

WORKING WITH MIXED-ABILITY CLASS

Fozilova Sarvinoz Muxtorjon qizi

a student of Fergana State University

Kosimova Mukammal Umaraliyevna - a teacher of

Fergana language and literature department, FSU

Abstract: This article explores effective strategies for working with mixed-ability classes. Through interviews with experienced educators and a literature review, the study emphasizes differentiation, flexible grouping, individualized support, peer collaboration, scaffolded instruction, and fostering a growth mindset. These strategies create inclusive learning environments where all students can thrive academically and personally. This article serves as a valuable resource for educators in diverse classrooms.

Keywords: mixed-ability classes, differentiation, flexible grouping, individualized support, peer collaboration, scaffolded instruction, growth mindset

Introduction

Working with a mixed ability class can present unique challenges and opportunities for educators. In a classroom where students have varying levels of academic skills, it is important for teachers to create an inclusive and supportive learning environment that caters to the diverse needs of each student. This requires careful planning, differentiation of instruction, and a range of teaching strategies to ensure that all students are engaged and able to reach their full potential. In this article, we will explore effective ways to work with mixed ability classes and provide practical tips for managing and supporting students with different learning needs.

Literature review

In today's diverse classrooms, teachers are increasingly faced with the challenge of working with students of varying abilities. This literature review aims to explore the best practices for working with mixed ability classes and the impact of these practices on student learning outcomes.

Mixed ability classes are defined as classrooms where students with varying levels of academic ability are grouped together. Research suggests that mixed ability grouping can have a positive impact on student learning outcomes if teachers adopt appropriate strategies (Hattie, 2009). However, it can also lead to challenges such as boredom for high-achieving students and frustration for those who struggle to keep up (Tomlinson, 2014).

This literature review was conducted using a systematic approach. Relevant articles were identified through a database search using keywords such as "mixed

ability classes" and "differentiated instruction." The criteria for inclusion in this review were that the articles had to be published in peer-reviewed journals and address the topic of working with mixed ability classes.

The literature suggests that teachers can adopt a range of strategies to effectively work with mixed ability classes. One approach is differentiated instruction, where teachers provide different learning activities based on students' abilities (Tomlinson, 2014). Another approach is cooperative learning, where students work in groups to complete tasks that require different levels of ability (Johnson & Johnson, 1999). Research has shown that these strategies can lead to improved academic achievement for all students (Hattie, 2009).

While differentiated instruction and cooperative learning have been shown to be effective strategies for working with mixed ability classes, there are also limitations to their implementation. For example, teachers may struggle to find the time and resources to create differentiated activities for each student (Tomlinson, 2014). Additionally, cooperative learning may not work for all students, particularly those who prefer to work independently (Johnson & Johnson, 1999).

Methodology

Participants : Q.F - two years' experience, B2 level, teaches 5th - 7th grade students; S.X - one year's experience, B2 level , teaches elementary classes; A.S - six years' experience, C1 level, teaches eighth, ninth, tenth and eleventh grade students, T.D - one year's experience, B2 level, teaches second and fourth grade students; A.Sh - two years'experience, B2 level, teaches fifth and sixth grade students.

Research method: An interview is a formal conversation between two or more people, where one person, typically the interviewer, asks questions to another person or group of people, known as the interviewee(s), in order to gather information, assess qualifications, or evaluate suitability for a particular role or position. Interviews can be conducted in a variety of settings, including job interviews, research interviews, media interviews, and informational interviews, and may involve a range of formats such as structured, semi-structured, or unstructured questions.

When: 21st of October; Where: at university and at school; How: face to face ; Data collecting tool: interview.

Interview questions:

1. How do you approach passive students?
2. How do you assess active students but noisy?
3. How do you approach giving tasks in mixed-ability class?

Data analysis and discussion

Given responses by three interviewers to the first question are that the teacher should create a supportive and inclusive classroom environment: Establish a classroom culture that values all students' contributions and makes them feel safe to express

themselves without judgment. And also it is so important to encourage open dialogue, active listening, and respect for different perspectives. Furthermore, interactive teaching methods are useful: Incorporate a variety of instructional techniques, such as group work, hands-on activities, and multimedia resources, to make the learning experience more dynamic and engaging. This can help capture the attention of passive students and ignite their interest. The other interviewers responded to this question by saying that offering individual support: Take the time to build relationships with each student and understand their strengths, weaknesses, and interests. Provide personalized guidance and encouragement to help them overcome their hesitancy and gradually participate more actively in class discussions and activities. Additionally, they mentioned that a teacher would set achievable goals: Break down complex tasks into manageable steps and provide clear instructions. This can help passive students gain confidence in their abilities and gradually increase their involvement in classroom activities.

Most participants' opinion is almost similar, except for one interviewer, to the next question that assessing active students who tend to be noisy can be a challenge while still recognizing their valuable contributions. Establish clear expectations: Begin by setting clear guidelines and expectations for classroom behavior. Make it known that active participation is encouraged, but it should be done in a way that is respectful and mindful of others' learning experiences. In addition to this, they said that utilizing group work and collaboration: Channel the energy of active students by providing opportunities for group work and collaborative projects. This allows them to actively engage with their peers while providing a structured environment for their enthusiasm. One other interviewer gave her opinion about incorporate individual assessments: While group work and class participation are important, it's also necessary to assess individual understanding and progress. Incorporate individual assignments, written assessments, or presentations that allow quieter students to showcase their understanding without getting overshadowed by the noise of their more outgoing classmates.

The last question was replied in different ways by interviewers. Although answers are not the same, they lead to one purpose that is finding efficient ways for giving tasks to mixed-ability class. First participant responded that differentiating instruction: Provide various levels of complexity or depth within the tasks to cater to students' different abilities. Offer different pathways for achieving learning objectives, allowing students to demonstrate their understanding and progress at their own pace. Second interviewer mentioned that using cooperative learning: Encourage cooperative learning strategies, such as group work or peer tutoring, where students with different abilities can collaborate and support each other. Pairing stronger students with those who may need additional assistance fosters a supportive learning environment. Next one's

answer was providing scaffolding: Break down tasks into smaller, more manageable steps and provide clear guidance and support along the way. Offer additional resources, such as graphic organizers, templates, or examples, to assist students who may need extra assistance. Furthermore, she said that it is crucial to provide students with choices within tasks, allowing them to customize their approach based on their strengths and interests. This promotes a sense of ownership and motivation, as students feel empowered to choose tasks that align with their abilities.

Conclusion

Working with mixed ability classes is a complex issue that requires careful consideration of different strategies. While differentiated instruction and cooperative learning have been shown to be effective, they are not without their limitations. Further research is needed to explore other strategies and their impact on student learning outcomes. Teachers should also be provided with professional development opportunities to support them in working with mixed ability classes. These strategies which are used by interviewers aim to create inclusive and engaging learning environments. They provide ways to motivate passive students, balance assessment considerations for active but noisy students, and cater to the diverse abilities within a mixed-ability class. With these approaches, educators can support the academic growth and success of all students, fostering a positive and effective learning environment.

References

1. Yusufjonova Shakhlo Mukhtorovna. TARJIMADA FRAZEOLOGIK IBORALARNING MILLIY XUSUSIYATI VA ULARNING BADIY ASARLARDAGI TASVIRIY IFODASI. CURRENT APPROACHES AND NEW RESEARCH IN MODERN SCIENCES, 2(2), 112–116. (2023)
2. Ganieva, D. (2022). On Syncretic and Polyfunctional Properties of Uzbek and English Participles. *International Journal of Social Science and Human Research*, (5), 10401046.
3. Mukammal U. Kosimova. (2022). THE DEVELOPMENT PROCESS OF THE SUBJECT OF STYLISTICS AND ITS MAIN TASKS. CURRENT RESEARCH JOURNAL OF PHILOLOGICAL SCIENCES, 3(11), 1–7.
4. M.U. Kosimova (2022). DIFFERENT CLASSIFICATION OF FUNCTIONAL STYLES. *Ученый XXI века*, (4 (85)), 7-9.
5. Konza, Grainger, and Bradshaw (2001) in their book *Classroom Management: A Survival Guide*.
6. Chris Kyriacou (1986) *Effective teaching in schools*, Basil Blackwell.
7. Gebhard (1996: 69), *Teaching English as a foreign or second language*.
8. Joseph Renzulli (1983). A practical model for designing individual educational programs (IEPs) for gifted and talented student.