adaptive approach is the automation of the learning process. This is achieved by differentiating between learned and unknown material and utilizing student characteristics to offer appropriate educational content [5].

With the advancement of computer technologies, more attention is being devoted to the idea of adaptive learning. This approach is gaining popularity due to the development of adaptive educational systems like Pearson, Smart Sparrow, ALEKS, and others [4]. In the context of mass education in universities, there's a growing need to find an individualized approach for each student to help them learn effectively.

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**DIFFERENTIATING LEARNING IN THE ESP CLASS
FOR IT-SPHERE UNIVERSITY STUDENTS**

**ДИФЕРЕНЦІАЦІЯ НАВЧАННЯ НА УРОКАХ ПРОФЕСІЙНОЇ
АНГЛІЙСЬКОЇ МОВИ ДЛЯ СТУДЕНТІВ ІТ-СФЕРИ ВНЗ**

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The importance to acknowledge differences in learners and adapt teaching when necessary is quite evident. Students differ in terms of motivation and by

attitudes, they come from different backgrounds and have different experience. Students who are the same age differ in their readiness to learn, their interests, their styles of learning, their life circumstances. The differences in students are significant enough to make a major impact on what students need to learn, the pace at which they can learn, and the support they need from teachers [6]. A major drawback of traditional instruction is that many teachers 'teach to the middle' [3, p. 19], which means that the needs of a growing number of students will go unmet. That is why, we have to differentiate the learning to make it possible for everyone to reach their full potential.

The aim of the paper is to consider how to differentiate learning for IT university students according to resources, task and support.

Differentiation is an "awareness of and active response to students' varied learning styles. It involves exercising flexibility in assessment, grouping and instruction to create the best learning experience possible" [1]. Teachers do not differentiate by writing a separate lesson plan for each student in a classroom, they differentiate by providing different paths to learning. Differentiation is when a teacher adapts tasks to meet the goals of the lesson taking into account students' needs and abilities, as all of them should achieve the same outcomes, but they may do this in different ways [1]. According to C. Tomlinson "Teachers can differentiate content, process, product and the learning environment according to the student characteristics of readiness, interests and learning profile. In its truest sense, teaching is not finished until learning occurs – for each learner." [5].

Students will learn best when teachers encourage, engage and challenge them a little beyond where they can work without assistance, when students feel significant and respected in the created classroom environment. The teacher's task is to maximize the natural talents and capacity of each student to do the best in acquiring knowledge. The guiding principles that reflect effective practice in a differentiated classroom include flexibility, respect and collaboration.

How do we differentiate in an ESP class when we teach IT speciality students? We can vary the content of the lesson (resources, materials, tasks, we prepare), the type of instruction and support we give. When a teacher makes adaptations to suit the needs of all the learners, it leads to high levels of motivation and confidence, allowing students to go at their own pace.

If we use the same textbooks, websites again and again, students may be getting bored and demotivated. So, we need to make use of various available resources: presentation resources (PowerPoint, blackboard / whiteboard / flipchart, audio, video, overhead projector, walls of the classroom, etc.); human resources (other learners, colleagues, students' friends / family, students from other classes, professors, community members, guest speakers (IT sector leaders or employees), etc.); learning resources (coursebooks,

worksheets, pens / pencils, audio recordings, mobile phones, the Internet, computer programs, books, magazines, wall charts, resource books, newspapers, dictionaries, encyclopedias, realia, other students' work, etc.); lesson-planning resources (exam websites, teaching websites, the Internet, books, television, music, radio, DVDs, teachers' books, other teachers' lesson plans, students' work, etc.).

We can ask our students to contribute, producing their own presentation materials, crossword puzzles, etc. based on the topic under discussion. It is also necessary to ensure that all the learners have access to the content of the lesson.

There are a lot of different ways for teachers to differentiate tasks and interaction patterns in the classroom. A task can be modified to be more or less challenging. Gapped sentences, models, schemes, dialogue frames, will be a starting point of the task complexity, while the assignments where students need to create an output on their own (presentations, reports, etc.) will be a good decision for the independent learners with higher level of language proficiency. Some students might be more interested in designing assignments (posters, leaflets, schemes, etc.). We could consider pairing together students with different levels of knowledge. Natural leaders could show an example to others while teamworking. Higher language level students can be provided with extra, or more advanced tasks, that will contribute to their learning. Also, students with high level of autonomy understand the importance of self-study and can be suggested to design the tasks that will both boost their learning and raise self-esteem.

Differentiation by support is essential for mixed-ability classes. Teachers should consider different learning styles (visual, auditory, read / write, and kinaesthetic). Learning styles theory points to individual preferences related to categories, such as environment, emotions, interactions, and physical needs, suggesting that such factors as light, temperature, seating arrangements, demand for concentration, degree of learner mobility, time of day, and perceptual mode impact learning [2]. Some students find the work easy, for others it comes more difficult and they get worse results. A student with special educational needs sometimes finds it difficult to cope with the atmosphere of the class. Some lack the confidence to stand up and speak out in front of others or need more time to process their thoughts.

The following solutions can be offered: (1) Change groups regularly, so students learn different things from different people; (2) Have students get help from each other before asking the teacher, so they build supportive relationships; (3) Make quiet space available, so those who need it can access it; (4) Give students 'talking partners', so they can cooperate and help each other think of answers; (5) Make sure learners are praised privately and

publicly, so they feel motivated; (6) Give clear, step-by-step instructions for group work, so they can work independently.

All students should achieve the same main aim, but they may do this differently. Some will expand, and others will achieve it in a more basic way, such as answering complete sentences, compared to giving one-word answers.

To differentiate successfully teachers should learn more about their students' interests, needs and abilities. As it was noted by D. Littky [4], it's virtually impossible to make content relevant for learners whom you don't know. Creating a group profile that will include information about students' prior knowledge, level, skills, strengths, interests, professional needs, preferred learning style can help highlight potential barriers to learning and develop recommendations about what is necessary to support learning (especially for the students with special needs).

When we want to find out what our students prefer, needs analysis can be a good decision. According to our research, IT-specialty students will be interested in a range of topics and skills that are relevant to their field of study and future career. They will need to learn the specific terminology related to programming languages, data structures, algorithms, networking concepts, hardware components, etc. Effective communication is essential in IT industry, so students are interested both in learning how to write technical documentation, emails, reports, and in being able to discuss projects with their colleagues and clients and participate in meetings and conferences. Learning how to write a compelling resume and cover letter, how to go through job interviews are other priorities for students who will be looking for a job soon. In addition to technical skills, IT students will be interested in improving their soft skills like teamwork, problem-solving, and leadership, as these are valuable for their professional growth.

Having conducted a needs analysis and created a group profile, we will be able to understand the goals of our students and their abilities to differentiate the learning.

Thus, differentiation is when a teacher adapts the content of the lesson, some parts of the tasks, instructions, interaction patterns, and support to suit the needs of particular students, to ensure everyone is included in the lesson. In the differentiated lesson, the teacher takes account of the students' levels, abilities, interests, and needs. Effective differentiation includes ensuring student access to information, materials, and support; giving useful feedback; being a positive presence in the student's life.

Differentiation requires not only the development of a comprehensive plan for how to use resources and how much time it takes to facilitate differentiated learning, but also developing strategies and criteria to assess results, which might be a subject of further research.

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TEACHING A FOREIGN LANGUAGE AT HEE OF UKRAINE – MODERN REALITIES

ВИКЛАДАННЯ ІНОЗЕМНОЇ МОВИ В ЗВО УКРАЇНИ З УРАХУВАННЯМ СУЧАСНИХ РЕАЛІЙ

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During the last decades, the issue of the quality of language education in Ukrainian higher education institutions remains quite relevant. Various factors cause such a situation:

– Ukraine's foreign policy regarding joining the EU and NATO.
– The use of the Ukrainian language in all spheres of life.
– The adoption of English as the language of international communication in Ukraine.