

Adabiyotlar

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REZYUME. Maqolada o'quvchilarning ijodiy faoliyatini tashkil etishdagi asosiy vazifalaridan kelib chiqib, talabalarning fikrlash qobiliyati, muammoning yechimiga bo'lgan o'ylash qobiliyati hamda ijodiy faoliyat tarkibiy qismlarini o'zida jamlagan holda o'qituvchi va o'quvchilarning o'zaro uzviy bog'liqligi ta'minlanadi.

РЕЗЮМЕ. В статье рассматриваются основные задачи по организации творческой деятельности учащихся способность студентов мыслить, способность нахождению решений проблемы, так как интегрирование компонентов творческой деятельности гарантируют неразрывную связь между учителем и учащимися.

SUMMARY. The article deals with the main tasks of students in the organization of creative activity, the ability of students to think, the accuracy is ensured.

DIFFICULTIES OF TEACHING MIXED ABILITY CLASSES

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Tayanch so'zlar: har xil ko'nikma darajali talabalar, hamkorlikda o'rganish, motivatsiya, materialni loyihalash, do'stona muhit, yuqori darajadagi talabalar, quyi darajadagi talabalar, loyiha ishlari, juft bo'lib ishlash faoliyati.

Ключевые слова: студенты с разным уровнем, совместное обучение, мотивация, конструирование материалов, дружеская атмосфера, студенты высокого уровня, студенты низкого уровня, проектные работы, парная работа.

Key words: mixed ability students, collaborative learning, motivation, material designing, friendly atmosphere, higher level students, lower level students, project works, pair work activities.

In the development of education system the main attention has been given to the improvement of students' knowledge and potential particularly, the learners who are studying foreign languages are under the spotlight. Preparing mature personnel for the next generation is not straightforward process so that teacher's role is crucial in the sphere of education. Qualitative knowledge, different methods, effective involvement and cooperation are key factors of providing knowledge with students who study at Higher Institutions. However, in teaching process teachers encounter some problems related to the learners' levels.

In the classroom there are mixed level students whose knowledge is dissimilar with each other due to lack of preparation to the subject, being inattentive while the new theme is being explained or other issues can be influenced on this process. Moreover, teaching a large number of students is difficult for educators to have control over the situation and is usually complained by the students [1:914]. Teachers have difficulty with managing the classroom and allocating the time to each learner. They should satisfy learners needs and support them in the learning process while they are having difficulty in understanding the new theme. Even though, in some situations teachers only draw attention to the learners who are poor at the subject matter. As a result, this causes some problems for higher level students. Perhaps, they contemplate that they are losing their time just sitting and listening the teacher in the classroom. In addition to these, higher level students are discouraged and they have no interest to learn anything during the lesson. Undoubtedly, this is extremely tough circumstance for teachers to take all of these challenges into account.

It is crucial to mention that students can see the beneficial sides of studying in mixed level classes as well particularly, lower levels get substantial advantages of it. Firstly, they can improve their knowledge on topics which they learn by means of discussing and collaborating with higher level students. While discussing they can share their ideas and comprehend the topics deeply since there are some students who do not sometimes understand teacher's explanation. Debating creates more opportunities for students who have lack of knowledge on the sphere. Furthermore, collaborating is a great way of asking questions and working together that assists students to be more active during the lesson. Scholars B.L. Smith and T.MacGregor pointed out “Collaborative learning” is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, stu-

dents are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. Collaborative learning activities vary widely, but most center on students' exploration or application of the course material, not simply the teacher's presentation or explication of it [2:9]. Therefore, students can learn from their groupmates without any challenges by sharing and asking misunderstandings which occur during the learning process. It is commonly known that some introverted students do not want to ask any questions or exchanging ideas, emotions while the theme is being introduced. Subsequently, their knowledge declines to the lower positions rather than extroverted students due to being reserved, lack of confidence, and not accepting new information on time. For these reasons, it will be better if students cooperate with their peers with the aim of stimulating curiosity about the lesson and engaging in the classroom with an overwhelming desire. Additionally, collaborative learning is considered as one of the vital ways of taking responsibility for the team. When students do teamwork activities, they can learn how to be responsible for tasks and support their team members especially, weaker ones who are hopeless at executing assignments correctly. Lower level learners who study in the mixed ability classes can enhance comprehension skills by means of talking with groupmates, exchanging information and sharing different ideas.

Even though mixed ability classes include many advantageous sides, the greatest detriments are caused in the learning and teaching process of English language. Different level classroom problems demand serious attention from educators with the aim of treating all students in the same measure. There is a paradox; Should teacher draw attention to higher level students or lower levels more? Should he/she apply variety of methods for each student or the same ones? These are real disadvantages of mixed level classroom that both teachers and learners can suffer from these tricky positions. There are some key drawbacks that are leading causes of difficulties of this classroom.

Lack of motivation. Giving encouragement is a useful way of teaching language effectively but most students who study with different abilities have lack of motivation to gain knowledge. Since, lower levels demotivate when cannot comprehend the new theme, express feelings for the topics, or give feedback like other advanced level students. As a result, they reckon that they are not good enough to be gifted students and any attempts are abandoned in learning. Researchers Trang and Baldauf identified factors such as

negative poor self-esteem, experiences of failure and negative attitudes towards English as possible sources of learner-related demotivation. In particular, experiences of failure were reported to be most significant internal influence. Respondents felt that their failure to make sufficient progress in their previous classes caused them to be unable to catch up to their peers due to large knowledge gaps [3:89].

Materials. Teachers try to provide students with handy materials in order to follow the lesson in a thrilling way but it is impossible to give learners different handouts according to their levels. It seems that the time is wasted and learners are confused of selecting them. Choosing interactive materials is a foremost tool of the lesson as they play major role to attract learners' attention to the subject. In some cases, L2 learners can learn more by materials rather than teacher's explanation. Besides, they are considered as a prominent engagement for students to be interested in the subject and well-designed materials make considerable contribution to arouse students' engrossment. The teacher who teaches the subject reading has much more challenges of choosing suitable texts for different level class rather than other teachers. The reason why, selecting reading materials for any classroom as ESL or EFL must be a serious process rather than a random one. The learners should be actively involved in the lesson if facilitators adopt appropriate materials for the lesson especially for the course reading. If educators successfully select a variety of appropriate texts, the students will perceive reading as an interesting and valuable activity [4:132].

Although facilitators are still facing these issues, several ways are tackled with the aim of providing students with qualitative knowledge. It will be effective, if the lesson should be divided into steps as warming up, organizing, and assessment. Firstly, teacher should manage the classroom utilizing different strategies particularly, all materials should be taken into consideration. Presentations, handouts, visual aids should be utilized with the aim of engaging and understanding the lesson clearly that is why they play the crucial role in the process. Handouts should be designed in an appropriate way that not only higher proficiency students but also lower levels should not lead to any misunderstandings. They should be created with a common style for all in order not to pose difficulties while executing the tasks. Secondly, a lower proficiency student should sit with a higher proficiency one in order to learn more by group-mates as in the classroom has some students who have not comprehend teacher's explanation. At this time learners can support each other and share similar interests on the topic.

In addition to this, higher-order thinking activities help students to learn the theme better rather than lower-order thinking activities such as gap-fill exercises, recalling a word or grammatical structure. The reason why doing like these activities in each lesson make students be tedious. In contrast to this, asking learners to apply something in real life, or deciding which one is more indispensable or asking connections between two things will be more engaging [5:14].

Creating friendly atmosphere is a successful way of teaching different level students that assists educators to promote good relationship with them. For instance, calling learners with their names, asking their interests as what they like or do not like are fundamental cause of having strong connection between a good classroom atmosphere [6:5]. In the welcoming atmosphere especially, lower proficiency level students feel themselves relaxed, cheerful and build good self-esteem for themselves by virtue of teacher's support. They do not think themselves poor enough in language learning compared to their gifted students because of teacher's similar attention to the students. In the process learners are worried about making mistakes in speaking or writing and contemplate that this is intimidating situation for them. As a result, students have less desire to express feelings and ideas because of being shy in front of the audience. In these situations, clear explanations are given to the learners like for instance, this is a normal situation for them to make embarrassing mistakes. By means of mistakes students try not to repeat them the next time while speaking and writing can be fruitful process for their future improvement.

Additionally, project work or pair work activities can be productive in mixed ability classes that build good communication between a teacher and students. While doing a wide range of stimulating tasks both level students help one another to design and deliberate them in a good way. In the project work they brainstorm ideas together and working in pairs creates more possibilities to share opinions, mobilize support in the active process.

In conclusion, each teaching process has its advantages and disadvantages too so that it demands teacher's intellectual ability, competence, experience of how to teach students following several steps, engaging them to the lesson. Due to the fact that it is a little impossible to educate the same level students therefore, educators should make use of teaching abilities in order to overcome all challenges which happen in the mixed ability classes.

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REZYUME. Ushbu maqolada har xil ko'nikma darajadagi talabalarni o'qitish va uning asosiy qiyinchiliklari, jarayondagi vaziyatning afzalliklari va kamchiliklari haqida so'z boradi.

РЕЗЮМЕ. В данной статье освещаются вопросы обучения студентов на разных уровнях и его основные трудности, преимущества и недостатки ситуации в процессе.

SUMMARY. This article highlights teaching mixed level students and its major difficulties, benefits and drawbacks of the situation during the process.