

# IMPLEMENTATION OF DIFFERENTIATED INSTRUCTION IN THE TRAINING OF STUDENTS.

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## Abstracts

The differentiated training allows to organize the learning process as comfortable as possible for each group of students in the penitentiary system. Such way of organizing does not only solve the problem of formation of professional competencies, but also supports the re-socialization of the convicts. You can see the increasing interest of students in the development of their skills and using them practically, creative transformation of acquired knowledge, abilities and skills. The important result of this approach is the improvement of internal psychological climate during joint activities, the perceived importance of the results of everybody's work and the ability to apply their skills to achieve general aims, regardless of their level. It allows to create an atmosphere of personal success, and therefore their interest to improve their competencies further, a desire to learn new spheres of activity. All this allows to hope for a successful socialization of such people in modern conditions requiring constant professional mobility

Abstract:

This article discusses the use of the principles of differentiated instruction in the professional training "Seamstress" in the penal colony in the town of Kolchugino, Vladimir region.

**Keywords:** *differentiated instruction, socialization of convicted people, personal development, self- realisation, Workshop method, an individual professional learning track, increasing interest.*

## 1 ACTUALITY

In modern society there is an acute problem of socialization of people who are in places of deprivation of liberty. The leading role is played by the realization of the prisoners' rights to receive vocational education, in particular vocational training for professions, which can help them successfully to find themselves in the future. According to the economic and social challenges, modern society is facing to, the profession is not only a way of re-education, but it also provides personal development, allows to realize themselves as a fully -fledged citizen. This has a positive effect on the atmosphere of the correctional institution and improves psychological wellbeing. Besides, in the places of detention there are often people who do not have a full education, who have lost the basic skills in the profession, who find themselves outside of modern society. The uniqueness of the experience of the colony-settlement in the town of Kolchugino is that it contains both men and women, aged 18. Being trained the students do not only learn the program, but restore the socially-relevant communication skills.

During the training it is necessary to consider not only gender and age differences of the students but their different levels of education. In this case, the differences are very big: from elementary to higher education. Based on this the acute question of the use of differentiated instruction in the implementation of the professional training programs is very urgent, the formation of their individual way in the professional

development will allow not only to reach professional competence but also to develop the student' personal qualities.

Differentiated instruction.

The problems of learning - training - motivation - self-realisation of students and others are solved in the course of implementation of differentiated instruction. The problem of learning differentialization is discussed in the psychological – pedagogical literature, in the works of R.B. Wendrowskaya, M., Walter, M. A. Kondratyeva, E. A. Pevtsova. Some didactic principles were considered and systematized in the doctoral thesis "Didactic principles of differentiation of educational process at secondary school" written by Irina Mikhailovna Osmolovskaya. One of the methods implementing the principles of differentiated instruction is the technique Workshop, which has been examined in detail by K. Fopel [1]. Problems of professional education of convicts are not also left without attention, in particular, in the works of L. I. Gamanenko [3] and M. S. Puzyrev [2].

In the traditional approach to professional training it was not possible to generate the entire range of necessary competences, especially those that would further develop the professional level, gain the new skills using the experience of their professional learning. It formulated the problem of realization of professional training of the students having significant educational differences, differences in the age, motivation level and social adaptation. All this led to the idea to use the Workshop method, as a means of implementing of individual approach to professional teaching. The Workshop is a laboratory where an individual professional learning track is implemented. The personal qualities of the student, his educational level and his formed professional skills are also mentioned. Here's how K. Fopel determines the concept of the Workshop: "We define the Workshop as an intensive training event where participants learn primarily through their own active work. Even the necessary theoretical "inclusions" are usually short and play a minor role. The focus is on independent learning of the participants and the intensive group interaction. The emphasis is on getting a dynamic knowledge. The participants themselves can define the learning goals. They share the responsibility for their learning with the leader. " [1]. Obviously, this method is closely linked with the ideas of the project method. Its theoretical framework has been developed since the 20th century. The founder of the method is George Dew. It was developed and adapted by S. T. Shatsky 1 in our country. The example of the method implementation.

During the development of training programs with the Workshop you must complete the following tasks:

- to form small groups, in which training activities will be implemented
- to define the object of activity, which will be presented as the final qualifying work, it needs to be meaningful for the students
- identify the theoretical material explored in the course of vocational training and its development, taking into account of the individual characteristics of the group
- to determine the time of performing the practical group work and the necessary educational and industrial practice.

Consider one of many possible examples.

Group "Sewing". The term of preparation- 2 months.

Training level – 2-nd category.

Stage 1 – dividing into small groups.

When setting the groups it is imperative to determine the level of the initial training of the students, the level of their initial skills in the profession and their interest degree. In the course of work I have noticed that the best groups are of 3 to 4 persons, where one of the students will act as a group leader.

At this stage the important point is the psychological comfort of group members towards each other which will help to ensure successful completion of the program.

Stage 2 - the choice of the topic group's work.

This stage is one of the most important. It's necessary to choose topics that would be interesting for each member of the small group. For example, the topic "Making Christmas costume "Father Frost" ("Snowgirl)", which has been proposed in one of the micro-groups this year. Eleven students learned the training program. The other micro-group chose a standard product named "T-shirt production". It was found that completing their work the group performing the model work was involved in the micro-group doing creative tasks.

Stage 3 - during the implementation of the Workshop method the theoretical material is studied mostly on their own, therefore educational and reference literature must be in sufficient quantity. In addition, the teacher must prepare the handouts in the theoretical course. They must contain topics required for study according to the program. The teacher must also arrange its study in the Workshop. To control the theoretical material it is advisable to conduct mini-seminars before starting the practical work. The theoretical material is studied by solving the questions that appear when the micro-group completes its work.

Stage 4 – determination the execution plan of the final product during educational and industrial practice. This stage has no special difficulties excepting the industrial practice, it is not always possible to link the theme of the Workshop with the interests of production. But the teacher can try to organize the work, to ensure the consolidation of skills which are necessary for the successful professional development, but are also useful for the realization of the task.

This method has been used this year in all groups and has showed good results. It is not only 100% implementation of the qualification examinations, but also a big interest of the great part of students. A lot of them come to the workshop and continue to improve their skills creatively. They have no constraint, the lack of knowledge isn't scary for them. The students with any introductory level learn to use reference books.

## **2 CONCLUSIONS**

Considering the implementation of differentiated instruction using the Workshop method it should be noted its successful implementation in groups with different training levels in professional and educational plans, especially by adult learners. The differentiated training allows to organize the learning process as comfortable as possible for each group of students in the penitentiary system. Such way of organizing does not only solve the problem of formation of professional competencies, but also supports the re-socialization of the convicts. You can see the increasing interest of students in the development of their skills and using them practically, creative transformation of acquired knowledge, abilities and skills.

The important result of this approach is the improvement of internal psychological climate during joint activities, the perceived importance of the results of everybody's work and the ability to apply their skills to achieve general aims, regardless of their level. It allows to create an atmosphere of personal success, and therefore their interest to improve their competencies further, a desire to learn new spheres of activity. All this allows to hope for a successful socialization of such people in modern conditions requiring constant professional mobility, which is ensured by the continuity of education throughout a person's life.

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