



Differentiated Instruction in German Classes

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ABSTRACT

The article discusses the problems of the methodology of a differentiated approach to students in teaching the German language. It also deals with the main objectives of the differential approach in teaching a foreign language, the cognitive needs of students, individual preparedness, individual qualities of each student.

Keywords:

Differentiated instruction, personal qualities, cognitive activity, creative thinking

Changes in the socio-political and economic life in our country have led to changes in the field of education. With regard to a foreign language as an academic subject, the educational situation has changed doubly. Our state is becoming more and more open, entering the world community as a partner. There is a real need for people who speak foreign languages. And the foreign language itself is in demand in the practical and intellectual activities of a person.

Studying various technologies, I came to the conclusion that the methodology of a differentiated approach to students in teaching the German language most fully corresponds to the implementation of the "Concept for the Modernization of Uzbekistan Education system", which refers to the need for changes in the education system at the present stage, about "creating conditions for improving the quality of general education" and emphasizes that "modernization" suggests the orientation of education not only towards the assimilation of a certain amount of knowledge by students, but also towards the development of their

personality, their cognitive and creative abilities. Education establishments should form an integral system of universal knowledge, skills and abilities.

The primary task in teaching a foreign language is the formation of communicative competence, since a foreign language, like a native language, is a means of communication between speech partners. One of the urgent problems of teaching a foreign language is a differentiated approach to teaching. It is well known that the contingent of foreign language learners in the group is heterogeneous. The teacher's task is to determine the individual characteristics of students and organize learning activities on this basis, taking into account the abilities of each student.

It should also be noted that educational material at different levels of education can be assimilated by students of the same group in different ways: some easily learn vocabulary due to well-developed mechanical memory, while others have more developed auditory perception, so they successfully cope with tasks on listening. In addition, all people have a

different way of thinking. The study of the interests and inclinations of students, their learning opportunities, as well as the analysis of development prospect of these opportunities should serve as a starting point in a differentiated approach to teaching a foreign language.

Differentiation in teaching is closely connected with the individualization of trainees. For a positive solution to this problem, it is extremely important to take into account the personal qualities of each student. Ignoring personal individualization, separating speech actions from real feelings, thoughts, interests, i.e. from the practical relationship of the individual to reality, we force students to consider language only as a kind of formalized system, and not as an instrument of communication.

The main objectives of the differential approach in teaching a foreign language are to meet the cognitive needs of students, taking into account their individual preparedness, individual qualities of each. Individualization of educational work can occur in 3 forms: frontal, group and independent. Thanks to a differentiated approach, the cognitive activity of each student is successfully developing, taking into account his capabilities and abilities. A differentiated approach contributes to the formation of an adequate self-esteem of students, encourages them to study, helps to build an individual development trajectory for each student, to believe in themselves.

One of the main difficulties in teaching a foreign language is the search for the optimal combination of individual, group and frontal forms of work in the classroom. Learning a foreign language will be more effective if students have the opportunity to work in pairs and in groups not with the same, but with different partners. Groups can be formed in the following ways:

1. The use of numbers or the alphabet. Students start count (for example, if there are 14 people in a group, then from 1 to...

7. Everyone calls one number - and then "ones" work in one pair, "twos" in another, and so on. Similarly, you can form pairs using the alphabet.

2. Use of postcards, mosaics. The card is cut into as many parts as there are people in the group.

Students who will have parts of one postcard form a group. Similarly, coins, buttons can be used to form groups.

3. Use of cards with proverbs, grammatical structures. Students are given cards with structures already covered, two or more fit together. For example, card 1 "Wie geht es?", card 2 "Danke, gut", etc. Similarly, it is possible to repeat the passed grammatical structures, for example, verb forms. On card 1 is Infinitive, on cards 2 (3 and 4) other forms of the verb

4. Students are given the task to form groups according to criteria proposed by him, for example, on the basis of the same zodiac signs, by month of birth, etc. Assignments can vary depending on the topic.

Modern educational practice distinguishes two main types of differentiation - external and internal. The first involves the creation of special schools focused on students with special abilities. This includes gymnasiums, lyceums, various correctional educational institutions. Internal differentiation is the division of students into groups within the class in order to organize work using different teaching methods. For its implementation, special training of teachers, a small class size of up to 20 people, and a carefully thought-out organization of work and rest are necessary. Constant communication with parents is required.

Benefits of differentiated learning

The method under consideration is not in vain gaining popularity, declaring itself as one of the most effective and efficient ways of learning. It has many advantages, the main ones are:

Providing the opportunity for each student to learn at a level that is fully consistent with his abilities.

Properly disbanded groups within the class help the teacher think through the conduct of the lesson in such a way as to plan the form of assistance for each student individually.

Unlike the standard teaching methodology, in which the main emphasis is on strong students, weak children get more opportunities to

express themselves, become involved in the educational process.

Strong students are provided with conditions for the full disclosure of their creative abilities, creative thinking, solving problems of a high level of complexity, which further contributes to the development of existing skills.

Thanks to a differentiated method, it is easier to achieve maximum student results. At the same time, the process of mastering the material becomes interesting.

There is an increase in the motivation of stronger students who are able to absorb material at a deeper level, which contributes to an increase in the pace of work.

The problem of bridging the gap between the so-called strong, average and weak students can be solved only in conjunction with the problem of combining and correct use of individual, pair, group and collective forms of work. This requires "special organizational methods of work that the teacher uses in the classroom in order to teach EVERYONE, while creating the most favorable conditions for learning for everyone.

During the implementation of the technology of a differentiated approach to students in teaching the German language, the following was revealed: in general, a differentiated approach is an effective innovative technology that significantly increases the level of proficiency in language material, the internal motivation of students, the level of independence of schoolchildren and team cohesion, as well as the overall intellectual development of students. For most performance indicators, a differentiated approach is an actual means of improving academic performance in all types of speech activity.

Thus, the technology of a differentiated approach to students in teaching the German language is one of the areas of individualized learning, which allows self-learning, regulating not only the pace of work, but also the content of the educational material. Practice shows that when working with such technologies, students increase their interest in the subject, their cognitive ability grows.

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