

TEACHING ENGLISH IN MIXED-ABILITY CLASSES

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Abstract: Finding out how upper secondary English teachers should operate in order to reach the weaker students is the goal of this article. I'm curious about the literature on mixed-ability classrooms, the difficulties they provide, and most importantly, the strategies English teachers must employ to engage all students, particularly the weaker ones.

Key words: Discussion, weaknesses, preferences, methods, language requirements, motivation, enjoyment, community, instructor.

Annotatsiya: Maqolaning maqsadi bu yuqori o'rta ta'lim ingliz tili o'qituvchilari zaif o'quvchilarga erishish uchun qanday ishlashi kerakligini aniqlash. Ingliz tili o'qituvchilari barcha talabalarni, ayniqsa zaif o'quvchilarni jalb qilish uchun qo'llashlari kerak bo'lgan strategiyalar bilan tanishish, aralash qobiliyati, sinflar haqidagi adabiyotlar haqida.

Kalit so'zlar: Munozara, zaif tomonlar, afzalliklar, usullar, til talablari, motivatsiya, zavqlanish, jamoa, o'qituvchi

Аннотация: Целью этой статьи является определение того, как учителя английского языка в старших классах средней школы должны работать, чтобы охватить малообеспеченных учащихся. Меня интересует литература о классах со смешанными способностями, проблемы, которые они представляют, и, что наиболее важно, стратегии, которые учителя английского языка должны использовать для вовлечения всех учащихся, особенно учащихся из малообеспеченных семей.

Ключевые слова: Обсуждение, слабые стороны, предпочтения, методы, языковые требования, мотивация, удовольствие, сообщество, инструктор.

Introduction

In general, courses with a wide range of achievement and learning levels are referred to as mixed-ability classes. The strengths and weaknesses of the pupils in these classes vary, as does their method of learning.

Main body

The following tactics are covered in this article.

- Discussion and needs analysis
- Student self-awareness
- Work groupings

Discussion and needs analysis

In a mixed-ability class, it is simple for pupils to become frustrated. While weaker students could feel under pressure, stronger pupils might feel held back. The instructor can be under stress. The best way to handle this is to have an open conversation about the classroom circumstances in class. By acknowledging the dilemma and coming to a consensus on how to handle it, everyone will benefit. It is probably advisable to organize and set the scene for the conversation.

Needs analysis

Conduct a needs analysis to encourage students to consider their learning preferences, methods, language requirements, motivation, enjoyment of learning, and areas of strength and weakness in their language. Possible inquiries that could be asked are...

- What kinds of class activities do you enjoy / benefit from?
- Which language skill do you most wish to develop?
- Do you prefer working individually or with a partner?
- Would you rather sit and listen to the teacher all lesson or participate in group work?

In groups or pairs, the students compare their responses.

After gathering the data, you should compile a statistical breakdown of the important queries and responses.

This will support the growth of the class's sense of community

Student self-awareness

Encourage students to develop an awareness of their own language abilities and learning needs. What are their strengths and weaknesses, and how can they focus on these? How can they measure their own progress

This may take the form of a learner's diary, regular self-assessment, keeping records of mistakes, keeping a record of things learnt.

Working groupings

It will be easier to accommodate the range of ability levels in the class if pupils work at different desks.

Pair work

It is possible to match weak with weak, strong with weak, or strong with strong. Perhaps the strong with the weak will work nicely in a carefully regulated activity. Perhaps strong with strong will be useful in a more liberated activity. Variety in pairings is crucial. You should also be aware of the general dynamics amongst students and develop the ability to identify kids who get along well with one another.

Collaborative tasks

These groups may consist of comparable or mixed levels.

It is hoped that the weaker student may feel more comfortable contributing in a smaller group.

Additionally, divide the material among the pupils if the group is working with it to make them collaborate.

Conclusion

All things considered, a range of working group formats and frank discussions about the classroom environment will assist in addressing some of the challenges associated with mixed ability courses. Creating a happy work environment is the goal of several tactics, all of which contribute to better learning outcomes.

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