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HOW DIFFERENTIATED INSTRUCTION THROUGH TV MATERIALS IMPROVES THE EFFECTIVENESS OF THE LESSON

The article discusses the problem of using a differentiated approach in teaching a foreign language to future teachers. The purpose is defined and the main methods of differentiated training are carried out. The role of digital technologies in the modern world and their use in the educational process is outlined. The use of television video materials will reveal the skills and abilities of students, as well as increase the independence of learning. The organization of differentiated education of children provides an opportunity for each student to understand the educational material. The main ways to study the individual characteristics of students are systematic observations of the student, individual and group conversations on a pre-planned topic, additional learning tasks and analysis of the student's reasoning methods, special tasks. The main thing is the correct selection of teaching methods for students with different levels of knowledge. This approach will improve the quality of education received, and deepen students' knowledge of the culture of a foreign language.

Keywords: differentiated training, technology, audiovisual materials, television materials, mass media.

Introduction

Today, globalization is a social phenomenon of the modern information society, which is especially manifested in the disappearance of barriers in interethnic cultures. Significant political, economic, social, demographic and cultural changes are taking place in the modern world. Technological progress has accelerated the pace of globalization, and development, competition, interconnection and cooperation have become key features of the international economy and foreign policy. Economic, political and ideological borders began to develop between the countries, the process of world integration began, inspiring hope and faith in

establishing peace and maintaining stability in relations. Similar changes affect the process of training future specialists in various fields [1].

The process of training a foreign language teacher becomes especially interesting. Teacher training for professional activity is an integral dynamic system structured in accordance with the goals and objectives, content and organizational aspects of training, targeted means of interaction between the teacher and students, as well as the result of their joint activities as a result of the pedagogical learning process.

To achieve new results in the training of future personnel, it is necessary to set new goals in teaching a foreign language. Recently, the search for new methods in teaching teachers has begun. In the pedagogical dictionary there is such a definition as differentiation of learning. It means a form of organization of students' learning activities, which takes into account their inclinations, interests and emerging abilities. Thus, we are most interested in a differentiated approach to learning [2].

Worldwide digitalization and the development of information technologies have a wide impact on the modernization of approaches to general, secondary special and vocational education. Digital technologies are becoming an important part in solving many tasks of the educational process. Today, digital technologies, namely information, computer, mobile, network technologies, help teachers to fully implement a personality-oriented approach to students in the course of educational activities. This is how a differentiated approach to learning develops, taking into account the individual characteristics of students, their abilities to assimilate material and other characteristic properties.

For students, digital technologies make it possible to improve the quality of their independent work, and for teachers to use a variety of methods of submitting and processing information, to qualitatively exercise operational control over the results of the work carried out, to organize an operational interactive exchange of educational information and the results of educational activities between student and teacher [3].

Pedagogical systems in which the differentiation of the educational process is the main distinguishing feature can be called «differentiated learning technologies». The technology of teaching is a set of certain approaches, techniques, methods in the work of the teacher in the classroom, aimed at the mandatory achievement of the set goal and task [3]. Differentiated learning technology is a set of organizational solutions, means and methods of differentiated learning covering a certain part of the educational process.

The use of audiovisual digital resources in learning a foreign language increases the motivation and interest of students in the subject, makes it possible to model the conditions of communicative activity, promotes the growth of

lexical and grammatical skills, allows students to receive feedback quickly and instantly, makes the dynamics of changes in educational achievements visible, encourages the teacher to introduce new approaches to teaching, set an individual development trajectory for each student, in practice implementing the principles of differentiated learning [4].

Materials and methods

The aim of the work was to substantiate a differentiated approach in teaching a foreign language to future teachers using television materials.

To carry out such work, we have used appropriate methods, namely:

- the use of different versions of the same type of video materials;
- providing various assistance to students when performing the same task using television materials;
- different number of repetitions to complete the same task;
- different types of TV shows to complete the tasks;
- performing exercises on individual topics using news channels [5].

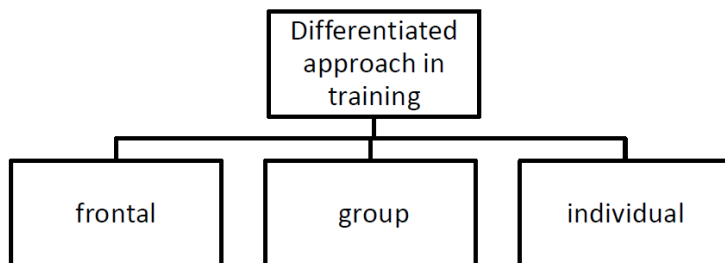
In the use of a differentiated approach with the use of television materials, it was clarified and specified by which categories the differentiation of training would be carried out. To start the work, ready-made assignments, video materials, tests were used to differentiate students.

Results and discussion

The study of the research of psychologists and teachers allowed us to identify the existing gaps in the training of students. Actively used in the educational process of modern education in various subjects, this technology of teaching 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 reduced to the practical part, and in the fact that students often consider a foreign language a secondary, unnecessary discipline for themselves. Thus, the teacher is forced to look for new ways to improve the effectiveness of teaching students in the classroom. In the process of training future teachers of a foreign teacher, it is necessary to keep in mind this fact, school time can also affect the assimilation of the subject [6].

It is known that all students are different - both in abilities, and in the pace of learning, according to interests and needs. In the conditions of the educational process, 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 “weak” students. And it is at this point that a big role is given to the idea of a differentiated approach to 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.

So, using three forms of a differentiated approach to teaching a foreign language (pic. 1), we will get closer to getting an effective education.



Picture 1 – Forms of differentiated learning

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.

Group work is used as a means of activating students. During a conversation in a small group, a student can express his opinion, participate more actively in solving educational tasks in accordance with his interests and abilities. Usually for group assignments it is necessary to divide students into 3 groups:

The 1st group consists of well-performing students;

2nd of the «average»;

The 3rd is from the underachievers [7].

Each group has its own level of difficulty. So, 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.

The inclusion of television materials in the educational process is quite a real task. To do this, it is necessary to equip the audience with projectors, sound speakers and good equipment. Designating television materials as a teaching method, the media play a huge role. News agendas will help to identify the specifics of a native speaker (pic.2).



Picture 2 – An example of the use of news materials in the accounting process

To be used in the educational process as a teaching tool, news videos must be prepared in a certain way. Otherwise, their use in the lesson will be ineffective. The teacher should offer students not an arbitrary viewing of television news programs, but materials recorded or downloaded to media, systematized by topics, lexical content and temporal characteristics.

The first and mandatory condition for the use of news materials is the authenticity of the auditory series, that is, when selecting them, the principle of accessibility of assimilation should be implemented and the real level of foreign language proficiency should be taken into account. In this regard, the preparation of materials for television news programs should be similar to the processing of original literary texts. The teacher needs to carry out not only the selection of available news audio texts, their reduction and adaptation, which do not violate the stylistic and semantic integrity, but also their systematization by topic and language content. These principles in the selection system of video materials turn out to be fundamental in their preparation for use in the educational process [6].

Such use of television materials will expand the opportunities of students and teachers in teaching a foreign language, and will also allow:

- solve the problem of accessibility of the educational environment: remove territorial restrictions, open free access to educational materials;
- reduce the teacher's workload in the form of reading lecture materials, checking test results, etc.;
- ensure operational control and correction of the educational process;

- to solve many didactic tasks (to create conditions for the activation of various types of speech activity, to enrich the active and passive vocabulary of students, etc.);

- to successfully implement the principles of differentiated learning [10].

The use of digital technologies, namely telematerials, creates favorable conditions for the implementation of differentiated foreign language teaching, taking into account the individual characteristics of students in a wide range of opportunities:

- determination of the method of presentation and assimilation of the material (emphasis on visual associations or listening, etc.);
- selection of educational material for the appropriate level of knowledge;
- determining the appropriate method of knowledge control (testing, written assignments or conversational genre, etc.) [8].

Effective educational materials based on animated computer graphics are created on the basis of television video materials, with the inclusion of visually memorable elements (diagrams, diagrams, illustrations, etc.) and various forms of audio-video texts. This allows you to direct students' attention, use different types of information channels and use the possibilities of auditory, visual, emotional memory, stimulate students' cognitive activity.

In practice, teaching a foreign language with the help of multimedia classes, including the use of various software systems (communicative simulation simulators, test programs, presentations, graphic editors), activates work in the audience, promotes the development of variable thinking, the growth of cognitive activity and motivation to learn a language [9].

Conclusion

It is worth noting that video materials of interviews of stars have been widely used in the educational process. Teachers use them to present various forms of using sentences. So, when creating their presentations and watching videos during the course of independent work, the student additionally delves into the topic under study, and then trains the skills of presenting material in Russian in class in front of the audience.

Thus, based on our goal, we will solve several tasks at once:

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

- 7) we will increase the level of listening comprehension of a foreign language;
- 8) we will involve students in the culture of the language being studied.

Today, a differentiated approach in teaching a foreign language to future teachers is a necessary aspect of the modern world. Its use will reasonably entail a qualitative improvement of the educational process.

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ТЕЛЕДИДАР МАТЕРИАЛДАРЫ АРҚЫЛЫ САРАЛАНҒАН ОҚЫТУ САБАҚТЫҢ ТИІМДІЛІГІН ҚАЛАЙ АРТТЫРАДЫ

Мақалада болашақ мұғалімдерге шет тілін оқытуда сараланған тәсілді қолдану мәселесі талқыланады. Саралап оқытудың негізгі әдістері мен мақсаты анықталды. Қазіргі әлемдегі цифрлық технологиялардың рөлі және оларды білім беру процесінде пайдалану белгіленген. Телевизиялық бейнематериалдарды пайдалану студенттердің біліктері мен дағдыларын анықтайды, сондай-ақ оқытудың дербестігін арттырады. Студенттердің жеке ерекшеліктерін зерттеудің негізгі тәсілдері-студентті жүйелі түрде бақылау, алдын-ала жоспарланған тақырып бойынша жеке және топтық әңгімелер, қосымша оқу тапсырмалары және студенттің ойлау әдістерін талдау, арнайы тапсырмалар. Ең бастысы—әртүрлі білім деңгейі бар студенттер үшін оқыту әдістерін дұрыс таңдау. Бұл тәсіл білім сапасын арттыруға және студенттердің шет тілі мәдениетіндегі білімін тереңдетуге мүмкіндік береді.

Кілтті сөздер: сараланған оқыту, технология, аудиовизуалды материалдар, телевизиялық материалдар, БАҚ.

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КАК ДИФФЕРЕНЦИРОВАННОЕ ОБУЧЕНИЕ С ПОМОЩЬЮ ТЕЛЕВИЗИОННЫХ МАТЕРИАЛОВ ПОВЫШАЕТ ЭФФЕКТИВНОСТЬ УРОКА

В статье обсуждается проблема использования дифференцированного подхода при обучении иностранному языку будущих учителей. Определена цель и проведены основные методы дифференцированного обучения. Обозначена роль цифровых технологий в современном мире и их использование в образовательном процессе.

Использование телевизионных видеоматериалов выявит умения и навыки студентов, а также повысит самостоятельность обучения. Основными способами изучения индивидуальных особенностей студентов являются систематические наблюдения за студентом, индивидуальные и групповые беседы на заранее запланированную тему, дополнительные учебные задания и анализ рассуждений студента, специальные задания. Главное – правильный подбор методов обучения для студентов с разным уровнем знаний. Данный подход позволит повысить качество получаемого образования, и углубит знания студентов в культуре иностранного языка.

Ключевые слова: дифференцированное обучение, технология, аудиовизуальные материалы, телевизионные материалы, СМИ.

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