

UDC 378.147:372.881.111

## **Problems of Applying the Individual Differentiated Approach in Teaching English**

Madina Zh. Tussupbekova

Eurasian national university after L.N. Gumilyov, Kazakhstan  
Astana, Munaitpasova street 5  
PhD (pedagogical), a senior teacher  
E-mail: madjan69@mail.ru

**Abstract.** The transformation into the new multilevel system of higher education in Kazakhstan needs changing and introduction with Individual differentiated approach in teaching English. The goal and task of teaching English in the higher institutions is the practical acquiring colloquial and professional ways of speaking for active using as in real and professional conversation.

**Keywords:** individualization; differentiation; credit system of education.

Because of changing the structure of higher education the problems of Individual differentiated approach (IDA) of teaching English is in the centre of all educational spheres.

Modern trends in teaching require new forms of organizing Individual differentiated approach of teaching English. Individual differentiated approach allows discovering individual features of student and gives a lot of opportunity to self-realization in social environment. Teachers should take students' abilities into account in order to study them to gather, analyze, apply received information in practice and correlate with the real world.

Works of T.A. Aksenova, N.M. Zhukova, A.V. Ivanova, E.I. Nikolaev, A.N. Nikolaeva, M.V. Sinitsina, M.V. Sheiderman are devoted to the problems of Individual differentiated approach.

T.A. Aksenova defines pedagogical conditions of level differentiation in adaptive gymnasium, establishes components of psychological and pedagogical readiness of teachers and students [1].

N.M. Zhukova offers criteria to improve the effectiveness of individualization and differentiation in higher institutions [2].

A.V. Ivanova indicates the main ways of differentiation in American colleges and universities (differentiation by types of educational establishments, contents of education) [3].

E.I. Nicolaev in his work «Differentiation as an pedagogical technology for improving an interest to study» finds some more rational pedagogical conditions to introduce the efficiency of Individual differentiated approach, thus suggests new technologies to rise the students' progress in mastering any foreign language [4].

A.N. Nikolaeva touches the problem of Individual differentiated approach to study non-native languages [5].

M.V. Sinitsina examines theoretical aspects of professional differentiation as a condition of improving the quality of teaching foreign language [6].

M.V. Shneiderman determines criteria of systematical differentiation of knowledge as a means of individualization [7].

S.A. Nurakhmetova reveals the didactic conditions of differentiation, describing stages, defining the main requirements to study and realizing different forms of this

approach. According to criteria, the author relies on the level of studying any foreign language (elementary, pre-intermediate, intermediate, upper-intermediate) [8].

Owing to these works, we concluded, that individualization and differentiation should be considered simultaneously as Individual differentiated approach. Using Individual differentiated approach, a teacher plays a role of tutor, competent counsellor and assistant. A professional skill of teacher leads to check students' activities, help to avoid any difficulties in learning and applying knowledge, not only to control them.

In practice there are some problems of applying Individual differentiated approach in teaching English, as usage of usual educational and typical programs; shortage of educational aids on credit system; organization of flowing, intermediate and total control of students' skills.

The state general standard of education provides for practical, educational goals in learning foreign languages [9].

*Practical goal* is acquiring knowledge in oral form, speaking English fluently. L.V. Sherba notes, that acquiring knowledge in foreign language may be different, because of different education levels' matching. Practical goal of studying foreign language is expressing ideas and understanding people. In our case, practical goal of studying foreign language is a formation of skills for reading, writing, listening and speaking [10].

Educational goal provides for working on the texts in order to understand meanings of the words «patriotism» and «internationalism». Students introduce with the customs, traditions, history of country whose language they learn.

These goals allow concentrating on Individual differentiated approach in teaching English, renewing educational aids, reinforcing language learning, changing principles of teaching.

Owing to requirements and goals of the educational standard, S.S. Kunanbaeva elaborated «The conception of foreign education of the Republic of Kazakhstan [11]. The multilevel system of education in Kazakhstan should correspond to the European standards and answer «L<sup>3</sup>» idea (Life Long Learning), which is a visiting card of Bologna transformation [12].

Each level of education provides for studying foreign language according to the state educational standard of the Republic of Kazakhstan.

It is used in all higher institutions to define levels (A<sub>1</sub>, A<sub>2</sub>, B<sub>2</sub>, B<sub>2</sub>, C<sub>1</sub>, C<sub>2</sub>) of knowing English. Students of non languages specialties study English four terms (two years). At the end of the first year students should understand information on social, personal and professional themes, moreover students should find general points in texts, render articles, express ideas. At the end of the second academic year students should work on special texts, interpret materials, take part in discussions, and solve problems.

Individual differentiated approach in teaching English is useful on credit system of education. IDA gives students opportunity to choose volume and content of materials to study, to define the quantity on learning information in order to know better.

There are three types of Individual differentiated approach, which are divided into differentiation on time, condition and education.

*Differentiation on time* provides for learning in individual form. Student does assignments at home and come to tutor only in definite time to pass them. Student decides how much time he needs to do assignments.

*Differentiation on condition* provides for using different materials in groups. Several groups do different assignments within the group.

*Differentiation on education* provides for dividing students into groups by different programs (elective program, deeply studying program, additional program etc.).

Having analyzed Individual differentiated approach, we made some conclusion which is necessary in teaching English for students of non-languages specialties:

Firstly, the whole pedagogical process should be planned beforehand, where there will be an individual expression;

Secondly, a teacher should choose means of differentiation according to the students needs and wants;

Thirdly, there will be used technologies which generate activity and individual quality of students.

One of the main problems of English training is the organization of flowing, intermediate and total control of students' skills. This problem is appeared owing to the new credit system. If teachers have evaluated students' work by traditional system («5», «4», «3» и «2») before, nowadays the results of students' work are evaluated by letters (A, B, C, D, F) or scores (from 65 to 100). During the practical lessons teachers evaluate the results of students' work differently and it makes problem to calculate the total score. There is no unique system of evaluation in individual teachers' diaries. It needs a creation some new system, elements of which will have a special structure and integration. The students' work evaluation won't be correct and effective by the old subjective methods.

Proceeding from the experience, the elaboration of syllabus is based on the goal of mastering skills on English. In accordance with the typical educational program teachers elaborated a list of lexical and grammar themes which are closely connected with the future professions of students (table 1).

Table 1

### Lexical and grammar themes on English for economics

Weeks	Block	Lexical and grammar themes
<b>I – term</b>		
1-7	1	1. My student life. Grammar: Basic types of English verbs
		2. My university. Grammar: The Present Indefinite Tense
		3. What's economics. Grammar: The Present Continuous Tense
8-15	2	4. The basics of economics. Grammar: The Past Indefinite Tense
		5. Family economy. Grammar: The Past Continuous Tense
		6. Money and credit cards. Grammar: The Future Indefinite Tense
<b>II – term</b>		
1-7	3	7. Supply and demand. Grammar: The Future Continuous Tense
		8. House mortgage. Grammar: The Present Perfect Tense
		9. Interdependence. Grammar: The Present Perfect Continuous Tense
8-15	4	10. Culture and economics. Grammar: The Past Perfect Tense
		11. Economy and health. Grammar: The Past Perfect Continuous Tense
		12. Electronic markets. Grammar: Future Perfect Tense
		13. The private enterprise. Grammar: The Future Perfect Continuous Tense
<b>III – term</b>		
1-7	5	14. The role of Government. Grammar: Active and Passive Forms
		15. The greats. Grammar: Modal Verbs
		16. Sport and macroeconomics. Grammar: Direct and Indirect Speech

8-15	6	17. The economics of travelling. Grammar: Infinitive and Gerund
		18. Economic issues. Grammar: Infinitive and Gerund
		19. Celebrations. Grammar: Participles
		20. Crime and economy. Grammar: Conditionals

The new educational system as credit system needs that every student should look through the syllabus thoroughly before studying this subject, moreover students make familiar with the unfolded plan of evaluation the students' activity for each block (tables 2,3), which includes the content of lexical and grammar themes with the maximum amount of scores for each kind of activity.

Table 2

**The evaluation of student's activity during the 1, 2, 3, 5 blocks  
(the total volume – 3 themes)**

Nº	Theme	Practical lessons (hours)	The total score for every practical lesson	The total score for practical lesson	SOW (hours)	The total score for every SOW	The total score for SOW	Grammar lesson (hours)	The total score for every grammar lesson	The total score for grammar lesson	New vocabulary	The total score (practical lesson + SOW+grammar+vocabulary) R <sub>1</sub>
1	XX	2	4	<b>12</b>	2	5	<b>10</b>	2	4	<b>8</b>	<b>3</b>	<b>33</b>
2	XX	3	4	<b>12</b>	2	5	<b>10</b>	2	4	<b>8</b>	<b>3</b>	<b>33</b>
3	XX	3	4	<b>12</b>	3	4	<b>10</b>	2	4	<b>8</b>	<b>4</b>	<b>34</b>
The total score				<b>34</b>			<b>32</b>			<b>24</b>	<b>10</b>	<b>100</b>

The unfolded plan of evaluation the students' activity for each block and a technological card of student suppose a control on all kinds of skills (reading, writing, translation, working on lexical and grammar exercises, retelling, presentation etc.). The unfolded plan of evaluation the students' activity includes all themes of studying, the amount of hours, scores for each kind of activity and the total score.

During all the period of study a student get an amount of scores, not marks. Maximum amount of scores calculates from the scores of blocks, every block comes to 100 scores.

Table 3

**The evaluation of student's activity during the 4, 6 blocks  
(the total volume – 4 themes)**

N <sup>o</sup>	Theme	Practical lessons (hours)	The total score for every practical lesson	The total score for practical lesson	SOW (hours)	The total score for every SOW	The total score for SOW	Grammar lesson (hours)	The total score for every grammar lesson	The total score for grammar lesson	New vocabulary	The total score (practical lesson + SOW+grammar+vocabulary) R <sub>i</sub>
1	XXX	2	4	<b>8</b>	2	3	<b>6</b>	2	4	<b>8</b>	3	<b>25</b>
2	XXX	2	4	<b>8</b>	2	3	<b>6</b>	2	4	<b>8</b>	3	<b>25</b>
3	XXX	2	4	<b>8</b>	2	3	<b>6</b>	2	4	<b>8</b>	3	<b>25</b>
4	XXX	2	4	<b>8</b>	2	3	<b>6</b>	2	4	<b>8</b>	3	<b>25</b>
The total score				<b>32</b>			<b>24</b>			<b>32</b>	12	<b>100</b>

Thus, a student has an opportunity to control his progress and owing to his results of work he can organize his own study. Such system allows individualizing the process of education and stimulating the wishes of students to searching, creating and challenging to study English.

Each block is finished by advanced control (R), which allows making a step to another block. The results of passing advanced control are the basis for giving marks during the term. The unfolded plan of evaluation the students' activity and a technological card of student were elaborated on the basis of the content of «English language» subject in order to round the result of advanced control.

Owing to the technological card any student has an opportunity to watch his progress and reach his goal in educational system. After the finishing all block, a student can see his real results of studying. This system allows establishing the impartial evaluation of student.

Elaborated tables include the whole list of training assignments, the content of subject, and the system of scores on all activities. Irregular passing of assignments entail troubles as minus 3 scores from the total amounts.

In conclusion, it is useful to note, that the problem of applying the Individual differentiated approach in teaching English allowed finding trends in pedagogical theory and practice.

## References

1. Aksenova T.A. level differentiation as a condition of personal approach to students: Diss... cand. of ped. science. Moscow, 2004. 167p.
2. Zhukova N.M. individualization and differentiation in higher schools: Diss... cand. of ped. science. M., 2006. 233 p.
3. Ivanova A.V. Differentiation in higher schools of the USA, 70–90<sup>th</sup> years, XX century: Diss... cand. of ped. science. Piatigorsk, 1998. 176 p.
4. Nikolaev E.I. Differentiation as a pedagogical technology to improve interest to study: studying foreign languages on non languages departments in higher schools: Diss... cand. of ped. science. M., 2006. 177 p.
5. Nikolaeva A.N. Individual approach in studying non native languages (Psychology and methodology aspects): Diss... cand. of ped. science. Moscow, 1999. 191 p.
6. Sinitsina M.V. preprofessional differentiation as a condition of improving the quality of learning foreign language: Diss... cand. of ped. science. M., 2003. 180 p.
7. Sheiderman M.V. Systematical differentiation of knowledge as a means of individualization: Diss... cand. of ped. science. M., 2005. 25 p.
8. Nurakhmetova S.A. Didactical conditions of differentiated study on the high level of studying. Almaty, 1998. 76p.
9. The state educational standard of MES RK / 3.09.282, 2006. 35 p.
10. Sherba L.V. Teachinfforeign languages at school. M., 1999. 267 p.
11. Kunanbaeva S.S. Conception of foreign education in the Republic of Kazakhstan, 2005. 20 p.
12. Bologna transformation and humanitarian higher education: problems, priorities, perspectives. Summary bulletin // RSSU. 2005. 32 p.

УДК 378.147:372.881.111

## Проблемы организации индивидуально-дифференцированного подхода обучения английскому языку

Мадина Жанбырбаевна Тусупбекова

Евразийский национальный университет им. Л.Н. Гумилева, Казахстан

г. Астана, ул. Мунайтпасова, 5

Кандидат педагогических наук, старший преподаватель

E-mail: madjan69@mail.ru

**Аннотация.** Переход на многоуровневую систему образования в Казахстане требует изменения и введения индивидуально-дифференцированного подхода в обучении иностранному языку. Целью и задачей обучения иностранному языку студентов высших учебных заведений является обучение практическому владению разговорно-бытовой речью и языком специальности для активного применения, как в повседневном, так и в профессиональном общении.

**Ключевые слова:** индивидуализация; дифференциация; кредитная система обучения.