

**DEVELOPMENT OF STUDENTS' SPEECH ON THE BASIS OF A  
DIFFERENTIATED APPROACH**DOI: <https://doi.org/10.53885/edinres.2022.22.30.036>**Мамажанова Гунча Хамраевна,***Assistant Teacher of Department of Foreign Languages, Tashkent State Transport  
University, Tashkent, Uzbekistan*

**Abstract.** This article deals with the organization of English lessons at a university using a differential approach. Also, the individual characteristics of students, personality-oriented technologies, VAK-teaching are analyzed. The article also determines the number of students to organize an effective lesson.

**Keywords:** Structured approach, English, VAK-Teaching, Language Learning.

**РАЗВИТИЕ РЕЧИ СТУДЕНТОВ НА ОСНОВЕ ДИФФЕРЕНЦИРОВАННОГО  
ПОДХОДА****Мамажанова Гунча Хамраевна,***ассистент кафедры иностранных языков, Ташкентский государственный  
университет путей сообщения, Ташкент, Узбекистан*

**Аннотация.** В данной статье рассматривается организация уроков английского языка в вузе с использованием дифференцированного подхода. Также анализируются индивидуальные особенности учащихся, личностно-ориентированные технологии, VAK-обучение. Также в статье определяется количество учащихся для организации эффективного урока.

**Ключевые слова:** дифференцированный подход, английский язык, VAK-teaching, изучение языка.

**ТАБАҚАЛАШГАН ЁНДАШУВ АСОСИДА ТАЛАБАЛАР НУТҚИНИ  
РИВОЖЛАНТИРИШ****Мамажанова Гунча Хамраевна,***Тошкент давлат транспорт университети, чет тиллар кафедраси ассистент  
ўқитувчиси*

**Аннотация.** Ушбу мақолада табақалаштирилган ёндашувдан фойдаланган ҳолда университетда инглиз тили дарсларини ташкил этиш муҳокама қилинади. Шунингдек, талабаларнинг индивидуал хусусиятлари, талабаларга йўналтирилган технологиялар, OAK-тренинглари таҳлил қилинган. Мақолада самарали дарсни ташкил этиш учун талабалар сони ҳам аниқланган.

**Калит сўзлар:** табақалаштирилган ёндашув, инглиз тили, VAK-teaching, тил ўрганиши.

Introduction. The problem of organizing work with students individually and in multigroups can be one of the most difficult problems for higher education teachers. Because there is not enough time to cover all students, at least 12-18-20 and more people in each group, and work with them in all areas of speech development. Naturally, students have a constant speech problem, a speech barrier [5]. At the beginning of the school year, the teacher can set specific times of the day and week to identify opportunities in real time in each group, but this is not enough to organize lessons in both individual and small groups [1, 2, 3, 4]. This situation necessitates the choice of pedagogical technology and teaching methods that make it possible to immediately



activate all students at different levels of speech and information in the educational process.

**Materials and methods.** In this article were used methods of comparative analysis, work with documents, abstraction and concretization, statistics [12].

**Results and discussion.** Thus, in higher education, group or individual tasks and exercises have always been introduced, taking into account the shortcomings of student speech, taking into account the capabilities of students who always learn well first, studying with maximum excellent marks [6, 7]. Students with slightly different learning abilities are given separate adaptive tasks or they are combined with more active students [8, 9, 10]. Over time, individual students gradually move from individual to group work [11].

However, it is not always possible to equally develop the speech activity of all students. Due to the fact that each student has individual characteristics, categories of information reception, training as a pedagogical technology in these categories is VAK-Teaching (Visual - sight, Auditory - hearing, Kinesthetic - tactile intuition or movement). This technology is a modern teaching method in which the student can clearly see the effects of cognition through sight, hearing, or body movements. We divide perception into three categories: visual, auditory, and kinesthetic (movement). The effective organization of the educational process directly depends on the categories of mastery of the student, this method requires an individual approach depending on which category the students belong to, or the teacher must know which category his students belong to [12, 13, 14, 15].

As a rule, the differential approach is actively used in such areas as medicine and economics. The advantages of this approach include the development of a development strategy, taking into account the specifics of each industry or department, and work on this basis. But the role of this approach in language learning is also unique. For example, adaptive tests taken in exams such as SEFR, IELTS, TOEFL are also based on differential selection. Naturally, this process can be effectively introduced into the education system of students.

The differential approach is part of a student-centered technology in the direction of pedagogical technologies [16]. Student-centered learning technologies provide for a differentiated approach to learning, taking into account the level of the student's intellectual development and his abilities. In this case, the personality of the student is always in the focus of the teacher's attention, his cognitive abilities are activated, the teacher determines the best qualities of the student, there is no direct coercion, orientation towards the average student. Student-centered learning technologies are especially relevant for students of different ages, as older students are sufficiently motivated to learn and are interested in gaining knowledge [17]. The purpose of this technology is to develop the activity of the student's personality in the educational process. The teacher determines the initial level of knowledge of the student, observes them, talks [18]. When preparing educational material for a lecture or practical lesson, the teacher thinks in detail how the educational material will be presented, and how it will be connected with the student's personal experience and knowledge. In lectures, as a rule, brainstorming is productive. Students, using already existing knowledge and experience, are active and interested in obtaining new knowledge. The Brainstorming survey technique activates students, includes them in work from the very beginning of the lesson [19]. The technology of student-centered learning requires a certain level of qualification from the teacher. It is necessary to be well versed in the age and psychological characteristics of the student and the group as a whole, to create opportunities for self-realization of students. Thus, the student receives an individual development plan as a person, which further forms him as a competitive specialist.

Working with student-centered technologies for the development of students' speech on the basis of a differentiated approach makes it possible to introduce adaptive knowledge into the mass practice of large groups. This, in turn, allows you to plan and carry out work with all students at the same time, but at the same time take into account the level of speech development

of each student individually [20].

The development of students' speech on the basis of a differentiated approach includes the following tasks:

- the development of dialogic and monologue speech among students;
- development of functions and forms of oral speech, formation of communication skills;
- formation of skills and abilities of situational communication;
- formation and education of speech culture and speech etiquette;
- Formation of a culture of pronunciation, improvement of speech technique. In this case, its functions are:

1) the formation of speech breathing, improvement of sound production, ensuring the coordinated work of the articulatory apparatus;

2) assimilation of orthoepic norms;

3) formation and development of intonation skills;

- formation of the necessary conditions for educational activities.

When designing and conducting lessons based on a differentiated approach, the teacher can use the following tasks and forms of work:

- Didactic games for the development of all aspects of speech and various thought processes.
- Working with illustrations, photographs, drawings;
- Group and group exercises in which exercises are carried out to develop all aspects of speech.

The level of development of the student's speech shows how well he knows the vocabulary of the English language, the grammatical structure of the language, the phonetic culture of speech.

All types of speech (description, narration, reflection) require the speaker to master general speech skills:

1) understand the topic;

2) collection of material for staging;

3) material regulation;

4) application improvement;

5) compose a statement in a certain compositional form;

6) correct expression of thoughts

Diagnosis of speech development is also important when working with students in higher education, since the modern definition of the level of speech correspondence allows the teacher to correctly determine the tasks and content of the work.

In the classroom, students will be able to further develop the skills of building a story (plot) on the proposed topic and from pictures: independently determine the topic and create a story, topics.

Conclusion. Of course, the use of a differentiated teaching method in groups of more than 18-20 students is fraught with great difficulties, since the teacher does not have time to diagnose and identify shortcomings in the speech abilities of each student, to work with the identified shortcomings in the future. Therefore, the use of this method in groups with the number of trays 10-15, no more than 18 gives good results.

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