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**DIFFERENTIATED APPROACH IN FOREIGN LANGUAGE TRAINING OF
STUDENTS OF NON-LINGUISTIC SPECIALTIES**

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Introduction. In today's society educational paradigm dominates, which is focused on the development of the active person, who has a high level of general and informational culture, freely orients himself in the world information space and uses his resources for self-development. Within the framework of these objectives the study of a foreign language is of particular relevance. Foreign language is considered today not only as a communication tool, but primarily as a means of stimulating the process of consciousness [2]. Foreign language knowledge is a compulsory component of professional training of modern specialists of any profile. Many aspects of the development of linguistic competence depend on the nature, content and orientation of the future specialist training [10]. Particular attention in this respect is deserved by students of non-linguistic specialties. In accordance with the requirements as a result of the discipline learning the student should be able to communicate orally and in writing in a foreign language on professional and everyday topics, to improve his own spoken and written language. As shown by experience, now teachers have to take into account the lack of knowledge and skills of graduates of the town and rural secondary schools while entering the university. It is well known that the contingent of students in a group is unequal. There are students with different mental abilities, different natural skills, different interests, so one of the urgent problems of foreign language teaching is to teach a foreign language of students with different levels of language knowledge.

One way to solve this problem is to use a differentiated approach in foreign language teaching of students with different levels of language training.

The **purpose** of this article is to consider the problem of the use of the differentiated approach in teaching a foreign language of students of non- linguistic specialties, to draw the examples, directions, according to which this approach usage in the learning process is implemented.

The purpose of this article assumes the following **tasks**:

- Identify the substantive content of common didactic concept of "differentiated approach to training";
- Determine the forms of differentiated training;
- Consider ways of implementation of a differentiated approach in learning a foreign language.

The concept of differentiated training as a pedagogical system.

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 differentiated 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.

Often differentiation in learning a foreign language is not based on the individual characteristics of the student's personality, but only on individual gaps in his knowledge. The abilities of students to learn a foreign language are not the same: one language comes easy, others - with great difficulty. The concept of "differentiated approach" is defined as an approach to teaching process, which is expected in line with the differentiation in different types and forms. When they say "a differentiated approach to students," this implies the presentation of the different requirements for different groups of students in the mastery of the content of education [7].

In order to implement a differentiated approach split-level education technology in foreign language lessons is used, that is the depth and complexity of the same teaching material for different students with different levels of language training.

Differentiated approach to learning a foreign language of students of non-linguistic specialties is realized in several ways. Firstly, it is a differentiated approach to the student. In this case, it takes into account the following factors: the level of language skills, the desire to work independently and individual characteristics of students. Due to some circumstances the graduates of rural schools, who have entered the university, have very low levels of language training, some even read with great

difficulty. For this reason, the basic training of the students should be preceded by a preparatory phase (familiarization with the phonetic characteristics of the language, the accumulation of a certain vocabulary).

The second trend - a differentiated approach to the selection of linguistic material, assignments. For students with different levels of language training, who are in one group, it is advisable to pick up the tasks, taking into account their level of knowledge and skills. It is the task to eliminate the gaps, task, which takes into account prior knowledge, general and special abilities of students. In this case, a differentiated approach is seen not only in the selection of different complexity and difficulty tasks, but also in the different means of teacher guidance to strong and weak students, different times to perform tasks, various methods of control.

Also, be sure to offer the tasks, taking into account the cognitive interests of students. It can be creative works (collage design, translation of poems,), reading additional literature, and the preparation of various reports.

The third direction in the use of the principle of differentiated training involves selection of effective methods and forms of work, taking into account the type of speech activity: listening, speaking, reading and writing. Each of them requires special forms and methods of work. In the classroom at work on the texts it is advisable to teach the students the most efficient techniques used in these kinds of reading, as scanning; introductory reading; reading for detail and reading for specific information. Reading and viewing text, asking questions and answering them, doing different kinds of exercises, the student learns to extract the necessary information. It is above all to promote reading flexibility, i.e. the student's ability to consciously change the kind and tactics of reading depending on reading purposes, the type of source information and the text nature [2].

Speaking training is successfully implemented via handouts, cards. We offer three degrees of complexity of tasks. For students with a high degree of knowledge the task to describe the picture is given. We select a picture, in which a sufficient

number of actors are presented. The student shows a picture to the group and describes it. Listeners correct his errors and inaccuracies.

Less prepared students receive assignments to look at the picture and answer the questions. Learners with low levels of training are offered cards with supportive words.

One of the most difficult types of speech activity for students is listening. Therefore, all students before listening are offered to consult the supporting words and phrases. After listening the stronger students are offered to respond to questions or recite auditioned text, weak students get tasks on the cards, for example, to determine whether the given sentences correspond to the content of the listened text, to select any of the facts in question, etc.

Differentiated training is based mainly on the selection of individual tasks, depending on the training of students and the level of formation of speech skills.

Forms of differentiated training, used during foreign language lessons, are varied. This use of different variants of the similar tasks; application of tasks of varying difficulty; providing various assistance to students when performing the same task; a different number of repetitions to perform the same task; various types of supports; reading of texts of varying difficulty; performance of exercises on individual cards [6].

However, it should be mentioned that a differentiated approach virtually eliminates the cooperation between students. Each student has to "learn foreign language communication ... beyond communication, that is, isolated from his comrades." The problem of bridging the gap between strong, medium and weak students can be solved only in relation to the problem of a combination of and proper use of individual, paired, group and collective forms of work. For this "special organizational methods of work that the teacher uses in class to teach everyone, at the same time creating the most favorable conditions for learning each needed" is needed.

You cannot assume that the weak students have to work less. Their abilities are developing, and success comes in the activities. After all, the main tasks of a differentiated approach to learning a foreign language are considered to be satisfaction of cognitive needs both of strong and weak students according to their individual readiness and individual qualities. Experience shows that the use of a differentiated approach to students with different levels of language training allows them to eventually acquire a certain curricula minimum knowledge and skills.

Conclusions. 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 differentiated 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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Щипачова Д.С. Диференційний підхід у навчанні іноземної мови студентів немовних спеціальностей

Анотація. Дана стаття присвячена проблемам використання диференційного підходу у навчанні іноземної мови студентів немовних спеціальностей. Матеріал містить деякі приклади, напрямки, по яких реалізується застосування диференційного підходу в процесі навчання студентів іноземної мови.

Ключові слова: диференційний підхід, мовна компетенція, диференціація, форми диференційного навчання, технологія різнорівневого навчання, заняття з іноземної мови, особистісно орієнтований освітній процес.

Щипачева Д.С. Дифференцированный подход в обучении иностранному языку студентов неязыковых специальностей

Аннотация. Данная статья посвящена проблемам использования дифференцированного подхода при обучении иностранному языку студентов неязыковых специальностей. Материал содержит некоторые примеры, направления, по которым реализуется применение дифференцированного подхода в процессе обучения студентов иностранному языку.

Ключевые слова: дифференцированный подход, языковая компетенция, дифференциация, формы дифференцированного обучения, технология разноуровневого обучения, занятие по иностранному языку, личностно ориентированный образовательный процесс.

Shchypachova D.S. Differentiated approach in foreign language training of students of non-linguistic specialties

Summary. This article deals with the problems of using a differentiated approach in teaching a foreign language of students of non-linguistic specialties. The material contains some examples, ways according to which a differentiated approach is implemented in the process of teaching a foreign language of students.

Key words: differentiated approach, language competence, differentiation, forms of differentiated teaching, split-level training technology, foreign language classes, personality-oriented educational process.