MODERN METHODS OF TEACHING MIXED-ABILITY LANGUAGE LEARNERS

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Abstract: *Teaching English as a foreign language is quite a challenging but wonderful task at school. I had taught English for 9 months at private school and my job demanded me to work and observe on my own, to find and create news for my pupils. I had observed and analyzed my 4 weeks teaching process and I had asked myself several questions related to my teaching and pupils twice a week.*

Key words. *Late-finishers, early-finishers, syllabus, communicative language teaching method, problem-solving skill, schoolchildren, receptive and productive skill, listening task, grammatical part.*

When I conducted a lesson for schoolchildren, I had to deliver all the tasks that are given in the syllabus. In the lesson, I had to link the previous lesson with the new theme by practicing all receptive and productive skill and pupils should be able to use new words appropriately and accurately in order to develop their speaking, reading, writing and listening skills.For instance, pupils read a text about education system of Germany and answered questions orally then they listened to education system of England and did a listening task. After that, they compared education system of Uzbekistan, Germany and England by writing. Since all classes have "early-finishers" who do a certain tasks or acquire new knowledge quickly and "late-finishers" who learn new language slowly or have lower level of proficiency (Mukhammedov, 2017), I achieved my teaching goal by conducting differentiated instructions. Moreover, quite an extensive diversity of teaching methods had been used to grab pupil's attention and to create a real English learning atmosphere. The usage of technology like a lap-top, a projector, Wi-Fi and tablets in the classroom gave pupils an opportunity of learning and understanding the lesson easily, a traditional teacher explaining a topic and learners taking notes techniques used when I explained the grammatical part of the lesson. I found out

during the second week that encouraging pupil to prepare for the lesson before the class was the best technique that my pupils could answer any question using actively new vocabulary. To keep my pupils motivated, learning through games helped me a lot that they learn new concepts unconsciously. During the last week, I used kahoot game for revision of jobs theme and learners answered questions individually. When all themes were revised in the third week, I used group work to increase pupils' social interaction and to help each other in the last lesson. I addressed pupils by their names and interacted with them by asking open discussions, read the textbook together andobserved whether pupils understand the task or not by walking around the class while learners were doing activities. If some pupils had not understood, I explained them individually. I had some difficulties with the pupil's book that it did not provide pupils with enough activities that early-finishers had to wait others when they had finished all tasks. However, the most successful parts of my lessons were teaching through games because pupils were motivated and they could understand the theme, even less interested pupils tried to participate in all activities and by this way, they could learn something new from the lesson. If I had a chance to teach the same lessons to the same group again, I would organize the lessons in a different way. I would conduct lessons with communicative language teaching method that my students would speak a lot.

During four weeks, all pupils were involved in teaching processes, so I could teach and mark all pupils in all lessons but I could not interact with all of them in each lesson. Most of the pupils were actively worked and participated in lessons. As every student learns differently, I used a variety of techniques and organized activities that combined needs of all pupils. In the second week, when I taught a grammar rule, some pupils could not understand even I repeated it again. I had to explain it individually to all those who did not understand. When the themes were revised in the third week, I encouraged all pupils to actively contribute to the lesson that they had to answer questions to help their group win. The learners preferred interacting with each other, working with group and learning and

revising the themes through games. As my teaching philosophy is teaching pupils through entertainment that I believe the classroom should be more a theater and pupils work hard, so I didn't let pupils stay at the same position more than 5 minutes. They were active in the classroom and could interact with different classmates.

As teachers are in a position who can affect pupils' beliefs and views on studying,so I always try to inspire all my pupils. As well as this, I learn something new every day, create new or modify activities for lessons and educate pupils. I hold a constructionist view that pupils become active participants during acquiring knowledge and I facilitate pupils' inquiry (Staub and Stern, 2002) but grammar rules are taught inductively. I want to give opportunities to pupils to improve their problem solving skill, self-confidence, let them to find the answer themselves and I realized that they do not forget what they learnedon their own easily. I am going to focus on improving pupil's speaking skill by using English not only in the classroom but also outside the classroom and demanding from pupils learning new vocabulary by heartmore.

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