

### **Flexibility in teaching. Planning for mixed ability classes.**

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**Annotation:** *In this article talks about the skill that a teacher should have in the teaching process, which is flexibility. Getting students interested in the lesson is also a skill. It shows the pedagogical level of the teacher.*

**Key words:** *flexibility, actor or actress, ability, skill, professional.*

**Annotatsiya:** *Ushbu maqolada o'qituvchining o'qitish jarayonida ega bo'lishi kerak bo'lgan mahorat, ya'ni moslashuvchanlik haqida so'z boradi. O'quvchilarni darsga qiziqtirish ham mahoratdir. Bu o'qituvchining pedagogik darajasini ko'rsatadi.*

**Kalit so'zlar:** *moslashuvchanlik, aktyor yoki aktrisa, qobiliyat, mahorat, professional.*

**Аннотация:** *В данной статье говорится о навыке, которым должен обладать учитель в процессе обучения, а именно о гибкости. Заинтересовать учащихся уроком – это тоже навык. Это показывает педагогический уровень учителя.*

**Ключевые слова:** *гибкость, актер или актриса, способности, мастерство, профессионализм.*

The more flexible a teacher's approach, the better they are able to adapt to the room and the higher the chances are of increased student participation and engagement – ensuring that no child gets left behind under your watch.

How does mixed ability grouping help teach tolerance to students?

This grouping also teaches students tolerance and understanding by promoting interactions and discussions among groups of students from different backgrounds or life experiences and allowing them to work together.

All classes consist of individual students with different personalities and interests. In that respect, all classes are 'mixed ability' classes. All students themselves have mixed abilities, as some may find one particular task or approach more appealing than other tasks or approaches. With this in mind, some teachers may have some difficulty dealing with the different learning levels of their pupils. What they should always keep in mind is that they need to adopt a flexible methodology that allows for a variety of learning styles and abilities.

In fact, teachers have had to face this dilemma since the days of the one-room schoolhouse, which mixed 6 to 16 year-old pupils in the same area. But since then, mixed ability classes have become quite frightening for parents, as many are convinced that children can't reach their highest potential in such classes.

In fact, differentiation may be the key word for teachers to deal with such classes. First, teachers need to realise that all learners vary in their readiness, interests and learning profiles. Pupils indeed display a number of differences in their learning abilities, motivation, previous exposure to learning, learning style, personality or attitude – only to mention a few possible features. Hence, teachers can set up classrooms where everybody works towards essential understandings and skills but uses different content, processes and products to get there.

Here are some tips to help you deal with heterogeneous classes:

- Try to make sure that all students understand what is happening in the lesson
- Use group work, pair work and individual work. Such activities are useful not only for the teacher to observe students but also for the students to cooperate and to learn from each other.
- Follow your course book, which may contain a variety of tasks, but also try and find supplementary materials. Since most textbooks are designed for an ideal homogeneous classroom environment, teachers always have to deal with the problem that students react to the textbook differently due to their individual differences.

- Ask open-ended questions and encourage creativity without limiting the students to single no or yes answer. These tasks allow each learner to perform at his/her own level. Some of the students may be good at understanding but might be weak in expressing themselves orally or in written work; thus, open-ended tasks give them the chance to express themselves without trying to find the one and the only correct answer.

- Use visuals. They are always useful for all age and proficiency levels, so even using coloured chalk or board markers attracts learners' attention to the teaching point. Hence, teachers can make use of visuals to grab students' attention and to motivate them.

- Students love games, competitions and dramatisation, so these are ways of ensuring their interest in the lesson. Regardless of the differences among the students in terms of language level and learning styles, they are motivated to use the target language while they are playing a game or participating in a completion or a role-play for instance.

- It is advisable to have special plans for the early finishers in case they finish the tasks earlier. This contingency plan might be an extra exercise, a handout or a reading passage.

- And most of all, forget this heterogeneous stuff and concentrate on variety of interesting tasks.

How to Teach Mixed Ability Classes? We know and want to share you which are some teaching steps the mixed ability classes. It include:

Structure your lessons so that activities have more open-ended possibilities. ...

Create ongoing activities. ...

Use level-specific material. ...+

Communicate equally with the whole class. ...

Use positive pair-work.

Put simply, it combines online learning with aspects of more traditional face-to-face learning experiences. Mixed mode learning is also known as hybrid

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and blended learning but there are many different definitions, interpretations and ways of implementing each of these.

Mixed ability classes are very interesting and demanding. And also teacher should be flexible. Mainly because it can be increase qualification of lesson.

Advanced Students	Less Advanced Students
Write the new vocabulary words on the board once they have finished with their activity and use this for review.	Pre-teach difficult vocabulary words and leave these up on the board as a guide. Make use of visuals where possible.
Rewrite a part or the whole of the text in a different tense.	Set the scene before diving into the reading activity. Look at any pictures, the heading, etc.
Write a short summary of the reading text or write a paragraph or two giving their opinion on the piece	Break up the text and give them the option of only reading part(s) of the text if necessary.

Advanced Students	Less Advanced Students
Provide creative tasks so that students can complete it at their own ability level.	Correct the draft with the student before they rewrite it neatly.
Let the students self-correct by using correction codes (SP – spelling, etc.)	Reduce the word limit or increase the time limit.
Let them write more or write within a certain time limit.	Provide an example piece of writing before the actual activity starts or provide scaffolding.

For listening activities:

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Advanced Students	Less Advanced Students
For any true/false questions, follow up by asking ‘why?’ or ‘why not?’	Pre-teach vocabulary and use visual prompts where possible.
Focus on accents or intonation and have the students copy it. Also, focus on the why of the intonation where needed.	Give the students time to discuss the answers with a peer before feeding back.
Give out a script of the exercise and have the students pick out and find definitions/meanings for tricky words.	When it is time to listen for a second time, give the students a script to follow along with.

For speaking activities:

Advanced Students	Less Advanced Students
Students should justify or defend their opinions.	Provide students time to gather their ideas before role-playing or discussing.
Ban easy words or certain words (use synonyms).	Allow students to make notes as part of their thinking time.
Students should record their speaking, playback and self-correction.	Pair an advanced and a less advanced student together.

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