



ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ҒЫЛЫМ  
ЖӘНЕ ЖОҒАРЫ БІЛІМ МИНИСТРЛІГІ

А.БАЙТҰРСЫНОВ АТЫНДАҒЫ  
ҚОСТАНАЙ Өңірлік университеті



ҚОСТАНАЙ ОБЛЫСЫ ӘКІМДІГІ МӘДЕНИЕТ БАСҚАРМАСЫНЫҢ "ЫБЫРАЙ АЛТЫНСАРИННИҢ ҚОСТАНАЙ ОБЛЫСТЫҚ  
МЕМОРИАЛДЫҚ МҰРАЖАЙЫ" КОММУНАЛДЫҚ МЕМЛЕКЕТТІК МЕКЕМЕСІ

КОММУНАЛЬНОЕ ГОСУДАРСТВЕННОЕ УЧРЕЖДЕНИЕ "КОСТАНАЙСКИЙ ОБЛАСТНОЙ МЕМОРИАЛЬНЫЙ  
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## АЛТЫНСАРИН ОҚУЛАРЫ

«ИННОВАЦИЯ, БІЛІМ, ТӘЖІРИБЕ-БІЛІМ  
БЕРУ ЖОЛЫНЫҢ ВЕКТОРЛАРЫ»

ХАЛЫҚАРАЛЫҚ  
ҒЫЛЫМИ-ПРАКТИКАЛЫҚ  
КОНФЕРЕНЦИЯСЫ

## МАТЕРИАЛДАРЫ

II КІТАП

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МЕЖДУНАРОДНОЙ  
НАУЧНО-ПРАКТИЧЕСКОЙ  
КОНФЕРЕНЦИИ

«ИННОВАЦИИ, ЗНАНИЯ,  
ОПЫТ – ВЕКТОРЫ  
ОБРАЗОВАТЕЛЬНЫХ ТРЕКОВ»

II КНИГА



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Жинаққа «Инновация, білім, тәжірибе-білім беру жолының векторлары» атты Алтынсарин оқулары халықаралық ғылыми-практикалық конференция материалдары енгізілген.

Талқыланатын мәселелердің алуан түрлілігі мен кеңдігі мақала авторларына заманауи білім беруді жаңғырту мен дамытудың, осы үдерісте қазақ ағартушыларының педагогикалық мұрасын пайдаланудың жолдарын, мұғалімдерді даярлаудың тиімді технологиялары мен форматтарын әзірлеу мен енгізу мәселелерін, ақпараттық қоғамдағы білім беру кеңістігінің ерекшеліктерін айқындауға, сондай-ақ педагогтердің инновациялық қызметінің тәжірибесін жинақтауға, педагогикалық үдеріс субъектілерін психологиялық-педагогикалық қолдауға мүмкіндік берді.

Бұл жинақтың материалдары ғалымдарға, жоғары оқу орындары мен колледж оқытушыларына, мектеп мұғалімдері мен мектепке дейінгі тәрбиешілерге, педагог-психологтарға, магистранттар мен студенттерге қызықты болуы мүмкін.

В сборнике содержатся материалы Международной научно-практической конференции Алтынсаринские чтения «Инновации, знания, опыт – векторы образовательных треков». Многообразие и широта обсуждаемых проблем позволили авторам статей определить векторы модернизации и развития современного образования, использования в данном процессе педагогического наследия казахских просветителей, вопросов разработки и внедрения эффективных технологий и форматов подготовки учителей, специфики образовательного пространства в информационном обществе, а также обобщения опыта инновационной деятельности педагогов, психолого-педагогической поддержки субъектов педагогического процесса.

Материалы данного сборника могут быть интересны ученым, преподавателям вузов и колледжей, учителям школ и воспитателям дошкольных учреждений, педагогам-психологам, магистрантам и студентам.

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## DIFFERENTIATION IN TEACHING ENGLISH AS A MEANS OF SUPPORTING STUDENTS AND IMPROVING THE EFFECTIVENESS OF CLASSES

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### Abstract

*There are no two identical students in the world. Students demonstrate a variety of learning abilities, academic levels, learning styles and learning preferences and need an individual approach to learning to meet their unique needs. The relevance of the topic is expressed in the need to support students of different levels of abilities and abilities to carry out the educational process at a single pace. This article discusses the possibilities of individualization of learning by differentiating tasks in English lessons on the example of grade 7, and also provides examples of differentiated tasks.*

**Key words:** support students, differentiation, individualization, English lessons.

### Аңдатпа

*Әлемде екі оқушы бірдей емес. Оқушылар әртүрлі оқу қабілеттерін, академиялық деңгейлерді, оқу стильдерін және оқу қалауларын көрсетеді және олардың бірегей қажеттіліктерін қанағаттандыру үшін жеке оқыту тәсілін қажет етеді. Тақырыптың өзектілігі оқу процесін бірыңғай қарқынмен жүзеге асыру үшін қабілеттер мен дағдылардың әртүрлі деңгейлеріндегі оқушыларды қолдау қажеттілігінде көрінеді. Бұл мақалада 7-сынып мысалында ағылшын тілі сабақтарындағы тапсырмаларды саралау арқылы оқытуды даралау мүмкіндіктері қарастырылады, сонымен қатар сараланған тапсырмалардың мысалдары келтірілген.*

**Түйінді сөздер:** оқушыларды қолдау, саралау, даралау, ағылшынтілі.

### Аннотация

*В мире нет двух одинаковых учеников. Учащиеся демонстрируют разнообразные способности к обучению, академические уровни, стили обучения и предпочтения в обучении и нуждаются в индивидуальном подходе к обучению для удовлетворения своих уникальных потребностей. Актуальность темы выражена в необходимости поддержки учащихся разного уровня способностей и умений для осуществления учебного процесса в едином темпе. В данной статье рассматриваются возможности индивидуализации обучения путем дифференциации заданий на уроках английского языка на примере 7 класса, а также приведены примеры дифференцированных заданий.*

**Ключевые слова:** поддержка учащихся, дифференциация, индивидуализация, уроки английского языка.

Currently, the most noticeable fact is that modern children are individualists. Someone is less obedient, someone is more demanding. Some students study with tutors and are much ahead of the program, while others have difficulty reading in high school. A teacher is expected to teach both. Teachers must find an individual approach to each child, support everyone. To do this, it is necessary to implement a differentiated approach to teaching.

So, what is a differentiation? Differentiation is the adaptation of educational instructions in the classroom according to the needs of individual students with different abilities. Differentiation in teaching is an important part of providing students with the best possible education. The goal is to teach children with mixed abilities in the same class, honing their strengths and weaknesses. By doing this, the teacher can still teach in the classroom as a whole, while at the same time meeting the individual needs of small groups within the classroom.

[1]

Differentiated organization of educational activities on the one hand takes into account the level of mental development, psychological characteristics of students, abstract-logical type of thinking. On the other hand, individual needs of students, their capabilities and interests in a specific educational field are taken into account. With the differentiated organization of educational activities, these two sides intersect.

Differentiation goals:

- from a psychological and pedagogical point of view: individualization of learning based on the creation of optimal conditions for the identification of inclinations, the development of interests and abilities of each student;
- from a social point of view: purposeful impact on the formation of the creative, intellectual, professional potential of society in order to make rational use of the opportunities of each member of society;
- from a didactic point of view: solving urgent problems of the school by creating a new methodological system of differentiated teaching of students based on a fundamentally new motivational basis. [2]

Thus, the technology of differentiated learning is such a construction of a learning system in which students, based on any features, are grouped into small groups within the classroom. This approach guarantees the assimilation of basic knowledge by all students and at the same time provides opportunities for each student to realize their inclinations and abilities.

There are quite a lot of types of differentiation:

- differentiation by the level of creativity (some students can work with information already given to them, for example, retell the text; and some need to show their creativity and work with additional background information, for example, presenting it as a mind map),
- differentiation by the level of complexity of tasks (here students can be divided into groups and teacher should give each group tasks from easier to more complex);
- differentiation by the volume of educational material (here, more capable students who quickly cope with the tasks can be given additional tasks);
- differentiation according to the degree of independence of students (some students may work in pairs or mini-groups; more capable students work independently);
- differentiation by the nature of assistance to students (less capable students can be given instructions, memos for completing tasks; more capable students perform tasks independently without outside help).

The implementation of differentiation involves the following stages:

- 1) Pedagogical diagnostics of students
- 2) Organization of groups of students in accordance with the results obtained.
- 3) Development of differentiated tasks
- 4) The use of differentiated tasks in training.
- 5) Control of students' knowledge, skills and abilities.

At the beginning of the academic year, you can conduct an entrance test. Especially if this is the class you are meeting for the first time. This test will help to get a general idea of the knowledge of the class, especially it can help to identify students with low academic performance. During the first period of study, it is necessary to monitor the progress and abilities of students.

In the course of observation, various groups of students can be formed, in our practice, a class can often be divided into three groups:

- group-A: students with low academic performance in all skills;
- group-B: students with the necessary knowledge base with gaps in some specific skills (speaking, grammar);
- group C: there are students with a high level of knowledge, skills and abilities, advancing in programs (engaged in the study of English additionally).


At the next stage, you need to choose your preferred types and methods of differentiation. A method that is well suited for formative assessment is differentiation by the level of complexity of the task. But during the lesson itself, differentiation can also be applied according to the degree of independence (students of group C can work independently, students of group B and A can be divided into pairs (but the teacher may combine them himself so that each pair has a student of group A and B, so that the more capable learners can help the less capable); differentiation by the degree of assistance to students (students of group A can be given memos and clear instructions for completing tasks, students of group B are given only instructions, students of group C are given only the task itself); differentiation by the level of creativity (it can be carried out both in the classroom and when completing homework: here students of group A only need to work with the information received, for example, to answer questions on the text; students of group B should compose questions, a quiz or present it in the form of a cluster based on the information already received; students of group C should find additional or background information, retell it or present it in the form of tables, diagrams, graphs).

This article discusses the level differentiation by the degree of complexity of tasks on the example of English lessons in the 7th grade of a lyceum school.

To check the necessary vocabulary of students on a topic, you can use level differentiation by degree of complexity. So, Picture 1 shows that the students of group A simply sign the pictures with the words they have already studied on the topic, group B should correlate the words they have studied with their definitions, group C needs to offer their options for unfamiliar pictures for them. (Picture 1)

*Picture 1 – Differentiated vocabulary tasks*

**Task A. Label the pictures with environmental problems.**




**Task B. Match the environmental problems (1-6) with their definitions (A-F).**

1) air pollution \_\_  
 2) water pollution \_\_  
 3) rubbish \_\_  
 4) endangered animals \_\_  
 5) energy waste \_\_  
 6) deforestation \_\_

A) waste material; refuse or litter  
 B) the contamination of water sources by substances which make the water unusable  
 C) the purposeful clearing of forested land  
 D) the contamination of air due to the presence of substances in the atmosphere that are harmful to the health of humans and other living beings  
 E) when we use electricity for a task that is unimportant, unnecessary, or unlikely to succeed  
 F) types of organisms that are threatened by extinction

**Task C. Label the pictures with the ways to keep our planet.**



Level differentiation can also be used for formative assessment in listening tasks. Picture 2 shows that A-students should listen to an audio recording and match people to their extreme sports. This task is easy because the learners have options. Students-B should fill in the gaps, they just need to hear the right word. And for more capable students, the task is complicated by the fact that they need to listen to the conversation, analyze it and think whether the statements are true or false. (Picture 2)

*Picture 2 – Differentiated listening tasks*

**LISTENING**

**Task A. Listen to Tom talking to his friend Steward about extreme sports. Match the people (1-5) to the extreme sports (A-E) they have tried.**

1. Stewart	A. white-water rafting
2. Steve	B. skateboarding
3. Mike	C. rock climbing
4. Laura	D. motocross
5. Kate	E. bungee jumping

**Task B. Listen to Tom talking to his friend Steward about extreme sports. Complete the sentences.**

- I've \_\_\_\_\_ before, but I think it will be fun!
- I'm going to an \_\_\_\_\_ with my friends.
- His brother Mike \_\_\_\_\_ too.
- My sister Laura tried that when she was \_\_\_\_\_ last summer
- On the first day we're going \_\_\_\_\_.
- My friend Kate had been \_\_\_\_\_ a few times before.

**Task C. Listen to Tom talking to his friend Steward about extreme sports. Mark the sentences as T (true) or F (false):**

- Steward agreed to go mountain biking. \_\_\_\_
- Tom tried snorkelling. \_\_\_\_
- Mike would like to try bungee jumping. \_\_\_\_
- Steward is going to an adventure camp to try some extreme sports. \_\_\_\_
- Tom has tried snorkelling in Africa. \_\_\_\_
- Laura believes that kayaking is not like white-water rafting. \_\_\_\_

Differentiation can also be used in grammar assignments. Picture 3 shows the tasks for working out Present Perfect Tense. Less able students fill out the table with basic forms and past participles. Middle-level students fill in the gaps with the correct form of Present Perfect Tense. More capable students make up their sentences about how they spent their time using the given verbs in Present Perfect Tense. (Picture 3)

*Picture 3 – Differentiated grammar tasks*

**Task A. Complete the table with the base forms and the past participles. Use the words in the box.**

*Lose, taken, swim, bought, do, written, run, eaten, take, won, write, done, buy, lost, win, run, eat, swim*

base form	past simple	past participle
_____	bought	_____
_____	did	_____
_____	ate	_____
_____	lost	_____
_____	ran	_____
_____	swam	_____
_____	took	_____
_____	won	_____
_____	wrote	_____

**Task B. Complete the sentences with the correct forms of Present Perfect Tense.**

1. He \_\_\_\_\_ (finish) training.
2. She \_\_\_\_\_ (score) twenty points in the match.
3. We \_\_\_\_\_ (watch) all the Champions League matches this season.
4. That's amazing! She \_\_\_\_\_ (run) fifteen kilometers this morning!
5. She \_\_\_\_\_ (buy) some really nice rollerblades!
6. Oh, no! I \_\_\_\_\_ (lose) my money!
7. My mum \_\_\_\_\_ (write) shopping list. It's on the kitchen table.
8. Dad, you \_\_\_\_\_ (eat) my biscuit!

**Task C. Write a short paragraph about how you spent the summer using the following verbs in the correct form. (40-60 words).**

*be, do, eat, swim, go, try, buy.*

Picture 4 shows differentiated tasks for the 7th grade for practicing the speaking skill. In these tasks, A-students should answer the questions. The ease of their task is that the questions for speaking have already been asked for them, they also have sample sentences on how to answer questions correctly. Most of the students will be able to complete task B. In this task, it is necessary to prepare a short speech on the topic they have chosen. The advantage of this assignment is that students have time to prepare and there are also descriptors that need to be followed. And the most capable students answer on a random topic familiar to them without preparation and without descriptors, such a task is given to students who excel in speaking skills who know how speech should be constructed. (Picture 4)

*Picture 4 – Differentiated speaking tasks*

**SPEAKING**

**Task A. Give detailed answers to the questions.**

**1. Have you ever tried extreme sports? If so, which ones? If not, which ones would you like to try?**

*Yes, I have tried \_\_\_\_\_ . / No, I haven't tried extreme sports, but I would like \_\_\_\_\_ .*

**2. Which country would you like to visit? Why?**

*I would like to visit \_\_\_\_\_ , because \_\_\_\_\_ .*

**3. What travelers' problems do you know?**

*I know such problems as \_\_\_\_\_ .*

**4. What places in Kazakhstan would you advise foreigners to visit?**

*I would advise foreigners \_\_\_\_\_ , because \_\_\_\_\_ .*

**SPEAKING**

**Task B. Choose one topic. Prepare a speech about it. Follow the descriptors.**

**You have two minutes to speak. You can use the dictionary.**

1. My incredible journey.
2. Sights of Kazakhstan that should be visited.
3. Extreme sports as a way to have fun.

**SPEAKING**

**Task C. Revise all the vocabulary you have learned. Then you will need to act out a spontaneous dialogue on a random topic that you will get.**

Picture 5 shows how students can be given differentiated assignments based on the text they read in the 7th grade. A-students can perform an easy text test. Students-B can write out three things from the text that impressed them. Students-C can fill out a table with definitions of terms that need to be formulated from the text. (Picture 5)

*Picture 5 – Differentiated reading tasks*

**READING**  
**Task A. Read the text “Mission to Mars”, choose the correct answer A, B or C.**

<p><b>1</b> What is the writer doing in the text?  <b>A</b> describing space exploration  <b>B</b> telling us why we go into space  <b>C</b> encouraging us to become astronauts</p> <p><b>2</b> What does the writer say in paragraph B?  <b>A</b> Mars is too far away.  <b>B</b> It is easier to explore Mars than other planets.  <b>C</b> Mars is similar to Jupiter.</p>	<p><b>3</b> What does the writer suggest in paragraph C?  <b>A</b> Only robots can survive on Mars.  <b>B</b> Lots of countries are interested in Mars.  <b>C</b> Scientists are already on Mars.</p> <p><b>4</b> Why does the writer say “It won’t be easy” in paragraph D?  <b>A</b> Astronauts do not want to go to Mars.  <b>B</b> Only one astronaut can go to Mars.  <b>C</b> The mission will take a long time.</p>
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**READING**  
**Task B. Read the text “Mission to Mars”. Which things in the text impressed you? Write a few sentences. Read your sentences to the class.**

**READING**  
**Task C. Read the text “Mission to Mars”. Complete the table with the definitions.**

Yuri Gagarin	
Vostok 1	
Baikonur Cosmodrome	
Neil Armstrong	
Mars	
Venus	
Opportunity and Curiosity	
NASA	

Picture 6 shows how you can work out the writing skill in the 7th grade with the help of level differentiation. Less able students who are unable to write an essay can complete a preparatory task by analyzing the structure of an already prepared essay, filling out the table in detail. The majority of students will be able to write their essay on task-B, they may have a ready-made plan-memo on how to write an essay with example sentences correctly. More capable students who can write quickly and correctly can be asked to write an essay for more words than the rest of the class, and it is also possible not to give them example sentences – such children can make their own more detailed sentences. (Picture 6)

*Picture 6 – Differentiated writing tasks*

**WRITING**  
**Task A. Read the essay “Smog in the city”. Complete the table.**

Problem	Effects	Solutions	Results

**WRITING**  
**Task B. Read the essay “Smog in the city”. Use the ideas from this text to write a short essay for your English teacher (40-60 words). In your essay discuss the problem of rubbish in towns and cities and offer solutions to it. Follow the plan below.**  
**Para 1.** State the problem (*Town and cities have a problem with rubbish. There are not enough places to put it. What can we do about it?*)  
**Para 2.** The effects (*The problem with ... is ... Also, ... This, ...*)  
**Para 3.** Your solutions and expected results (*We can ... In these ways we can reduce the amount of rubbish.*)  
**Para 4.** Summative what was said before, encourage reader to adopt your solutions giving reasons (*To conclude, ...*)

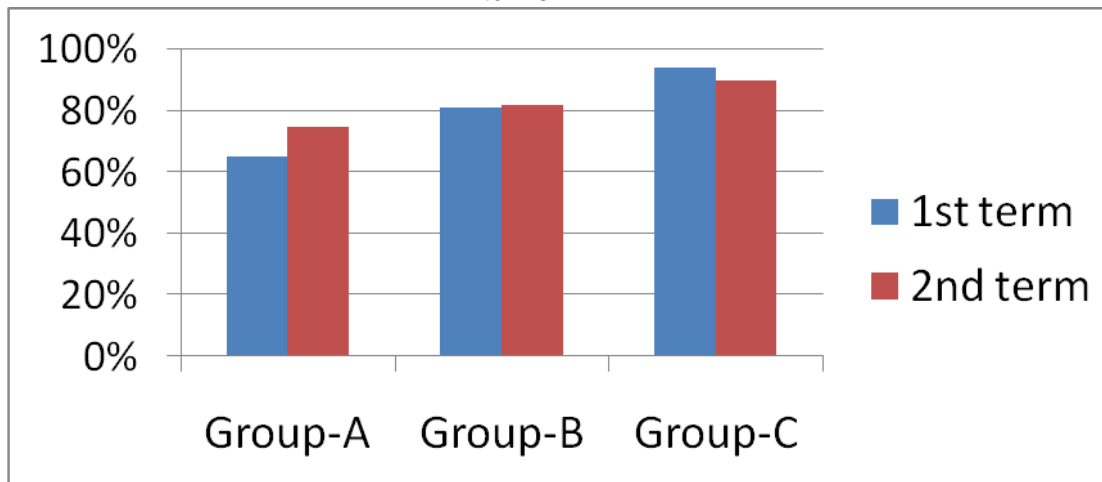
**WRITING.**  
**Task C. Read the essay “Smog in the city”. Use ideas from this text to write a short essay for your English teacher (60-80 words). In your essay discuss the problem of rubbish in towns and cities and offer solutions to it. Follow the plan below.**  
**Para 1.** State the problem  
**Para 2.** The effects  
**Para 3.** Your solutions and expected results  
**Para 4.** Summative what was said before, encourage reader to adopt your solutions giving reasons

After the introduction of differentiation in the learning process, it is necessary to check its effectiveness. You can distribute a questionnaire to students in order to understand what result differentiation gives them, why

they need it, and what kind of differentiation is most interesting and useful for them, in this way you can understand the interests and needs of each student, give them the necessary support.

In addition to the questionnaire, it is possible to conduct a comparative analysis of their assessments before the introduction of differentiation in the classroom and after its active use. Graph 1 shows how marks of the 7<sup>th</sup> grade have changed in the first term, when differentiation was not used in lessons or was rarely used, and in the second term, when each lesson assumed the presence of level differentiation. Thus, it can be concluded that the grades of the students of group A have increased, which means that they were able to learn the necessary minimum; the grades of group B have hardly changed, they continue to assimilate information in the volume required for the entire class; but the grades of Group C students have become slightly lower, as they began to perform the most challenging tasks, but as practice has shown, their interest in tasks has only increased and now they can work at the same pace as the whole class. (Graph 1)

*Graph 1 – Comparative analysis of the percentage of students' academic performance for the first and second terms*



Thus, it can be concluded that one of the problems of professional teacher training in modern conditions is its orientation to the development of the student's personality; and only by using an individual approach and differentiation, we can achieve an equal level of academic performance and student satisfaction with learning outcomes.

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