

SEVERAL METHODS FOR TEACHING IN MIXED-ABILITY/LEVEL CLASSES

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Annotasiya: *Ushbu maqola aralash qobiliyatli, aralash darajadagi talabalarga tilni o‘rgatish uchun zamonaviy ba’zi metodik turlarini yoritadi. Bunda aralash turdagi guruhlarni ajratish uchun bir nechta talablar keltirilgan. So‘ng bunday guruhlarda qanday yondoshuvlar bilan dars boshlanishi ham aytib o‘tilgan. Shundan so‘ng bunday aralash turdagi guruhlarda o‘qitish uchun bir nechta turdagi pedagogik mashg‘ulotlar misollar bilan keltirib o‘tilgan.*

Kalit so‘zlar: *turli qobiliyatli sinflar, aralash darajadagi sinflar, o‘rganish, faoliyat, kuchli va zaif o‘quvchilar.*

Аннотация: *В этой статье освещаются некоторые современные методы преподавания языка студентам со смешанными способностями и разным уровнем подготовки. В нем перечислены несколько требований для выделения групп смешанного типа. Далее было упомянуто, как начать урок в таких группах. После этого на примерах представлены несколько видов педагогических упражнений для обучения в таких смешанных группах.*

Ключевые слова: *классы с разными способностями, классы смешанного уровня, обучение, деятельность, сильные и слабые ученики.*

Annotation: *This article highlights some of the modern methods for teaching language to students of mixed abilities and backgrounds. It lists several requirements for identifying mixed-type groups. Next, it was mentioned how to start a lesson in such groups. Then several types of pedagogical exercises for teaching in such mixed groups are then presented with examples.*

Key words: *mixed ability classes, mixed grade classes, learning, activities, strong and weak students.*

INTRODUCTION

Naturally, every student has his/her own way of learning: they can learn at a different pace, have different cognitive maturity. Thus, it creates a mixed-level or – ability classes. This, in turn, leads to developing a balanced teaching method. If your class relates to at least one of the following statements, you teach a mixed ability class:

- Some of the students do the task while some are just making out what to do;
- The more knowledgeable students play telephone while I am explaining the rule to the others;
- The weak students do not even stir their hand, while some are dominating in performing the task;

- The teacher do not catch up with the syllabus;
- Some students try to speak English while some always use their native language to express themselves [2].

Before starting to teach in a mixed level or ability class one must do some research among the students:

Do the needs analyses: how they learn; why are they learning; what they enjoy doing mostly (eg. Writing, speaking, listening, reading, playing etc.) and also find out their strong and weak points.

DISCUSSION

This strategy is also one of the best way to get acquainted with the learners closer. The teacher will present the list of approaches to the students and discuss which suit them best The latter will discuss together by comparing the answers and then the teacher will make a statistics based on the information collected. This, in turn, will create a motivation for strong students and an atmosphere of relaxation for the weaker and frustrated students [3].

There are several methods to apply in mixed ability (level) classes. One solution can be organizing a **project work**. From my pedagogical experience I can say that project work may be the best chance to get the less knowledged and reserved students to interact with more advanced learners. Advanced students also benefit from this collaboration: they develop their globally required skills such as leadership quality and collaborative skills and etc.

There are different types of project work. In our article we are going to highlight some tips to it:

Group work:

Certainly some students would rather work with peers who are on the same wavelength: who has the same level of knowledge, interests or even who is the countryperson [3]. It is important that the teacher does not allow discrimination in the class. So it would be a good idea to mix them in different groups [4].

Role playing:

Having organized the group work it is crucial that the role fits the student: in terms of knowledge, personality and skills. If the student is not good at public speech, he/she may take up a writing or designing task [5].

Chances to choose:

One more strategy is to give a chance to the students to choose a menu of activities using the different skills. For instance the more advanced students can choose speaking, whilst weaker students can opt to use their writing skills in the task performance. This will make the teaching comfortable by acting as a facilitator [6].

Have a variety of resources and activities to fit each student's level or ability:

It is necessary to keep in mind “that strategies and activities are not one-size-fits-all” [7].

For example, in grammar you can give lower level tasks to the beginners, while the stronger students can do more advanced grammar tasks. Another option in vocabulary beginners can give definition to the new phrasal verbs. On the contrary, high level students can make up a story using the phrasal verbs. Certainly, it is a time-consuming job. But it will help to keep the learners involved and motivated.

Scaffolding:

Scaffolding refers to a method where teachers offer a particular kind of support to students as they learn and develop a new concept or skill [8]. “*It enables them to move from dependent to independent learning*” [9]. In scaffolding students complete the task from easy to difficult. Certainly there are some things that should be considered in this type of learning:

- *Students can use their first language from time to time;*
- *Before creating a new context students can use their own knowledge;*
- *A teacher must use some visuals like diagrams, graphs, tables.*
- *A teacher should frame the vocabulary, grammar which are important to apply* [10].

Something up your sleeve.

An experienced teacher always have some extra resources and materials up his/her sleeve [11]. You may give some extra worksheets in case more advanced students finish the task earlier. Have some additional activities for reading tasks, because there are usually faster reading students in the class. However, you must also consider the more reserved or less knowledged students. You can give them easier versions of the tasks. For example, in vocabulary to highlight the unknown words and translate into the mother tongue, in grammar beginner levels instead of pre or intermediate ones and etc. Anyway it is up to the teacher to run the class effectively.

CONCLUSION

In conclusion, in the class the teacher functions as a director in the orchestra, that’s why all depends on the teacher how to make a sound professional for the developed future.

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