



## THE IMPORTANCE OF CLASSROOM MANAGEMENT IN TEACHING MIXED-ABILITY CLASSES

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*Zulfizar Qo'chqorova*

*Senior teacher of the English language and literature faculty of Fergana State University*

*Gulrukh Nizomidinova*

*4th year student in Fergana state university in English language and literature faculty*

**Abstract:** The given article presents the problems that arise with classroom management in teaching pupils of different levels with many teachers today. The research conducted by various scientists on teaching mixed-ability classes was learned and analyzed, and then solutions to the problems were found. If students of different levels are gathered in one class, classroom management was found to be important in increasing the effectiveness of their learning. Also, the work includes some suggestions for teachers in teaching mixed-ability classes.

**Key words:** classroom management, problem, different level, mixed ability, class.

### Introduction

One of the most important aspects of teaching mixed-ability classes is classroom management. Since classroom management is a crucial component of effective learning and contributes to the development of a supportive learning environment, it might also be simpler to educate effectively and efficiently when there is good classroom management. However, when instructing mixed-ability classes, teachers could run into several issues. Due to the mix of varying learning speeds, different degrees of prior knowledge, and unique learning styles in these classrooms, it is very challenging to provide all students with an effective learning environment.

When students of different abilities are gathered in the same class, maintaining order is crucial in order to maximize learning effectiveness. There are many ways to teach mixed-ability classes. According to Yu. V. Shevchenko's ideas, teaching in mixed-ability groups should appeal to all senses and all learning styles. The necessity of the implementation of different learning strategies for visual, auditory, and kinesthetic learning is proven (Yu. V. Shevchenko 2017). This shows that teachers



should use different methods and techniques to achieve success in teaching mixed abilities. In addition to using a range of teaching techniques, a teacher should select materials for the lessons of students with varying abilities based on the types, interests, and levels of each student. Professor Muneerah believed that class management and differentiation strategies were found to be the most effective in mitigating the adverse effects that mixed learning abilities have on learning successes (Muneerah S. Al-Subaiei 2017). The theory holds that teachers should adapt their lesson plans to the learning styles of their pupils, even if they are only teaching a theme. A good illustration of this is when a teacher introduces animals as a new theme; in that case, “ traditional teaching methods can no longer support learning in metamodern mixed ability classrooms” (Stavroula Valiande, Mary Loannidou Koutselini 2009). If his or her students are visual learners, the names of the animals should be taught by displaying pictures of the animals; if the students are auditory learners, the names should be taught by placing the voices of the animals. For kinesthetic learners, teachers can use the “ show and act” activity to engage students. The teacher can involve all types of learners in the lesson, thoroughly explain the material, and maintain consistency in the class if he approaches each new topic in this manner. Additionally, educators may also employ various tactics when instructing mixed-ability classes. The pedagogues ought to, for instance, establish consistent activities, communicate with the class equally, and utilize resources that are appropriate for each student’ s level.

Professors Robert and Jane said that today we know more about teaching than we ever have before. Research has shown us that teachers’ actions in their classrooms have twice the impact on student achievement as do school policies regarding curriculum, assessment, staff collegiality, and community involvement (Robert J. Marzano, Jane S. Marzano 2003). There are four main types of classroom management: authoritarian, authoritative, permissive, and indulgent. Each form of behavior management has benefits and drawbacks, but the consensus is that the best approach is an authoritative teaching philosophy because it provides a balance between allowing students to participate and develop as individuals while maintaining constant control over the class as a whole. Moreover, Hanke and other scientists’ research shows that classroom management strategies and programs enhance students’ academic, behavioral, social-emotional, and motivational outcomes in primary education (Hanke Korpershoek, Truus Harms, Hester de Boer, Mechteld van Kuijk, Simone Doolaard 201). “ In addition, recent research on school effectiveness and school improvement reveals that effective classroom management



is part of the pattern of high expectations and academic focus that is associated with school effectiveness” (Jere Brophy, 1986).

There are five types of classroom management:

1. **Inclusivity:** Good classroom management makes sure that every student feels valued and included in the classroom, regardless of their skill level. It facilitates the development of a courteous and encouraging learning atmosphere where all students are at ease participating and interacting with the subject matter.
2. **Differentiation:** Teachers can effectively meet the diverse needs of students with varying abilities by using classroom management strategies to differentiate instruction. All students can be challenged and supported at their own level if teachers use strategies like scaffolding, individualised instruction, and flexible grouping.
3. **Engagement:** By reducing interruptions and fostering a supportive and concentrated learning environment, well-run classrooms encourage student engagement. In mixed-ability classes, where students may have varying degrees of motivation and interest in the subject, this is especially crucial.
4. **Equity:** By guaranteeing that every student has equal access to resources and learning opportunities, classroom management techniques can support equity. This can lessen the possibility of achievement discrepancies between pupils of various skill levels.
5. **Behaviour management:** Students with different behavioural needs and challenges may be found in mixed-ability classes. By establishing clear expectations, routines, and consequences, effective classroom management can help address these problems and help all students learn in a safe and orderly environment.

Teachers have to meet the needs of students with a wide range of abilities and learning styles in a mixed ability classroom. In order to address these issues and establish a welcoming and inclusive learning environment for all students, effective classroom management is crucial.

Using flexible grouping is a crucial part of classroom management in mixed ability classes. Teachers can provide individualised instruction and support to help every student succeed by grouping students according to their needs and abilities. For instance, advanced students might benefit from working in small groups or alone on more difficult assignments, and students who require more help can get it from their peers or the teacher. Differentiation is a crucial tactic for handling mixed-ability classes. This entails tailoring lessons, homework, and evaluations to each student's



unique needs. Instructors can, for instance, offer substitute assignments or resources, give students options for demonstrating their comprehension of the subject matter, and offer extra help or enrichment opportunities as required.

Having clear expectations and established procedures is essential for effectively managing mixed ability classes. All students can benefit from a more focused and positive learning environment when there are clear rules and procedures in place for the classroom. Regardless of a student's aptitude, regular feedback and encouraging words can inspire them and help foster a growth mindset. In mixed-ability classes, it's crucial for teachers to take the initiative to address behavioural concerns. Teachers can create a secure and orderly learning environment where all students can succeed by clearly outlining the consequences for misbehaviour and offering support to students who might have trouble with self-regulation.

Typically, we say that the children's order affects how well our lesson goes. Many educators bemoan that 10 or 15 minutes of their 45-minute lesson are spent reprimanding children. Why are teachers sometimes unable to maintain control of their classes? Why do they only use shouting to teach in some of their classes, while in others they teach in a positive mood? The teachers are the real cause of everything mentioned above, because our expectations have an impact on it too. If they expect their students to misbehave, yell at them, and neglect their homework, that is what will happen, unfortunately. However, there are solutions for each of these:

- Arrange everything in your life, including your thoughts.
- Prepare your lessons as thoroughly and effectively as you can.
- Change your expectations for your students in a positive way.
- Inform your pupils that if they misbehave in class, they might not grasp a new topic and could cause disruption for other pupils.

Teachers will achieve classroom management if they adhere to these guidelines. Additionally, teachers should concentrate on the lesson's interaction model in order to accomplish classroom management when instructing mixed-ability classes. High school pupils are typically categorized as having mixed abilities. In that case, using interaction models to manage the class is very helpful because the students' interests and skill levels differ from one another. For instance, a teacher might instruct the class through group projects, peer projects, and class discussions, among other methods. When engaging all students in the lesson through worksheets and various activities, each group of students should have an equal number of high- and low-level students. Furthermore, in order to conduct the lesson, teachers should also use a variety of visual aids and pay attention to the layout of the texts and worksheets.



Any type of student can be drawn in with ease by using a variety of engaging worksheets. Additionally, educators ought to look for various action-packed games and activities that fit the theme. Students also facilitate the ease of learning new themes because they are drawn to a variety of action-packed activities. Both teaching and learning through activities are more effective than teaching and learning that rely on formulas and structures.

### **Conclusion**

Effective classroom management techniques are essential for students' discipline and easy learning. They also establish a conducive learning environment so pupils can participate fully in school activities and learn. In addition to this, teachers should create a good rapport with students and set high expectations. Moreover, when selecting materials for mixed-ability classes, teachers should consider the interests, learning styles, and ability levels of their learners. This will help to maintain order in the classroom.

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