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СТРАТЕГІЇ ДИФЕРЕНЦІАЦІЇ НАВЧАННЯ МАЙБУТНІХ УЧИТЕЛІВ ІНОЗЕМНОЇ МОВИ У ВИЩИХ ПЕДАГОГІЧНИХ ЗАКЛАДАХ

STRATEGIES OF DIFFERENTIATION OF FUTURE FOREIGN LANGUAGE TEACHERS' TRAINING AT HIGHER PEDAGOGICAL INSTITUTIONS

Об'єктом дослідження автора є диференціація навчання майбутніх учителів іноземної мови у вищих педагогічних навчальних закладах. Методологічною основою дослідження є теоретичні положення про сучасні технології навчання у вищих навчальних закладах. На основі теоретичного дослідження наукової літератури автор аналізує цілі диференціації навчання майбутніх учителів іноземної мови.

Ключові слова: диференціація, вища педагогічна освіта, цілі, стратегії, модернізація вищої освіти

The object of the author's investigation is the differentiation of teaching foreign language process at higher school in the context of theoretical generalization of modern technologies of training at Higher Educational Establishments. The problem of identity formation of the new generation of professional specialists occupies an important place in the system of the humanitarian education at the higher pedagogical educational institutions. The author reveals the positive impact of the ideas and principles of individual teaching of foreign language and differentiation of teaching as its component. On the basis of theoretical generalization of scientific literature the author points out the main goals of differentiated teaching of foreign language.

Differentiation of foreign language teaching is the organization of students' training based on the selection of forms, methods, contents for creation of optimal conditions and the most reasonable mode of teaching, taking into consideration the individual features of each student. Solving the problem of organization of the learning activity, based on the differentiated approach, the author is carrying out the logicodidactic analysis, which covers the implementation of the 7 sequential activities.

The article notes that the main requirement to the working-out the differentiated tasks is the regard for individual features of the students. In the research the corresponding principle is based on the ground of degree of acquired skills, individual psychological factors, which are provided the information as for the level of students' FL teachability and persistence of motivation. The diagnostics of these features, made by the teacher, and checking of students' potential abilities, in which the students are involved, keep up the future specialists to continue the work.

Key words: differentiation, higher pedagogical education, goals, strategies, modernization of higher education

Объектом исследования автора является дифференциация обучения будущих учителей иностранного языка в высших педагогических учебных заведениях. Методологической основой исследования является теоретические положения о современных технологиях обучения в высших учебных заведениях.

Ключевые слова: дифференциация, высшее педагогическое образование, цели, стратегии, модернизация высшего образования.

Vital problem and the aim of the article. The concept of enhancement of the higher pedagogical education and the need in formation of the new generation of professional specialists, able to orient themselves to complicated socio-cultural environment, causes the fundamental revision of approaches to professional training of future teachers.

One of the conditions of effective solving this problem is the implementation of system of the humanitarian education in the higher pedagogical educational institutions (HPEI), which is scientifically proved and reasonably planned on the basis of principles of professional training. While considering the enhancement of the humanitarian education in the HPEI, the priority assumption of the changes aimed at the increase of its efficiency is the acquiring of specialty professional qualities by future teachers, which brings forward the problem of successful acquisition of professional disciplines by the future specialists.

The investigation of the strategies of modernization of higher education allows to reveal a general methodological content of its renewal, provided for transition to the ideas and principles of individual teaching of foreign language (FL) and differentiation of teaching as its component. Differentiation of teaching (from Latin: differentia – the difference)



is the organization of teaching process, under which the system of teaching techniques is applied, the creation of effective modes for stimulation of cognitive activity of students with different levels of knowledge, abilities and demands at each stage of the teaching process aiming at effective learning [7]. Differentiation of foreign language teaching is the organization of students' training based on the selection of forms, methods, contents for creation of optimal conditions and the most reasonable mode of teaching, taking into consideration the individual features of each student.

Analysis of the modern scientific literature. Didactic and methodological aspects, solving the problem of differentiation of teaching in the higher school have been studied by the following authors: V.M. Volodko [2], L.P. Dariyчук [4], I.N. Kligman [5], S.Y. Nikolayev [6].

Let's give the proof of the major psycho-educational aspects of differentiated FL teaching during the process of organization of students' learning- and-cognitive activity at the lessons and identify its purposes, including the following:

- 1) filling up the gaps in the FL learning not to be the backward;
- 2) the development of individual psychological features of a student, which are considered the most significant for successful FL learning;
- 3) intensification and stimulation of the students' training;
- 4) the creation of positive emotional background at the lessons;
- 5) to facilitate the conditions for student's creative self-realization;
- 6) the formation of students' self-assessment as for the level of development of their own abilities.

The achievement of the purposes, mentioned above, should be gained by means of pedagogical, psychological and methodological learning aids on the organization of students' training. Let's scrutinize the complex of interrelated activities aimed at task-specific differentiated FL teaching.

The first stage is focused on identification of the main problems, which are appeared in the system of training in the higher educational institutions. To give proof of the major contradictions appearing at the current stage of teaching, the legislative regulation of the higher educational institutions is being elaborated and students and teachers are being surveyed. At the current stage the application of the survey is considered as the most versatile, effective and flexible way of eliciting and processing the information on the basis of answers to the specifically stated questions, which correspond with the main task of the research. While working out the survey the following items should be taking into consideration: the purpose of the survey, the contents of questions, clarity of their statement, number of questions, as well as observance of question sequence. The example of the survey is shown below.

Questionnaire

Sequence number	Contents of question
1	What forms and kinds of activities are preferable for you at the foreign language lessons?
	a) individual tasks;
	b) individual work under teacher supervision;
	c) doing the differentiated tasks;
	d) group work;
	e) individual work ,using the efficient algorithms of activities;
	f) your own statement
Total	
2	What kind of control at the FL lessons is the most effective for you?
	a) oral answer at the board;
	б) testing;
	в) control with differentiated tasks;
	г) your own statement
Total	
3	Do you agree with marks you receive at the FL lessons?
	a) agree with the mark;
	б) do not agree;
	в) attach no importance to received marks;
	г) your own statement
Total	
4	What methods of self-testing do you use while performing the learning tasks?
	a) compare my work with the peer's one;
	б) compare my work with the notes on the board;
	в) compare performed task with the study guide;



Sequence number	Contents of question
	r) check the performed task with the self-evaluation check scales
	Total
5	Do the results of your FL learning correspond with your true abilities?
	a) the results are appropriate;
	б) the results are beneath my abilities
	Total
6	What hampers you to put your abilities into practice during the learning process at the FL lessons?
	a) difficulties while studying the teaching material;
	б) insufficient school training;
	в) lack of teaching self-organization;
	г) your own statement
	Total

Psychosocial diagnostics of conditions of study at the HPEI provides with information about a true pedagogical situation, existing nowadays and originates the mechanism for determining among students the areas subject to pedagogical impact and gives the reason for methods of influence onto the process of the teaching differentiation. The statements in the survey, conducted by the author of the article, showed that in most cases difficulties in acquisition of the FL teaching material are caused by the psychological mechanisms of individuals' activity as well as social factors that are in constant interrelation. For example: change of social living conditions over the last decade and transition of the certain percentage of student body of the higher pedagogical educational institutions of Ukraine to the paid form of study forced the future specialists to combine work with study. Along with the increase of amount of information, necessary for learning in the HPEIs, this leads student's mental activity to overloading and, consequently, decreasing of memorizing efficiency, which is crucial in FL learning. In this connection, the analysis of individual psychological features of students is of particular importance, since they are considered the most significant for successful FL learning. The scientific researches, carried out in this field, showed that important factors, which ensure the success of multiple tasks performance, are the development of motivation that gives impetus to extending and deepening of student knowledge on FL due to psychic income which urges on long-term occupation in corresponding activity as well as such psychological processes as efficiency of memorizing, involving all types of memory, attention and thinking [1-4].

According to the research, carried out by the author of the article, there is a general tendency of erratic distribution of results on each statement, mentioned above, almost of every student. For example, a student N. has a medium level of attention selectivity, high level of attention focusing, medium level of mental processes behavior, low level of memorizing efficiency; basic language skills scope: listening – low level, reading – medium level, writing – low level, speaking – medium level; index of motivation for FL learning is on the level of teacher's evaluation of the learning abilities. The above-mentioned tendency called in question the initial division of students into subgroups according to their proficiency level (high, medium and low proficiency levels). This information was the ground for reviewing the problem of differentiated teaching and directed the strategy of research into the way of possibility of stage-by-stage transition of students from the low level to the high one during the training by implementing the new technique of differentiation of the learning process. The main purpose of the technique is the creation of system of organization of the learning activity, which combines optimal conditions, effective mode of learning and considers individual features of the student.

Solving the problem of organization of the learning activity, based on the differentiated approach, is possible while carrying out the logicodidactic analysis, which covers the implementation of the following sequential activities:

1. To find out individual features: to perform diagnostics of the reasons for learning; learning abilities, level of student's knowledge on all types of language competence.

2. To designate the object and subject of the purpose of FL learning. To analyze the teaching material of the topic, subject to learning: to write out from the curriculum the main objective of the topic and compare it with qualifying requirements for future specialist; to emphasize in the topic the cognitive aspects on the basis of the analysis of the objectives of discipline learning from the point of view of the following: student specific thinking activities, which should be formed or implemented during the study of the topic. To make the objectives more concrete and describe them in the form of possible results of study on three levels of FL proficiency.

3. To lay down the objectives of each practical lesson (seminar) of the discipline in the light of training results, reflected in the students' activities.

4. To emphasize types of activity the student should acquire at each level; to emphasize the rational content of each type of activity; to determine the optimal bulk of knowledge.

5. To select the rational forms, methods, pace, learning aids.

6. To assort appropriate diagnostic tools for determining the degree of goal achievement.

7. To organize regular functioning of the feedback system.

On the example of one of the topics of the discipline: "Practical Course of English Language" the way of implementing the process of goal-setting will be shown. The above-mentioned technique of implementing the



process of goal-setting pursue the teacher to create the conditions under which the students will be able to acquire knowledge, skills and abilities, indicated in the Table 1, while learning the topic «The Present Indefinite Tense». Here is the conditional references a teacher may use while giving the practical lessons: Michael Vince Language Practice. Macmillan Education. P. 288. [1], Beaumont D., Granger C. English Grammar. Macmillan Heinemann. P. 352. [2], Verba G.V. Spravochnik po grammatike angliyskogo yazyka. M.: Prosvescheniye. 1993. P. 320. [3], Koshmanova T. K. Testy po angliyskomu yazyky. Orfografia. Leksika. Grammatika. M.: Rolf. 2001. P. 255. [4]

Table 1

The method of implementing the process of goal-setting while learning the FL

Level	The teacher is planning	Student will be able to	Task	Diagnostic tools
low	<p>To explain the temporal period of the <i>Present Indefinite</i> action duration;-</p> <p>To explain the mode of sentences structure in all verb forms in <i>Present Indefinite</i>;</p> <p>To explain the rules of use the verbs <i>to be</i> and <i>to have</i>;</p> <p>To explain the rules of use the adverbs in the time, mentioned above.</p>	<p>Differentiate temporal period of action duration and cases of use the <i>Present Indefinite</i>;</p> <p>Structure the sentences in all verb forms in <i>Present Indefinite</i>;-</p> <p>Use the <i>Present Indefinite</i> of the verbs <i>to be</i> and <i>to have</i>;</p> <p>Distinguish the adverbs, which are used in the time, mentioned above.</p>	<p>Ex. 3 p. 225 [3], Ex. 2 A p. 10 [2].</p> <p>Ex. 1 p. 11; 1 - 3 p. 13 [1].</p> <p>Ex. 1 - 4 p. 9 [1]; Ex. 14 - 26 p. 230 - 233 [3].</p> <p>3 p. 11 [1].</p>	<p>Test 1 (A) p. 55 - 56 [4].</p>
medium	<p>To explain the rules of vowel gradation and interchange of consonants while adding -s,-es in the third person singular in <i>Present Indefinite</i>;</p> <p>To explain the use of contracted form of auxiliary verbs.</p>	<p>Feel confident in spelling while adding -s,-es in the third person singular in <i>Present Indefinite</i>;</p> <p>Be able to use in oral speech the contracted forms of auxiliary verbs.</p>	<p>Ex. 2 p. 11 [1]; Ex. 2B p. 10 [2]; Ex. 5 - 7 p. 226 - 227 [3].</p>	<p>Test 4 (A) p. 58 - 59 [4].</p>
high	<p>To assist during the individual construct of the extra exercises on above-mentioned topic, made by the students.</p>	<p>Analyze and do exercises, suggested in the text-book, determine their purpose and mode of performance; Assort from the various sources and construct the extra exercises individually.</p>	<p>Ex. 12 - 13 p. 229 [3]</p>	<p>Test 3 (A) p. 56 - 57 [4].</p>

The main requirement to the working-out the differentiated tasks is the regard for individual features of the students. In the research the corresponding principle is based on the ground of degree of acquired skills, individual psychological factors, which are provided the information as for the level of students' FL teachability and persistence of motivation. The diagnostics of these features, made by the teacher, and checking of students' potential abilities, in which the students are involved, keep up the future specialists to continue the work. Once the students realize their true abilities and teacher's desire to see their individual priorities they are inspired to set the near-term goals of the process of selection of cognitive level of activity and teaching material. In our research the purpose of the teaching is the FL proficiency in all skills of language competence. Therefore the implementation of differentiated tasks should be based on the specific character of learning the teaching material on four skills of language competence.

The results of students' diagnostics were the ground for creation of temporary levels and provision them with differentiated tasks, which considered not only the level of proficiency, but were also intended to arm the students with major intelligence operations, efficient skills of training at the level of perception, understanding, memorizing and reproduction of acquired knowledge. On the example of listening comprehension activity the process of providing the students with differentiated audiomaterials will be shown. The stated required timing for FL learning by future teachers in the language laboratory facilitate the teacher's activity on dividing the students into groups to perform differentiated tasks. The differentiation of tasks during listening comprehension consider the following requirements: pace of narration, the size and number of pauses, the bulk of information, number of times for listening, kind of listening material, aids. On the initial stage the teacher gives the tasks, intended for low level for all students (division is made only according to the type of memorizing). Once the set of tasks of the given level is done the students pass to the next level. The specific character of the record of interrelation of the teachability level and individual psychological features of the future specialists is occurred, considering the following factors: to develop intellectual processes for 3 levels the diverse kinds of audiomaterials are suggested with further differentiation of pace of narration; various temporal bulk of listening information and number of pauses are crucial for increase of level of concentration and attention selectivity; to make memorizing more effective various aids are suggested, meant for 4 types of memorizing (Table 2 4).



Table 2

Listening (high proficiency level)

Type of audiomaterial	Pace of narration	Bulk of information	Size and number of pauses	Type of memorizing	Aids	Type of exercises
Polemical (presentations, discussions)	Natural	from 5 to 20 minutes	In natural format	Auditory	Natural aids or without aids	Receptive-productive
				Visual		
				Kinesthetic		
				Multiple		

Table 3

Listening (medium proficiency level)

Type of audiomaterial	Pace of narration	Bulk of information	Size and number of pauses	Type of memorizing	Aids	Type of exercises
Texts polylogs	Natural	from 5 to 10 minutes	In natural format	Auditory	Auditory aids: natural noises, appeared during the communication	Receptive-productive
				Visual	Visual aids: image, picture, realias, that are being talked about	
				Kinesthetic	Natural noises, demonstration of facial expression, gestures, appeared during the communication	
				Multiple	Alternation of aids	

Table 4

Listening (low proficiency level)

Type of audiomaterial	Pace of narration	Bulk of information	Size and number of pauses	Type of memorizing	Aids	Type of exercises
Curricular material	Slow	from 5 to 7 minutes	2-3 pauses	Auditory	Auditory aids. Words, word patterns which are the most difficult for understanding are translated into native language.	Receptive-productive with partial control
				Visual	Charts, tables	
				Kinesthetic	Auditory aids (with demonstration of facial expression, gestures, appearing during the communication, performing by the pupils (students))	
				Multiple	Alternation of aids	

Suggested approach enables the following:

- to assure elimination of gaps in student knowledge and achieve roughly equal level of proficiency on professional discipline in academic group;
- to establish qualitative and quantitative results of language proficiency on designated stage of learning;
- to ensure individual approach to knowledge acquisition by each student;
- to save teacher's time during simultaneous enhancement of quality control.

Conclusion The research in the field of differentiation of teaching in the higher pedagogical institutions indicates that this subject-matter requires great attention, study and further development.

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