and the degree of motivation development [Alieva Yu.A, 2013];
- in the learning process, individual age characteristics and potential capabilities of students are taken into account;
- the educational process is built in homogeneous groups on a differentiated basis, using different learning rates and the depth of assimilation of the material for each group;
- differentiated programs of varying degrees of complexity are used;
- a level-based educational and methodological collection is used.

## **Methods**

The following methods were used in the course of the study:

- theoretical (analysis and generalization of philosophical, psychological, pedagogical, methodological literature on the problem of research, study of normative documents, innovative and mass pedagogical experience);
  - empirical (pedagogical control, testing, survey, differentiation, survey, pedagogical experiment);
- mathematical and statistical methods of processing experimental data.

## **Main body**

Solving the problem of applying a differentiated approach to the English lesson. There are different views on the concept of differentiation of learning. In the Pedagogical Encyclopedic Dictionary they find the following definition: « differentiation of learning is a form of organization of education organization of educational activities of schoolchildren, which takes into account their inclinations, interests and manifested abilities." Here are a few more definitions of this concept:

1. Differentiation is the division of students into groups based on any individual abilities for individual learning.
2. Differentiation of learning is the grouping of students based on their individual abilities to study according to slightly different curricula, programs, technologies.
3. Differentiation of learning (differentiated approach to learning) are:
  - 1) creating a variety of learning conditions for different schools, classes, groups in order to take into account the characteristics of their contingent;
  - 2) a set of methodological, psychological, pedagogical, organizational and managerial measures that provide training in homogeneous groups.
4. Differentiation of learning is a didactic principle, according to which a set of didactic conditions is created to increase efficiency, taking into account the typological characteristics of students (their interests, creative abilities, learning, learning ability, working capacity, etc.), according to which the goals, content of education, forms and methods of teaching are selected and differentiated

In a number of pedagogical systems, differentiation of the educational process is a priority quality, the main distinguishing feature, and such systems can be called "differentiated learning technologies" [Kovalenko I.G., 2013].

Pedagogical systems in which the differentiation of the educational process is the main distinguishing feature can be called "differentiated learning technologies". Technology (pedagogical) is a set of certain approaches, techniques, methods in the work of a teacher in the classroom, aimed at the mandatory achievement of a didactic goal and task.

The technology of differentiated learning is a set of organizational solutions, means and methods of differentiated learning, covering a certain part of the educational process. Being actively used in the educational process of a modern school within the framework of various subjects, this teaching technology is not yet sufficiently applied in the field of foreign language teaching. The reasons lie in the specifics of the subject - most of the lesson is devoted to the practical part, and in the fact that children often consider a foreign language a secondary, unnecessary discipline for themselves [Vasilyeva A.G., 2013]. Thus, the teacher is forced to look for new ways to improve the effectiveness of teaching students in the classroom.

It is known that all children are different - both in abilities, and in the pace of learning, according to interests and needs. In the conditions of a class-based system, the teacher focuses on the average student, not giving a sufficient load to the "strong", not having time to explain and achieve the assimilation of the material by the "weak". And it is here that a big role is assigned to the idea of differentiated learning, which involves taking into account individual abilities and needs and manifests itself in the concretization of goals, objectives, content and ways of organizing the educational process, requires a variety of training [Valtseva Yu.V., 2013]. Due to the need to reduce the academic load, the introduction of differentiation in the educational process, physiologists believe, will improve the school and have a positive impact on the health of schoolchildren.

A well-thought-out introduction of differentiation into the educational process allows us to solve the following tasks:

- 1) to prevent gaps in knowledge, skills and abilities of students, to level the degree of preparation of the entire class;
- 2) develop students' abilities and interests;
- 3) improve the quality of knowledge;
- 4) make more rational use of everyone's study time;
- 5) involve all students in active, intense mental activity;
- 6) eliminate the gap between frontal teaching methods and the individual nature of knowledge.

To implement the differentiation of training, it is necessary:

- 1) to clarify and specify by what criteria, abilities, knowledge, skills the differentiation of training will be carried out;
- 2) develop or use ready-made tasks, assignments, tests that allow students to differentiate according to the criterion you have chosen;
- 3) use differentiated tasks, tasks, exercises taking into account the results of preliminary diagnostics of students;
- 4) if individual students with a differentiated task clearly do not cope or it turned out to be too simple and easy for them, transfer the student to a stronger or, conversely, a weaker group;
- 5) if the student successfully completes certain tasks, exercises of a reduced level of difficulty, transfer him to another group. At the same time, to note his successes and achievements;
- 6) create, systematize and continuously improve the "bank of differentiated tasks" according to the selected criterion, ability, ability, using task cards, slides, computer programs for this purpose.

So, staying within the framework of the class-based system and using the differentiation of learning, we can get closer to the personal orientation of the educational process.

Individualization of educational work can occur in 3 forms: frontal, group and independent.

In front-line work, the teacher orally expounds texts of varying complexity, i.e. first he simplifies his

material, and then complicates it, conducts an educational conversation, during which he encourages students to create a problem and show their knowledge over the program, taking into account individual differences in role-playing, discussions [Borisova Yu.V., Grebnev I.V., 2001].

Group work is used as a means of activating students. During a conversation in a small group, the student can express his opinion, participate more actively in solving educational tasks in accordance with his interests and abilities. Students are divided into groups based on interests or abilities: The 1st group consists of well-performing students, the 2nd - from the "middle-class", the 3rd - from the underachievers. Students of the 1st group can work independently with elements of creativity. You can offer groups tasks of your choice.

When working independently, the direct participation of the teacher is not necessary. Doing the work requires mental effort. The teacher will not achieve good results if the students do not learn the rational processes of differentiated work.

Differentiated training 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.

Within the framework of a differentiated approach, not only differentiated tasks by complexity should be considered, but also the differentiation of the conditions for performing these tasks (different teacher assistance to strong and weak students, different time to complete the task, to think about the answer), as well as forms of monitoring their performance.

Often teachers, evaluating multi-level tasks, face a psychological problem. So, L.V.Kirillova writes that, giving a weak student a less difficult task than a strong one, based on the consideration "let him do less, but better", the teacher should answer the legitimate question that arose in a strong student: "Why do I have to teach so much and perform such difficult tasks if my classmate, in order to get the same assessment, is it enough to do a job that is much smaller in volume and easier in degree of difficulty?". Therefore, I consider it necessary to differentiate the evaluation of such tasks. A good example is the so-called "differentiated dictation", when each student receives the same text, where in the task on "4" or "5" it is necessary to enter the missing words completely under the dictation of the teacher, and on "3" you can choose a word from two given options. At the same time, the teacher invites students to choose the level of difficulty on their own, which is also an important stage of introspection and eliminates the possibility of conflict when grading [Strokova T.A., 2005].

Recently, this learning technology has become actively used in the educational process of a modern school in various subjects. Unfortunately, in my opinion, the "Foreign Language" is not yet widely and correctly applied in the educational field. We know that until recently, according to the specifics of this subject – up to 60% of the lesson time was devoted to the practical part, as well as a foreign language – a special discipline that children often consider unnecessary for themselves, assuring that it will never be useful to them. Nowadays, the relevance of learning a foreign language is high. And with the advent of new innovative programs and the introduction of a large amount of material to study in them, it became necessary to look for new ways to improve the effectiveness of teaching students in the classroom.

Thus, a differentiated approach to teaching in foreign language lessons, as a means of improving the quality of education, is necessary. And to achieve this goal, every teacher must clearly understand what it is. Differentiation in translation from Latin "difference" means division, stratification of the whole into parts, forms, steps; in translation from English "difference" – "difference", "difference". In the pedagogical literature, different authors give different concepts of differentiation of learning. I suggest you consider them:

Differentiation of learning is a form of organization of educational activities of schoolchildren, which takes into account their inclinations, interests and manifested abilities. Differentiation of learning is a didactic principle according to which, in order to increase efficiency, a set of didactic conditions is created that takes into account the typological characteristics of students (their interests, creativity,

learning ability, learning ability, working capacity, etc.) in accordance with which goals, educational content, forms and methods of teaching are selected and differentiated [Ismailova, S.I., 2000].

Differentiation of learning is the grouping of students based on their individual abilities to study according to slightly different curricula, programs, technologies.

Differentiation of learning is taking into account the individual characteristics of students in the form when students are grouped on the basis of any features for a separate training; usually training in this case takes place according to several different curricula and programs.

Differentiation of learning is a way of organizing the educational process, which takes into account individual typological characteristics of the individual in the form of special differences in the process and learning outcomes.

Differentiation of learning (differentiated approach to learning) is:

- 1) creating a variety of learning conditions for different schools, classes, groups in order to take into account the characteristics of their contingent [Yarulov A.A, 2004];
- 2) a set of methodological, psychological, pedagogical, organizational and managerial measures that provide training in homogeneous groups.

Differentiation is the division of students into groups based on any individual abilities for individual learning [Aksenova L.I., 2012].

Differentiation is a means of individualizing learning.

The following concept of differentiated learning is given in the pedagogical literature:

- 1) the form of organization of the educational process, in which the teacher works with a group of students, compiled taking into account the presence of any common qualities significant for the educational process (homogeneous group) [Gilbukh, Y.Z., 2014];
- 2) part of the general didactic system, which provides specialization of the educational process for different groups of students.

It follows from the above that one of the main types of differentiation is individual learning, therefore, all authors associate the concept of "differentiation of learning" with the concept of "individualization" (taking into account any qualities of students), but give different definitions of this concept (method, form, accounting, complex, conditions, grouping, means, etc.).

From my point of view, differentiation is an edifying principle, and therefore I agree with V.I.Andreev's tract. In pedagogical theory and practice, the following main forms of implementation of differentiation of learning are distinguished: internal (without the allocation of stable groups) and external (with the allocation of stable groups). The analysis of the real possibilities of various forms of differentiation of students according to their level of learning and mental development shows that they individually do not solve all the problems that modern schools face today as an adaptive pedagogical system. But, in my opinion, it is internal differentiation that solves these problems best [Menchinskaya N.A., 1989].

Consider its characteristics:

- different teaching of children in a fairly large group of students, selected by random signs;
- based on the fullest possible consideration of individual and group characteristics of students;
- assumes the variability of the pace of studying the material, the differentiation of educational tasks, the choice of different types of activities, the determination of the nature and degree of dosage of assistance from the teacher;
- it is possible to divide children into groups (mobile, flexible, mobile) within the classroom in order to carry out educational work with them at different levels and by different methods;
- the peculiarity of internal differentiation at the present stage is its orientation not only for children experiencing difficulties, but also for gifted children [Pokrovskaya S.E., 2002].

Internal differentiation can be carried out in the form of:

A differentiated approach to students, which consists in the application of forms and methods of teaching, which in individual ways, taking into account psychological and pedagogical characteristics, lead students to the same level of mastery of program material [Akimova M.K., 2012].

Level differentiation, which implies such an organization of education in which students, studying under one program, have the right and opportunity to learn it at various planned levels, but not below the level of mandatory requirements.

Internal differentiation is carried out by:

- variability of the pace of study of the material;
- differentiation of educational tasks;
- selection of different types of activities;
- determination of the nature and degree of dosage of assistance from the teacher.

Let's consider what goals the introduction of differentiated education in school allows us to achieve:

- creating optimal conditions for identifying the makings, -developing the interests and abilities of each student [Uteeva R.A., 2014];
- satisfaction of cognitive needs, improvement of mental activity, development of students' interests, identification of abilities and inclinations, formation of professional qualities;
- purposefully influence the formation of the creative individual, professional potential of society in order to make rational use of the capabilities of each member of society in his relationship with society;
- solving urgent problems of the school by creating a new methodological system of differentiated teaching of students based on a fundamentally new motivational basis.

A well-thought-out introduction of differentiation into the educational process allows us to solve the following tasks:

- to prevent gaps in knowledge, skills and abilities of students, to level the degree of preparation of the entire class;
- develop students' abilities and interests;
- improve the quality of knowledge;
- make more rational use of everyone's study time;
- involve all students in active, intense mental activity;
- eliminate the gap between frontal teaching methods and the individual nature of knowledge [Kalmykova Z.I., 2011].

At the same time, the main idea of basic education is realized – the students' knowledge of themselves as a person, an individual, a personality, as a subject of relations with the world. The competent introduction of differentiation into the learning process in English lessons allows us to solve the main tasks of education, namely, to level the degree of training of students, to improve the quality of technological education, to develop the interest and motivation of students in learning English.

## **Conclusion**

A differentiated approach to students can be carried out at all stages of the lesson: a survey (written survey - tests of various levels, task cards; oral interview - weaker students are the first to answer, strong students can supplement or correct the answers), explanation of new material (strong students can answer problematic questions, prepare information on new material independently, weaker students can repeat after strong ones), consolidation of new material (strong students perform a practical task, at this time with weak children it is possible repeat the main points, dwelling in detail on each), homework (strong students work with additional literature, perform additional tasks of a creative nature. The average and weak are also invited to speak, but literature is given for preparation, as well as small additional exercises).

The use of a differentiated approach in English lessons allows you to diversify the forms and methods

of working with children, increase the motivation of students, create a situation of success for weak students, and, most importantly, improve the quality of teaching foreign language to schoolchildren.

## References

- Alieva Yu.A. Methods of teaching dialogic and monologue speech at foreign language classes in secondary school. *Problems of modern science and education*, 2013, 17, 141-143.
- Kovalenko I.G. The role of a foreign language teacher in preserving the health of schoolchildren. *Problems of modern science and education*, 2013, 16, 144-145.
- Vasilyeva A.G. Basic pedagogical prerequisites for the development of students' independence in the process of teaching a foreign language. *Problems of modern science and education*, 2013, 15, 99-100.
- Valtseva Yu.V. Health-saving technologies in foreign language lessons. The main pedagogical prerequisites for the development of students' independence in the process of learning a foreign language. *Problems of modern science and education*, 2012, 12, 99-102.
- Borisova Yu.V., Grebnev I.V. Psychological bases of differentiation of teaching physics: *textbook. manual*, 2001, 64.
- Strokovaya T.A. Individual learning strategy: the essence and technology of development. *Education and science*, 2005, 4 (34), 17-27.
- Ismailova S.I. Didactic conditions for the activation of cognitive activity and prevention of academic failure, students of grades 5-6. *Dissert. Candidate of Pedagogical Sciences*. Lipetsk, 2000, 124.
- Yarulov A.A. Formation of the culture of cognitive competence of schoolchildren. *School planning*, 2004, 3, 87.
- Menchinskaya N.A. Problems of teaching and mental development of a student: *Selected psychological works*, 1989, 224.
- Pokrovskaya S.E. *Differentiated education of students in secondary schools*. Minsk, 2002, 123.
- Kachina E.A. 2003 An individually differentiated approach to the study of the topic of physics of the 8th grade. *Electrification of bodies*, 4 [Electronic resource]: URL: <https://www.physics.uni-altai.ru/Metodist/?article=14&issue=4> (data of access: 12.02.2023).
- Uteeva R.A. Forms of educational activity of students in the classroom, 2014, 7, 33.
- Akimova M.K. Individuality of students and individual approach, 2012, 139.
- Butuzov I.T. Differentiated learning is an important didactic means of effective learning, 2010, 206.
- Kalmykova Z.I. The rate of progress as one of the indicators of individual differences of students. *Questions of Psychology*, 2011, 2, 18-22.
- Aksenova L.I. Special pedagogy: studies. manual, 2012, 338.
- Gilbukh Y.Z. Ideas of differentiated education in Russian pedagogy. *Pedagogy*, 2014, 5, 49-56.

## Шағын жинақты мектепте әртүрлі жастағы оқушыларға ағылшын тілін саралап оқыту

\*<sup>1</sup>С.К.Рахымбекова, <sup>1</sup>Б.Т.Рахимбаева

<sup>1</sup>Қарағандық университетінің А.Е.Букетова (Қарағанды, Қазақстан)

### Аңдатпа

Мақала шағын жинақты мектептерде шет тілін оқытуда сараланған тәсілді қолдану мәселеріне арналған. Саралап оқытуды ұйымдастыруда туындайтын маңызды мәселелердің бірі оқушылардың жас ерекшеліктерін анықтау болып табылады, онда сыртқы және ішкі саралауды жүргізген жөн. Бұл мәселені шешу үшін нақты тұлғалық қасиеттерді және олардың белгілі бір жаста даму дәрежесін анықтау қажет. Сонымен қатар, саралап оқыту, ең алдымен, оқушылардың оқу әрекетіне әсер ететін және оқу нәтижелеріне тәуелді болатын психологиялық ерекшеліктерін есепке алуға негізделгенін есте ұстаған жөн. Жалпы, мұндай белгілер өте көп: барлық танымдық процестер мен есте сақтау ерекшеліктері, жүйке жүйесінің қасиеттері, мінез-құлық ерекшеліктері, темперамент, қабілеттер, дарындылық, денсаулық жағдайы және т.б. Олардың барлығын есепке алу өте қиын екені анық, сондықтан бірінші кезекте есепке алуға жататындарын бөліп көрсету керек.

*Түйін сөздер:* сараланған тәсіл, шет тілі сабағы, тұлғаға бағытталған білім беру процесі

## Дифференцированное обучение английскому языку учащихся разного возраста в малокомплектной школе

<sup>\*1</sup>С.К.Рахымбекова, <sup>1</sup>Б.Т.Рахимбаева

<sup>1</sup>Карагандинский университет имени А.Е.Букетова (Караганда, Казахстан)

### Аннотация

Статья посвящена проблеме использования дифференцированного подхода в обучении иностранному языку в малокомплектной школе. Одной из важных проблем, возникающих при организации дифференцированного обучения, является проблема определения возраста учащихся, в котором целесообразно проводить как внешнюю, так и внутреннюю дифференциацию. Для решения этой задачи необходимо определить конкретные черты личности, лежащие в основе дифференциации, и степень их развития в том или ином возрасте. При этом следует иметь в виду, что дифференцированное обучение основывается прежде всего на учете таких психологических особенностей учащихся, которые влияют на их учебную деятельность и от которых зависят результаты обучения. Вообще таких признаков много: специфика всех познавательных процессов и памяти, свойства нервной системы, черты характера, темперамент, способности, одаренность, состояние здоровья и т. д. Понятно, что учесть их все крайне сложно, поэтому необходимо выделить те, которые подлежат учету в первую очередь.

**Ключевые слова:** дифференцированный подход, урок иностранного языка, личностно-ориентированный образовательный процесс.

Поступила в редакцию: 10.02.2023

Одобрена: 10.03.2023

Первая публикация на сайте: 24.07.2023

МРНТИ: 13.11.47

## ЭПОСТАҒЫ ҚАЗАҚ ӘЙЕЛДЕРІНІҢ БЕЙНЕСІ

<sup>\*1</sup>С.А.СЕРҒАЛИ , <sup>1</sup>Б.У.НАХАНОВА 

<sup>1</sup>Қазақ ұлттық өнер университеті

(Астана, Қазақстан)

<sup>\*</sup>[akzhan\\_sergali@mail.ru](mailto:akzhan_sergali@mail.ru), [nakhanovab@gmail.com](mailto:nakhanovab@gmail.com)

### Аңдатпа

Мақалада тұтас нағыз қазақ әйел бейнесінің ерекшеліктерін қамтитын кейіпкерлер арқылы әйел адамның бала кезінен қазақи тәрбие аясында тұлға ретінде қалыптасу мәдениетіндегі рухани шындалуы жайлы айқындалған. Қазақ ұлттық әдеби мұрасы әйелдер образының ерекше сипаттамаларынан тұратындығы айғақ. Жазба әдебиеттерінде, эпоста қазақ әйелдердің бейнесі әрі ақылшы, әрі адал жар, ерінің ең сенімді серігі екендігін дәлелдейтін тамаша образдарды байқауға болады. Аталмыш қасиеттердің шындығына бүгінгі күнге дейін жеткен ұлттық эпостағы көркем сипат жолдары дәлел болмақ. Қазақ әйелінің бейнесі эпостық кейіпкерлер қатарында суреттелуі – ұлттық тәрбие сарынында шындалып, тектілік пен даналықтың біртұтастағын бойында қалыптастырған қазақ әйелдерінің эталон образын бейнелейді. Бүгінгі күнге жеткен эпостың қайсы бірінде болмасын, әйел образы сұлулық пен мейірімділіктің бейнесі ретінде суреттеле келе қазақ әйелдерінің орны ерекше екендігін жеткізеді.

**Түйін сөздер:** қазақ әйелі, бейне, ұлттық, тәрбие, үлгі, эпос, сұлулық, көркем, сипат.

### Кіріспе

Ұлттық мәдениетіміздегі қазақ әйелдерінің болмысы көшпенді халықтың рухына тән нағыз қазақи қасиеттердің нәзік жиынтығын құрайды. Қарапайымдылық пен батылдықты, нәзіктік