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TO THE ISSUE OF DIFFERENTIATION OF LEARNING

The auditory system needs improvement of educational process by differentiation of tasks and teaching methods depending on the students' capabilities. The educational process, which takes into account the typical individual characteristics of students, is called differentiated, and learning under such conditions is called differentiated learning.

Differentiation - is the process and result of creating differences between parts of the educational system (subsystems) [1, 415], that is, it is a special approach of a teacher to different groups of students or to certain students, which involves the organization of different content, volume, complexity, and methods of educational activity.

The content of differentiation of learning implies the development of the creative forces of each student, his interest, outlook, giving students the opportunity to study and master language material more deeply and fully, to develop interest in certain areas of knowledge. Therefore, the differentiation of learning is a gradual process that improves as well as leads to quantitative and qualitative changes in the level of knowledge, skills and mental development.

The structure of the differentiation learning process consists of two components, namely: external differentiation and internal differentiation.

External differentiation of learning is carried out in two directions:

1. By creating groups and educational institutions based on special abilities, interests and professional inclinations of students.

2. By creating educational institutions and groups according to a certain level of the general mental development of students and the state of health of students.

At the current stage, the following types of differentiation are used in the methodology of the educational process:

1. According to abilities: students are divided into educational groups according to general or individual (dominant) abilities. In the first case, according to the results of success, students are divided into groups and taught according to the corresponding programs. Transfers from one class to another are possible. In the second case, they are grouped according to their abilities to a certain group of subjects.

2. According to the lack of abilities: students who lag behind in certain subjects are grouped into groups in which these subjects are studied according to a less complex program and in a smaller volume.

3. By future profession: teaching students in educational institutions that specialize in music, art, study of foreign languages.

4. According to the interests of students: teaching students in classes or in schools with profound study of program subjects.

5. According to students' talents: searching for talented students and creating conditions for their comprehensive and diverse development. [1, 416].

In our article, we think it appropriate to consider the following type of differentiation – according to students' abilities.

The theory of dominant abilities arose and developed on the basis of individual-differentiated learning thanks to the efforts of American psychologists Howard Gardner (1983), Daniel Holman (1995), Mayer, Salovey (2000) and others. It is devoted to the study of multiple abilities of a person and the ways of their identification and consideration in the educational process [2, 47].

According to this theory, we distinguish the following types of abilities:

1. Verbal-linguistic intelligence provides well-developed verbal skills and sensitivity to the sounds, meanings, and rhythm of words.

2. Mathematical-logical intelligence involves the ability to think conceptually and abstractly, distinguish logical or numerical patterns.

3. Musical intelligence is the ability to produce and appreciate the rhythm, timbre and pitch of sounds.

4. Visual-spatial intelligence reflects the ability to think figuratively, visualize precisely and abstractly.

5. Bodily-kinesthetic intelligence is based on the ability to control the movements of one's body and masterfully practise with objects.

6. Interpersonal intelligence is the ability to recognize and respond appropriately to the mood, motivation, and desires of others.

7. Intrapersonal intelligence depends on the ability to be aware of one's personality, to be in harmony with inner feelings, values, views and thinking processes.

8. Naturalistic intelligence involves the ability to recognize and categorize plants, animals and other objects of nature.

9. Existential intelligence is responsible for sensuality and the ability to deeply consider questions about human existence, such as the meaning of life, why we come to this world, why we die, etc. [2, 49].

Thus, the differentiation of learning is aimed at the development of the creative forces of each student, the expansion of his interests, outlook, the development of interest in certain areas of knowledge, and the ability and opportunity of certain students to deeply and fully study the material under study.

Literature

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МЕТАФОРА ЯК ЗАСІБ СТВОРЕННЯ ОБРАЗНОСТІ

На асоціативних зв'язках виникає метафора, що з давніх часів вважається одним із найважливіших тропів поряд із метонімією, синекдохою, порівнянням. В „Етимологічному словнику української мови” так визначається її сутність: слово походить від грецького „metaphora” – метафора (переміщення), пов'язане з дієсловом metaphor