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**DIFFERENTIATED APPROACH TO THE FORMATION OF  
MOTIVATION FOR STUDENTS' LEARNING ACTIVITIES TO STUDY  
ENGLISH  
SUMMARY**

The purpose of this article is to ascertain how diversified instruction affects students' motivation in foreign language classes. A crucial factor affecting reaching learning goals is motivation. It is necessary to create such conditions that let weaker and gifted learners gain in-depth knowledge and feel satisfied while doing activities and participate in the lessons. Since diversified teaching is one of the most effective strategies for addressing individual needs and acknowledging the diversity of learners, it is used in this case. In this research a group of 20 students from ASOIU in Baku city. Survey questions empowered to find the proper answer to the research question in terms of affecting differentiation to the motivation. Data were analyzed via quantitative method; findings let identify how elements of differentiated teaching influence more on student motivation and define the importance of teacher's role in the educational process. Over the past generation, English language instruction has undergone significant transformation.

**Keywords: differentiated teaching, motivation, language learning, individual needs.**

Students have a crucial role in the learning process; without their interest, participation, and curiosity, the learning process may collapse. Because of their level of motivation, students are more creative and productive [6, 132]. The willingness of a learner to commit to specific tasks is known as motivation. Ellis [4], who provides a precise definition of motivation in foreign language classes, states that it is an endeavor that encompasses the need and desire to acquire a second language. A student's personal responsibility for academic performance is the focus of the learner level, whereas the language level reflects the overall motivational system. Three elements make up the learning situation level, which focuses on group, instructor, and course motivational factors. All students, however, have a fundamental motivation to attend lessons, according to Makokha and Ongwae [8, 133]; this motivation ranges from reward to meeting certain demands. The study's importance suggests that differentiated instruction, particularly changing the lesson's content, promotes learning and may boost student motivation, which in turn influences knowledge quality and academic achievement. With technology developing so

quickly in the modern era, there are many factors that affect students' academic performance. One of them is technological distractions, which can cause students to lag behind in their studies. Lack of interest in the subject matter of the lecture is another reason. In general, they are seen to be key components of student motivation. Teachers can use differentiated instructions to tackle these issues. To find the answer to this question, it is important to meet the purposes of the study:

**a.** to identify teacher's role in student motivation; **b.** to explore differentiated teaching as one of the key element of boosting motivation.

By modifying the lesson's substance, differentiated teaching can create unique circumstances. In this instance, teachers create exercises according to the categorization of thinking skill levels. Teachers design a lesson plan that suits each student's requirements and preferences based on how they interpret the material and how well they can use it in practice. Teachers must clearly state learning objectives at the start of each lesson and properly explain assessment criteria using attention-grabbing words and sentences if they want to successfully implement differentiated instruction. Students' potential is increased, and they are inspired to learn more as a result. One of the main tenets of differentiated instruction is creating a welcoming environment and allowing students to feel comfortable during the class. While gifted students have the chance to expand their knowledge and develop academically, weaker students can feel supported by their teachers and gain confidence thanks to these components.

#### **Materials and methods**

This study looked at how differentiated instruction affected students' motivation using the survey research approach. There were 20 participants in this study from ASOIU in Baku city, with 50% (10 students) being female and 50% (10 students) being male. The poll did not ask questions that sought to determine the learners' names, ages, or other personal information because they were selected at random. Thus, it removes social pressure and allows for more legitimate solutions. The survey includes three groups of questions. The purpose of the first set of questions is to examine students' individual academic data in order to determine whether motivation and excellent academic achievement are related. While the third set of questions aims to investigate students' perceptions of differentiation. The second set of questions includes the components of differentiated instruction; it is essential to ascertain the motivational factors. 50% of students occasionally feel comfortable working with their peers, and around half of the students think the instructional activities are occasionally at an adequate level. Nonetheless, some students can keep up with the class pace, and most believe that the lesson's content aligns with their interests. Teachers typically use differentiation techniques to get students interested in what they are learning. The following points are very important to consider:

- ✓ The degree of suitability of the lesson assignments
- ✓ Collaborating with others
- ✓ Tempo of the class
- ✓ The lesson's content

Students start to establish relationships with teachers; if the teacher helps or supports them, they begin to feel more successful and self-assured.

There are various strategies to solve problems in mixed-ability classes, one of the most popular is dividing students into groups according to their learning style, pace or another individual features. In this case the most appealing is games, dramatization or group activities [8, 17]. The next strategy encompasses the appropriate usage of materials that reflects student-centered method. Differentiated instruction incorporates four main elements. The first one is **content** when teachers decide on the appropriate materials and resources that meet learners' need [1, 102]. Fast-paced and slow-paced learners may take benefits, since the content is adjusted according to their different learning paces. Levy points out [3] that the content of the lesson can be changed while maintaining the peculiarities of course curriculum. The next element is **process**; Tomlinson [1, 60] highlights the significance of the ways how learners perceive information better so that it can be beneficial and applicable in the future. The third element is the **product**. The last element is the **learning environment** that affects greatly student's academic performance; in this case it includes teacher's support and assistance.

### **Conclusion**

Using differentiated teaching works for students if a teacher is familiar with student's characteristics, especially their psychological and individual features and learner's weaknesses and strengths. In this research, it can be clearly seen that differentiated teaching plays a crucial role in student incentive, especially when teachers tend to adjust the content of the lesson focusing on student's interests and abilities. According to the survey results, the more educators enforce the elements of differentiation, the higher motivation is getting. Thus, differentiated teaching affects positively student incentive, particularly to be more knowledgeable and skillful in the specific field. Implementing differentiation in foreign language classes has a direct impact on student motivational level.

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### **ДИФФЕРЕНЦИРОВАННЫЙ ПОДХОД К ФОРМИРОВАНИЮ МОТИВАЦИИ УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ СТУДЕНТОВ ПРИ ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА**

#### **РЕЗЮМЕ**

Цель данной статьи — выяснить, как дифференцированное обучение влияет на мотивацию студентов на занятиях по иностранным языкам. Мотивация является решающим фактором, влияющим на достижение учебных целей. Необходимо создать условия, позволяющие более слабым и одаренным учащимся получать глубокие знания и получать удовлетворение от выполнения заданий и участия в уроках. Дифференцированное обучение является одной из наиболее эффективных стратегий удовлетворения индивидуальных потребностей и признания разнообразия учащихся. В данном исследовании участвовала группа из 20 студентов АГУНП в городе Баку. Вопросы анкеты позволили найти правильный ответ на исследовательский вопрос о влиянии дифференциации на мотивацию. Данные были проанализированы количественным методом; результаты позволили определить, как элементы дифференцированного обучения влияют на мотивацию студентов, и определить важность роли преподавателя в образовательном процессе. Дифференцированное обучение делает обучение более простым и эффективным, предоставляя учащимся гибкость и свободу.

Академическая успеваемость студента зависит от его мотивации и желания участвовать в учебном процессе. Основным мотиватором в классе является учитель. Стили обучения и академические способности учащихся различаются.

**Ключевые слова:** дифференцированное обучение, мотивация, изучение языка, индивидуальные потребности.

**N. QASIMOVA**

**TƏLƏBƏLƏRİN İNGİLİS DİLİNİ ÖYRƏNMƏ FƏALİYYƏTLƏRİ  
ÜÇÜN MOTİVASİYALARININ FƏALİYYƏTİNƏ FƏRQLİ YANAŞMA**

**XÜLASƏ**

Bu məqalənin məqsədi çoxşaxəli təlimin xarici dil dərslərində tələbələrin motivasiyasına necə təsir etdiyini müəyyən etməkdir. Təlim məqsədlərinə çatmağa təsir edən mühüm amil motivasiyadır. Elə şərait yaratmaq lazımdır ki, zəif və istedadlı şagirdlər daha dərindən bilik əldə etsinlər, fəaliyyətlərini yerinə yetirərkən özlərini qane etsinlər, dərslərdə iştirak etsinlər. Fərqli tədris fərdi ehtiyacların qarşılınması və öyrənmələrin müxtəlifliyini etiraf etmək üçün ən effektiv strategiyalardan biri olduğundan, bu halda ondan istifadə olunur. Bu tədqiqatda ADNSU-nun Bakı şəhərində yerləşən 20 tələbədən ibarət qrupu. Sorğu sualları, motivasiyanın fərqləndirilməsinə təsir baxımından tədqiqat sualına düzgün cavab tapmağa imkan verir. Məlumatlar kəmiyyət metodu ilə təhlil edilmişdir; tapıntılar diferensiallaşdırılmış tədris elementlərinin şagird motivasiyasına daha çox necə təsir etdiyini müəyyən etməyə və tədris prosesində müəllimin rolunun əhəmiyyətini müəyyən etməyə imkan verir. Keçmiş nəsil ərzində ingilis dilinin tədrisi əhəmiyyətli transformasiyaya məruz qalmışdır.

Diferensiallaşdırılmış tədris tədrisi daha sadə və effektiv edir, tələbələrin çevikliyini və sərbəstliyini təmin edir. Tələbənin akademik uğuru onun motivasiyasından və təlim prosesində iştirak etmək istəyindən asılıdır. Siniflərdə əsas motivator müəllimdir. Tələbələrin öyrənmə üsulları və akademik qabiliyyətləri bir-birindən fərqlənir.

**Açar sözlər:** diferensiallaşdırılmış tədris, motivasiya, dil öyrənmə, fərdi ehtiyaclar.

**Rəyçi: Filologiya elmləri namizədi, dosent Rəna Şamiyeva  
tərəfindən çapa tövsiyə olunmuşdur**