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PSYCHOLOGICAL FOUNDATIONS OF DIFFERENTIATION APPROACH

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Abstract. *This paper investigates strategies for pedagogical adjustment to accommodate the diverse needs of students, enhancing the inclusivity and effectiveness of learning environments. It particularly focuses on methodologies applicable to the teaching of writing and the supportive role of psychological principles. By integrating insights from disparate disciplines such as architecture and psychology, educators can*

enhance the quality of learning experiences. This involves personalized instruction, goal setting, and fostering student autonomy in the learning process. Moreover, the paper explores the potential synergies between these strategies and Howard Gardner's theory of multiple intelligences. Ultimately, these approaches are posited to facilitate educational improvement, student engagement, and academic achievement.

Key words: *differentiation, diverse learners, teaching strategies, academic growth and success, motivation, inclusive school, student diversity, teaching methods, psychological foundation, Vygotsky's socio-cultural theory, Brain-based learning, Multiple intelligences, Neuro-psychology, Executive function, Multi-modal approach, Industrial psychology.*

Differentiation in education involves adapting instruction, content, and assessment to meet the diverse needs of individual learners. Differentiation aims to ensure that all students, regardless of background or ability level, have access to meaningful learning experiences that foster academic growth and success. [1] Rooted in the Latin word “differentia” differentiation recognizes the importance of making small changes to teaching methods to accommodate variations in students’ readiness, interests, and learning profiles. [2]

Teaching in a differentiated way is crucial for creating inclusive learning environments and promoting democratic ideals in education. Despite being widely discussed in Western contexts, differentiation takes various forms globally, highlighting the need for a broader system-oriented perspective beyond classroom-focused approaches.

The psychological underpinnings of differentiation involve recognizing students' cognitive abilities, prior experiences, and existing knowledge. Drawing from socio-cultural theory and brain-based learning principles, educators prioritize creating supportive learning environments where students can effectively interact with course material at an appropriate difficulty level. [3]

Differentiation enhances student motivation by catering to individual differences in readiness, interests, and learning profiles. When students perceive that their unique needs are acknowledged and accommodated, they are more likely to feel valued and motivated

to actively participate in their learning journey. Recognizing and responding to students' needs in lesson organization and goal-setting further amplifies motivation and drives academic success.

In researching motivation, special attention must be paid to students' needs, as they determine the orientation of activities in the educational process and influence students' mental states. Teachers play a crucial role in forming motivation by adapting topics and determining goals and tasks with students, ultimately increasing the effectiveness of the educational process. [4]

Differentiation in education serves as a pivotal framework for creating inclusive learning environments and fostering effective teaching practices that cater to the diverse needs of learners. By recognizing and addressing individual differences, educators can promote academic growth, student engagement, and lifelong learning success.

The text explores various approaches to differentiated instruction (DI) in education, emphasizing its connection with Howard Gardner's theory of multiple intelligences and proposing a transdisciplinary approach to bridge the gap between theory and practical application. [5]

Gardner's theory posits that intelligence comprises various types, such as linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligences. Educators implementing differentiation recognize and value this diversity among students, designing instruction to cater to different intelligences. For instance, they may provide opportunities for students to engage with content through various modalities based on their strengths and interests.

Russell Jay Hendel highlights the challenges educators face in implementing DI effectively and proposes a transdisciplinary approach to address them. Drawing from architecture, neuro-psychology, industrial psychology, and social psychology, this approach offers innovative strategies for DI, including universal design principles, multi-modal teaching approaches, goal-setting techniques, and the integration of self-efficacy concepts.

Universal design principles aim to create inclusive learning environments accessible to all students, regardless of their abilities or backgrounds. This proactive approach ensures that educational experiences cater to diverse needs from the outset, avoiding the need for costly adjustments later on.

Insights from neuro-psychology underscore the importance of considering higher cognitive brain functions, like executive function, in instructional design. A multi-modal approach acknowledges students' diverse learning preferences and strengths, promoting deeper understanding and retention of knowledge.

Industrial psychology emphasizes the significance of goal-setting and task management in facilitating effective learning experiences. By incorporating goal-setting techniques into teaching practices, educators help students develop essential skills such as organization, time management, and self-regulation, fostering lifelong learning success.

The integration of goal-setting with the self-efficacy concept from social psychology empowers students to take control of their learning processes. By providing choices and opportunities for self-assessment, educators promote self-regulation and autonomy in learning, leading to increased motivation, engagement, and academic success. [6]

Overall, the text advocates for a holistic approach to DI in education, incorporating insights from various disciplines to create inclusive learning environments and promote student success.

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THE USE OF TECHNOLOGY FOR THE DEVELOPMENT OF CRITICAL THINKING IN FOREIGN LANGUAGE CLASSES

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Annotation. *The article gives a general assessment of the technology of developing critical thinking as a means of forming students' foreign language communicative competence. The importance of technology for teachers and students is highlighted. Two methodological techniques are described in more detail and presented as examples: cluster and cinquain.*

Key words: *technology for the development of critical thinking, critical thinking, methodical technique, cluster, cinquain.*

The process of forming linguistic communicative and professional-communicative competence is effective today through the use of modern educational technologies and updating forms of work both in educational and extracurricular activities. An interactive learning mode based on communication, cooperation and creativity is one of the main ones in the training of highly qualified specialists [2]. The main objectives of the training are the formation of creative and critical thinking, the ability to operate with the information received and apply knowledge in practice in various situations. At the same time, the result of training is not the amount of knowledge gained, but the ability and willingness of students to make productive decisions in various professional situations.

The task of the teacher is the professional selection of the teaching content, ensuring the rational organization of the training session and the formation of students' conscious mastery of the methods of educational work. Educational activity assumes maximum activity of students in relation to the studied material, which ensures the most complete and effective assimilation of it [2]. Individual, group and collective forms of