

# PECULIARITIES OF TEACHING OF A DIALOGUE-DISCUSSION ON THE BASIS OF DIFFERENTIATION OF STUDY OF THE FOREIGN LANGUAGE DEPARTMENTS

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The classroom system needs educational process improving by means of differentiation of tasks and methods of teaching depending on the students' abilities and skills. The differentiation of study is called the teaching and educational process that takes into consideration both typical individual peculiarities and intelligences of students. According to the Multiple Intelligence Theory between the most important intelligences for studying just foreign languages we differentiate the following kinds of intelligences: a) musical intelligence – the ability to reproduce or gain meaning from music. They are sensitive to pitch, timber, timing, tone and rhythm of sounds; b) visual-spatial intelligence – the ability to think in form, space, colour, line and shape or represent visual or spatial ideas graphically; c) bodily-kinesthetic intelligence – the ability for coordination, flexibility and balance to use the body, to express ideas and feelings and to solve problems.

That is why the formation of dialogical speech competence for learning the dialogue-discussion on the first-year of study on the basis of differentiation of study takes place taking into consideration such dominant students' intelligences – visual-spatial, bodily-kinesthetic and musical.

There are some examples of exercises to illustrate the formation of dialogical speech competence for learning the dialogue-discussion on the first-year of study on the basis of differentiation of study to the topic "Students Life and Studies" with the dominant musical intelligence.

**I stage. Task:** Завдання: Listen to the mini-dialogue between to two friends discussing their first day of studying. Listen to the piece of music and say guess what the response could be.

Sp.1. Hi, Irene, I haven't heard much of you lately? Where have you been?

Sp.2. In fact I'm busy as a bee Today I've had the first lesson in Germann.

Sp.1. Really? So, what is your impression? Did you like it?

Sp.2.\_\_\_\_\_ .

**II stage. Task:** In pairs, listen to a jazz chant describing a learner's attitude to studying a foreign language, exchange your opinions on the situation and, give the character a piece of good advice concerning the problem how to behave and what to do.

**III stage. Task:** Imagine that you want to persuade your fellow student to go to the conference dedicated to the problem of students' life and studies with you. Listen to the piece of music and discuss in pairs whether it is worth going there. Count upon your opinion.

### **References**

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