

with their career aims, assuring they embark upon a journey leading to personal fulfilment and professional accomplishment.

The project methodology incorporates a series of investigative, scholarly and problem-solving tactics. Notably, it accentuates student's independent endeavours - both solo and collaborative. Implementing this method requires proficient professional development and pedagogical aptitude from instructors, flexibility within the parameters of educational protocols, proficiency in integrating traditional and contemporary strategies into the teaching process, and a bespoke approach when liaising with each scholar.

State-of-the-art technology utilized in language education provides not only accessible avenues for rigorous learning, but also serves as a medium to enhance and broaden the specialized knowledge requisite for students to excel in their selected field. These methods notably bolster students' motivation to learn a foreign language, as expertly curated content is viewed by students as the acquisition of skills necessary for potential postgraduate studies overseas or professional venture on an international scale.

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APPLICATION OF DIFFERENTIATED INSTRUCTION IN XINJIANG COLLEGE ENGLISH TEACHING

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This article explores the application of differentiated English teaching instruction in Xinjiang college where multiple languages are spoken and various cultural backgrounds are represented. The differentiated teaching method can effectively accommodate the diverse linguistic and cultural competencies of learners. Traditional teaching methods often fail to meet the diverse needs of students. To address this issue, the application of differentiated teaching method in college English education is essential. By analyzing the cultural characteristics and educational environment of Xinjiang, this study aims to demonstrate the importance and strategies of differentiated teaching in enhancing English proficiency and cross-cultural communication ability of learners.

Keywords: college English; differentiated instruction; multicultural context; inclusive education; TEFL; Xinjiang.

Due to the transformations of English language competency requirements in Chinese College education and the different English foundation, learning habits and learning needs of students, the traditional “one size fits all” teaching method can no longer meet the current teaching needs. It is necessary to develop effective college English teaching methods to keep pace with times, especially in Xinjiang.

Xinjiang, as an important region and the center of the “Belt and Road Initiative” in northwest China, has rich cultural connotations due to its unique geography, history and

multicultural background [3, p. 97], including the Uyghurs, Kazakhs, Mongolians, Hui and Han Chinese. Each ethnic group brings its unique language, traditions, and way of life to create a rich tapestry of multicultural diversity.

However, this multicultural background also brings challenges to college English teaching in Xinjiang China. The application of differentiated teaching method holds the key to effectively addressing these challenges and enhancing student outcomes.

One of the methods to achieve balance between diversity and integration in English teaching is differentiated instruction. With the advancement of globalization and cultural diversity, the “One Belt, One Road” initiative enables exchanges between Xinjiang and neighboring countries along the route are becoming more and more frequent, and English as a communication tool becomes more and more critical.

The differentiated teaching method takes into account of the individual differences of students and uses different teaching approaches and means according to the individual differences and needs of students to maximize students’ learning effects. P. Skehan claims that “it is clear that foreign language aptitude and cognitive style have some degree of relationship” [1]. In the multicultural context of Xinjiang, differentiated teaching methods provide new perspectives and opportunities for English teaching.

Firstly, we should understand the core concepts of differentiated instruction, which is also known as personalized or customized teaching, is an educational strategy that caters to the unique needs, abilities, and interests of individual students. In English teaching, this means personalizing instruction to a student’s language level, learning style, and personal needs. This pedagogy encourages student autonomy and creativity and attempts to create an inclusive learning environment. The core of differentiated college English teaching methods is “student-centered”, paying attention to the characteristics and needs of each student, and using flexible teaching strategies and methods to stimulate students’ learning enthusiasm and improve learning effects [1]. This teaching method can not only be applied to classroom teaching, but can also be extended to extracurricular activities, project learning and other aspects.

In the multicultural context of Xinjiang, students come from different ethnics and cultural backgrounds, and their English proficiency and needs also vary. This approach can formulate different teaching goals and plans according to the actual situation of students to meet the needs of different students. Teachers need to analyze these differences to better meet students’ learning needs.

For example, for students with poor English proficiency, teachers can use more basic teaching methods, focusing on vocabulary and grammar training; while for students with higher English proficiency, teachers can use more advanced teaching methods, focusing on reading and writing training. Implementing differentiated college English teaching methods requires teachers to change their concepts from “teacher-centered” to “student-centered”, pay attention to students’ individual differences, and respect students’ personality development. At the same time, teachers also need to have cross-cultural communication skills, understand the cultural background of students, and promote communication and understanding between different cultures [4, p. 177].

Moreover, teaching content should be designed differently according to the level of students. For students at the basic level, the teaching content should focus on basic knowledge and focus on laying a solid foundation; for students at the intermediate level, the teaching content should strengthen the training of application abilities; and for students at the advanced level, the teaching content should introduce more depth and breadth to broaden their horizons and knowledge.

In the selection of teaching content, Xinjiang’s multicultural elements can be integrated, such as ethnic stories, traditional customs, historical events, etc., to make the teaching content closer to students’ lives and cultural backgrounds. And use modern technical means, such as multimedia, network resources, etc., to provide more resources and tools for English teaching, while also providing support for students’ independent learning.

In order to implement differentiated English teaching in Xinjiang college, teachers need to undertake cultural awareness to fully understand the cultural background and language habits of students and conduct differentiated teaching according to their actual situations. This will enable them to develop appropriate lesson plans and materials that are sensitive to different cultural norms and values.

For example, for Uyghur students, since they have their own language, teachers should focus on contrasting teaching between English and Uyghur to help students better understand and master English. And for students from the Uyghur and Kazakh ethnic groups, they may know less about the culture of English-speaking countries, so some cultural background introductions can be added to the teaching to help them better understand English. While for students from the Han ethnic group, they may have some understanding of the culture of English-speaking countries, so they can focus more on improving their language skills.

In addition, the differentiation of teaching methods is an important link in achieving effective differentiated teaching in the multicultural context of Xinjiang, such as situational teaching, case teaching, cooperative learning, etc. These teaching methods can stimulate students' interest in learning and improve their learning results. For example, teachers can use the cultural characteristics of Xinjiang to create English learning situations so that students can learn English in actual situations. In colleges of Xinjiang, students come from different regions, and their English proficiency and needs vary greatly [2, p.27].

Therefore, teachers should understand each student's specific situation through surveys and assessments, and then develop personalized teaching plans based on their needs. For example, for students with poor English proficiency, teachers can use more basic teaching and tutoring; for students with higher English proficiency, teachers can provide more advanced reading and writing training. Teachers also need to pay attention to respecting the cultural differences of students when teaching. For example, in some national cultures, respect for elders and authority is very important, and teachers should avoid violating these cultural values in teaching. At the same time, teachers should also encourage students to maintain their own cultural characteristics in learning and spread their own culture through English as a tool.

Finally, the differentiated teaching method focuses on the diversity of assessment methods. In the multicultural context of Xinjiang, evaluation methods should also take into account students' cultural background and individual differences. Teachers can use a variety of evaluation methods, such as examinations, work evaluations, oral expressions, etc., to fully understand students' learning situations. By adopting an adaptive and inclusive teaching approach, teachers can better cater to the diverse needs of students and promote effective language learning in a culturally sensitive manner. Implementing practical strategies such as cultural awareness training, diverse teaching techniques, and collaborative learning will enhance the learning experience for students from various ethnic backgrounds and foster cross-cultural understanding in the classroom.

In general, the application of differentiated instruction in college English in the multicultural context of Xinjiang has far-reaching significance. By considering students' ethnic background and language habits, paying attention to students' specific needs, and addressing challenges during implementation, we can better adapt to Xinjiang's multicultural environment and improve the effectiveness and quality of college English teaching. English teachers and students from Xinjiang are strongly encouraged to communicate and cooperate with teachers and students from other multicultural backgrounds domestic and abroad to promote cross-cultural understanding and the development of English teaching.

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INNOVATIVE RESEARCH ON COOPERATIVE LEARNING IN PRIMARY SCHOOL ENGLISH CLASSROOMS

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Foreign language instruction is a significant component of classroom education in school cultural and educational activities, and the development of knowledge learning methods is vital to children's healthy development. As a result, we are placing increased pressure on instructors to implement appropriate strategies to encourage students' cooperative practice during the foreign language learning process, as this will significantly raise the standard of instruction in the classroom. The thesis examines English language cooperative education for elementary and high school pupils in the context of traditional classroom instruction.

Keywords: primary education, foreign language teaching, cooperative learning, teaching method innovation, students' learning.

Cooperative learning is an efficient way for students to collaborate with classmates under the direction of the teacher, to capitalize on their talents and minimize their limitations, and to improve their performance in the classroom. There will be an influence on teaching because elementary school kids' foreign language foundation is inadequate. Thus, foreign language instructors can fairly contribute to the cooperative learning of their students in certain classroom activities. This increases the foreign language teaching strategies used by the teacher as well as the impact of the instruction on the learners. To increase the quality and efficacy of the school foreign language classroom, teachers of foreign languages should focus on the study of teaching methods in the actual educational process, begin from the perspective of the students, continuously innovate teaching methods, and encourage the enhancement of the teaching ability of foreign language classrooms.

It is necessary to enhance the study strategies and self-control of elementary school pupils. It is not possible to ensure that pupils will learn to the required level throughout the process if the teacher alone uses the assisted or independent learning methods. Due to the students' foundation and the growing difficulties of learning foreign languages independently, the effectiveness of the entire foreign language learning process cannot be guaranteed, especially in the case of foreign language courses. Teachers can assign students to many learning groups during independent learning, and they can select the cooperative learning contact person based on each student's unique foreign language learning performance and real learning environment. Students practice text conversations through phonetic notation,