DEVELOPMENT OF A METHODOLOGY FOR ENHANCING STUDENTS' COMMUNICATIVE CULTURE BASED ON A DIFFERENTIATED APPROACH

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Abstract
In today's era of globalization, students studying in higher educational institutions must possess not only professional knowledge but also a communicative culture. Especially in the process of learning English, the formation of these skills based on an individual approach is relevant. From this point of view, the development of students' communicative culture based on a differentiated approach is an important scientific and pedagogical issue. The paper discusses principles, theoretical backgrounds, and practical guidelines on utilizing differentiated approaches to enhance students' communicative culture.

Keywords: Personality-oriented approach, individual characteristics, culturally relevant pedagogy, ongoing assessment, interactive platforms, teaching strategies.

Introduction
Methodology for developing students' communicative culture based on a differentiated approach is one of the pertinent pedagogical topics with a deep scientific foundation. A personality-oriented approach is acknowledged as one of the main principles in the modern educational system; in particular, the need to organize an effective educational process by taking into account the individual needs of the student, psychological and intellectual capabilities, learning rates, communicative activity, and motivation for language learning has become a pressing issue. This made the differential approach an important methodological basis of education.

A differentiated approach is the principle of teaching and educating that takes into account individual characteristics of students (or learners), such as abilities, knowledge level, interests, and psychological and social status.

According to Tomlinson (2014), a prominent figure in differentiated instruction, it is a responsive approach to teaching that involves modifying content, process, products, or learning environment based on students' readiness, interests, and learning profiles.

This approach involves:

- Differentiating tasks based on student's level of comprehension;
- Combining team and individual work methods;
- Considering the socio-psychological state of students;
- Taking into account personal needs and motivations in language learning.

The differentiated approach's theoretical backgrounds are found in Russian and European educational philosophy. Specifically, J.J. Russo, I.G. Pestalozzi, and F. Frebel stressed that examining the students, recognizing their unique inherent traits, and cultivating them can boost the efficacy of teaching. Vygotsky (1991) gave the differentiated approach a strong psychological foundation with his theories regarding the "zone of proximal development" and the student's developmental stage. He believed that education should bridge the gap between students' developmental requirements and their current knowledge.

The issue of developing students' communicative culture has become a separate area of language teaching methodology. The communicative approach (Communicative Language Teaching) has been a popular method for teaching foreign languages since the latter half of the 20th century. This method holds that as language is a tool for social communication, studying it should likewise involve active conversation. Thus, cultural ethics, communication etiquette, sociocultural, consciousness, oratory, and listening culture are all regarded as elements of language competence in addition to phonetic, grammatical, and lexical understanding.

At the beginning of the twenty-first century, the integration of the differentiated approach and the methodology of constructing communicative culture is continuously evolving in terms of science, theory, and practice. The modern differentiated approach is put into practice by grouping students according to their sociocultural background, interests, and language acquisition needs; creating

individual learning paths; allocating tasks based on mastery levels; and using modified forms of assessment.

Ladson-Billings (1994) advocates for culturally relevant pedagogy, which incorporates students' cultural backgrounds into the learning process. This approach aligns with differentiation by ensuring that instruction is relevant and meaningful to all students.

Culture is an attitude. It is the environment in which people live, think, feel, and interact with other people. It serves as the "glue" holding a group of individuals together. In a community, people's behavior is dictated by their common identity, or "blueprint" (Larson & Smalley, 1972, p. 39). It helps to understand what other people expect and it is sensitive to status issues. Additionally, it is situational, dynamic, and changing, yet it is also reasonably stable (Matsumoto, 2000).

A person's culture also creates a framework for their cognitive and affective behavior, which serves as a model for their social and personal lives. We have a tendency to view reality through the lens of our own culture, which is a world we have constructed and not always one that can be described by empirical means. Even if there have been a lot more opportunities to tour the world in recent decades, we still have a tendency to think that our reality is the "correct" one. Members of diverse cultures are therefore inclined to misunderstand one another. Thus when learning a second language, culture has a significant role. Both a culture and a language are components of one another. The two are so deeply entwined that it is impossible to separate them. By making sure that instruction is pertinent and meaningful to every student, culturally responsive teaching—which integrates students' cultural backgrounds into the learning process—aligns with differentiation.

The followings can be considered as guidelines on accounting for cultural issues in classroom instructions:

1. A deeply scatted bundle of emotions is frequently a student's cultural identity. During the interaction with students on cultural issues, such as behavior patterns and expectations, expected relationships with peers, family, and authority, ambiguity tolerance, and openness to new ideas and ways of thinking, students' attitudes toward their own and the L2 culture, their perspective on individualism versus collectivism, and linguistic conventions of politeness and formality, it is recommended to exercise empathy;

2. It is essential to be aware of the subtleties and cultural meanings of both English and students' native tongue. Making the most of them in the instruction is preferable;

3. It is highly advisable to make the most of the classroom time by teaching students about different cultures and assisting them in realizing that no culture is "better" than another. Respecting students' deeply rooted feelings, which are derived from their cultural schemata, both verbally and physically is essential.

According to Tomlinson (2014), effective differentiation involves several principles such as ongoing assessment. Ongoing assessment is continuous assessment which is crucial for understanding student progress and adjusting instruction accordingly.

This procedure has a scientific foundation thanks to the application of the CEFR (Common European Framework of Reference for Languages) system. This approach provides for the planning of education, the selection of suitable classes, and the clarification of evaluation standards by evaluating the student's level of language proficiency at stages A1 through C2.

Additionally, today's interactive platforms built on digital technology (like Duolingo, BBC Learning English, Quizlet, etc.) effectively employ communicative teaching methods based on a differentiated approach. This gives every student the chance to study the language at their own speed, based on their individual needs.

In conclusion, a differentiated approach involves using adaptable and responsive teaching techniques to identify and meet the various requirements related to enhancing communicative culture of students. In order to establish an inclusive learning environment, academics stress the significance of comprehending student variability, utilizing a variety of teaching strategies, and regularly evaluating students' progress. Thus, the differentiated approach and the methodology for the development of communicative culture are formed in harmony and play an important role in creating a modern, personality-oriented model of the educational process.

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