

THEORETICAL ASPECTS OF USING A DIFFERENTIATED INSTRUCTION IN TEACHING GRAMMAR

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With the development of time, the traditional teacher-centered education form has been transformed into a new student-centered education model. It is found that scholars with different learning styles have significantly different learning efficiencies when dealing with different learning methods. Therefore, differentiated teaching is an important way to realize the concept of students' quality education. Meta-intelligence theory holds that humans have different ways of thinking and cognition, as well as their intelligence and behavior. Therefore, most educators feel the need to implement differentiated teaching in teaching.

Keywords: differentiated instruction; student-centered education; learning style; learning efficiency; thinking and cognition.

The concept and methods of foreign language grammar teaching have been developing and changing with the development of linguistics and psychology and the change of teaching focus. Grammar teaching develops from the direction of focusing on standardization, systematization and the rules of language form, towards the combination of semantic, context and pragmatic factors, and the formal rules of language with the discourse meaning and communicative function.

English grammar is a set of rules and principles that govern the structure and use of words, phrases, and sentences in the English language. It includes topics such as parts of speech, verb tenses, sentence structure, punctuation, and spelling. A good understanding of English grammar is essential for effective communication, both orally and in writing. Difficulties often arise from the fact that students cannot reproduce the learned rules in oral speech. This may be due to thoughtless learning of rules or due to lack of oral speech practice. Grammatical competence is not only knowledge of the rules, but above all the ability to understand and correctly use the grammar of a foreign language. It includes knowledge of grammatical rules, the ability to form words, phrases and sentences correctly, as well as an understanding of various grammatical structures. Grammatical competence is one of the key elements of language competence. The teacher's task is to develop the above competence in professional students.

Grammar teaching should be closely combined with listening, speaking, reading, reading, writing and other activities to promote the development of understanding and expression ability. In order to cultivate the ability to use grammar, we need to pay special attention to the cultivation of learners' grammar consciousness [1, p. 52-60].

Qiao Wenfeng believes that English grammar teaching should follow the several basic principles: the principle of system, the principle of communication, the principle of whole, the principle of motivation, the principle of diversity, the principle of practice [2, p. 105].

First, the principle of system. It requires that teaching must be carried out in order, systematically and coherently. This is a teaching principle proved repeatedly after long-term teaching practice.

Second, the principle of communication. Pedagogy theory believes that teaching process is a process of interpersonal communication, which is the process of interpersonal communication and interaction of cognition, emotion, attitude, values and other aspects between teachers and students through various intermediaries. Teachers should create communication environments such as situation and context, so that students can learn and use

grammar in practical communication.

Third, the principle of the whole. The principle of teaching integrity contains two meanings. First, the tasks undertaken by teaching have integrity, the completion of teaching tasks should be complete, comprehensive, without any aspect. Second is that the teaching activities themselves have integrity, teaching is a complete system composed of a series of teaching elements.

Fourth, the principle of motivation. Motivation is the internal reason that drives people to engage in various activities. There are both external motivation and internal motivation. Teaching should stimulate students' cognitive interest, and make them have a desire to learn new knowledge itself, so as to promote their learning. Teachers should pay attention to the situation of students' age, cognitive ability and language level, increase the openness of grammar practice, combine form with meaning, and fully reflect personality.

Fifth, the principle of diversity. It refers to the organization of activities, topic selection, grammar display means and other aspects. Schools should provide a diversity of educational resources and courses that inform students about the differences and common ground of different cultures and values and provide students with opportunities and experiences across cultures and societies.

Sixth, the principle of practice. It means that people must participate in practice in the process of creative thinking, must promote the further development of thinking ability in practice and test the correctness of thinking results in practice.

C. A. Tomlinson is of opinion that differentiated teaching is a teaching method of teaching students in accordance with their aptitude, which aims to design teaching activities and contents according to students' learning characteristics and learning preparation level, so as to improve the effect of classroom teaching. The theoretical basis of the method includes the theory of multiple intelligences and the theory of learning style [3, p. 2].

Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. In short, differentiated instruction:

- 1) addresses differences among a set of diverse learners,
- 2) engages students in the classroom,
- 3) supports different learning styles,
- 4) develops multiple intelligences,

5) gains 21st century skills in a Chinese language classroom, students have various linguistic backgrounds with different language proficiency levels [4].

Zhou Meifen described several ways to implement differentiated teaching, mainly including differentiated teaching from three aspects, content, process and results [5, p. 85-94].

In terms of content, teachers can adjust the level of difficulty and expand the way students can learn according to their ages, grades and how students access key content. Unnecessary textbooks can also be deleted, it often depending on the ability of the students.

In terms of process, differentiated teaching needs to be based on the content, through different forms of activities, different group forms, different learning time, and different degrees of teacher guidance. The school used many different textbooks, such as textbooks, pictures, PPT, etc.

In terms of outcomes, differentiated teaching should be based on real evaluation, allowing students to propose how to demonstrate their learning outcomes, and teachers can give students two evaluation options. In addition, in view of the difficult problems of study and schoolwork, it is also necessary to adjust the homework, the examination, and the calculation of grades.

According to Hou Xiaowen, learning types can be divided into visual, auditory, kinesthetic and reading-writing types [6, p. 1]. Let us give a more detailed description of these types.

Visual learners are good at learning by receiving visual stimuli, receive information and express information through various visual stimulus means such as pictures, charts and images.

Auditory learners are good at learning by receiving auditory stimuli, speak slowly, like to

explain, are natural listeners, like to repeat loudly or talk to themselves, read slowly in linear thinking, and prefer listening to receive information more than reading.

Kinesthetic learners like to learn with their hands and whole body movements, such as taking notes, crossing in books, learning by themselves, they say simple refinement, mainly through learning and solving practical problems, like to make gestures, due to the rapid change of attention, it is difficult for them to calm down and learn, learning and like to go out to rest.

Having studied the features of using a differentiated approach to teaching, we came to the following conclusions.

The teacher needs to present information in an accessible form that is convenient for students to understand. Differentiated teaching methods focus on the gaps between individual students and understand and respect the differences between students. According to the differences between the students' learning style, habits, interests, knowledge base and personality characteristics, a variety of English teaching methods are constructed, which stimulates the students' enthusiasm for English learning. It can actively learn and participate in the classroom and extracurricular English learning activities, play the role of students as the subject of learning.

A differentiated instruction is a relevant way of organizing educational material in accordance with the needs and capabilities of students. Using this approach involves direct contact between the teacher and a specific group of students and subsequent adaptation of the educational process based on selected criteria. A differentiated approach allows you to individualize the learning process and, as a result, increase interest and motivation in learning a foreign language on the part of students.

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STRATEGIES FOR CREATING AN ENGLISH LANGUAGE ENVIRONMENT IN PRIMARY SCHOOL

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