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DIFFERENTIATED APPROACH TO PRIMARY SCHOOL LEARNERS IN ENGLISH LANGUAGE LESSONS

The modern education system in Ukraine considers education and upbringing as an end-to-end process based on the formation of a child's knowledge of the highest human values, by focusing on his needs and individual characteristics. Conventionally speaking, a child who subconsciously feels that the people around him are not indifferent to his condition, desires and opportunities will show the same attitude towards his environment in the future. And what if respect for each other, the manifestation of understanding and support has the highest value of human existence. All over the world, all people are different, and this is the colour of the society's system, its desire to seek interaction and cooperation.

It is known that primary school is the main structural element in the chain of the national education system. In particular, at this stage of personality development, its educational potential is formed. Primary school is the period when children get acquainted with the concept of "second foreign language" as a means of versatile development, enriching children's experience of the culture of another country, borrowing foreign language vocabulary, using it in everyday conditions, mastering the skills and abilities of reading, writing and arithmetic, beginning moral and ethical education, aesthetic, intellectual and physical development, labour training of students. Mastering a foreign language in primary secondary school is mandatory. Mastering these programs creates a foundation for continuing education according to the educational program of the primary school [3].

Such scientists as Babanskyi, I.D. Butuzovo O.M. Virnienko, O.I. Kohut, I.P. Krytska, V.A. Sapohova, O.M. Spirina, M.F. Fedina, G.V. Shugailo, G. Gardner, C. Letteri, H. Mumford, R. Allwright, P. Pasca, B. Fisher, and L. Fisher studied the differentiated approach. However, the determination of the differentiation of primary school learners in English lessons is not sufficiently covered in the theoretical and practical developments of researchers.

Therefore, **the purpose of the article** is the issue of a differentiated approach to learners in English language classes in primary school, as a means of implementing a high-quality educational process in the conditions of the formation of the New Ukrainian School.

Differentiation is a flexible way to adjust teaching methods taking into account the educational needs, competencies and capabilities of each child. In contrast to the traditional school approach, which is based on the fact that the whole class receives one task, differentiation means that the teacher takes into account the characteristics of each student [4].

The concept of NUSH promotes the main indicators of the quality of a differentiated learning method are: teachers who should understand and know the characteristics of each student, his abilities and skills; the content of education, related to the standard and curriculum, which must be based on state requirements, and on the other hand, on the interest and abilities of students; students whose needs are in the center of attention of the educational process; learning process; assessment

The main stages of differentiated education include: reflection; evaluation of the training program (content and requirements for students); analysis of individual characteristics of students; lesson planning based on a combination of scientifically based and personally oriented methods; improvement of practice based on factual information [4].

Scientists claim that the differentiation of education is a variant of individualization, that is, a way of implementing an individual approach to students. The difference between differentiation and individualization is that; that taking into account the individual characteristics of students is carried out in such a way, where students are grouped on the basis of any characteristics for individual learning in the classroom [1].

Let's take the example of 1st form learners who have just come to school - some of them, thanks to the active position of their parents, are well oriented in simple lexical material, already distinguish the letters of the English alphabet well, have an idea about the accent, another group of children has certain lexical knowledge, which is often used in Ukrainian thanks to the active international position of Ukraine, "Okey", "Hello", "Good-bye", have minor language impairments, etc., while others have no idea about a foreign language as a unit at all, due to different circumstances, have severe language impairments.

So, based on the previous information, for the application of a differentiated approach, it is possible to divide the learners of the 1st form into the following categories of groups:

And the first group - learners who have an initial level of knowledge and are familiar with the subject of the English language for the first time, have severe disorders with a language disorder. *The teacher's task* is dosed familiarization with lexical material according to the subject with the use of game techniques, demonstration material, interesting educational video materials, exemplary speech of the teacher, articulation exercises on pronunciation, memory training.

Group II - learners who count in English within 10, know colors, have some concepts of English vocabulary, but do not fully understand its meaning. *The teacher's task* is to activate language activity based on acquired knowledge, use lexical material in mobile games, interactive exercises, memorizing poems, songs, articulation exercises on pronunciation;

Group III - they can introduce themselves, get to know each other, know almost all the letters of the English alphabet, and already know how to read familiar words. *The teacher's task* is active involvement in story games, dialogues according to the theme, participation in the role of a story hero, activation of language material based on demonstration material, interactive games, teaching the correct pronunciation of new

vocabulary, involving in pair work on performing exercises with children of the 1st and 2nd groups.

Thanks to this classification and distribution of tasks for different groups, taking into account the individual characteristics of children, the teacher gets a unique opportunity to expand the opportunities and potential of students with a high level of knowledge, to prove their importance and to be useful in the education of other children.

So, arguing the importance of a differentiated approach in English language lessons in primary school, we claim that the use of this approach in the teacher's activity has a considerable impact on improving the quality of the educational process as a whole, which is the most important aspect in the direction of the development of the national education system. Taking into account the individual psychological, social, and typical features of each learners' personality in education ensures a comfortable and painless assimilation of the educational material. A teacher who strives to improve the qualitative indicator of the knowledge of his pupils, to achieve a positive attitude of children to the educational process, as an important stage in the life of every person, must necessarily find the most effective form of a differentiated approach to a certain group of children with whom he works, in order to achieve the highest educational goal of forming in the future, a communicative, generally developed and competitive society.

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