

**TEACHING MIXED-ABILITY CLASSES**

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ABSTRACT: *The purpose of this paper is to explore teaching mixed-ability students in educational establishments.*

Keywords: *mixed-ability students, teachers, classroom, method, activity.*

INTRODUCTION

Education's primary goals include teaching pupils how to think critically, make decisions, and grow mentally in addition to providing them with useful knowledge. Teachers should pique students' imaginations, inventiveness, and curiosity while also expanding their perspectives, deepening their thinking, and broadening their knowledge base. Every student, nevertheless, has unique potential. They pick up knowledge or come to a conclusion based on their gender, learning style, or temperament. We refer to this kind of class as a mixed-ability class. This research investigates the teaching of students with varied abilities in educational settings.

LITERATURE REVIEW

Classrooms characterized by a wide variety of student achievement and learning levels are commonly referred to as mixed-ability classrooms. The learning styles and strengths and weaknesses of the students in these sessions vary. Various academics have described this subject in a variety of ways by drawing on their varied experiences and perspectives from various learning settings. Ansari (2013) for instance describes a mixed-ability class as comprising of not only learners with various capacities but also those that have a broad range of preferences and learning styles. McKeown (2004) believes that many teachers see a mixed ability class as



consisting of a group of average and able children with a subset of children who have learning problems. Ireson & Hallam (2001) contend that educators must acknowledge that students in mixed-ability classes have varying strengths and limitations as well as varying rates of development. Their preferences for learning and presenting their work varies. In addition to a diversity of talents, a mixed ability class also includes a range of learning preferences and styles. Depending on the subject being studied and the preferred learning style, each student will exhibit strengths at different times. Students will not perform as well if they are using their chosen learning style while working out. Every class, even the ones that have been predetermined, has a certain amount of mixed ability.

METHODOLOGY

Research method: Interview. An interview is a structured conversation where one participant asks questions, and the other provides answers. Interviews usually take place face-to-face, in person, but the parties may instead be separated geographically, as in videoconferencing or telephone interviews. Interviews almost always involve spoken conversation between two or more parties. In some instances a “conversation” can happen between two persons who type their questions and answers.

When: 28th of October; Where: at school;

How: face-to-face and videoconferencing

Data collecting tool: Interview

Participants:

U.Z-work place: 21st school in Margilan; experience: 3 years; teaches 3;4;5;7th grade pupils; level B2

A.N- work place: 47th school in Buvayda; experience: 11 years; teaches 2;5;7;10;11th grade pupils; level C1

SH.N- work place: 21st school in Margilan; experience: 6 years; teaches 3;4;5;9th grade pupils; level C1

B.X- work place: school in Rishtan; experience: 2 years; teaches 3;4th grade pupils; level B2



T.E- work place:school in Beshariq; experience:2years;teaches 4;5th grade pupils;
level B2

Interview questions:

- 1.How do you divide them into groups?
- 2.How do you organize your materials?
- 3.How do you give home assignments?
- 4.Data analysis and discussion

While some of the responses given by interviewers were the same, some of them tried to add some additional points. All of them use a variation of the jigsaw technique and it works really well in groups with a lot of students who have English as a second language. They provide a basic starting point for the information they have to disseminate and encourage them to use their mobile devices to research further information. They've only used this in smaller sized groups though as the time it would take to prepare and then present in large groups would be problematic. Two of them also use Meetoo to encourage thinking and learning and formative assessment -which can be used with any sized group.

When it comes to prepare materials, 70% interviewers answered the same; they rewrite the materials which is appropriate for the level of the students and it makes them feel tired. For the last question they said that It is straightforward to give different students different homework. The teacher should give weaker students homework which really consolidates the class work and should give the stronger students work that will widen their knowledge. When teaching mixed ability classes the weaker students will be missing things during the lesson or failing to understand. And the teacher should use homework to address this. Writing tasks are great for homework, as a productive skill that can be performed individually. The teacher can expect more from the stronger students and use it as a way to identify their weaknesses, which may not be so apparent during the class.

CONCLUSION

The results of this survey show that teachers in almost all schools and classes deal with a great deal of difficulty when educating mixed-ability children efficiently.



Teachers are thought to feel out of control or out of touch with their students when they share unfavorable unexpected findings. In order to address these problems, teachers must employ effective management techniques. This can be achieved by using a variety of techniques to test different approaches and select the best performing ones.

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