

MINISTRY OF HIGHER AND SECONDARY SPECIAL EDUCATION
OF THE REPUBLIC OF UZBEKISTAN

URGENCH STATE UNIVERSITY

Handwriting

Sabirova Komila Maqsudovna

DIFFERENTIATED ENGLISH GRAMMAR TEACHING

OF THE FIFTH FORM PUPILS

AT THE SECONDARY SCHOOL

for defending bachelor degree

on 5220100-Philology (the English language)

FINAL QUALIFICATION WORK

Scientific supervisor:

Djumaniyozova R.

Yu.

URGENCH-2012

CONTENTS

Introduction.....3

**Chapter one. Theoretical Basis of English Grammar Teaching
of the Fifth Pupils at Secondary
School.....10**

**1.1 Specific character of teaching English grammar in the fifth form of
secondary
school.....11**

**1.2 Didactic conditions and different approaches for teaching process of
pupils
in the fifth form of secondary
school.....18**

**Chapter two. Differential English Grammar Teaching of the Fifth
Form at
Secondary School.....32**

**2.1. Psychological and pedagogical basis of differential
approach.....34**

2.2. Organization of differentiated approach in modern schools.....	41
2.3. Methods of differentiated English grammar teaching of the fifth form pupils at secondary school.....	46
 Chapter three. Practical Aspect of Differentiated English Grammar Teaching at Secondary School.....	
3.1. Exercises directed on formation of grammar skills in the system of English Lessons.....	54
.....	57
3.2. The analysis of result and methodical recommendations on formation of grammatical skills of pupils of the fifth form.....	65
Conclusion.....	71
Used Literature.....	78

Introduction

The president of the Republic of Uzbekistan I. A. Karimov said: “even in the distant past, leading Uzbek thinkers widely conducted research, made

scientific discoverers that make up the golden fund of the world, universal science and culture. At the root of treasury of knowledge, were our great ancestors, whose names are known throught the world. This thinkers, mathematicians, astronomers, like Al-Khwarizmi, Ferghani, Marvazi, Ulugbek, philosophers and jurists, theologians, Farabi, Bukhari, Al-Termizi, encyclopedic scientists Beruniy, Ibn Sina, linguists, poets like Kashkari, Zamakhshari , Alisher Navoiy, historians Babur, Abulgazi Bahadurkhan, Ogohi and many others. Our science has created a powerfull intellectual potential, which finds its practical application in many areas of life, provides a basis for strengthening the national statehood and economic independence. The success of the enterprise, and the whole state, due to limited natural resources, to a large extent to today is determined by how widely implemented to achieve scientific and technologies progress, high technologies, the level of professional training of personnel. Historically, that at the threshold of the twenty-first century in the Republic of Uzbekistan formed the intellectual potential, which in its level of development, innovative discoveries and superior capabilities of many developing countries, and in many respects not inferior to the economically developed countries. No exaggeration to say that the foundation of unique and beautiful building science, the intellectual potential of Uzbekistan was founded many centuries ago. We may proudly say that our science goes back to very ancient times, has deep and strong roots. For centuries it reliably serves the Uzbek nation, the whole of mankind in the knowledge of the mysteries of nature, medicine, philosophy, law, theology, literary criticism and linguistics.(Karimov I,1,12)

In this qualification paper I studied differentiated English grammar teaching of the fifth form pupils at secondary school.

The actuality of the work: the urgency of the present work is caused by necessity of adequate mastering by of foreign language. The differentiated training is one of the most demanded technologies used for teaching foreign

languages at school. It allows to carry out versatile development of the person taking into account its abilities or even talents. It is impossible to name is problem new, but the variety of its parties and the importance far is not completely opened at the desecion of problems of active training. Efficirency of the differentiated training, its advantage before at what leared all it is identical, proves to be true student teaching. The admitted fact that is necessary to consider specific features of pupils as it develops informative and creative abilities if pupils with various level of preparation, allows to reach such results in training language which will induce them to independent research activity, positive motivation, and good result in study. The problem of grammar teaching of pupils of high school occupies one of the central position in a modern technique of teaching English language. The school program and quickly changing life demands from pupils high level of foreign language. Without knowledge of a foreign language there is impossible reading books, dialogues, through resources of remote access. In the fifth class of high school bases of grammatical abilities which in the subsequent classes develop, fulfilled and fixed are put. The volume of grammatical concepts and the terms entered in the fifth class is enough big. The situation becomes complicated also that pupils of the fifth class pass to a new step of training: the class structure changes, new subjects entered, instead of one teachaer there are teachers in each subject. Proceeding from it, English Grammar teaching in the fifth class- difficult enough process. But, considering age features of pupils of the fifth class, their motivated interst in language studying, mobility, a mood on good result, introduction of great volume of the English Grammar at the given age stage, using various technologies, including technology of the differentiated training.

Depth of investigation: I would like to share in my final thesis ideas and ways for developing educational process of English Grammar using modern teaching methodology.

Aims of the work: The aim of my work is to explore the differentiated English Grammar teaching at the fifth form of Secondary school.

The object: The object of research is the educational process directed on realization of the differentiated English Grammar teaching at secondary school and ways of realization of the differentiated English Grammar teaching.

I have designated for myself the following research objective: to reveal and prove methodical principles and didactic conditions of the differentiated grammar teaching.

Differentiated English grammar teaching will be more effective if:

- to consider didactic conditions and methodological principles of the differentiated English grammar teaching at the fifth class of secondary school;
- to make system of lessons to improve grammatical competence of pupils at secondary school;
- to reveal and describe methodological and didactic conditions of the organization of process training to the English grammar at fifth class of secondary school;
- to realize selected method in practical research with final test and to reveal the development of grammar skills.

For the decisions of tasks in view following methods of research were used: the analysis of the methodical, scientific, psychologic-pedagogical literature, experience of realization of the differentiated training of foreign languages, supervision, conversation, skilled- research work, the qualitative and quantitative analysis of its results.

Theoretical importance: I should mention that this research work represents a great theoretical value for those willing to take up their future

career in the field of teaching English. The explored materials gave me the great number of ideas. And for those who will try to become a teacher my work can show the different teaching methods, give the theory of teaching. And one can select the appropriate decision for his future deals. My work includes the ideas and methods of many scientists from all over the world, the value of their contribution to the teaching process can not be specified.

Practical value: Practical value of this paper is determined by the fact that the developed material and proper tasks and exercises make available the use of this work as a manual in teaching a foreign language at classroom or as a given homework, or as a useful material for additional courses of foreign language at school.

Novelty: Methodical and didactic principles of process training to the English grammar are revealed: integrated approach and differentiating; grammatical activity: a support on grammar of a native language, availability; minimization of complexity of tasks; grammar system-studying in organic communication with lexion; the differentiated organization of process of grammar teaching in the fifth class of secondary school era revealed end proved: a combination of the general and differentiated ways, forms and methods of training to English language grammar of pupils of the fifth classes concerning various groups; a coordination of actions of all subjects of educational process.

My qualification paper contains introduction, three chapters, conclusion and the list of used literature.

In the first chapter explores the theoretical basis of English grammar teaching.

The second chapter explores differentiated English grammar teaching at the fifth form of secondary school.

The third chapter reveals practical aspect of differentiated English grammar teaching.

The system of exercises on formation of grammatical skills put on overall objective mastering of oral speech of English language. In a basis of my technique exercises from the textbook “English IV” which authors are L. N. Vereshagina, O. V. Afanasyeva have laid down.

The source information for this research work has been carefully studied and investigated before it was applied to the given work.

Chapter one Theoretical basis of English grammar teaching of the fifth form pupils at secondary school.

Grammar is the whole structure of a language, including the rules for the way words are formed and their relationship to each other in a sentence.

Grammar gives to language several different relations, and acquires from each a nature leading to a different definition. First, it is to language as knowledge, is to the thing known. In these relations, grammar is a science. It is the first of what have been called the seven sciences, or liberal branches of knowledge namely grammar, logic, rhetoric, arithmetic, geometry, astronomy and music. Secondly, it is as skill, to the thing to be done. In these relations, grammar is an art, the art of writing and speaking correctly.

Grammar makes known the nature and structure of speech and immediately concerns the correct and elegant use of language. This is the main importance of the grammar in each language, and there is a prove verb that every English poet should master the rules of grammar before he attempts to break them.

1.1 Specific character of teaching English grammar in the fifth form of secondary school.

In the process of learning foreign language at the second step of basic school (IV-IX classes) in the attention center there is a consecutive and regular development in pupils of all components of the communicative competence in the course of mastering by various strategy of speaking, reading, auditions, letters. Foreign language training at the basic school is directed on learning foreign as international dialogue by means:

-formation and development of base communicative abilities in principal views of speech activity;

-communicative speech survival in the environment of studied language countries, development of all components of the communicative competence speaking another language;

-sociocultural development of pupils in a context of world culture by means of regional, geographic, cultural, lingvo-cultural material;

-cultural and ait- esthetic development of pupils at acquaintance with a cultural heritage of the studied language countries;

-formation of abilities to present native culture and the country in the condition of intercultural dialogue speaking another language;

-acquaintance of pupils with strategy of independent studying of languages.

The grammar along with dictionary and sound structure represents a material basis of speech. The grammar processes an organizing role. In a cerebral cortex the system of stereotypes which dictates rules of the organization of words in the coherent whole operates. The system of stereotypes defines existence of intuitive unconscious grammar which is carried in itself by each person in a native language at learning foreign language also it is necessary to start the mechanism of stereotypes on the basis of the selected grammatical minimum to create intuitive grammar which would promote the speech organization in a foreign language.

Thus it is necessary to main following essential different in the conditions of mastering native and a foreign language which affect on the way to training grammar of foreign language:

1)the native language is primary vital means of dialogue which mastering naturally is based as the native language is acquired at children's age in parallel with the adaptation of the child to environment. The foreign language-secondary means of the dialogue, which use is not dictated by vital necessity; mastering by a foreign begins at school age when the basic means of dialogue-a native language has already developed, special efforts for a call of motivation of studying language are required;

2) the native language is acquired in the natural language environment from which the child without special efforts, involuntarily and in deadlines, isolates laws. Foreign language development occurs in educational conditions in alien for it to environment from which the child without special efforts, involuntarily and in deadlines, isolates laws. Foreign language development occurs in educational conditions in alien for it to environment. Here there is no sufficient base for involuntary revealing of laws. Therefore at mastering by grammar in a school course of a foreign language the special attention should be given the theory and its optimum combination to speech practice, and also a parity of any form of attention with involuntary, i. e. to consecutive realization of a principle of consciousness all methods used at mastering by grammar,; within the limits of each method the parity of the theory with practice is established. Application of the "pure" practice without its judgement are not accepted at mastering by grammar in a school course of a foreign language.

Main objective of teaching grammar at secondary school is formation grammatical skills as one of the major components of speech abilities of speaking , auditions, reading and letters at pupils (Solovova, 29 154)

By definition of the Doctor of Philology, professor V. G. Gaka, the grammar is linguistic section in which laws of change and a combination of the words forming intelligent offers or the statements are studied.

Ability competently to combine words, to change word combinations depending on that you want to tell at present, is one of the major conditions of use of language as dialogue means. Mastering by grammar of studied language important not only for formation of productive abilities in oral and written speech, but also for understanding of speech of other people at audition and reading. Insufficient level of of grammatical skills becomes an insuperable barrier on a way of formation not only language, but also speech and sociocultural competence.

At teaching foreign language allocate an active and passive minimum of a material. The active material assumes working off for use in productive kind of speech activity, and passive serves only for a cognizance at reading and audition. Selection of an active grammatical material is used under construction taking into account a principle of prevalence of its use in oral and written speech. Many grammatical phenomena necessary for speech, are acquired as separate word forms. As a rule, the active grammar is acquired at secondary school, and more difficult grammatical phenomena carried to a passive minimum, at the senior school. (Guzeeva, 12, 56)

According to Solovova E. N. to know grammar means the nobility of the:

-form;

-value;

-use;

-speech function of this or that grammatical phenomenon;

During acquaintance with the grammatical phenomenon teacher should:

- to fix all forms of the given phenomenon on the board;**
- to show not only affirmative, but also negative and interrogative forms full and translated if they are possible;**
- to compare the form of the given grammatical structure to partially similar form of the other structure;**
- to make pupils active participants of educational process instead of passive observers behind of the teacher, it is thoughtless chorus repeating or mechanically writing down phrases a little meaning for them.**

Difficulties arise and at definition of value and the use of the grammatical phenomenon as at an explanation they seldom coordinate with the speech function peculiar to given grammatical structure. Ignoring of speech function at an explanation indirectly leads to that the form and the value which has been not adhered to a concrete speech context, are quickly forgotten or conflict and are confused to relatives under the form or value structure. (Rafienko, 26, 201)

In order to organize correct acquaintance with grammatical structure and its training, to anticipate and as much as possible to reduce occurrence of possible errors, it is necessary to teach to analyse difficulties which the given grammatical phenomenon can represent for the pupils.

Shatilov S. F. classifies possible difficulties at teaching grammar from a position of occurrence of an interlingual and intralinguistic interference. Studying of native and foreign languages inevitably leads to a certain interlingual interference when roles from one language mechanically transferred on another, as a result it leads to occurrence of errors. The intralinguistic interference is defined by that in studied language there is enough considerable quantity of the grammatical phenomena, which pupils can mix, especially if thus the given phenomena in full or in part are absent in a native language. For example, at studying English language with pupils time

forms of verbs especially forms of verb in a perfect and continuous times which are not present in Russian difficulty differ. For Russian speaking pupils the abundance of time forms, and also the phenomenon of sequence of tenses connected with it should come easy and promote occurrence of errors.

(Shatilov, 28, 111)

1.2. didactic conditions and different approaches for teaching process of pupils in the fifth form of secondary school.

In teaching grammar two approaches- implicit and explicit were traditionally defined. In the first case the accent becomes on teaching grammar without explanation of rules and in the second- on the contrary. Within the limits of each of the specified approaches were generated on two methods which roots lie in strategy of these approaches, were generated on two methods which roots lie in strategy of these approaches, but considerably differ from principles, practical period receptions, sequence of actions.

At the present stage the given methods are seldom used in 'a pure kind'. In practice of teaching foreign language the teacher can vary use of those or other methods. The method choice depends on age, level of the language competence of pupils, the course purposes, and also features of the most grammatical material. The most widespread now in practice of school teaching grammar is the differentiated approach constructed on the basis of selective use of positions of two traditionally developed approaches noted above.

According to Solovova E. N. Implicit approach includes in itself structural method and communicative method.

Structure method. Exercises are put in a basis on working off of structural models. Associate with G. Palnur's name, the author of the first tables published in 1916 assumes the following sequence of actions:

- 1) **Audition of speech samples with grammatical structure in this or that sequence;**
- 2) **Choral and individual repetition samples for the teacher or the announcer;**
- 3) **Question –answer exercises with the teacher and in streams with use of fulfilled structures;**
- 4) **Educational dialogue with several structures.**

Pluses of the given method:

-grammatical structure becomes object of long and special working off;
- at pupils the dynamic stereotype is formed, readiness and ability is formed, readiness and ability is automated to use ready grammatical structure in speech as frequency of period repetition of the same actions with it fixes in memory as an integrated whole.

Minuses of the given method:

-exercises have mechanical, monotonous character;
-pupils are bored, they quickly tired;
-exercises, exclude speech character of working;
-substantial and speech value of offers, as a rule, is low, as all attention is directed only on form working off.

Communicative method. In this method there is a set of private methods, since a method of the governess and finishing various intensive methods. Most the general for them position:

- 1) **Anticipating hearing of a subject to material mastering in a concrete speech situation.**
- 2) **Imitation in speech in the presense of a speech problem that excludes purely mechanical, thoughtless repetition.**
- 3) **Grouping of similar phrases on sense, form, simultaneous working off the same phrases, creation of a structural image of a speech situation.**
- 4) **A variety of circumstances of automation**

5) Actions by analogy in similar situations of dialogue.

Phases of the given method:

- high degree of motivation of pupils;**
- a speech orientation of working off;**
- a variety of speech contexts of use;**

Minuses of the given method:

- understimulation of a principle of consciousness;**
- the big preparation from the teacher;**
- the special set of speech etudes that no means always is in an arsenal of each teacher;**
- duration in time. (Klementyeva ,16,98)**

The implicit approach can widely be used at the initial stage of training of children and adults. In modern textbooks and manuals for elementary school both methods are successfully combined: structural and communicative, taking into account a real context of activity of children.

Explicit approach (with explanation of rules) includes in itself deductive and inductive methods.

Deductive method. In this method explanation comes from the general to private. It comes from a rule to action.

Sequence of actions:

- 1)the rule formulated usually with use of specific grammatical terms studied;**
- 2)pupils find the given grammatical phenomenon or structure in offers or in the text, name its form, explain, in what value it is used in the given context;**
- 3) exercises are carried by analogy to the sample;**
- 4)there is a transition to exercise on transformation according to the rule.**
- 5)translation exercises from a native language on the foreign.**

Pluses of the given method:

- realization principles of consciousness, scientific character;**
- provides step by step working off of grammatical skill;**
- promotes formation of educational skills;**
- can be used at independent work.**

Minuses of understanding of grammatical terminology;

- difficulty of understanding of grammatical terminology;**
- often the grammar is fulfilled on “faceless” offers, out of a coherent speech context, out of staticized lexicon and dialogue subjects that leads to that grammatical skill exists as if in itself, out of formed speech abilities.**

Inductive method. This method explains grammar from individual-to general. Pupils formulate a rule, trying to comprehend through a context the new grammatical phenomenon, to define its form and to find out laws of its use.

Sequence of action:

1)the text or a set of offers where often there is a new grammatical phenomenon, including on contrast with already known grammatical phenomenon, forms, structures. The teacher formulates a speech problem. Pertinently to use various helps in the text, for example, underlining or allocation by different colours of features of the form of the given grammatical structure, selection of such offers where the context of use of the given structure is so unequivocal, clear and transparent that pupils can deduce a rule with ease, the task should be feasible for pupils, differently it will occupy unfairly a lot of time, and the wrong conclusions made independently, can be fixed in consciousness and result further in steady errors.

2)The formulation pupils of a rule of formation use of the grammatical structure, corrected by the teacher.

3)Performance of exercises on substitution.

4)Performance of exercises on transformation.

5)Translation exercises.

Pluses of the given methods:

-provides realization of problem training;

-simulates independent language supervision;

-develops a guess on a context;

-promotes the best starting of a studied material.

Minuses of the given method:

-can occupy a lot of time;

-itn't possible to explain all language phenomena inductively;

-incorrectly deduced rule can lead to steady errors.

The differentiated approach of grammar teaching allows to combine various approaches and methods taking into account features of teaching.

Solovova E. N. considers that in initial and high school whenever possible it is necessary to use an inductive, as:

-at the given stage the mechanism of a language guess is actively formed;

-character of a grammatical material in most cases supposes rule deducing on a context pupils;

-at updating of the rule deduced by pupils, the teacher can avoid the use of the difficult grammatical terms peculiar to grammatical directories.(Bim, 6, 432)

For fastening of grammatical skills it is necessary to increase quantity of is conditional-speech and actually speech exercises and tasks. Use of the various grammatical games directed on working off of grammatical skills in a significant, communicatively-focused context will be the most effective in this case.

At the senior school and at advanced grade level, as a rule, use a deductive method, as:

-level of language literacy, the academic abilities are already enough high and allows to use effectively special reference books, both in a class, and at independent work;

-the grammatical structures studied at advanced level, are difficult enough, and they hardly can be understood independently and if and it is possible time expenses will be inadmissibly great;

-at the senior school the accent becomes on the further development of autonomy of pupils, formation of abilities independently to overcome arising difficulties, to spend a self appraisal and correction of the received knowledge and abilities.

Not all grammatical exercises should be originally communicative . Thus training character of exercises at all doesn't exclude, and assumes substantial, speech, sociocultural value of tasks.

In practice of training the foreign language can't break off the practical, educational developing process and purposes of training . It is not necessary to oppose formation of the language competence to formation speech and sociocultural competence. With reference to training to grammar it can have real expression in:

-substantial and sociocultural values of offers

-a combination prespeech and actually speech exercises

-Mastering by grammar assumes on so much knowledge of rules, how many ability, without reflecting to realize them in the course of speech interaction. Therefore along with purely training exercises on grammar it is necessary to use its conditional communicative and actually communicative exercises for fastening of grammatical skills. In the best way of the decision of the given problem use of various games at a lesson is represented.

There are various ways of correction of grammatical errors. The choice of a way of correction depends on many reasons, namely from, wheather there is a speech about correction of grammatical errors in oral speech and on the letter, in training or creative tasks, at individual or face – to face work.

The most general tendencies the following :

- 1)It is possible to correct at once a wrong variant on correct and to be convinced that the pupil who has committed an error, has repeated or has written a correct variant;**
- 2)It is possible, using various ways, only to draw attention of the pupil to an error (for example to underline an error in written work).**
- 3)It is possible to ask most to define the pupil an error and to correct or explain it.**
- 4)It is possible to use an element mutual study, involving other pupils in definition and correction of errors of companions.**

Solovova E. N. makes following recommend action to teachers a of a foreign language at teaching grammar:

- 1.To observe reasonable balance between requirements to cleanliness and fluency, of pupils' speech and not to try to rectify at any cost all errors at once.**

2. To encourage use of various grammatical structures even if their use leads at the beginning to an abundance of errors. Errors are not only indicator of ambitions of pupils in studying foreign language, their real progress from the simplified models to more difficult, approached to level of the independent user.

3)To develop at pupils socio-cultural attitude to language, to stimulate independent definition and correction of errors.

Conclusion to Chapter one

To develop one's speech means to acquire essential patterns of speech and grammar patterns in particular. Children must use these items automatically during speech – practice. The automatic use of grammar items in our speech (oral or written) supposes mastering some particular skills- the skills of using grammar items to express one's own thoughts, in other words to make up your sentence. We must get so-called reproductive or active grammar skills. A skill is treated as an automatic part of awareness. Automatization of the action is the main feature of a skill. The nature of automatization is characterized by that psychological structure of the action which adapts to the conditions of performing the action owing frequent experience. The action becomes more frequent, correct and accurate and the number of the operations is shortened while forming the skill the character of awareness of the action is changing, i.e. fullness of understanding is paid to the conditions and quality of performing to the control over it and regulation.

To form some skills it is necessary to know that the process of the forming skills has some steps:

-only some definite elements of the action are automatic;

-the automatization occurs under more difficult conditions, when the child can't concentrate his attention on one element of the action;

The whole structure of the action is improved and the automatization of its separate components is completed. What features do the productive grammar skills have? The reproductive grammar skills are formed together with lexis and intonation, they must express the speaker's intentions. The actions is the structural setting of the lexis must be learnt. The characteristic feature of the reproductive grammar skills are their flexibility, and it doesn't depend on the level of automatization, on perfection of skill here mean the original action: both the structure of sentence and forms of the words are reproduced by the speaker using different lexical meaning material. If the child reproduces sentences and different words, which have been learnt by him "as ready made thing" they can say that there is no grammar skill. Learning the ready-made forms, word combinations and sentences occurs in the same way as learning lexis. (Arakin, 4, 198)

The grammar skill is based on general conclusion. The grammar action can and must occur only in the definite lexical limits, on the definite lexical material. If pupil can make up his sentence frequently, accurately and correctly from the grammatical point of view, he has got the grammar skill.

Teaching grammar at school using the theoretical knowledge brought some critical and led to confusion. All the grammatical rules were considered to be evil and there were some steps to avoid using them at school.

But when we learn grammatical item in models we use substitution and such a type of training get rid of grammatical "neutralizes". By the way, teaching the skills to make up sentences by analogy is a step on the way of forming grammar skills. It isn't lexical approach to grammar and it isn't neutralization of grammar, but using basic sentences in order to use exercises by analogy and to reduce number of grammar rules when forming the reproductive grammar skills.

To form reproductive grammar skills we must follow such steps:

-selection the model of sentence

-selection the form of the word and formation of wordforms.

-selection the auxiliary word- preposition, articles and etc.

The main difficulty of the reproductive (active) grammar skills is to correspond the purposes of the statement, communicative approach (question, answer), words, meanings, expressed by the grammatical patterns. In that case we use basic sentences in order to answer the definite situation. The main factor of the forming of the reproductive grammar skill is that pupils need to learn the lexic of the language. They need to learn the meanings of the words and how they are used. We must be sure that our pupils are aware of the vocabulary they need at their level and they can use the words in order to form their own sentences. Each sentence contains a grammar structure. The mastering the grammar skill lets pupils save time and strength, energy, which can give an opportunity to create. Learning a number of sentences containing the same grammatical form isn't rational. But the generalization of the grammar item can relieve the work of the mental activity and let the teacher speed up the work and the children realize creative activities. (Abduazizov, 2, 432)

The process of creation is connected with the mastering of some speech stereotypes the grammatical substrat is hidden in basic sentences . Grammar is presented as itself. Such a presentation of grammar has its advantage: the grammar patterns of the basic sentences are connected with each other. But this approach gives pupils the opportunity to realize the grammar item better. The teaching must be based on grammar explanations and grammar rules. Grammar rules are to be understood as a special way of expressing communicative activity.

The reproductive grammar skills suppose to master tehgrammar actions which are necessary for expressing thoughts in oral and written forms. (Ionina, 14, 207)

The automatic perception of text supposes the reader to identify the grammar form according to the formal features of words, word combinations, sentences which must be combined with the definite meaning . One must learn the rules in order to indentify different grammatical forms. Pupils should get to know their features, the ways of expressing them in the language. We teach children to read and make up sentences by means of grammar. It reveals the relation between words in the sentences.

Grammar is of great important when one teaches reading and auding.

The forming of the perceptive grammar and reproductive skills is quite different.

The steps of the work are mastering the reproductiveskills differ from the steps in mastering the perceptive skills. To master the reproductive grammar skills one should study the basic sentences or models.

Chapter two Differentiated English grammar teaching at the fifth form

Of secondary school.

The differentiated approach assumes use of various methods and receptions of training, various exercises depending on the purposes of training, kinds of speech activity, a grade level, a language material and features of pupils.

At teaching grammar foreign language I. L. Bim offers the following :

- 1) To consider training grammar not as end in itself, and as structural registration of speech**

- 2) To select an active and passive grammatical minimum.
- 3) To provide the strong and automated possession of a grammatical minimum

I.L. Bim considered that it is possible to allocate in training to grammar two main objectives:

- First to teach pupils to make out grammatical correctly the orally – speech statements;
- Secondly, to teach pupils to distinguish the grammatical phenomena at reading and audition, directing the basic maintenance on extraction of the substantial information.

To these purposes there should correspond the active grammatical minimum which main principles of selection consider:

- a prevalence of speech in oral form;
- a principle of standart;
- a principle of an exception of the synonymic grammatical phenomena.

Also there is the passive grammatical minimum which main principles of selection consider:

- a prevalence principle in book- written style of speech;
- a polysemy principle.

The organization of a grammatical material during training to a foreign language has essential value. It defines substantially success of work on the grammatical party of various kinds of speech activity. (Watson, 35, 94)

“The use of each grammatical phenomenon, -marks A. A. Leontev, - should be finished to skill level. Automatic is reached in the event that the form is acquired together with function. Learning of the form isolated from its function, doesn't guarantee its subsequent correct use. Also it is valid the

pupil can learn by heart a paradigm of conjugation of verbs, but thus it appears often not in a condition to express the most simple thought. Therefore a golden rule at teaching to the grammatical party of speech- to learn to acquire the grammatical form in the course of its use is formed. After all in speech practice the person tells something not because it would like to use this or that grammatical phenomenon and to express to consent or disagreement, confidence and so on.

Therefore exercises should have communicative character, they share on preparatory, directed on formation of grammatical skill and speech, responsible for development of abilities.

2.1. Psychology and pedagogical basis of differentiated approach.

The modern pedagogical science focuses not on the passive adoption to an available level of development of pupils, and on formation of mental functions, creation of conditions for their development in the course of training. Therefore the great value, according to L. S. Vigostky, is given by modern teachers to construction of training which would consider “a zone of the nearest” development persons.

Pupils differ from each other not only degree of development emotionally-strong willed sphere, but also feature of development of informative process on which basis it is possible to carry out differentiation of pupils of and class. Among informative processes at training of lexicon in the conditions of differentiated approach not less important role in educational process is played by memory.

As it is known from psychology, at teenage age there are the important process connected with recognazation of memory. Logic memory actively starts to develop and gradually forces out mechanical storing. (Spencer, 30, 25)

The differentiated approach is an account of specific features of pupils, in that form when pupils are grouped on the basis of any features.

In the pedagogical literature there are two close terms: “ internal differentiation” and “ external differentiation” . “Internal differentiation” is understood as the term such organization of educational process at which the account of specific features of pupils is made in working conditions of teachers in usual classes. It in essence, not that other, as a training individualization. The term “external differentiation means such organization of educational process at which for the account of specific features of pupils the last unite in the differentiated educational groups.” (Baranovskaya, 5, 213)

Types of differentiation.

Followed types of differentiated training are known: due to abilities, due to inability , by a projected trade, on interests. Let’s consider them.

Differentiation due to abilities:

At training differentiation due to abilities- pupils are distributed on educational groups due to the following features:

- a) due to common abilities;**
- b) due to particular abilities;**

In the first case on the basis of the progress account in the previous class all pupils break into some groups. Pupils get to the first group with the highest mean score, in the second- with smaller. Classes in this case usually appropriate letters: “A”, “B”. Such division of pupils on classes on idea should occur annually, but practice shows that from a class “B” in a class “A” is almost impossible, as in these classes reached level of studying of a teaching material much more low, than in a class “A”. Transfers of pupils from a class “A” in a class “B” are possible.

In the second case pupils are grouped due to abilities in one or another group of subjects. Here there is a differentiation, for example, on abilities to humanitarian is natural- mathematical and to engineering science.

Estimating differentiation on abilities, it is necessary to notice to that it, first all, is unacceptable from pedagogical reasons. The child enlisted in a class for capable, it is free or will involuntarily feel the selected works that will inevitably lead to unnecessary deviations from norm in the educational plan. The child enlisted in a class for incapable, will feel defective that can negatively affect the subsequent process of training and development.

Differentiation due to inabilities.

The essence of this kind of differentiation consist that the pupils, to not making progress those or other subjects, group in classes in which these subjects are studied at the lowered level and in smaller volume. At this kind of differentiation pupils get unequal education and, as consequence of it, unequal possibilities for formation continuation. But this kind of differentiation is unacceptable for school because in this case pupils, leaving secondary school, get unequal education.

Differentiation due to projected profession.

Since 14-15th years, at the majority of pupils appear steady interest to this or that field of knowledge, to this or that kind of activity. In the end of 6th beginning of 7th class, the child and his parents roughly choose this or that trade. Especially it is appreciable when at the child its inclinations and abilities brightly were showed and have developed. In this case it is expedient to differentiate training of the child so that the shown abilities to develop at high school in the maximum degree. This purpose is served by secondary special schools. (Dobrinina, 10, 67)

Programs of such schools on non-principal subjects are identical with programs of comprehensive schools and specialist subject are taught more

deeply and more widely. Necessity of schools of this kind results, first of all, from this that the certain, often specific conditions which can't be created at usual high school one necessary for development of the shown abilities and interests.

Differentiation due to pupil's interests.

From certain age pupils are grouped into classes according to their interests in which their interesting subjects are studied profoundly. Now have gained the greatest distribution classes and schools with profound studying of mathematics, chemistry, humanitarian subjects and biology. In this case all classes are equal also the pupil himself chooses a class in which would like to continue training. The numerous researchers spent with use of various techniques, say that steady interests are at the majority of pupils are shown training differentiation with this age on interests.

Summing up, it is possible to draw following conclusions:

- 1. Specific FEATURES OF PUPILS (and interests, inclinations and level of their development, ability to training, etc.) can be considered and used propensities for education and training within the limits of an individual approaches to pupils (internal differentiation of training)**
- 2. For the account and pedagogical use of specific features of pupils of the senior classes the expediently outwardly expressed differentiation of training.**
- 3. At secondary comprehensive school differentiation is possible according the interests of pupils and by a projected trade.**

Facultative classes as one of the effective forms of the differentiated training. (Norris, 21, 351)

Facultative classes are the effective form of the differentiated training promoting deepening and expansion of knowledge, received at studying of

the obligatory program, to development of interests and abilities of the pupils, actively promoting vocational counseling of pupils.

It is necessary to carry to advantages if facultative employment and that circum stance that their maintenance is appreciably defined by the teacher. Valuably and that facultative employment can be spent and in that case when the number of the interested of pupils isn't enough for creation of a class with profound studying of this or that group of subjects. (Buranov, 7, 35)

However facultative employment have also lacks. The main lack is that they parallel with the basic subject. A problem of the coordination of these courses is business difficult. Other lack is that circum stance that at a voluntary choice of facultative employment not all pupils visit them, and it means that in work with a class practically it is impossible to lean against a material studied during facultative employment.

However, as has an experiment, facultative courses are exclusively effective at a stage of interest. If the teacher on facultative employment manages to submit a material in the fascinating form, will accompany explanations interesting, and sometimes and entertaining materials, he will manage to use inquisitiveness of the child for formation of interest to the subject.

Studying interests of pupils and also the analysis of prospects of development should serve as a starting point in the differentiated approach to teaching English.

2.2. Organization of differentiated approach in modern schools.

The differentiated approach was included today into practice of work in modern schools. Practically there is no such educational institution at which there would be no those or other forms of differentiation. However often organization of the differentiated approach at school is carried out without a sufficient theoretical substantiation. Teachers have a considerable quantity of questions on the organization of the differentiated approach.

At modern school of an expert of differentiation it is now presented by the big variety of displays. Further I will consider the basic forms of the differentiating training realized at modern schools. Intraclass differentiation widespread form is performance by pupils of tasks of various level of complexity. (Rivers Wilga, 27, 195)

External differentiation is carried out on the general mental abilities of pupils more often. Also interests are considered. Gymnasia education is calculated on children having high level of the general mental abilities. The education is of the raised level. The set of children in gymnasia classes is similar to a set in classes of the raised level.

Lyceum classes- the form of external differentiation by a projected trade of pupils. Formation of such classes assumes profound studying of special subjects, and also prevocational training of pupils.

Now also following forms of the differentiated training are most extended: facultative employment for choice pupils and classes with profound studying of some subjects.

Thus, use of set of various forms of differentiations creates conditions for the maximum development of all pupils.

Now in the world there is a formation of the new education system, focused on occurrence to world educational space. This process is accompanied by essential changes in the pedagogical theory and practice of teaching and educational process.

There is a change of educational paradigm: other maintenance, other approaches, other behavior, other pedagogical mentality are offered. (Kalmikova, 15, 295)

The formation maintenance is enriched with new remedial abilities, development of abilities, operating by the information, the creative decision

of problems of a science and market practice with accent on an individualization of educational programs.

Traditional ways of the informative – oral and written speech, telephone and radio communication gives away to computer tutorials, use of telecommunication networks of global scale.

The person- focused interaction of the teacher with pupils becomes the major component of pedagogical process. The special role is taken away to spiritual education of the person. The further interaction of educational factors are planned: schools, families, micro and macro society. The science role in creation of the pedagogical technologies adequate to level of public knowledge increases.

In the psychologic- pedagogical plan the basic tendencies of perfection of educational technologies are characterized by transition: from the doctrine as storing function to the doctrine as to process of the intellectual development, allowing to use the acquired ; from purely associative, statistical model of knowledge to dynamically structured systems of intellectual actions; from orientation to the average pupil to the differentiated and individualized programs of teaching: to internal moral strong willed regulation. (Palmer, 23, 315)

In Russian education the principle of variability which gives the chance to pedagogical collectives of educational institutes to choose and design pedagogical process of any model, including the authors proclaimed today.

In this direction there is also a formation process: working out of various variants of its maintenance, use of possibilities of modern didactics in increase of efficiency of educational structures, scientific working out and a practical substantiation of new ideas and technologies.

The organization some kind of dialogue of various pedagogical systems and technologies of teaching, approfation in practice of new forms additional

and alternative to the state education system, use in modern Russian conditions of complete pedagogical systems of the past is thus important. (Paulston, 25, 87)

In these conditions it is necessary for teacher to be guided in a wide spectrum of modern innovative technologies, ideas, directions.

The reality causing necessity of differentiated training, objectively existing distinctions of pupils in rates of mastering by a teaching material are and also in abilities independently to apply the acquired knowledge and abilities. Therefore at the heart of differentiation lie individually the psychological features of pupils distinguishing one person another, meaning abilities which concern success of performance what or activity.

V. A. Krutetskiy has allocated following features of mathematical abilities: the formalized perception of a material; material generalization; rolled- in thinking- a tendency to think in the reduced structures; flexibility of thought process.

And that abilities had an effect, the corresponding environment, corresponding training is necessary. (Leontyev, 18, 342)

Technology of the differentiated teaching as application of various methodical means, is the included, getting technology.

The basic direction of differentiation training the maintenance of training and the level of requirements shown to preparation of pupils .

Forget orientatiens: training of everyone at level of its possibilities and abilities: the adaptation of training to features of various groups of pupils.

Feature of differentiation is that differentiation on level of ellectual development does not receive to modern pedagogis of an unequivocal estimation; in it are available along with positive and some negative aspects.

That are exclude unjustified for a society equalizing is positive and averaging of children, at the teacher appears possibility to help the weak; to pay attention to help it faster and more deeply to move ahead in formation.

Negative aspects: it is highlighted socially an economic inequality; the weak lose possibility to try to keep step with stronger, to receive from the them help, to complete with them;

Level I – concepts goes down: in elite groups there is an exclusiveness illusion, an egoistical complex; in weak groups self- appraisal level decreases. (Ilyin, 13, 158)

But practice proves also that all these negative aspects it is possible to avoid if it is good to know a theoretical basis of technology of to apply correctly its elements to a concrete class, for the concrete pupils.

Necessity of the humane relation to the grooving person, responsibility before it, alarm for destine of everyone which is in many respects defined by the knowledge received in school days leads to understanding: the differentiated approach to pupils is simply necessary.

2.3. Methods of differentiated English grammar teaching at the fifth form of secondary school.

One of actual problems of a technique teaching foreign language at school is the differentiated approach in training. This problem is not new, but, probably, all variety of its parties, its all importance far isn't completely opened at the decision of problems of activization process of training. Certainly, at each teacher working at school, this at first sight, like not the challenge would caused by inability to find an optimum combination of individual, group and face to face forms of work at training foreign language.

Other difficulties are connected with definition of specific features of the person and the organization on this basis of activity of the teacher directed on

development of mental faculties of each pupil. All it has induced me to address to corresponding literature and experience of teachers- experts (O'HARE, 22,108)

First of all, the indisputable fact is different degree of readiness of pupils. Correctly to understand the reason of non- uniform progress of pupils in a class, it is necessary to establish first of all the reasons of backlog of each child and to understand them. These reasons are various: one has missed lessons through illness, another was inattentive at a lesson, and the third hasn't understood an explanation of teacher. Some psychologists and methodologists consider that frequently differentiation in training foreign language is based not on specific features of the person, and only on individual blanks in its knowledge. Abilities to learning of foreign language aren't identical

: one language is given easily, another with great difficulty. It is necessary to notice and that fact that the teaching material at different steps of training can be acquired by pupils of the same class differently: one acquires lexicon, owing to well developed mechanical memory at others the acoustical perception is more developed, therefore they successfully cope with tasks on audition and etc. Besides all children have different warehouse of thinking.

Studying of interests the propensities of pupils, their educational possibilities, and also the analysis of prospects of development of these possibilities should serve as a starting point in the differentiated approach to training foreign language. To carry out all it in practice it is absolutely hard. The basic difficulty consists in selection and use of tasks of the differentiated degree of complexity.

At performance of tasks with identical degree of complexity capable and less capable pupils can achieve identical result only at different expenses of time (Vitlin, 33, 252)

Often happens so that you give to the bad pupils less difficult task, then strong, proceeding from a reason : let will make less, yes it is better. On the one hand, it is of course, correct. Giving the chance to the bad pupil to take part in educational process, their by it is made active it is abilities. But then the strong pupil can give a low full question: “Why should I learn so much and to carry out such difficult tasks, if my schoolmate, to receive the same estimation, it is enough to make work much smaller on volume and easier on difficulty degree?” that is why at times it is difficult to answer a similar question. To the child it is not always clear, especially if the bad pupil lags behind because of the careless, Laziness (has missed lessons, inattentively listened to the teacher and to it indulgences become) easy tasks are given. The matter is that children less than adults are inclined to seek and essence of things. Obvious “injustice” of the teacher in this case is available and to force the child to be undeceived in it hardly. On the other hand, it is impossible to ignore an individual approach principle to each pupil, differently undigested once the material can make the pupil constantly lagging behind. (Voytenco, 34, 408)

The knowledge of specific features of children allows to expect occurrence of possible conflict situations at a lesson, as, for example, in case of discrepancy of a self appraisal of the pupils with an estimation of its answer the teacher. Teacher should usually plan pool of pupils at the lesson. It gives the chance to think over variants of their answers reactive of pupils to answer of the schoolmates.

The differentiated approach in training is not only differentiated tasks on complexities, but also differentiation of condition of performance of these tasks (the various help of the teacher to strong and weak pupils, various time for tasks performance, for answer considering , adding forms of control over their performance. Thus, it is possible to offer following basic variants realization of the differentiated approach in training to a foreign language:

-the differentiated complexity of the task- identical conditions of its performance for all pupils- identical forms of control over its performance;

-the differentiated complexity of the task- the differentiated conditions of its performance for all pupils- the differentiated control over its performance;

-identical complexity of the task for all pupils- the differentiated conditions of its performance- the differentiated control;

-identical complexity of the task for all pupils- identical conditions of its performance the differentiated control over its performance. (Passov, 24, 200)

I result some examples of application of differentiated approach in teaching English language. For its realization at control of reading it is necessary for teacher to solve a number of organizational questions:

-proceeding from level of language preparation of pupils, it should break a class conditionally into the subgroups equal on preparation;

-it is necessary for it to have the psychological characteristic of a class into which should enter a level of development of those individually psychological features of pupils which cause success of mastering by reading of texts speaking another language (memory, the thinking, attention, level of the general development;

At selection and drawing up of the differentiated tasks it is important to teacher to have a talk with teachers in other subjects to learn about interests and propensities of children.

Conclusion to chapter two.

Studying of interests and prepositions of pupils, their educational possibilities, and also the analysis of prospects of development of these possibilities should serve as a starting point in the differentiated approach to training to a foreign

language. I was convinced on a private experience what to carry out all it in a practice.

I understand the differentiated approach in training as follows: not only the differentiated tasks on complexities, but also differentiation of conditions of performance of these tasks (the various help of the teacher to strong and weak pupils, various time for task performance, for answer considering) and also forms of control over their performance. (Darwish, 8, 36)

Thus, it is possible to offer following basic variants of realization of the differentiated approach in training to a foreign language:

-the differentiated complexity of the task- identical conditions of its performance for all pupils- identical forms of control over its performance;

-the differentiated complexity of the task- the differentiated conditions of its performance for all pupils- the differentiated control over its performance;

So, in this chapter I have considered theoretical basis of the differentiated approach. I have found out that pupils differ from each other not only degree of development of emotionally- strong willed sphere, but also features of development of informative processes, especially memory. I have also considered the basic forms of the differentiated training realized at modern schools and have researched the results of questioning of teachers of foreign language on a problem of the differentiated approach to pupils. (Magomedov, 20, 67)

Differentiated learning is:

-form of organization of educational process in which the teacher works with a group of students, drawn from the account whether they have any significant for the over all quality of the educational process;

-part of the didactic system, which provides specialized training process for different group of students;

A differentiated approach to learning is:

-creation of a variety of learning environments for different schools, classes and groups to take into account the particularities of their troops;

-range of methodological, psychological, organizational and administrative measures to ensure learning in homogeneous groups.

Technology of differentiated instruction is a set of organizational solutions, tools and methods of differentiated instruction, covering a certain part of the learning process.

Targets of this technology are:

-training at each of its capable cities and abilities;

-adaptation to study the particularities of the differentiated groups of students.

Any theory of learning technology involves the use of differentiated instruction. Differentiation in Latin means separation, a separation into different parts, forms, steps.

The principle of differentiation of instruction- a provision that the educational process is constructed as a differential. One of the main types of differentiation is an individual training Technology of differentiated instruction is a complex of organizational solutions, tools and methods of differentiated instruction, covering a certain part of the learning process.

Chapter three Practical aspects of differentiated English grammar teaching at secondary school.

During my academic practice at secondary school I was appointed as an English language teacher at the fifth form pupils. So I had a great chance to use in practice differentiated method in my work. So, forming grammar skill at pupils I kept the following principles:

1. Speech orientation.

The speech orientation assumes teaching foreign language through the dialogue. It means practical orientation of a lesson. To teach to speak it is possible only speaking, to listen- listening, to read – reading. First of all it concerns exercises: the exercises is more like real dialogue. In speech exercises there is a smooth dosed out and at the same time prompt accumulation of immediate realization: it is not supposed any phrase which couldn't be used in the conditions of real dialogue.

This principle was actively applied during carrying out of speech gymnastics. For example, the official report of the person on duty.

2. Functionalty.

Speech activity has three parties: uxical, grammatical, phonetic. They inseparably linked in process of speaking. From this it follows that words can't be acquired in a separation from their forms of existence (use). It is necessary to aspire, tat in the majority of exercises speech and grammatical units were acquired. Functionally assumes that both words, and grammatical forms are acquired at once activity;: the pupil carries out any speech problem- confirms thought, doubts in heard, asks about something induces the interlocutor to action and in the course of it acquires neccery words and grammatical forms/

(Davidov, 9,152)

3. Situationality, role-playing ornization of educational process.

Selection and the organization of a material on the basis of situations and problems of dialogue which interest pupils of each age is essentially important.

Necessity to train on the basis of situations recognizes everything, however understand it variously. The description of situations is not situations as is not capable of it. To acquire language, it is necessary not to study language and world around with its help. The desire to speak appears at the pupil only in the real or recreated situation mentioning the speaking.

4. Personal orientation.

Faceless speech does not happen speech is always individual. Any person always differs from another and the natural properties and abilities to carry out educational and speech activity, and the characteristics as persons: experience (at everyone in the class), an activity context (at each pupil the set of activity in which he is engaged also which are a basis of its mutual relations with other people) a set of certain feeling and emotions (one is proud of the city), the interests, the status (position) in collective.

The given training assumes the account of all these personal characteristics for only such way dialogue conditions can be created. The condition of success in the communicative motivation is caused, purposeful speaking is provided by mutual relations.

5. Group work – is such way of the organization of process at which pupils actively communicative with each other.

So, all principles of training set forth above to grammar of pupils of an average link have been used by me in the working process of a series of lessons and directed on formation differentiated approach.

3.1. Exercises directed on formation of grammar skills in the system of English lessons.

The system of exercises on formation of grammatical skills put on overall objective mastering of oral speech of English language. It has been directed on development of those operations with a material for speech which are necessary for understanding and expression of thoughts in a foreign language.

It is known that the meaning difficulty in training grammatical skills consists not in storing of the separate facts of language and in mastering by actions with them. Therefore the basic purpose of grammatical exercises consisted in providing trained mastering by actions with a grammatical material both in receptive and in the reproductive plan.

Grammar exercises in the given system met following basic requirements:

- to teach operation with grammatical material;**
- to show psychological and linguistic rule of developing types of speech activities;**
- to have communicative direction;**
- to increase from easy to hard gradually;**
- to activate mental performance of pupils;**
- to contain different exercises.**

Language exercises have been directed on development at the pupil of primary skills of using by separate elements of studied language, and their purpose was preparation of the pupil for further speech activity. Language exercises are spent through all course in a foreign language as certain skill is easier for seizing in separate conditions. (Aliev, 3, 112)

It is known that the skill developed on a conscious basis, differs special durability and flexibility. Therefore the exercises used in teaching, promoted that the pupil has well understood to itself features of a studied language

material. In this connection the repeated presentation of speech sample and diversity types and kind of these exercises was characteristic feature language exercises. (Larina, 17, 88)

The organization of educational activity at the individual and differentiated approaches is necessary at all stages of mastering of knowledge and abilities:

- 1. A stage of a statement of new knowledge abilities. At this stage it is necessary to spend more through training to mastering of a new material with those children who need it. And then after a primary face- to face explanation it is necessary to repeat it.**
- 2. A stage of fastering and application of knowledge and abilities.**

Here a basis of the individual and differentiated approaches is the organization of independent work. At this stage more all contains possibilities of pupils. Thus, the individual and differentiated approaches are carried out mainly in the form of tasks of various difficulty and character. It is convenient to show them in the form of individual card.

- 3. Control and self-checking. A stage of ckech and an estimation of knowledge and abilities. At this stage following conditions of realization of the individual and differentiated approaches should be carried out:**
 - knowledge of individual and typological features of separate pupils and group of pupils;**
 - ability to analyze a teaching material to reveal possible difficulties which there will be different groups of pupils;**
 - drawing up of the developed plan of a lesson, including questions to different groups and separate pupils;**
 - ability “to program” training of different groups of pupils;**
 - realization of the stage- by stage organization of educational activity taking into account level of knowledge, abilities raises efficiency of the individual and differentiated approaches.**

Here some examples of use of the given approaches in teaching pupils, which I carried out during my own practice. So development of grammatical structure Present Continuous originally is better for carrying out with a support of presentation. For example:

T-P1: What are you doing?

P1: I'm writing.

T- P2: Kate, stand up, please. Go to the door.

P2: I'm going to the door.

T-P3: What is Kate doing?

P3: she is going to the door.

T-P4: Is she going to the blackboard?

P4: No, isn't. She is going to the door.

In this case work both strong and weak pupils, helping each other. Further the role of the teacher incurs one of well prepared pupils. After that any pupil from group, including less capable can be the leader.

Mastering by this grammatical material by means of a distributing material is successfully carried out. I offer the task of three degrees of complexity, depending on level of mastering pupils Present Continuous Tense.

Pupils with high degree of readiness are offered to describe a picture. Less prepared pupils receive the task to look at a picture and answer questions. The pupils with low level and weak pupils offered cards with verbs which it is necessary to put in Present Continuous. Such different tasks allow pupils with low level knowledge to pass to development of the given material at higher level. (Vereshchagina, 32 276)

The most difficult moment in teaching of grammatical theme during my academic practice at school is to teach pupils to distinguish Past Indefinite Tense and Present Perfect Tense. Weak pupils overcome difficulties in

distinction of these grammatical times more successfully when I used as a support well-known signal words of each time. For example: yesterday, 2 days ago, last year, month, week-for the Past Indefinite Tense, and ever, never, already, just for the Present Indefinite Tense.

Exercises in working writing-books of modern textbooks are thought over on degree of complexity and give fine possibility differentially to approach to homework. To someone enough one exercise, and to someone it is necessary to execute 2-3. Stronger pupil can consult with the difficult task, which not under force to the bad pupil.

Thus, in training it is considered the primary goals of the differentiated approach to a foreign language satisfaction of requirements both strong and weak pupils taking into account their individual readiness, individual qualities of everyone. (Galskova, 11, 115)

This means that in sentence patterns teaching points are determined so that pupils can concentrate their attention on some elements of the pattern to be able to use them as orienting points when speaking or writing the foreign language.

The teacher draws pupils' attention to the new element in the form of a rule, a very short one. It is usually done in the mother tongue. For example: помни что во множественном числе к существительному прибавляется окончание -s- and -es-. The rule helps the learner to understand and to assimilate the structural meaning of the elements. It ensures a conscious approach to learning. This approach provides favourable conditions for the speedy development of concrete and correct and more flexible language use. However it does not mean that the teacher should ask pupils to say this or that rule. Rules do not ensure the mastery of the language. They only help to attain the practical goal. If a pupil can recognize and employ correctly the forms that the appropriate is sufficient. When the learner can

give sample proof of these abilities we may say that he has fulfilled the syllabus requirements.

Practical approach.

It means that pupils learn those grammar item which they need for immediate use either in oral or written language. For example, from the first steps of language learning process pupils need the possessive case for objects which belong to different pupil, namely Mike's textbook, Anna's mother, the girl's doll, the boys' room, etc. the teacher masters grammar through performing various exercises in using a given grammar item.

Structural approach.

Grammar items are introduced and drilled in structures or sentence patterns.

It has been proved an accepted by the majority of teachers and methodologists what whenever the aim to teach pupils the command of the language, and speaking in particular, the structural approach meets the requirements. Pupils are taught to understand English when spoken to and to speak it from the very beginning. This is possible provided they have learned sentence patterns and words as a pattern and they know how to adjust them to the situations they are given. In our country the structural approach to the teaching grammar attracted the attention of many teachers. As a result structural approach to grammar teaching has been adopted by our schools since it allows the pupil to make up sentences by analogy ,to use the same pattern for various situations. People learn sentence patterns and how to use them in oral and written language (Stevick, 31, 300)

Rule for the teacher:

The teacher should finish words to change the lexical meaning of the sentence pattern so that pupils will be able to use it indifferent situations. Pupils

should assimilate the grammar mechanism involved in sentence pattern and not the sentence itself.

Situational approach.

Pupils learn a grammar item used in situations. For example, the possessive case may be effectively introduced in classroom situations. The teacher takes or simply touches various things and says: this is Nina's pen, that is Akmal's exercise book and so on.

Rule for the teacher:

The teacher should select the situation for the particular grammar item he is going to present. He should look through the text book and other teaching materials and find those situations which can ensure comprehension and the usage of the item.

3.2. The analysis of results and methodical recommendation on formation of grammatical skills of pupils of the fifth form.

While preparing for the lesson at which a new grammatical item should be introduced, the teacher must realize the difficulties pupils will meet in assimilating this new element of the English grammar. They may be of three kinds: difficulties in form, meaning and usage. While preparing for the lesson I thought of the ways to overcome these difficulties: how to convey the meaning of the grammar item either through situations or with the help of mother tongue; what role should be used; what exercises should be done; their types and numbers. Then I also planned of the sequence in which pupils should work to overcome these difficulties, i.e. from observation and comprehension through conscious imitation to usage in conversation (Communicative exercises). Then I considered the form in which to present the grammar item- orally, in writing, or reading. And, finally, I planned pupils' activity while learning this grammar their individual work, mass work, work in unison, work in pairs, always keeping in mind that for

assimilation pupils need examples of the sentence pattern in which this grammar item occurs this applying all kinds of the grammatical exercises build as it should be “from elementary-to productive” I have promoted that the pupils have well understood features of a studied language material. In this connection the repeated presentation of the speech sample and different types and kinds of exercises which also promoted development of competent oral speech is connected.

During my academic practice at secondary school I tried to use differentiated approach in teaching English grammar and at the end of it I gave a control work on the Present Perfect Tense according to the given and learned material. Here the results of this control work: 40% of pupils have acquired taught material on a mark “4”, 29% of pupils have acquired taught material on a mark “5”, 22% of pupils on a mark “3” and 9% have admitted a considerable quantity of errors at answers. In verifying work there were tasks for revealing of level of knowledge of lexicon, and especially grammar exercises. (Baranovskaya, 5, 212)

It is necessary to notice that 85% of pupils have successfully coped with tasks for knowledge of lexicon, and 72%- on knowledge of grammar.

After processing of results the complex of exercises directed on fastening and working off of a grammatical material and development of oral speech has been spent. The correction of mistakes in which course the individual approach to each pupil was carried out has been spent.

Thus, by results of control and verifying works it is visible that the system of lessons offered by me promotes development of speech complement through knowledge of grammar.

On the basis of the analysis of results of the spent research work I can formulate following recommendations about teaching grammar for development competent grammar skills:

- 1. To observe such principles of formation of grammatical skills, as a speech orientation, functionality, situationality, novelty, personal orientation and collective interaction;**
- 2. To use such exercises on work with a grammatical material which:**
 - trains in actions with a grammatical material;**
 - reflects psychophysiological and linguistic laws of development kinds of speech activity;**
 - communicative orientation;**
 - settle down as it should be from easier to more difficult;**
 - make active cerebration trained;**
 - contains various tasks and exercises;**
- 3. To consider psychological features of children at the given age.**
- 4. To observe hygienic requirements(duration of work 20-25 minutes, performance of gymnastics for eyes, the organization of changes)**
- 5. To involve an authentic material (a photo, cards, schemes)**
- 6. To use extralinguistic means of dialogue**
- 7. To use various operating modes**
- 8. To develop speech situations which depend on the maintenance and the form of direct dialogue of the teacher with each child.**

Useful rules for teachers according to my personal experience in teaching grammar:

- 1. The teacher should select the situations for the particular grammar item he is going to present. He should look through the textbook and other**

- teaching materials and find those situations which can ensure comprehension and the usage of the item.
2. If the grammar item the teacher is going to present belongs to those pupils need for conversation, he should select the oral approach method for teaching.
 3. If pupils need the grammar item for reading, the teacher should start with reading and writing sentences in which the grammar item occurs.

Conclusion to Chapter three.

The grammar is a basis of language development. Its studying is necessary for mastering by all kinds of speech activity- audition, speaking, reading and the writing.

During my research I have solved following problems:

1. Have revealed essence of process of teaching English on the average link. Training is the purposeful, organized process of interaction of the teacher and the pupil in which course there is a mastering of knowledge, skills. In training the purposes (practical, grammatical, communicative, educational, developing all skills) and the maintenance of process of teaching should be realized.
2. I have systematized methods of formation of grammatical skills of pupils of an average link, having considered kinds of grammatical skills, various approaches to formation of grammatical skills, and so an active and passive grammatical minimum.
3. Have defined prominent features of speech activity of pupils of an average link, having established that in teaching foreign language the big role is played by speech development as psychological and pedagogical phenomenon. At teenage age speech development goes, on the one hand, at the expense of expansion of riches of the dictionary, with another- at the expense of mastering of set values which the native

language dictionary is capable to code. In adolescence the person starts to understand that speech development defines informative development.

4. Have developed and approved a series of lessons of formation of competent oral speech by means of training to grammar, efficiency of lesson is proved practically, progress level on English language has raised. The system of lessons contained all kinds of the grammatical exercises build as it should be “from- simple- to difficult”, “from elementary- to productive” and promoted that pupils have well understood features of a studied language material.
5. Have created methodical recommendations about formation of competent oral speech which will help the student of teacher training college and the young expert in preparation and planning of lesson.

Thus, the hypotheses of my research is to form grammatical skills with active use of stamps, speech samples, through system of exercises formation of competent oral speech will be more effective- is successfully proved.

So, as a conclusion to the third chapter we can see the effectiveness of differentiated teaching English grammar in practice.

Conclusion.

In conclusion to my graduation qualification paper I want to say that differentiated teaching is one of the most demanded technologies used for teaching foreign language at school. It allows ton carry out versative development of the person taking into account its abilities or even talents. It is impossible to name this problem new but the variety of its parties and the importance far isn't completely opened at the decision of problems of active training. Efficence of the differentiated training its advantages before at what learned all and to all its indsential proves to be true pupil teaching. The admitted facts that its necessary to consider pacific features of pupils as is

develops informative and creative abilities of pupils with various level of preposition allows to reach such results in training to language which well induce them to independent research activity, positive motivation great interest in results of study.

Thus, the following are contradictions of various between program requirements to level of position of pupils of secondary school English language and insufficient real level formation of grammatical abilities necessary for effective dialogue in studied language:

-between objective requirement of the theory and practice of school teaching foreign language in development of individual abilities of pupils to mastering by a grammatical system of studied language and insufficient readiness of theoretical faces of the differentiated training grammar of foreign language;

-between requirement to facilitate perception storing and mastering by pupils of the fifth class of great volume of a grammatical material and absence of the corresponding theoretically and experimentally well- founded differentiated grammatical tasks corresponding theoretically, capable to solve this problem.

The allocated contradictions have allowed to formulate an existing problem of search of effective ways of the differentiated training to the English grammar in the fifth form of secondary school.

Object of research is the educational process directed on realization of differentiated English grammar teaching at secondary school.

Ways of realization of the differentiated English grammar teaching in the fifth form of secondary school were an object of research.

The aim of this qualification paper is to introduce the methods of teaching grammar, to show the difficulties that young teachers face in their career. And I found that it may help us to distinguish between would- be learners who are serious and those who are more casual in their approach.

The object of this qualification paper was to explore the differentiated English grammar teaching at the fifth form of secondary school.

At the beginning of this work I have set the following tasks:

- 1. To make the psychological- pedagogical analysis of the English grammar as subject of training and pupils of the fifth form at secondary school as the subject of training.**
- 2. On the basis of given analysis to define essence of the differentiated English grammar teaching at the fifth form of secondary school.**
- 3. To reveal and describe methodical principles and didactic conditions of the organization of process of teaching english grammar at the fifth class of secondary school.**

I should mention that this research work represents agreed theoretical value for those willing to take up their future career in the field of teaching English.

Practical value of this qualification paper is determined by the fact that the developed material and proper tasks make available the use of this work as manual in teaching a foreign language in the class, or a useful material for additional courses of foreign language at school.

The source information for this research work has been carefully studied and investigated before it was applied to the given work.

The differentiated teaching is under construction on selection of individual tasks, depending on abilities of pupils and level of formation of the speech skills and abilities. Various educational tasks, work in groups and teams of various structure as used at lesson in formation of differentiated approach.

Various exercises (phonetic, grammatical), repeated words, visual support, schemes help teaching material. Pupils with absent- minded attention, bad memory and the broken perception acquire the curriculum after repeated

words, the help from the teacher (additional exercises, visual support) and works in groups with strong pupils.

It is necessary to encourage the slightest success of pupils, supporting interest to learning foreign language. Pupils who quickly get teaching material, are involved in lesson conducting, carrying out musical and sport flashcards. It is suggested to compose and think up individual creative works verses, riddles, to issue them, to present in class that promotes development of creative abilities of pupils.

Thus, the differentiated approach consist in teaching;

- 1)tasks of various complexity and volume.**
- 2)variability of rate development of teaching material.**
- 3)organization of the help from teacher and work in stream of replaceable structure.**
- 4)attraction pupil's attention to performance individual creative tasks, projects.**

Such differentiated approach allows excessive loadings and fear language at children with low and average degree of educability and to strong children – to show in work independence and creativity, raising, thereby, both at those, and at others interests.

- 1. English grammar teaching of fifth form pupils at secondary school should be considered as activity of subjects of training process (at motivational, operational and estimated levels) and as process of formation of grammatical abilities from acquaintance of grammatical structure in the text to proof skill of the use in speech and in writing form.**
- 2. The differentiated English grammar teaching is a part of the general didactic system of training to a foreign language is combined with**

specific features of pupils, namely, type, of thinking dominating at them (figurative, rational is evident-shaped) and formative style (activity of the teenager, rate of activity, intensity, ability to be switched to a new kind of work, reaction), their accessories to certain psychotype (art, logic or mixed)

3. The differentiated training of pupils to the English grammar is based on following methodical principles: integrated approach and differentiating, grammatical activity, a support on grammar of a native language, availability minimization of complexity tasks, grammar system- studying in organic communication with (exicon: the differentiated organization of a teaching material: realization of an external management and control, granting by the pupil of independence.
4. The differentiated English grammar teaching is carried out on the basis of the following didactic condition: the account of operating activity of the teacher and independent creative activity of pupils on mastering by grammar speaking another language, a combination of the general and differentiated ways, forms and methods of English grammar teaching in fifth classes concerning various groups, a coordination of actions of all subjects of educational process.

In conclusion to my work I can say that all aims were achieved and the problem was fully inspected.

This work has theoretical nature and can be used by the teachers in their activity.

Used Literature

1. Karimov I. A “ Harmoniously Developed Generation is the Basis of Progress of Uzbekistan “ – Tashkent.: 1998-117pp.
2. Abduazizov A.A. “Тилшуносликка кириш. 2- кисм. Лексикология ва семасеология. Грамматика” - Toshkent.: 1997-576pp.
3. Aliev G.P. “Выбор особенностей учащихся при дифференцированном обучении иностранному языку” - Ташкент.: 1992-320pp.
4. Arakin V.D. “Методика преподавания английского языка в старших классах” – Москва.: Просвещение, 1958- 372pp.
5. Varanovskaya T.V. “Грамматика английского языка” - Москва.: Дом книги, 2007-384pp.
6. Vim I.L. “Что мешает результативности обучения иностранного языка?” - Санкт Петербург.: Иностранные языки в школе, 2007-605pp.
7. Buranov A.V. “Reading on modern English lexicology”- Tashkent.: O’qituvchi, 1985-372pp.
8. Darvish O.B. “Возрастная психология” – Москва.: Владос, 2004-336pp.
9. Davidov V.V. “Проблемы развивающего обучения” – Москва.: Академия, 2004-288pp.
10. Dobrinina N.N. “Наслаждайся английским” – Москва.: Титул, 2008-208pp.
11. Galskova N.D. “Теория обучения иностранным языкам” – Москва.: Академия, 2008-288pp.
12. Guzeeva K.A. “Английский язык” – Москва.: Просвещение, 1993-288pp.
13. Ilyin M.S. “Основы теории упражнений по иностранному языку” – Москва.: Педагогика, 1975-302pp.

14. Ionina A.A. "Некоторые типичные трудности в грамматике современного английского языка" - Санкт Петербург.: Иностранные языки в школе, 2003-386pp.
15. Kalmikova Z.I. "Психологические принципы развивающего обучения"- Москва.: Знание, 1979-350pp.
16. Klementyeva T.V. "Повторяем времена английского глагола" – Москва.: Дрофа, 1996-208pp.
17. Larina E.N. "Текстовый контроль владения грамматическим аспектом английского языка" – Москва.: Учитель, 2001-400pp.
18. Leontyev A.N. "Развитие высших форм запоминания" – Екатеринбург.: Феникс, 1998-816pp.
19. Mac Donough S. "Psychology in foreign language teaching" – London.: Oxford University Press, 1982-353pp.
20. Magomedov N.M. "Дифференцированный подход к обучению и воспитанию школьников: проблемы, перспективы" – Самара.: Самарский Государственный Университет, 1993-250pp.
21. Norris William E "Advanced grammar goals, techniques, procedures" – London.: Oxford University Press, 1965-522pp.
22. O'Hare Frank "Sentence combining: improving students writing with the help of grammar instruction" - New York.: Harper, 1981-346pp.
23. Palmer Adrian "Teaching communication" - Washington D.C.: Department of state foreign service institute, 1970-412pp.
24. Passov E.I. "Основы методики обучения иностранным языкам" – Москва.: Педагогика, 1977-252pp.
25. Paulston Christina "Structural pattern drills: classification" – Chicago.: the university of Chicago press, 2001-130pp.
26. Rafienko A.V. "Возможная роль рецептивных упражнений в процессе формирования репродуктивных грамматических навыков" – Екатеринбург.: Народное образование, 1983-312pp.

27. Rivers Wilga "Speaking in many tongues: essay in foreign language teaching" - New York.: New bury house publishers, 1972-342pp.
28. Shatilov S.F. "Теоретические основы методики обучения грамматическому аспекту иноязычной речи" - Москва.: Просвещение, 1993-213pp.
29. Solovova E.N. "Методика обучения иностранным языкам" – Москва.: Просвещение, 2005-239pp.
30. Spencer D. H. "Guided composition" – London.: Longman, 1965-500pp.
31. Stevick E.W. "Helping people learn English" – Nashville.: Abingdon Press, 1965-423pp.
32. Vereshchagina I. N. "Английский язык. Учебник для IV класса школ с углубленным изучением английского языка" - Москва.: Просвещение-1999-448pp.
33. Vitlin J.L. "Современные проблемы обучения грамматике английского языка" - Санкт Петербург.: Педагогика, 2000-336pp.
34. Voytenko T.P. "Разноуровневое обучение: положительные результаты и негативные последствия" - Москва.: Логос, 1993-512pp.
35. Watson C. B. "The use and abuse of models in the ESL grammar class" - New York.: Harper and Row, 1975-433pp.

Internet sites:

1. <http://www.znatok.ua>
2. <http://www.ilovelanguages.com>
3. <http://www.learnenglish.de>
4. <http://llt.msu.edu>
5. <http://www.en.wikipedia.org>
6. <http://www.life-the-easy-way.com>
7. <http://www.ranez.ru>
8. <http://www.englishplus.com>
9. <http://www.btinternet.com>
10. [http://www.dictionary.com.](http://www.dictionary.com)

РЕКОМЕНДАЦИЯ

научного руководителя на квалификационную работу студентки 404-группы английского отделения факультета иностранных языков УрГУ Сабировой Комилы Максудовны на тему «Differentiated English Grammar Teaching of the Fifth Form Pupils at Secondary School» представленную на соискание степени бакалавра по направлению 5220100 – филология (английский язык)

Квалификационная работа Сабировой Комилы Максудовны посвящена изучению дифференцированного обучения грамматике английского языка учеников 5 класса средней школы. Актуальность работы заключается в том, что метод дифференцированного обучения грамматике английского языка является одним из востребованных методов в процессе преподавания иностранного языка.

Данная работа представляет большой интерес не только для учащихся, но и для учителей, а также для тех, кто интересуется методикой преподавания английского языка.

Новизна работы заключается в том, что она содержит дидактические принципы исследования дифференцированного обучения грамматике английского языка с учетом психологических аспектов учащихся.

Данная работа имеет важное теоретическое значение для тех, кто хочет стать преподавателем английского языка.

Практическая ценность заключается в том, что данная работа содержит упражнения, основанные на дифференцированном методе обучения и может применяться учителями английского языка в качестве методического пособия.

Кроме того студенты-практиканты также могут использовать рекомендации выявленные в этой работе.

Данная работа описана по следующей структуре: введение, три главы, заключение, список использованной литературы.

В первой главе исследуется теоретическая основа дифференцированного обучения грамматики английского языка учеников 5 класса средней школы.

Вторая глава посвящена психологической и педагогической основе дифференцированного обучения грамматики английского языка учеников 5 класса средней школы.

В третьей главе представлено практическое применение дифференцированного обучения грамматики английского языка учеников 5 класса средней школы, а также даны результаты применения данного метода преподавания на практике.

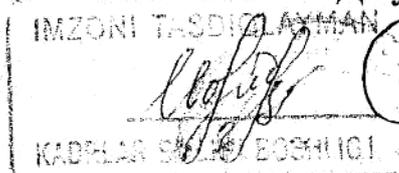
В заключении подведен итог всей квалификационной работы.

Данная работа написана на научном уровне и имеет теоретическое и практическое значение. Работа отвечает всем предъявленным стандартам написания квалификационной работы. Также работа содержит выводы и рекомендации полезные для преподавателей английского языка.

Работа выполнена в соответствии с требованиями государственной аттестационной комиссии, заслуживает высокой оценки и может быть допущена к защите. Рекомендую данную работу на защиту степени бакалавра.

Научный руководитель

Джуманиязова Р. Ю.



Рецензия

**официального оппонента на квалификационную работу студентки
404- группы факультета иностранных языков английского отделения
УрГУ Сабировой Комилы Максудовны на тему «Differentiated English
Grammar Teaching of the Fifth Form Pupils at Secondary School »
5220100 филология (английский язык)**

Дипломная работа Сабировой Комилы Максудовны посвящена исследованию одного из самых востребованных методов преподавания иностранных языков.

Целью исследования работы является изучение дифференцированного обучения грамматики английского языка учащихся 5 класса средней школы. Автор достаточно убедительно обосновала актуальность темы своего исследования.

Новизна работы заключается в том, что она содержит дидактические принципы исследования дифференцированного обучения грамматике английского языка с учетом психологических аспектов учащихся.

Данная работа имеет важное теоретическое значение для тех, кто хочет стать преподавателем английского языка.

Практическая ценность заключается в том, что данная работа содержит упражнения, основанные на дифференцированном методе обучения и может применяться учителями английского языка в качестве методического пособия.

Несомненной заслугой исследователя является глубокая и качественная проработка имеющихся по данной проблеме научных источников, умелая опора на них в процессе раскрытия темы и грамотное использование отдельных положений в тексте дипломной работы.

Характеризуя в целом необходимо отметить, что избранная автором логика исследования, последовательность и содержание глав и разделов позволяет глубоко и качественно раскрыть тему.

Первая глава дипломной работы удачно сочетает в себе теоретическую основу и большой фактический материал из практики ученых, подтверждающих и обосновывающих представленные в работе теоретические посылки и выводы.

Вторая глава исследования является логическим продолжением первой, придает работе целостный, законченный характер.

В третьей главе представлено практическое применение дифференцированного обучения грамматики английского языка учеников 5 класса средней школы, а также даны результаты применения данного метода преподавания на практике.

В заключительной части подведены итоги исследования, а также даны содержательные рекомендации и выводы.

Дипломная работа Сабировой Комилы Максудовны является самостоятельным исследованием дифференцированного обучения грамматике английского языка.

Работа выполнена в соответствии с требованиями государственной аттестационной комиссии, заслуживает высокой оценки и может быть допущена к защите.

**Преподаватель 2 Академического
лица при Ургенском Государственном
Университете**



Г. Матмуратова

Урганч Давлат Университети
“Инглиз тили” кафедраси

“25” май 2012 йил

Урганч шаҳар

Битирув малакавий иши дастлабки ҳимояси
Бўйича комиссия аъзолари мажлиси № 10 сонли

БА Ё Н Н О М А С И

Комиссия аъзолари:

“Тасдиқлайман”

1. Рўзметов Х. Қ.

2. Рахимова Г. Ю.

3. Атаджанова С.Р.

Кафедра мудири

“ _____ ” _____ 2012 й

К У Н Т А Р Т И Б И

Эшитилди: 404-гурух талабаси Сабирава Комиланинг “Differentiated English grammar teaching of the fifth form pupils at secondary school ” мавзусидаги битирув малакавий иши ҳақидаги маърузаси эшитилди ва муҳокама қилинди.

Қарор қилинди: 404-гурух талабаси Сабирава Комиланинг “Differentiated English grammar teaching of the fifth form pupils at secondary school ” мавзусидаги битирув малакавий иши ҳимояга тавсия қилинсин.

Имзолар:

1. _____

2. _____

3. _____

Урганч - 2012