

DIFFERENTIAL APPROACH FOR TEACHING ENGLISH

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Annotation: This article describes the organization of classes on the basis of 4 new approaches to teaching English in the process of inclusive education.

Keywords: English, differential approach, inclusive education.

Introduction: Deep learning of foreign languages in our country focuses on a wide range of education systems in order to further improve, a number of reforms are underway. In particular, in the strategy of action on the further development of the Republic of Uzbekistan "continuous further improvement of the education system, the quality of the activities of higher education institutions and improving efficiency, having an independent thinking, loyal to the Motherland, a solid life perspective the education of young people" are defined. In this case, it operates on small plants development of professional competence on the basis of motives, training of foreign languages in the learning process it is important to develop a system to teach the use of technology.

In recent years, foreign languages in all fields, not just in the education sector, have been particularly the role of the English language is gaining importance. The modern world without the Internet (dialogue, work) is impossible to imagine and knowledge of the language for full-fledged activities in this area very important. The main and leading goal of teaching languages in high school is the entire training communicative purpose that defines the process. Currently, children with disabilities are normal on an equal footing with developing students, teaching experience is actively formed.

Differentiation of learning (Latin *differentia* – difference) is a form of organization of educational activities, which takes into account the inclinations of students, interests and manifested abilities [1, p. 12]. In the practice of teaching, "differentiation" involves the preliminary separation of students, which is carried out with the aim of subsequently combining them into groups based on certain criteria. In didactics, differentiated learning is considered to take into account the individual characteristics (differences) of the trainees, i.e. the main properties of their personalities. Differentiated learning is based on the selection of individual tasks depending on the abilities of students and the level of formation of their speech skills and abilities.

The main objectives of the differential approach in teaching a foreign language are to meet the cognitive needs of both strong and weak students, taking into account their level of preparedness and individual qualities of each. Differentiated education 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, a differentiated approach to learning consists in:

- 1) selection of tasks of varying complexity and volume both in the classroom and when doing homework;
- 2) variability in the pace of learning;
- 3) organization of assistance from the teacher;
- 4) work in pairs/ groups of replacement personnel;
- 5) performing individual creative tasks.

E.S.Rabunsky characterizes a differentiated approach "as a necessary condition for the successful implementation of an individual approach" [2, p. 18]. The term "individual approach" is understood as a

system of didactic means of organizing the educational process, which includes changing the purpose, content, process and form of the lesson. An individual approach is considered as a complex pedagogical phenomenon that determines the effectiveness of learning and assumes an active role of the subject of educational activity.

The conditions for the successful implementation of an individual approach in teaching a foreign language are:

- 1) differentiation, which is expressed in taking into account the initial language training of students;
- 2) setting goals that are personally significant for the student;
- 3) development of sustainable and rational skills of independent work, as well as the ability to implement a systematic approach to knowledge acquisition.

Studying the interests and inclinations of students, their learning opportunities, as well as analyzing the prospects for the development of these opportunities should serve as a starting point when using The BSPU REPOSITORY of an individual approach to teaching a foreign language.

In foreign language classes, it is important to create conditions for the development of students' individual abilities. The language abilities of students are manifested not only in the speed, ease and strength of mastering educational material, but also in the preferred and most successfully implemented forms of educational activity. 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 you to combine what you have learned with elements of independent expression; sufficient learning ability is manifested in the fact that students 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.

The application of an individual approach contributes not only to successful learning, but also to the formation of individuality and, as a result, to the comprehensive and harmonious development of personality. However, in individual classes, the student loses communication with peers, a sense of competition, comparing his level of proficiency in a foreign language with the level of other students, etc. Therefore, it is advisable to combine an individual form of education with a subgroup one, where it is possible to implement a differentiated approach that involves dividing students into subgroups and conducting joint classes, dialogues, and competitive moments. Psychologists recommend forming groups of at least ten and no more than twelve people, explaining this by the fact that a common conversation, organized joint activities are possible in a group of exactly this composition.

Properly organized training provides not only accounting, but also the development of individual learning abilities of students through the use of creative methods of work. Such techniques allow you to go ahead of the existing level of development of students' abilities and purposefully form the skills of creative speech-thinking activity.

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