

"RESEARCH-BASED TRANSFORMATION OF TEACHER EDUCATION: TRADITION AS A BASIS FOR INNOVATION"

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NAVIGATING COMPLEXITY: CHALLENGES OF BALANCING INDIVIDUAL LEARNERS' NEEDS AND DIFFERENCES IN TEACHING SPEAKING FOR UNIVERSITY-LEVEL STUDENTS

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Annotation. *In the realm of language education, addressing the diverse needs of learners while fostering speaking proficiency presents a multifaceted challenge for teachers. This article explores the challenges faced by university teachers in balancing individual learners' needs in speaking classes and underscores the importance of considering learner differences in promoting differentiated instruction.*

Key words: *balancing individual learners' needs, individual differences, differentiated instruction, speaking proficiency.*

Аннотация. *В сфере языкового образования удовлетворение разнообразных потребностей учащихся при одновременном повышении уровня владения устной речью представляет собой многогранную задачу для учителей. В данной статье исследуются проблемы, с которыми сталкиваются преподаватели вузов при обеспечении баланса между индивидуальными потребностями учащихся на занятиях по разговорной речи, и подчеркивается важность учета различий учащихся в продвижении дифференцированного обучения.*

Ключевые слова: *уравновешивание индивидуальных потребностей обучающихся, индивидуальные различия, дифференцированное обучение, владение устной речью.*

Annotatsiya: *Mazkur maqolada, og'zaki nutq ko'nikmalarini rivojlantirish jarayonida o'quvchi talabalarning individual farqliligi, til o'rganishga bo'lgan ehtiyojlarining xilma xilligining ahamiyati va ushbu ehtiyojlarni qodirishda universitet o'qituvchilari duch kelayotgan qiyinchiliklar haqida yoritilgan. differentsiatsiyalangan ko'rsatmalarni targ'ib qilishda har bir talabaning til o'rganishdagi ehtiyojlarini ko'rib chiqish muhimligi ta'kidlangan.*

Tayanch atamalar: *o'rganuvchilarning ehtiyojlarini muvozanatlash, individual farqlar, differentsiatsiyalangan ko'rsatmalar, so'zlashuv malakasini.*

Teaching speaking skills to university-level students is a multifaceted endeavor that requires educators to navigate the complexities of diverse learner needs and differences. This article examines the challenges faced by instructors in balancing individual learners' needs and differences in teaching speaking at the university level. By synthesizing empirical research, theoretical frameworks, and practical insights, this review aims to shed light on the complexities of teaching speaking to university students and offer strategies for addressing these challenges effectively.

Speaking skills are essential for university-level students, as effective oral communication is critical for academic success, professional development, and social engagement [1, 2005]. University graduates are expected to communicate confidently and articulately in a variety of academic and professional settings, including class

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discussions, presentations, debates, and group projects. Therefore, the development of speaking proficiency is a key priority in higher education, with implications for students' academic performance, employability, and lifelong learning.

Challenges of Balancing Individual Learners' Needs and Differences:

1. *Varying Proficiency Levels:* University-level students often have diverse proficiency levels in speaking, ranging from beginner to advanced. Balancing the needs of students with varying levels of proficiency poses a challenge for instructors, who must provide appropriate support and challenge to meet each student's learning needs [2, 2014].
2. *Diverse Linguistic Backgrounds:* University classrooms are increasingly diverse, with students from a wide range of linguistic backgrounds and cultures. Instructors must consider the linguistic diversity of their students and accommodate differences in language proficiency, dialects, and language varieties [3, 1992].
3. *Varying Motivation and Engagement:* University students may have differing levels of motivation and engagement in speaking classes, influenced by factors such as personal interests, academic goals, and career aspirations. Instructors must employ strategies to motivate and engage students effectively, fostering a positive learning environment conducive to speaking skill development [4, 2001].
4. *Time Constraints and Curriculum Demands:* University courses often have tight schedules and demanding curricula, leaving limited time for speaking instruction. Instructors must balance the need to cover course content with the need to provide sufficient opportunities for speaking practice and feedback.
5. *Assessment and Evaluation:* Assessing speaking skills in university-level classes presents challenges related to validity, reliability, and fairness. Instructors must design assessments that accurately measure students' speaking proficiency while taking into account individual differences in speaking ability, language background, and learning styles.

One of the effective ways of overcoming the above-mentioned challenges is tailoring the Differentiated instruction during the speaking lessons. Differentiated instruction is a pedagogical approach that aims to meet the diverse needs of learners by adjusting instruction, content, and assessment to accommodate individual learning styles, preferences, and abilities. In the context of speaking classes, differentiated instruction offers a promising framework for addressing the varied needs and differences among students. This part of the article examines the effectiveness of

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differentiated instruction in balancing students' needs and differences in speaking classes. By synthesizing empirical research, theoretical frameworks, and practical insights, this review seeks to shed light on the potential benefits and challenges of implementing differentiated instruction in speaking classes. As Tomlinson mentioned by providing varied instructional materials, activities, and assessments, instructors can accommodate differences in proficiency levels, learning styles, and interests [5, 1973]. Differentiated instruction is grounded in constructivist theories of learning, which emphasize the active role of learners in constructing knowledge and understanding through meaningful engagement with content and experiences [5, 1973]. According to these theories, learners have unique backgrounds, abilities, and interests that influence their learning preferences and needs. Differentiated instruction seeks to honor and address these individual differences by providing multiple pathways to learning, allowing students to access and engage with content in ways that are personally meaningful and relevant [6, 2001].

Additionally, differentiated instruction draws on principles of inclusive education, which advocate for the equitable treatment and support of all learners, regardless of their background, ability, or learning style [7, 2007]. Inclusive education promotes the creation of learning environments that are accessible, welcoming, and supportive of diversity, fostering a sense of belonging and empowerment among all students [8, 1999]. Differentiated instruction aligns with these principles by acknowledging and accommodating the diverse needs and differences of learners, thereby promoting equity and inclusion in the classroom.

Conclusion:

Teaching speaking skills to university-level students is a complex and challenging task that requires instructors to balance the diverse needs and differences of individual learners. By recognizing the challenges associated with teaching speaking at the university level and implementing effective strategies for addressing these challenges, instructors can create engaging and supportive learning environments that promote speaking proficiency and academic success among students. Although this paper focused mostly on differentiated instruction as the most effective way of balancing individual differences and needs in speaking, there were some limitations of the work. It is suggested that future investigations include strategies like scaffolded instruction, collaborative learning, the use of authentic tasks and materials, and formative assessment and feedback. Scaffolded instruction involves structured support, while collaborative learning activities foster meaningful interaction and peer-to-peer support. Authentic tasks and materials, such

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as presentations, debates, and videos, enhance student motivation and engagement. Formative assessment techniques help identify areas for improvement and guide students' practice.

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