



Insight into an individual and differentiated process of teaching a foreign language

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Abstract

The aim of the article is to identify and determine the essence of the concepts of "individualization" and "differentiation" in education of a foreign language. As these approaches of teaching takes into consideration particular needs and interest of a learner, in our viewpoint, these aspects of "individualization" and "differentiation" requires special research and study in teaching a foreign language.

1. Introduction

As the analysis of the literature shows, the idea of individualization and differentiation is not an "invention" of pedagogical science. It was borrowed by pedagogy directly from psychology and partly from sociology of the late 19th century. In science, the term "differentiation" occurs much earlier than "individualization".

Translated from Latin, "differentia" means difference. It was originally used in the exact and natural sciences. At the end of the 19th century, this term penetrated into sociology and psychology, newer directions appeared. For example, "differential psychology" is a branch of psychology that studies individual differences between people. The first major representatives of differential psychology were A. Binet, J. Kentel, A.F. Lazursky.

The main method used in differential psychology is testing. With its help, the characteristic general properties of the intellect of the individual are revealed. On this basis, the number of variations in the psychological properties of individual

individuals is determined. Along with the differences between individuals in mental terms, differences in creative and organizational abilities are widely studied. Experiments in the field of differential psychology, the testing method found wide application in Western pedagogy in the 1920s.

At present, the achievements of differential psychology are important for diagnostics in the process of individualization of education, as well as for predicting the further development of students' inclinations and abilities (Tomlinson, 2014).

For the concepts of pedagogical science, which reflect particularly complex phenomena, it is often characteristic that they are used in various, sometimes very vague, meanings. These concepts include "individualization of learning". Literature analysis (Antonova, 2017) shows that a more precise definition in each particular case depends on what ends and means are meant when one speaks of individualization.

The greatest difficulty in the definition is the fact that two such concepts as "individualization" and "differentiation" are mixed. In order to educate a comprehensively developed personality, the organizer of the educational process must know the characteristics, specific qualities of the educated and taking them into account, choosing methods, techniques and means of pedagogical influence.

The research of individual characteristics and the problem of taking them into consideration in the process of education is not a discovery of today's pedagogy. Its roots go deep into the past. Moreover, perhaps, the most ideal version of taking into account individual characteristics existed in the days of individual education, home education. At this time, the teacher, working with a very small number of students, could build a learning process aimed at developing specific personality traits, developing certain skills and abilities in her. With the spread of mass learning (when working with dozens of students), it became almost impossible to take into account the characteristics of each.

It is possible to identify the general in the individual development of students in the learning process. The general can characterize the level of development of

students, the similarity in the motives of activity and behavior. Typically, students of the same age have this general level. Therefore, knowledge of the general psychological characteristics of children of a given group, of a given age, provides an opportunity for each student to understand the educational material in teaching.

2. Methods

The main ways and methods of studying the individual characteristics of students are systematic observations of students, individual and group conversations on a predetermined topic, additional learning tasks and analysis of the student's reasoning methods, special tasks related to the position of the child in the team, with the attitude towards comrades, his position in the group.

The main point is to comprehensively study the child and pay attention to his positive qualities in overcoming the existing shortcomings. This, in our opinion, is the understanding of the "individual approach". In textbooks on pedagogy (Kachalov et al., 2020), an individual approach is considered as one of the most important principles of learning.

E.S. Rubinsky considers in detail the importance of the individual approach as one of the general pedagogical and didactic principles and lays out its rationale. Firstly, the principle of an individual approach, unlike other didactic principles, emphasizes the need to systematically take into account not only the socially typical, but also the individually unique in the personality of each student. Secondly, every student, without exception, needs an individual approach.

This sign of the principle under consideration follows from the provision on a humane approach to the student's personality. Thirdly, an individual approach is an active, formative, developing principle, which implies the creative development of the student's individuality (Dosh and Zidon, 2014).

Hence, an individual approach is understood as "Orientation on the individual psychological characteristics of the student, the choice and application of appropriate methods and techniques, various options for tasks, the dosage of

homework” (van Geel et al., 2019). It is a didactic principle that makes its own adjustments to the organization of the learning process.

In the pedagogical literature, the concept of “individualization of learning”, akin to “individual approach” is often encountered. But the individual approach is a didactic principle. Individualization is understood by a number of authors (Turner, 2017), as a practical organization of the pedagogical process, taking into account the principle of individualization.

In the “Pedagogical encyclopedia” individualization is defined as “the organization of the educational process, in which the choice of methods, techniques, pace of learning takes into account” “individual differences of students, the level of development of their ability to learn. In educational institutions it is carried out in conditions of collective work with the class.

Individualization of learning is defined as “organization of the learning process” any forms and methods taking into account the individual characteristics of students: from minimal modification and group learning to fully independent learning; variation of forms, goals, teaching methods and educational material; the use of individual learning in all subjects, in some subjects, in separate parts of the educational material.

The glossary of terms and concepts on the issue of “Individualization of the educational process in the conditions of a modern school” gives the following definition of individualization of education: “Individualization of education is a joint activity of a teacher and students at all stages of the educational process, in which the choice of methods, techniques and pace of learning takes into account the individual differences of students, the level of their learning abilities” (Rock et al., 2008).

We find this definition to be quite general and vague, it more meets the requirements of individual learning as a form of didactic interaction, rather than reflects the full depth of individualization of education in a mass school, although it fully reflects the principle of an individual approach.

Therefore, the semantic nest of individualization includes the following definitions: individual approach, individualization of learning and individual learning. The latter involves the individual work of the teacher and the student in pairs. This method of learning arose with the advent of the first schools, but the requirements of the mass school made it unpromising.

Until recently, it was used in work with a student at home due to illness or work with the especially gifted. At the present stage, despite all the aspirations of pedagogy to switch to individualized learning, this method of learning, for a number of reasons, remains impossible in practical application (Boelens et al., 2018). Despite the similarity, these concepts are not synonymous and require a clear distinction. The main concept of the study is “differentiation and individualization of learning”.

In our standpoint, the most capacious definition of it was given by Inge Unt. She understands the individualization of learning as taking into account the individual characteristics of students in the educational process in all its forms and methods, regardless of which features and to what extent are taken into account (Echevarria et al., 2018). This allows the teacher not to be limited by any framework that restricts his activities.

According to I. Unt, the concept of individualization, popularized in the pedagogical literature, does not at all imply the obligatory consideration of the characteristics of each, most often researchers limit themselves to taking into account groups of students similar in some way (Lawrence, 2004). Inge Unt believes that in practice, it is not about absolute, but about relative individualization. In real educational practice, individualization is always relative for the following reasons:

individual characteristics of not of each individual student, but of a group of students with approximately similar characteristics;

taking into account only known features or their complexes and precisely those that are important from the point of view of teaching, for instance, mental abilities. Along with this there may be a number of features that are impossible or

even not so necessary to take into account in a specific form of individualization, for example, various character traits or temperament;

sometimes some properties or states are taken into consideration only if it is important for a given student, talent, health property;

individualization is not implemented in the entire scope of educational activities, but occasionally, or in some form of educational work and is integrated with non-individualized work (Jump up to, 2012).

According to the author, individualization can be considered from the point of view of the learning process, the content of education, and the construction of a learning system in educational institutions. The first of them concerns the selection of forms, methods and techniques of teaching, the second is the creation of curricula, programs, educational literature and the preparation of tasks for students, and the third is the formation of various types of classes and groups (Tomlinson, 2001).

The term "differentiation of education" refers to the division of curricula and programs in specialized schools, classes or senior secondary schools, as well as in lyceums and colleges, which is feasible on electives (Tomlinson, 2004).

Therefore, based on the analysis of the literature, we can conclude that the concepts of "individualization" and "differentiation" are not the property of pedagogy alone. These terms are also interdisciplinary in nature. The subject of the sciences that study this phenomenon is certainly man. In the last decade, the problem of individualization and differentiation of education has been actively studied in Russian pedagogy. The possibility of building training systems that are alternative to the traditional one was the impetus for the development of its theory and practice.

The fact that this process is still far from complete, and many scientists are studying it, explains the lack of a unified interpretation of the concepts of "individualization" and "differentiation" in the pedagogical literature. Due to their vagueness, borderline concepts appeared, vague in content, reducible to very narrow problems.

We believe that the most successful definitions of "individualization" and "differentiation" are the concepts of definition proposed by I. Unt. The skillful use of all these factors and pedagogical conditions is one of the bases for organizing a system of a differentiated approach in teaching reading skills in a foreign language to students of pedagogical higher educational organizations. The analysis of curricula and the experience of higher educational institutions has shown that insufficient attention is paid to the issues of a differentiated approach in teaching reading skills in a foreign language to students, despite the relevance of this problem.

The totality of the proposed organizational and pedagogical conditions can be designated as a certain, relatively independent level of methodological foundations for the formation of the professional and pedagogical culture of students in the direction of preschool education. This level, in contrast to the previous one (project-model level), has a distinct specific methodological orientation and therefore can be implemented (in higher educational institutions by a teacher) as a starting point in developing their own methodological system for teaching foreign language skills to students within the higher education system.

As a consequence, we clarified the content of the concept of "differentiated approach" in teaching a foreign language and suggested our author's definition: "A differentiated approach in teaching a foreign language is an approach that reveals, develops cognitive needs, improves mental activity, solves problems by creating a methodological system on motivational basis, which forms an adequate self-esteem, encourages learning activities and builds an individual trajectory of learning a foreign language".

The factors and pedagogical conditions for a differentiated approach to teaching reading skills in a foreign language are also identified, an analysis of curricula and experience of professional educational institutions on the research problem is carried out. The main means of a differentiated approach in teaching reading skills in a foreign language to students of higher educational institutions should be a holistic pedagogical system.

In our view, in order to study and differentiated approach in teaching reading skills in a foreign language to students of higher educational institutions within the framework of our dissertation research. It is necessary to develop special tools and a program that allow diagnosing, shaping and developing the professional and pedagogical culture of students, taking into account the peculiarities of pedagogical activity and the specifics of informatization of education.

1.2. The genesis of the differentiated foreign language teaching research

One of the most urgent problems of foreign language teaching methodology is a differentiated approach to teaching. This problem cannot be called new, but it seems that all the diversity of its aspects, all its significance in solving the problems of activating the learning process, is far from being fully disclosed.

For many teachers, this problem causes difficulties. The main difficulty is caused by the inability to find the optimal combination of individual, group and frontal forms of work in teaching a foreign language. Other difficulties are associated with the determination of the individual characteristics of the student's personality and the organization on this basis of the teacher's activities aimed at developing the mental abilities of each student. All this prompts us to turn to the relevant literature and the experience of practicing teachers.

First of all, an indisputable fact is the different degree of preparedness of students. In order to correctly understand the reasons for the uneven progress of students in a class, group, it is necessary to identify the reasons for the lag of each and understand them. These reasons are different: one missed classes due to illness, another was inattentive in class, and the third did not understand the teacher's explanations. Often, differentiation in teaching a foreign language is not based on the individual characteristics of the student's personality, but only on individual gaps in his knowledge.

The ability of students to learn a foreign language is not the same: one language is given easily, others - with great difficulty. It should also be noted that educational material at different levels of education can be assimilated by students of the same

class, group in different ways: some learn vocabulary more easily due to well-developed mechanical memory, others have more developed auditory perception, so they successfully cope with listening assignments, etc. In addition, all children have a different mindset.

The study of the interests and inclinations of students, their learning opportunities, as well as an analysis of the prospects for the development of these opportunities should serve as a starting point in a differentiated approach to teaching a foreign language. The main difficulty lies in the selection and use of tasks of a differentiated degree of complexity.

When performing tasks with the same degree of difficulty, a capable and less capable student can achieve the same result only with different time expenditures. The limited time and volume of language and speech material for teaching reading skills in a foreign language in educational institutions do not allow organizing speech communication at a high level, but for this reason speech acts cannot be avoided during classroom activities, as is often observed.

Consequently, in their lesson plans, many teachers do not reflect the purpose of the conversation with students at various stages of the lesson, i.e., as a rule, they do not want to learn about their student, his interests, leisure, plans during the conversation, do not involve other students for manifestations of a personal attitude to the messages of comrades. There is only one motive: to strengthen the practical knowledge of the language. Furthermore, in this case, it is not so important what the student says, but how he says it, and most importantly, what he still says. Such an attitude does not help students' speech to have a personal connotation and be an expression of personality.

3. Results

As the observations show, the main speech actions in foreign language lessons come down to doing training exercises, answering questions that often have nothing to do with the speaker, text reproductions, during the implementation of which one does not need to argue, evaluate, express one's opinion.

Speech communication assumes that the actions of students are motivated, addressed to someone, convincing, personal. Under what conditions do they become so? It is obvious, when what we say is experienced or experienced by us, is close to us, causes our attitude. Moreover, if feelings and experiences are expressed in activity (verbal communication), then the degree of their influence on the overall formation of a person increases, since it is activity that is the main condition for the formation of personality.

The observations of the educational process, analysis of speech statements of students in oral and written forms, personal experience of working as a teacher of a foreign language make it possible to reveal the main reasons for the low level (often its absence at all) of the formation of a personal attitude to the facts of reality, which are as follows: 1) insufficient attention to the correct organization of internal motives of communication, 2) providing personally significant and personality-oriented learning 3) the lack of a developed system for the formation of a personal attitude of students to knowledge.

The creation of motives of foreign language communication plays a very important role, as without a motive there is no action, no deed. How can one give a motivated character to the process of foreign language communication in the classroom, i.e. under artificial conditions? It is not easy to do this. Students know that the practical application of a foreign language in life is not real enough for two main reasons. The first is the low level of foreign language skills and abilities, and the second is the narrowness of situations in which knowledge of a foreign language is applied.

The teacher, thinking about strengthening the motivation of verbal communication, should pay more serious attention to the age characteristics of university students. Since students tend to strive for knowledge and solving problems (especially moral ones), identifying logical and cause-and-effect relationships, searching for evidence on an issue of interest, expressing their attitude to phenomena, this is where motives for communication should be sought. There are two possibilities for this, one of which lies in the content of the

educational material, and, the other, in the formulation of tasks that motivate communication.

1.3. The peculiarities of a differentiated approach in teaching reading skills in a foreign language

Particular attention should be paid to ensuring that the student masters the techniques of working on a foreign text, and not to reduce everything to reading and translation, which can still often be observed in the practice of teaching using the traditional method. If a student masters rational methods of working with a foreign text, then a learner is provided with the opportunity to understand a foreign text with different depths of penetration into its content: a student can read the title, scan and skim the text and determine what (to whom), it is dedicated, what issues it addresses, highlight the main facts (thoughts) in the text, find unfamiliar words in the dictionary or in the dictionary list of the textbook that make it difficult to understand, complete tasks on the content of the text or the form of its transmission.

Students must master writing as a means of learning a foreign language. This creates favorable conditions for the expansion of knowledge, the formation of skills and the development of skills. Mastering the methods of working in a foreign language is carried out first in the classroom (class) under the guidance of a teacher, and then independently in the office (laboratory) or at home.

With the complication of language and speech material, the range of methods of working in the language being studied should naturally expand; first, these are elementary techniques that facilitate the implementation of simple actions with educational material, then more complex techniques; from class (course) to class (course) to increase the amount of independent work of students, since it is impossible to learn a foreign language in such a way that it is practically impossible to learn a foreign language only in the classroom (no matter how intensively they go); show students and convince them that it is possible to master a foreign language only on condition of systematic independent work on it.

Practically mastering the language, being not in a language environment, is possible only with daily classes, spending at least 7-10 minutes on them at the initial stage of learning a foreign language and 15-20 minutes in the continuation. You can always find time to do some part of your homework. The teacher giving homework, must first show how to distribute its implementation in time. For example, he says: "Do exercise No. 5 today, it will take you 5-7 minutes, read text No. 2 tomorrow, spending 10-12 minutes reading," etc. Students need to be explained that it is much better if they spend 15-20 minutes daily on foreign language classes than an hour and a half on the eve of a lesson in the classroom. The learning effect will be much higher in the first case.

A pedagogue should show students what are the ways of replenishing knowledge of a foreign language, applying acquired skills and abilities. These include, first of all, active, systematic reading. The observations show that the student rereads interesting texts in a foreign language with pleasure. It is necessary to help students find texts that would be accessible to them in terms of language and are interesting.

The books with such texts can be found in libraries. Teachers often themselves create a library for their students and the latter, in turn, make sure that books are regularly exchanged, and everyone can read them. Another means is listening to lessons recorded on disks, listening to songs and learning them.

The satisfaction with the results of the work spent on learning a foreign language, the joy that a learner can apply it in speaking, reading, helps to increase motivation in learning in a student. This is also ensured by positive reinforcement, constant recording of the student's progress in mastering each portion of the educational material. Reinforcement can come in a variety of forms.

These are objective methods of control (tests); reacting remarks of the teacher to the actions of the student with educational material; completion of tasks and finally, the approval of comrades.

The requirement to take into account the individual characteristics of the student in the learning process is a long tradition. Educational programs emphasize the transition from the average student orientation to differentiated and

individualized learning programs. In the pedagogical literature, individualization is defined as “taking into consideration in the process of teaching the individual characteristics of students in all its forms and methods, regardless of which features and to what extent are taken into account”.

At the same time, it is not at all supposed to take into account the characteristics of each student; most often, researchers limit themselves to taking into account a group of students similar in some set of qualities. Individualization can be viewed from the point of view of the learning process, the content of education and the construction of the system. The first of them concerns the selection of forms, methods and methods of teaching, the second - the creation of curricula, programs, educational literature and the preparation of tasks for students, and the third - the formation of various types of schools (lyceums, colleges) and classes (groups).

It is necessary to create the necessary conditions for the student to develop the inclinations and abilities optimally, to provide him with the opportunity to choose, search and manifest his individuality. This can be realized with the help of differentiated learning, which allows “to adapt the content, methods and pace of the student's learning activities to his characteristics, monitor his progress from ignorance to knowledge, make the necessary corrections in time in the activities of the student and teacher”.

Differentiated learning - 1) a form of organization of the educational process, in which the teacher works with a group of students, compiled taking into account the presence of any significant general qualities for the educational process (homogeneous group); 2) part of the general didactic system, which provides specialization of the educational process for different groups of students (Tomlisnon, 2001).

The principle of differentiation of education is the position according to which the pedagogical process is built as a differentiated one. One of the main types of differentiation is individual learning. The technology of differentiated learning is a set of organizational decisions, means and methods of differentiated learning. The principle of individualization and differentiation is also fundamental for teaching a

foreign language (I.N. Vereshchagina, N.D. Galskova, N.I. Gez, V.V. Safonova, S.F. Shatilov, etc.).

What individual characteristics should be the basis for organizing the learning process and mastering foreign language reading by various groups of students? In modern domestic and foreign psychological and methodological literature, along with a description of various temperaments, one can find a description of various classifications of types and about fifteen styles of university students.

Differentiation according to the level of mental development, according to the level of learning and learning is assessed in modern pedagogy and methods of teaching a foreign language ambiguously. On the one hand, unjustified and inexpedient “equalization” of students is excluded, the teacher has the opportunity to help the weak and pay attention to strong students, the desire of strong students to move faster and deeper in education is realized.

3.2. Ethics.

On the other hand, the division of students according to the level of development is inhumane, since the weak are deprived of the opportunity to reach out for the stronger ones, the transfer of students to weak groups is perceived by them as a humiliation of their dignity, due to the imperfection of diagnostics, extraordinary students are transferred to the category of the weak, in strong groups there is an illusion exclusivity and in the group of “weak” students the level of self-esteem decreases (Schmoker, 2017).

Following only one method of teaching reading, the psychological characteristics of the perception of all students are not taken into account, the already inherent abilities of some do not improve, or the abilities that do not yet exist in others do not develop. Only a combination of different ways and methods of teaching reading can resolve this contradiction. The combination of various teaching methods, auditory, kinesthetic and visual sensations makes it possible to more fully and comprehensively strengthen the temporal connections between a word in a foreign language and the concept it denotes.

In the methodology and psychology of teaching reading in a foreign language, it is noted that reading is “deeply individual and depends on the general level of a student’s education and his ability to read in his native language, the formation of his foreign language skills and abilities, and the development of reading technique” (Geak, 2008). When selecting material for teaching students foreign language reading, its didactics and organization into a coherent, internally consistent system, it is necessary to take into account: versatility (involving not only the intellect, but also emotions, aspirations, other aspects of the personality, the need for knowledge, the desire to complete the work, etc.).

The study of each lesson is included as a dependent element in connection with other elements; collisions (collisions, comparisons and oppositions, including intercultural ones); variability of methods of work, sequence of tasks, their nature; redundancy of the material, the possibility of choosing the content, ways and means of teaching foreign language reading; a combination of "hard management" at the initial stage and "free choice" of the content, ways and means of teaching foreign language reading at the final stage within one lesson, a combination of external and hidden control; self-management, self-learning and self-knowledge (individual abilities, formation of an individual reading style) in combination with external management or advisory support from the teacher; drawing up recommendations for all subjects of the educational process (student, teacher, parents), which stipulate general and differentiated conditions for teaching foreign language reading.

Differentiated teaching of foreign language reading to students and their personal development will be effective if the learning activities of students are combined with their individual characteristics, namely, their dominant type of thinking and cognitive style, their belonging to a certain psychotype. E.S. Rubinsky considers in detail the importance of the individual approach as one of the general pedagogical and didactic principles.

Firstly, the principle of an individual approach, unlike other didactic principles, emphasizes the need to systematically take into account not only the

socially typical, but also the individually unique in the personality of each student. Secondly, every student, without exception, needs an individual approach. This sign of the principle under consideration follows from the provision on a humane approach to the student's personality.

Thirdly, an individual approach is an active, formative, developing principle, which implies the creative development of the student's individuality (Jump up to, 1999)]. This means that an individual approach is understood as “orientation to the individual psychological characteristics of the student, the choice and application of appropriate methods and techniques, various options for tasks, the dosage of homework” (Tomlinson, 1999). It is a didactic principle that makes its own adjustments to the organization of the learning process.

In the pedagogical literature, the concept of “individualization of learning”, akin to “individual approach” is often encountered. However, the individual approach is a didactic principle. Individualization is understood by a number of authors (Geak, 2008), as a practical organization of the pedagogical process, taking into account the principle of individualization.

In the “Pedagogical encyclopedia” individualization is defined as "the organization of the educational process, in which the choice of methods, techniques, pace of learning takes into account" the individual differences of students, the level of development of their ability to learn. In educational institutions it is carried out in conditions of collective work with the class.

The individualization of learning is defined as "the organization of the learning process" - any forms and methods of taking into account the individual characteristics of students: from minimal modification and group learning to completely independent learning; variation of forms, goals, teaching methods and educational material; use of individual training in all disciplines.

The glossary of terms and concepts on the issue of “Individualization of the educational process in the conditions of a modern school” gives the following definition of individualization of education “individualization of education is a joint activity of a teacher and students at all stages of the educational process, in

which the choice of methods, techniques and pace of learning takes into account the individual differences of students, the level of their learning abilities” (Jump up to, 2012).

We consider this definition to be quite general and vague, it more meets the requirements of individual learning as a form of didactic interaction, rather than reflects the full depth of individualization of learning in a mass university, although it fully reflects the principle of an individual approach. Therefore, the semantic nest of individualization includes the following definitions: individual approach, individualization of learning and individual learning. The latter involves the individual work of a teacher and a student in pairs.

Until recently, it was used in work with a student at home due to illness or work with the especially gifted. At the present stage, despite all the aspirations of pedagogy to switch to individualized learning, this method of learning for a number of reasons remains impossible in practical application (Jump up to, 2012).

Despite the similarity, these concepts are not synonymous and require a clear distinction. The main concept of the study is "differentiation and individualization of learning". In our point of view, the most capacious definition was given by I. Unt. She defines the individualization of learning as taking into account the individual characteristics of students in the educational process in all its forms and methods, regardless of which features and to what extent are taken into account. This allows the teacher not to be limited by any framework that restricts his activities.

According to I. Unt, the concept of individualization, popularized in pedagogical literature, does not at all imply the obligatory consideration of the characteristics of each, most often researchers limit themselves to taking into account groups of students similar in some way (Geak, 2008). I. Unt believes that in practice we are talking not about absolute, but about relative individualization.

In real educational practice, individualization is always relative for the following reasons: the individual characteristics of not each individual student, but a group of students with approximately similar characteristics; taking into account only

known features or their complexes, and precisely those that are important from the point of view of teaching (for example, mental abilities).

Along with the above-mentioned factors, there may be a number of features that are impossible or even not so necessary to take into account in a specific form of individualization (for example, various properties character or temperament) sometimes some properties or states are taken into account only if it is important for a given student (talent, health property). Individualization is not implemented in the entire scope of educational activities, but episodically, or in some form of educational work and is integrated with non-individualized work (Geak, 2008).

According to the author, individualization can be considered from the point of view of the learning process, the content of education, and the construction of a learning system in educational institutions. The first of them concerns the selection of forms, methods and techniques of teaching, the second - the creation of curricula, programs, educational literature and the preparation of tasks for students, and the third - the formation of various types of classes and groups (Pashler, 2008). The term "differentiation of education" refers to the division of curricula and programs in specialized schools, classes or senior secondary schools, as well as in lyceums and colleges, which is feasible on electives.

Therefore, based on the analysis of the literature, we can conclude that the concepts of "individualization" and "differentiation" are not the property of pedagogy alone. These terms are also interdisciplinary in nature. The subject of the sciences that study this phenomenon is certainly man. In the last decade, the problem of individualization and differentiation of education has been actively studied in Russian pedagogy.

The possibility of building training systems that are alternative to the traditional one was the impetus for the development of its theory and practice. Probably the fact that this process is still far from complete, and many scientists are studying it, explains the lack of a unified interpretation of the concepts of "individualization" and "differentiation" in the pedagogical literature. Due to their vagueness, borderline concepts appeared, vague in content, reducible to very narrow problems.

We believe that the most successful definitions of "individualization" and "differentiation" are the concepts of definition proposed by I. Unt.

As a consequence, we can talk about different groups of students depending on their psychotypes. The inclusion of various types of exercises in teaching reading ("from the whole to the particular" and "from the particular to the whole") provides the following advantages: it allows you to take into account the individual characteristics of each student, without focusing on only one way of mastering reading ("from the whole to the whole").

To combine different ways of teaching reading, using seemingly incompatible things in a complex, in one system of tasks is accessible and feasible for every student since the variety of ways to master reading in general and foreign language reading in particular allows everyone to find the path that suits only individual learner.

Thus, the principle of accessibility and feasibility implemented in practice will allow develop in the student those qualities that are inherent in him and qualities that are not given to him by nature; one cannot count on the fact that in a class or group everyone has the same type of memory and everyone belongs to the same psychotype. The task of the teacher is to choose for each student from the whole variety of methods and exercises those that are most effective for him in the process aimed at mastering the foreign language reading of students.

4. Discussion and Conclusion

The study and analysis of scientific and methodological literature on the problems of differentiated learning showed the identification of unresolved issues and made us draw a number of conclusions: the creation of curricula and programs, the creation of various areas of education invariably takes into account individual characteristics.

The division of curricula and programs in high school, lyceums and colleges is carried out in accordance with the inclinations and interests of students. Students receive education in all subjects of the standard curriculum and deeper in the field

of science, which is of theoretical importance for the chosen specialty. Much attention is paid to the teaching of specialized subjects.

Differentiation acts as a means of individualization of learning. In the context of the individualization of learning, the concept of "differentiation" comes from the characteristics of the individual, his personal qualities. However, it must be borne in mind that the concept of "differentiation" is also used in a broader sense: in the formation of the content of education and the organization of educational work, differentiation is carried out according to age, gender, nationality and other characteristics.

Consequently, a differentiated approach is being implemented, which, on the one hand, implies relying on the current level of development and knowledge of various students and on the other hand, revealing the "zone of their proximal development", gradually transferring them to a more perfect mastery of knowledge and methods of acquiring it. This approach is based on the humanistic basis of education and gives a perspective in the development of each student.

In this scientific review article we have clarified the content of the concept of "differentiated approach in teaching a foreign language" and proposed our author's such definition as "Differentiated approach in teaching a foreign language is an approach that reveals, develops cognitive needs, improves mental activity, solves problems, creates a methodological system on a motivational basis, forms adequate self-assessment, which encourages learning activities and builds an individual trajectory of learning a foreign language".

The factors and pedagogical conditions for a differentiated approach to teaching reading skills in a foreign language have been also identified. The analysis of curricula and the experience of professional educational institutions on the research problem is carried out. The main means of a differentiated approach in teaching reading skills in a foreign language to students of higher educational institutions should be a holistic pedagogical system.

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