

УДК 378.147

DOI: 10.31652/2412-1142-2025-75-98-106

**Osaulchyk Olga Borysivna**

Candidate of Pedagogical Sciences, Associate Professor

Vinnitsia Institute of Trade and Economics, Kyiv State University of Trade and Economics (Ukraine)

ORCID ID: 0000-0003-4933-0652

*o.osaulchyk@vtei.edu.ua*

## POSSIBILITIES OF DIFFERENTIATING THE EDUCATIONAL PROCESS WHEN STUDYING A FOREIGN LANGUAGE IN HIGH EDUCATION INSTITUTIONS

**Abstract.** The article is devoted to the practical aspect of implementing a differentiated approach in the educational process when studying a foreign language (English). It is determined that student groups are multi-level in the English knowledge at the time of entering a higher educational institution. The last is meant to be the main reason for the need to implement differentiated learning. It is emphasized that it is the differentiated approach that contributes to the implementation of the pedagogical principle of the feasibility of learning and is a driving force in increasing student motivation. In the specified context, differentiated learning means modifying the educational space to the educational characteristics and needs of students, without changing the goals of learning. The study determined the role and place of individualization of learning, namely as one of the main characteristics of the differentiated learning within a student group. The study found that the features of human perception and processing of information can become the main methodological basis for the implementation of differentiated approach in a foreign language studying. According to the results of our study, it is advisable to present foreign language thematic material in different styles in student groups: firstly, in the form of reading the topical text, secondly, noting new lexical units, then listening to audio of a native speaker or watching the video material on the topic and finally schematic reproduction of the main information elements. Such differentiated presentation of the thematic material becomes the theoretical part of a foreign language class, which is followed by the practical part. During the study, it was emphasized that the most optimal at the practical stage is work in small groups, where students are divided into 3-4 people according to the level of proficiency in the foreign language. Performing tasks of varying complexity in small groups corresponds to the principle of feasibility and allows students to work at their own pace, according to their capabilities. In the specified context, we consider differentiated assessment to be no less important. Differentiated assessment is defined as an integral part of differentiated learning, which allows assessing each student's own individual progress, as well as the amount of work done by him. It is noted that differentiated approach is important for students, but not easy to implement, as it requires more time for the preparation on the teacher's side. The problem is deepened by the lack of an appropriate methodological base: ready-made textbooks with audio and video support, differentiated tasks of varying complexity for different-level student groups, which in turn determines a niche for further methodological developments, scientific explorations and conclusions.

**Keywords:** differentiated approach; multi-level student group; foreign language learning; different styles of presenting information; performing tasks of various complexity; small student groups; differentiated assessment.

## INTRODUCTION

**Problem Statement.** In modern conditions, the primary tasks in the system of teaching a foreign language, among others, are the implementation of the ideas of student-centeredness: a model of education development in which a higher education applicant turns from an object into a subject of educational activity. This approach considers the student to be an active participant in the scientific and educational process, who is able to determine the optimal ways and possibilities of achieving educational goals. In its turn, adaptation to the educational opportunities and preferences of the student can be efficiently implemented in the differentiation and individualization of the educational process. This approach becomes especially relevant in higher education, taking into account the fact that as the first year students have different level of foreign language knowledge after school. The latter has a number of reasons and consequences. In particular, among the reasons for the low level of proficiency in a foreign language, there are the following: lack of interest in the subject, personal attitude to studying a foreign language, rejection of the school teacher, etc.

As for the consequences, the most obvious are the feeling of discomfort in expressing one's thoughts in a foreign language, reluctance to communicate, fear of making mistakes, etc. This way university student groups are multi-level and thus they require differentiated approach and learning.

Among the most popular steps taken in higher education establishments, we can single out the following: the teacher conducts a preliminary assessment test and determines the level of the student's school knowledge. Determining the student's level of English proficiency, his needs, motivation and goals becomes a cornerstone in the search for ways to achieve positive learning outcomes. This type of testing can be done using standardized tests to determine the level, questionnaires and personal communication with students [1]. This way the situation in the student group becomes clear: namely what level of English knowledge dominates in the tested group. Among the unpopular steps, but quite effective and real, there is the division into "strong and weak" student groups. This approach is unpopular both among students and among teachers: teachers are reluctant to teach in such groups, while students get the understanding of belonging to a weak group and therefore feel uncomfortable and passive. In addition, everyone has their own history of learning a foreign language and got used to the methodology of his school teacher. At the same time such problems can be flexibly and effectively leveled with the implementation of a differentiated approach to foreign language teaching.

Thus, J. Scrivener points out that any student group is a multi-level one, though each student has a different potential in studying any subject, the so called "individual range of levels" [2]. However, the mentioned problem is often ignored by the teacher or at least does not receive sufficient attention. Actually, the teacher should not focus attention on the "average-knowledge" student, because the consequences of such an approach are the loss of motivation of other students, students with the level of knowledge above and below the average [3, p. 136].

**Analysis of recent researches and publications.** The problem of individual approach and differentiated learning is not new, still it's not widely implemented into the educational process as its methodological base is poor. Therefore many researchers and scientists go on investigating the possibilities of differentiated learning. The theoretical and methodological principles of differentiated learning were considered by K. Anderson [8], B. Bowler [1] Lawrence-Brown, V. Volodko, S. Drazhnytsia, M. Englehart, D. Kratvol, E. Millis, O. Nalyvayko, O. Povidaychyk, J. Scrivener [2], K. Tomlinson [6], E. Furst, N. Fleming, W. Hill, T. Hall, V. Sharko, V. Shulyk, O. Yaroshenko. The study of the prospects for the implementation of differentiated learning in higher education was given attention by O. Akdemir, O. Gladka [5], V. Luchkevich [4], U. Ketsyk-Zinchenko [3], T. Pomirkovana [3], I. Romanov, R. Felder, M. Chamberlin. Some researchers associated a differentiated approach with the individualization of the learning process, as evidenced by relevant studies (Z. Vetrov, T. Nekrasova, S. Nikolaeva, V. Orlov, R. Shchukin). However, less research attention has been paid to the methodology for implementing a differentiated approach in different-level student groups during foreign language learning.

**The purpose of the article.** The purpose of the article is to highlight possible methodological resources for differentiated learning while conducting foreign language classes in multi-level student groups.

**Theoretical basis of the study.** The term "differentiated learning" arose and began to be actively introduced into the educational process at the end of the last century. Differentiated learning in the context of foreign language learning is understood as a learning system in which the individual psychological characteristics of each student are taken into account, and each student becomes an active participant of learning process with many opportunities. The role of the student as a subject of learning is expressed, in this case, in the participation as for choosing their educational path and the awareness of their responsibility for the course of the educational and cognitive process [4, p. 338] Another definition of differentiated learning defines it as kind of special training, which is as close as possible to the cognitive needs of students and their individual characteristics, thus making the student an active participant in his cognitive activity. It also ensures that each student learns the content of education at the level that is available to him at the moment, which allows him to see his tasks in the future for the entire period of learning a foreign language [5, p. 380].

Differentiated learning in language education is rooted in several educational theories and pedagogical frameworks that emphasize individual learning needs, multiple intelligences and strategies. This approach acknowledges that learners vary in their cognitive abilities, learning styles, cultural backgrounds, and prior knowledge, requiring adaptive instruction to maximize language acquisition. Among the most powerful theories there are B. Gardner's Multiple Intelligences Theory (1983), C. Bloom's Taxonomy (1956, Revised 2001), Tomlinson's Differentiated Instruction Model (1999, 2001). Thus, Howard Gardner proposed that individuals learn in different ways through multiple intelligences: linguistic intelligence (writing essays, storytelling, debates); logical-mathematical intelligence (grammar puzzles, structured syntax exercises); visual-spatial intelligence (mind maps, graphic organizers); musical intelligence (learning English through songs, rhymes); bodily-kinesthetic intelligence (role-playing, TPR-Total Physical Response). In his turn Bloom's Taxonomy categorizes cognitive learning from lower-order to higher-order thinking skills. Tomlinson's Differentiated Instruction Model summarized that differentiation in learning English involves: remembering and understanding in vocabulary exercises, comprehension questions; applying and analyzing in writing summaries, comparing texts; evaluating and creating in debating topics, creative writing, project-based learning. Within this framework teachers can design tiered tasks that accommodate different proficiency levels. Carol Ann Tomlinson defines differentiation in education as modifying instruction based on content, process, product, and learning environment. "Content" means using varied texts, videos, and multimedia resources; "process" predetermines implementing peer collaboration and individual tasks; "product" means offering flexible assessment options (e.g., essays, presentations, portfolios); "learning environment" is creating an inclusive, supportive classroom atmosphere.

Currently, there is a huge number of directions in differentiated learning: by learning goals, by learning content, by methods and technologies, by level of learning, by pace of learning, by age, by gender, interests, level of mental development, personal and psychological types, level of health, etc.

In general, two groups of factors are distinguished that determine the differences in the knowledge level of students [5, p.378]:

- external factors that affect the education system as a whole;
- internal factors directly related to the system of foreign language education in higher education.

Among the external factors we distinguish socio-economic and political factors that contribute to the emergence of such processes in modern education as democratization, globalization, integration and humanization of education. Thus, there is a tendency to form an educational approach to learning that allows the student to be in first place, taking into account their interests, desires, opportunities and abilities, and also recognizes the right of everyone to be particular and have own unique path of development. In this regard, one of the goals is to modify and renew a system of education that would satisfy the individual's need for self-realization and self-development, and the disclosure of the creative potential.

Among the internal factors, we distinguish factors caused by local problems. We call these factors socio-pedagogical and include the activities of specialists who are directly involved in educational process. Internal factors also include the activities of students and teachers who directly implement program requirements. This factor can reduce the effectiveness of learning for two reasons. On the one hand, usual teaching approach brings to the "lack" of motivation in learning English among students with a high level of language proficiency because of the necessity to "wait for" weak groupmates and, conversely, there is impossibility for weaker students to catch up with the strong ones. On the other hand, there can be unwillingness of teachers to implement pedagogical innovations in the learning process such as differentiated learning.

The presence of numerous scientific studies regarding the appropriate psychological and pedagogical conditions for the personality development became the driving force in revising the methodological principles of efficient organization of education. Scientists emphasize that the

implementation of differentiated learning does not change the goals in learning a foreign language, but allows students to adapt flexibly to the educational environment and find a personal way to achieve the main goal, namely to learn to communicate in a foreign language. In the specified context, V. Luchkevych notes that within a differentiated approach, the main goal is to allow all students to achieve the same goals in different ways, but not to differentiate educational goals according to the language level of each student [6, p. 253]. Differentiation in foreign language teaching means the implementation of such means and mechanisms for solving student difficulties, which contribute to facilitating the achievement of educational goals.

A differentiated approach provides the ability to combine and vary not only the educational material in accordance with the level of preparation of students, but also the modification of the educational space in accordance with the needs and inclinations of students. Usually, the modification of the educational environment means simplifying the content of the academic discipline and the teaching program, thus freeing up space and time to focus on individual types of work, for better automation of skills, in accordance with the needs and abilities of the student.

It should be noted that the differentiation of learning is closely related to the individualization of learning and, in fact, is based on it. Despite the common opinion that both terms have the same origin and meaning still there is a significant difference between them: when implementing an individual approach the teacher's attention is focused on the needs and goals of every student individually, while within differentiated learning, it is focused on the educational goals of a multi-level group. The last means there is one common educational goal for the whole group, and groups of students can get better progress depending on their learning styles, readiness and interests [7, p. 249]. Thus, with a differentiated approach, individualization of learning plays the role of one of the main characteristics and allows successfully modify the learning space to the educational needs and capabilities of each and every student in order to effectively achieve a common goal.

Most English teachers agree with the opinion that learning a foreign language, more than any other subject, requires an individual approach. The subject of learning a foreign language, as well as learning any foreign language in general, is closely related to a person's inner world, his family, hobbies, preferences, etc. Ignoring personal individualization, separating speech acts from real feelings, thoughts, interests, that is, from the practical attitude of the individual to learning, we force students to consider language only as a formalized system, and not a tool of communication. Thus, personal individualization in learning takes into account: the context of the student's activity; the student's life experience; the sphere of interests, desires, inclinations; his own worldview; the emotional-sensory sphere; the status of an individual in the team (popularity among comrades, mutual sympathy for finding language partners, appointment of a leader in language groups) [5].

A differentiated approach demands the definite actions of a teacher, namely to study the psychological and psychophysical characteristics of students through observation and testing. Such individual characteristics as the type of thinking, channel of perception, temperament, level of understanding, motives, value orientations, worldview, can be grounds for differentiation; to be able to form small groups of students correctly; to prepare information and tasks for students accordingly [4, p.339].

When forming small student groups, one should take into account two important characteristics: the level of academic success of students and the nature of interpersonal relationships. Students can be grouped either according to the homogeneity (homogeneous groups) or the heterogeneity (heterogeneous groups) of academic success. Homogeneous groups can consist of either only strong students/cadets, or only average and even weak students/cadets (although a group consisting only of weak students does not justify itself). Homogeneous groups as permanent units in the case of differentiated learning, as a rule, do not justify themselves in practice, since the awareness by students of what "level" they belong to entails snobbery in strong students and a sense of inferiority in weak ones; average and weak students remain without the developmental influence of strong students. However, such a division is indispensable if you need to effectively teach any material or perform a more complex role-playing performance [5].

We support the popular idea among scientists, that heterogeneous groups are the best option, as thus more favorable conditions for interaction and cooperation between students are created.

Within such groups strong students influence others, weaker ones and this way they help to raise the overall level of the group. However, it is also possible that the leader will replace the entire group, reducing the participation of others in the collective completion of the task to a minimum. Therefore, when forming groups, it is important to take into account the nature of the students' interpersonal relationships. Psychologists agree that students should be selected into the group according to their friendly relations. Only in this case, a psychological atmosphere of mutual understanding and mutual assistance arises in each small group, that also positively affects on the whole group in general.

The peculiarities of human perception and processing of information provide more opportunities for differentiation of the learning process. The traditional division of learning methods VAK (Visual, Auditory, Kinesthetic) was supplemented by the Reading/Writing style, transforming the model into the VARK learning model according to Neil Fleming and K.E. Milois. This idea grew in popularity in the 1970s and 1989s, however there isn't much research supporting the use of such styles, though to our mind it's worth attention.

When preparing for classes, the teacher takes into account the psychological characteristics of students as the acceptance of the information and the final result depends on it. Visual style is characterized by the preference of students for reading, the use of tables and diagrams to understand ideas and concepts, and the need to see information on the board. In order to most effectively involve students with a preference for a visual style, the teacher can use various diagrams, drawings; organize information using colors, tables and diagrams. Auditory, as a rule, learn better by listening, absorb material from videos well; follow verbal instructions better than written ones. Since it is difficult for such students to remain silent for a long period of time, it is necessary to involve their students in group discussions. Kinesthetic or "tactile" students learn by touching objects in the world around them. They enjoy being in the center of things, playing roles to understand a concept or idea. Because of their active nature, kinesthetics have the hardest time succeeding in ordinary settings. These students learn best through games, projects, and hands-on learning. A student with the Reading/Writing learning style is considered a subtype of a visual learner. These students find writing, reading articles, and taking notes to be the most useful during their learning. Differentiated learning aims to provide each student, regardless of their learning style and prior training, with the opportunity to demonstrate their level of knowledge and skills on a particular topic in the most comfortable way for them, in the form of tests, projects, reports, etc. [7]. Belonging to a particular type of a learner according to their way of information perception can also assist in forming students' small groups. Moreover, this approach can become the basis for creating small groups and preparing appropriate differentiated learning tasks.

To determine what kind of a learner each student is N. Fleming developed a specific psychological test with different possible situations of learning. For example, the task is to learn how to cook and one has to choose the way to learn it:

- A) by looking at pictures of the step-by-step cooking process;
- B) by listening to the expert;
- C) by reading how to cook the dish;
- D) by watching someone else perform the skill and then trying it yourself.

This simple test can help both the teacher and the learner to define what type of learner one is. According to the results of our investigation such a test should be introduced at the initial stage of learning in order to unite students into small groups later, relying on the type of their perception and processing information.

**Results of the study.** Within a multi-level student group, it may be appropriate to use all the specified methods of presenting the material: a schematic representation of the main informative stages, listening to an expert on the topic, watching videos, reading the relevant text, and taking notes on new lexical items. This way we can create modifying the learning space in accordance with the needs of individual categories of students. As our study shows the only thing that matters is the priority of presenting new material. First of all, as an introduction, we would introduce reading and noting new lexical units, then watching a video with audio, and finally, for consolidation, a schematic representation of the main steps. At this stage, according to the results of our previous

research, it may be effective to create mental maps that will become a self-created information product to systematize and activate the previous educational material [9].

In addition to presenting new material in different formats (audio, video, text, schematic), differentiation of learning involves individualization of tasks: the ability to choose topics or projects based on one's own interests and the use of different levels of difficulty of tasks.

According to the results of our study, the best option for classroom work could be the work in small groups, where students work on the same task, but differently. Students can be organized into small groups according to their level of proficiency in a foreign language. Approximately in a foreign language subgroup of 14 people, we can distinguish three or four levels: high (level 1 = No. 1), sufficient (No. 2), medium (No. 3) and low (No. 4). If necessary, the sufficient level that can be avoided, three levels would be enough. Accordingly, in each small group there are three to four people. Moreover, an important point is to avoid a direct announcement of such a division into levels: the teacher distributes tasks to students without unnecessary comments, it is desirable that the tasks be in written form. We suggest designating differentiated levels as No. 1, No. 2, No. 3 and No. 4, respectively. As noted above, such an open division can be offensive to the student, so it is better to avoid it. In our opinion, the best comment would be something like: "some people were lucky to get easier tasks today". As an example, we show how it works with a short dialogue on the topic "Shopping" with the learning aim to reproduce it in a foreign language.

**Shop Assistant:** Good afternoon. Can I help you?

**Customer:** Good afternoon. Yes, please. I'm looking for an elegant dress for a party.

**Shop Assistant:** What color would you like?

**Customer:** I don't know. What colors have you got?

**Shop Assistant:** We have all colors. What do you think of blue? I think it matches your eyes and your blonde hair!

**Customer:** OK. Have you got it in medium size?

**Shop Assistant:** Yes, here you are.

**Customer:** OK, thanks, I will try it on.

**Shop Assistant:** Of course. The changing room is there. Does it fit?

**Customer:** Well, it is a little small. Have you got a bigger one?

**Shop Assistant:** Only in red. Would you like to try it on?

**Customer:** Yes, thank you. ... It fits perfectly.

**Shop Assistant:** Yes, and it suits you well.

**Customer:** How much is it?

**Shop Assistant:** It's 55 Euros.

**Customer:** I'll take it. Can I pay by card or in cash only?

**Shop Assistant:** You can pay in cash and by card, too.

**Customer:** Here is my card.

**Shop Assistant:** Thank you. Please sign here. Goodbye. Thanks for shopping here.

**Customer:** Thank you, goodbye.

Having introduced the new vocabulary, read and listened to a dialogue in a foreign language, the students in small groups can be offered the following tasks for consolidation, starting from the easiest:

No. 4: complete the abbreviated version of the dialogue with the appropriate words or expressions in the foreign language and act it out (missing lexical units: help, try, size, color, fit, cash, card, changing room, Euros);

No. 3: complete the full version of the dialogue and reproduce it in abbreviated form (missing lexical units: elegant dress, try on, medium size, fit perfectly, cash or card, changing room);

No. 2: complete the full version of the dialogue and reproduce it as close as possible to the text. (missing lexical units: I am looking for, you would like, match eyes, here you are, a little small, by card, in cash, changing room);

No. 1: complete the full version of the dialogue and reproduce it with a different ending (missing lexical units: I am looking for, match eyes and hair, in medium size, a little small, a bigger one, suit well, pay by card or in cash).

Thus, students with a foreign language proficiency level below the average receive simpler texts and basic exercises, correspondingly more complex tasks are given to "stronger students". This way every student in a multi-level group has the opportunity to work in his own pace and tempo. According to Kelly M. Anderson, teachers who differentiate believe that everyone is unique, with differing learning styles and preferences [10].

Within the differentiated approach we have to note the importance of the same approach in assessment. The assessment should be also differentiated, since it reflects the student's individual progress, the amount of work completed, etc. Differentiation cannot be considered as a one-time tool used at any stage of learning and in relation to any group of students/cadets (strong, average or weak). It must permeate the entire learning process. It must serve the student, the development of his abilities for foreign language speech activity.

**Conclusions and Prospects for Further Research.** Thus, education in modern conditions requires a differentiated approach, since otherwise students can waste much time, that is so precious in the modern rhythm of life. Students can have additional jobs, actually they are pressed for time. Therefore, a modern student values his own time and being at a university classes he is much interested in getting the maximum knowledge and use of it. Mostly, when studying a foreign language, students prefer to gain practical skills in everyday and professional communication in a foreign language. In a multi-level student group it becomes a difficult task, as their level of English knowledge is different, therefore the only way out is implementing differentiated approach. First of all, according to the results of our study, the differentiation of learning involves the individualization of tasks in the form of adapting materials to the needs and capabilities of the student. We came to the conclusion, that at the theoretical stage of learning it is quite appropriate to present new material in different formats: text, audio, video, schematic formats. At the same time, at the practical stage, it is advisable for students to work in small groups using tasks of different levels of complexity, which enables students to work productively according to their own capabilities and preferences.

While differentiating the learning environment, it is necessary to think about a non-standard approach to organizing classes. According to the results of our study, this is a change in the educational environment (students' work in small groups, creating the opportunity to work at an individual pace, completing feasible tasks). Educational applications and online resources, which currently offer adaptive educational materials and exercises that are adjusted to the student's level of knowledge, contribute to the deepening of individualization of learning within the framework of a differentiated approach. Particularly important, in our opinion, is the implementation of a parallel system of differentiated assessment, which allows the student to work at his own pace and perform his own volume of work, at the same time having no comparison with other student groups. To some extent the student can depend on the other students from his small group, he has to work in the tempo of the small group he is in. However, on one hand work with the students of the same level can create the atmosphere of positive competition, on the other hand differentiated learning doesn't mean individual learning, but learning in a multi-level group with definite learning goals.

In the above context, it is worth noting that the differentiated approach can be attractive for students, but not for the teacher, since it requires more extensive and thorough preparation for the class. This difficulty may be deepened because of the lack of the appropriate methodological base: today there are no ready-made textbooks focused on differentiated foreign language teaching. Most modern textbooks and relevant tasks are focused on the average student and are created in a text-written format, usually not supported by schemes, audio and video resources for each individual topic. From another perspective, it is in the further development of the methodological base, the creation of updated textbooks focused on differentiated teaching, that we see prospects for further exploration and development.

## References (TRANSLATED AND TRANSLITERATED)

- [1] Bowler, B. & Parminter, S. (2022) Mixed-level teaching: Tiered tasks and bias tasks. *Methodology in language teaching: An anthology of current practice*. Cambridge, UK: Cambridge University Press, Chapter 6, 59-68. DOI: 10.1017/CBO9780511667190.010 (in English)
- [2] Scrivener, J. (2005) *Learning teaching: A guidebook for English language teachers*. Oxford: Macmillan Education. 434 p. [online]. URL: <https://jonturnerhct.wordpress.com/wp-content/uploads/2015/08/learning-teaching-by-james-scrivener.pdf> (in English)



- [3] Ketsyk-Zinchenko, U. & Pomirkovana, T. (2022) Differentiation of English teaching in different-level groups of non-language faculties of higher education institutions. *Current issues of the humanities*, 56(2), 135-141. [online]. URL: [http://www.aphn-journal.in.ua/archive/56\\_2022/part\\_2/21.pdf](http://www.aphn-journal.in.ua/archive/56_2022/part_2/21.pdf) (in English)
- [4] Dychkivska, I. (2004) *Innovative pedagogical technologies: a textbook*. Kyiv: Akademvydav, 2004. 218 p. [online]. URL: <https://eltutor.at.ua/Podskazki/Dychkivska.pdf> (in Ukrainian)
- [5] Romanov I. Differentiated learning in foreign language classes: role, content and prospects. *Molodyi vchenyi: pedahohichni nauky*. Odesa, 2018. No. 1 (53), 378-381. (in Ukrainian)
- [6] Luchkevych, V. (2022) Implementing a differentiated approach to learning a foreign language: theoretical and methodological aspect *Pedahohichni nauky: teoriia, istoriia, innovatsiini tekhnolohii*. Odesa, № 1(115), 252-260. (in Ukrainian)
- [7] Gladka, O. (2023) Implementation of a differentiated approach to foreign language teaching for students of non-philological specialties. *Actual issues of the humanities*, 60(1), 247-251.[online]. URL: [http://www.aphn-journal.in.ua/archive/60\\_2023/part\\_1/36.pdf](http://www.aphn-journal.in.ua/archive/60_2023/part_1/36.pdf) (in English)
- [8] Tomlinson, C. A. (2001) *How to Differentiate Instruction in Mixed-Ability Differentiated Instructions. Classrooms* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development, 124 p. (in English)
- [9] Osaulchuk, O. (2018) Using mind maps as a basis for presentation in the process of teaching foreign languages in higher education. *Innovatsiina pedahohika*, № 8, 96-100. (in Ukrainian)
- [10] Anderson, K. M. (2007) Differentiating Instruction to Include All Students. *Preventing School Failure*. Vol.51(3), 49-54. [online]. URL: [https://cmapspublic3.ihmc.us/rid=1H1QYBMQZ-LVS4GQ-5CW/Anderson\\_DI.pdf](https://cmapspublic3.ihmc.us/rid=1H1QYBMQZ-LVS4GQ-5CW/Anderson_DI.pdf) (in English).

## МОЖЛИВОСТІ ДИФЕРЕНЦІАЦІЇ НАВЧАЛЬНОГО ПРОЦЕСУ ПІД ЧАС ОВОЛОДІННЯ ІНОЗЕМНОЮ МОВОЮ У ВИЩОМУ НАВЧАЛЬНОМУ ЗАКЛАДІ

**Осаульчик Ольга Борисівна**

кандидат педагогічних наук, доцент

Вінницький торговельно-економічний інститут

Київського державного торговельно-економічного університету,

м. Вінниця, Україна

ORCID ID: 0000-0003-4933-0652

*o.osaulchuk@vtei.edu.ua*

**Анотація.** Стаття присвячена практичному аспекту впровадження диференційованого підходу в освітній процес під час вивчення іноземної мови (англійської). Визначено, що студентські групи є різнорівневими вже на момент вступу до вищого навчального закладу, що є основною причиною необхідності впровадження диференційованого навчання. Наголошено, що саме диференційований підхід сприяє реалізації педагогічного принципу посиленості навчання і є рушійною силою у підвищенні мотивації студентів. В означеному контексті диференційоване навчання означає модифікацію навчального простору під освітні особливості і потреби студентів, не змінюючи цілей навчання. В ході дослідження визначено роль і місце індивідуалізації навчання, а саме в якості однієї з основних характеристик диференційованого підходу. В ході дослідження з'ясовано, що особливості сприйняття і переробки інформації людиною можуть стати основним методологічним підґрунтям в реалізації диференційованого навчання іноземної мови. За результатами нашого дослідження у студентських групах доцільним є представлення іншомовного тематичного матеріалу в різних стилях: у вигляді читання інформаційного тексту, занотовування нових лексичних одиниць, аудіопрослуховування носія мови, відеоматеріал за темою, схематичне відтворення основних інформаційних елементів. Таке диференційоване ознайомлення з тематичним матеріалом є теоретичною частиною занять з іноземної мови, якій слідує практична частина. В ході дослідження акцентовано, що найоптимальнішою на такому етапі є робота в малих групах, де студенти поділені в кількості 3-4 особи відповідно до рівня володіння іноземною мовою. Виконання завдань різної складності у малих групах відповідає принципу посиленості й дозволяє студентам працювати у своєму темпі, відповідно до своїх можливостей. В означеному контексті диференційоване оцінювання визначено невід'ємною частиною диференційованого навчання, що дозволяє оцінити власний індивідуальний прогрес кожного студента, а також обсяг проробленою ним роботи. Зазначено, що диференційований підхід є важливим для студентів, проте нелегким до реалізації, оскільки потребує більшої затрати часу зі сторони викладача. Проблема поглиблюється відсутністю відповідної методичної бази: готових підручників з аудіо- та відео-супроводом, диференційованими завданнями різної складності для різнорівневих студентських груп, що у свою чергу визначає нішу для подальших методичних напрацювань, наукових розвідок та висновків.

**Ключові слова:** самостійна робота студентів; навички самоосвіти; вища освіта; аудиторна робота; мотивація; інформаційний пошук; автентичні джерела інформації.



## СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

- [1] Bowler, B. & Parminter, S. (2022) Mixed-level teaching: Tiered tasks and bias tasks. *Methodology in language teaching: An anthology of current practice*. Cambridge, UK: Cambridge University Press, Chapter 6, 59-68. DOI: 10.1017/CBO9780511667190.010
- [2] Scrivener, J. (2005) *Learning teaching: A guidebook for English language teachers*. Oxford: Macmillan Education. 434 p. [Онлайн]. Доступно: <https://jonturnerhct.wordpress.com/wp-content/uploads/2015/08/learning-teaching-by-james-scrivener.pdf>
- [3] Ketsyk-Zinchenko, U. & Pomirkovana, T. (2022) Differentiation of English teaching in different-level groups of non-language faculties of higher education institutions. *Current issues of the humanities*, 56(2), 135-141. [Онлайн]. Доступно: [http://www.aphn-journal.in.ua/archive/56\\_2022/part\\_2/21.pdf](http://www.aphn-journal.in.ua/archive/56_2022/part_2/21.pdf)
- [4] Дичківська І. Інноваційні педагогічні технології: навчальний посібник. К.: Академвидав, 2004. 218 с. [Онлайн]. Доступно: <https://eltutor.at.ua/Podskazki/Dychkivska.pdf>
- [5] Романов І. Диференційоване навчання на заняттях з іноземної мови: роль, зміст та перспективи. *Молодий вчений: педагогічні науки*. Одеса, 2018. № 1 (53). С. 378-381.
- [6] Лучкевич В. Впровадження диференційованого підходу до вивчення іноземної мови: теоретико-методичний аспект. *Педагогічні науки: теорія, історія, інноваційні технології*. Одеса. 2022. Вип. 1(115). С. 252-260.
- [7] Gladka, O. (2023) Implementation of a differentiated approach to foreign language teaching for students of non-philological specialties. *Actual issues of the humanities*, 60(1), 247-251. [Онлайн]. Доступно: [http://www.aphn-journal.in.ua/archive/60\\_2023/part\\_1/36.pdf](http://www.aphn-journal.in.ua/archive/60_2023/part_1/36.pdf)
- [8] Tomlinson, C. A. (2001) *How to Differentiate Instruction in Mixed-Ability Differentiated Instructions. Classrooms* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development, 124 p.
- [9] Осаульчик О. Використання карт розуму як основи презентації в процесі навчання іноземних мов у вищій школі. *Інноваційна педагогіка*. 2018. № 8. С. 96-100.
- [10] Anderson, K. M. (2007) Differentiating Instruction to Include All Students. *Preventing School Failure*. Vol.51(3), 49-54. [Онлайн]. Доступно: [https://cmapspublic3.ihmc.us/rid=1H1QYBMQZ-LVS4GQ-5CW/Anderson\\_DI.pdf](https://cmapspublic3.ihmc.us/rid=1H1QYBMQZ-LVS4GQ-5CW/Anderson_DI.pdf)

УДК 519.21:519.22:303.732.4(045)

DOI: 10.31652/2412-1142-2025-75-106-114

**Радзіховська Лариса Миколаївна**

кандидат педагогічних наук, доцент,  
доцент кафедри інформаційних систем та технологій,  
Вінницький торговельно-економічний інститут ДТЕУ,  
м. Вінниця, Україна  
ORCID ID: 0000-0003-0185-8036  
[larirad@ukr.net](mailto:larirad@ukr.net)

**Гусак Людмила Петрівна**

кандидат педагогічних наук, доцент,  
завідувач кафедри інформаційних систем та технологій,  
Вінницький торговельно-економічний інститут ДТЕУ,  
м. Вінниця, Україна  
ORCID ID: 0000-0002-0022-9644  
[gusak-lyudmila@ukr.net](mailto:gusak-lyudmila@ukr.net)

## ВИКОРИСТАННЯ ТЕОРІЇ ЙМОВІРНОСТЕЙ ТА МАТЕМАТИЧНОЇ СТАТИСТИКИ ПІД ЧАС ВИКЛАДАННЯ СИСТЕМНОГО АНАЛІЗУ

**Анотація.** В статті розглянуто особливості застосування ймовірнісного та статистичного методів як складових формалізованого методу системного аналізу. Відмічено, що нині все частіше на практиці якісні та кількісні методи використовуються комплексно. Математичний апарат є ключовим у більшості сучасних методів системного аналізу. А математичні методи системного аналізу є базовими у підготовці системних аналітиків з розв'язання практичних задач.