

## THE PEDAGOGICAL SYSTEM IN HOMOGENEOUS AND HETEROGENEOUS CLASSROOMS.

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### ABSTRACT

This station discusses the basic skills that teachers will need when conducting both types of classes. In addition, there will be presented the non-repetitive benefits of various classes and tasks for students to use. Some psychological problems of students that may arise during the organization of classes and possible ways to solve them will also be given.

**Keywords:** homogeneous and heterogeneous classes, special tests, pedagogy, under-education, psychological methods, segregation of children, free atmosphere.

### INTRODUCTION

Some students in the classroom do not learn well when the training is not conducted at the proper level and they are preceded by the opportunity to think independently. If we put these people involved in groups, and stay separately, they respond to themselves as second-class people. Therefore, students should study in heterogeneous (mixed-ability) classes, that is, classes formed only on the basis of age. In the senior, and sometimes in the middle classes, to some extent, there is an action on abilities, since the more capable students choose more difficult courses. Whereas here is a different matter: here the choice belongs to the students themselves, and is not imposed on them by the school. In this case, weak students do not take into account the hopelessness that they experience when they are combined into one class differing from them. Thus, from students of exemplary equal abilities, so-called classes-streams are formed, whose tasks are to neutralize the inability by establishing the pain of low needs by alienating weak students. So everyone can somehow move on to the next class. From where, unfortunately, the school treats such students as lonely, satisfied, and they consider themselves as such. Many teachers are unable to hide their dislike of the sluggish or unbalanced children who make up these classes. The presence of these students in the school is associated with a clearly negative description for them, so many of them go to other schools. Such selection not only does not give the results for which it is designed, but has the opposite effect on the number of unsuccessful ones .

## LITERATURE REVIEW

According to Slavin, the communications among teachers and students in heterogeneous groups lead them to understand their own thoughts as well as thoughts of other members which can help them to successfully get the language achievement. However, the learning atmosphere of heterogeneous groups may not be as good as that of homogeneous groups because in heterogeneous groups, conflict can be more serious due to different perspectives and backgrounds (Schullery & Schullery, 2006). In most research related with teaching, heterogeneous grouping is used to form groups (Watson & Marshall, 1995). However, it does not mean heterogeneous grouping is a better strategy to form groups than homogeneous grouping considering the limited amount of empirical research supporting the effects of heterogeneous grouping on student learning (Watson & Marshall, 1995). In fact, both heterogeneous and homogeneous grouping has been supported as group composition in teaching research. Some studies (e.g., Lawrenz & Munch, 1984; Watson & Marshall, 1995) have shown that students in homogeneous groups have better performance than students in heterogeneous groups, while other studies (e.g., O'Donnell & Dansereau, 1992) have found that low-ability students in heterogeneous groups have better performance than in homogeneous groups thanks to the specific used by the instructors.

## RESEARCH METHODOLOGY

The division into homogeneous-single-ability groups does not justify itself because it creates and learns, which turns out to be a pernicious, destructive journey for teachers. When the children are grouped into classes according to their abilities, a weak student who does not have the necessary motivation to study, does not need to change his "ability of existence". This sad society was obtained in the solution of the investigation of this "self-fulfilling prophecy", which was conducted for seven years at an elementary school located in the south Strobe of San Francisco, where the learners consists mainly of the lower level of school. Researchers P. Rosenthal and L. Jacobson randomly selected 5 students from each class. After the students were offered special tests designed to determine the confidence of academic success in the future, the examiners casually informed the teachers that the children who were tested were able to make a sharp leap forward. In fact, the shared potential of these students was no higher than everyone else. The result was completely unexpected. The performance of these students effectively increased dramatically, both in the equation with other children, and regardless of narrow successes. Based on the presence of

other flat conditions, the conclusion is self-evident: somehow, an unfounded prophecy came true thanks to the new attitude of teachers towards children. The teacher was inspired by the news that there are several capable children in the usual gray class. As a result, along with the programmed success of the supposedly promising children, all other students in this class made a noticeable shift in their studies. In this example, the teachers' belief in the abilities of their students played a crucial role.

Similar studies prove something else: communication between teachers and children can have a direct antitumor effect, that is, if a teacher expects low results from students, his expectations are met. The appropriate situation appears most common where students are adept at grouping by ability. In the school chosen for the experiment, each class was divided into three groups: weak, medium and strong students. The investigation is an indictment of how the Brook division system takes on teachers, and their alienation in turn does not invite them to be counted forward and move to another "treadmill." The closed and destructive nature of such a system is evident from the following quote taken from the study: The children who were predicted for intellectual growth were given the following characteristics: they have a greater chance of success in the future, they are more active and inquisitive, they are more peculiar compared to other children. There was a clear tendency to evaluate these children as more attractive, vital, pleasant to communicate with, as well as in need of social support. In other words, children with obviously predictable intellectual growth have mastered, in the opinion of many people, a more lively and independent mind. The contrast was interesting when teachers were asked to evaluate unpromising children. During the year, many of these children also increased their co-effective intelligence. The higher this indicator turned out to be, the more flattering the characteristics became. Hence, it is clear that if promising children meet expectations, they win in many other areas. Such a child grows up in the eyes of teachers as a person. Advises that the situation is different with a topic whose intellectual level increases contrary to predictions. This comes up as an undesirable manifestation of their strength, violating all ideas about the norms of intellectual development. A more detailed survey revealed this social economy that some unfavorable characteristics were given to children who, while attending classes for the disabled, got the best results there.

## ANALYSIS AND RESULTS

We understand that one psychological method is not enough. Until children succeed in their studies, they will not get rid of serious problems. In urban schools, as in many other schools, the inability of difficult children to learn foreign languages is most striking. The majority of them are well read, and a large number are unable to cope with elementary tasks. If from the very beginning, children will not get anything with reading, our psychological methods will not give the expected effect. According to teachers, if children with flat reading skills are placed in the same class, while there will be no difficult, unmanageable children among them, they can be taught to learn. The corrective reading course—a method usually applied to non-learners in normal classes—often does not give positive abbreviations: a child who goes from a normal class to correct reading still considers himself a failure, even after he grows old, this is what he is offered in additional classes. In his class, he continues to attempt discomfort. Children can not transfer their success in corrective classes to where they are waiting for the share of singles. If we were to find a way to teach a child to read, all the other subjects would not be a hindrance in a heterogeneous class.

Heterogeneous classes is not divided into streams, free discussions in class meetings and class standard assessments—to a large extent, could be able to overcome the prerequisites for using teachers' chairs and create incentives for children to study well. If the application of these suggestions in practice is successful, the child learns to change his attitude towards children. When creating heterogeneous classes, the main thing is that the teachings do not transmit information about the success and abilities of children to each other. All children should have a direct chance to test themselves a new with each new teacher. Homogeneous classes deprive them from this chance. In addition, the information received in advance about the child's past results mixes the child learns to approach him objectively and impartially in heterogeneous classes.

Education in the basics of factual science and formal memory training leads to an increasing number of children who find it extremely difficult to load and control their conduct. The term "unbalanced in learning" has become widely used. He refers to children so unruly that their training in the love of the brook of the ordinary class is simply unbearable. When financial opportunities are welcomed, as well as the distribution of power, such children are placed in special small classes, where they try in every possible way to help them in their studies, so that they could not return to normal classes. Where, as a rule, this does not happen so much, but on the contrary,

more and more of these unbalanced children appear in the ordinary classes themselves, so that there is no need to strive for it on the contrary.

And yet, despite the obvious shortcomings of special classes, it will not be easy to object to a teacher in whose class there are children who are so accustomed to the idea of not being involved that they are practically unable to control their impulses. To boot, they create unpredictable and unsolvable problems. The teacher can use the method of persuasion, but even if he gets some promises from the child, he still does not directly fulfill them, thereby depriving the teacher from the perception of his own helplessness. As long as we do not learn how to manage the management of students, children with serious deviations in the management will remain uneducated, and those classmates who are influenced by their management will learn significantly below their capabilities. In my opinion, these problems of the above nature cannot be solved according to the basic methods of psychiatry: it is necessary to modify and present to a higher level of educational practice. One of the ways of reform should be the dismissal of the division on the stream and the class of special classes.

In a heterogeneous class, there are both well-performing students and potential losers, there are students who are able and not very capable, hardworking and idle, and necessarily a few people who schools can not stand. At first, working in such classes is tough, but that is why there is no possibility of early segregation of children, there is a process of communication between potential lucky and lonely people. While in special classes, where only difficult children are gathered, chaos inevitably reigns, which can be coped with using one of two methods, they cannot be considered satisfactory: either to achieve severe discipline, which will ensure order in the lesson, without at the same time reducing the productivity of learning, or to allow a free atmosphere in which someone, maybe the sum of something-to learn, but few teachers are able to endure it.

## CONCLUSION

As it has already said, a heterogeneous class is divided into homogeneous groups not only during foreign language lessons. I consider this approach to be the most justified. The child can move to another heterogeneous class, based on a variety of reasons (e.g., it is better to learn at UCLA-men), there's no time to transfer should not serve detention in school, except for the cases when the detention is too large, a child considers himself a loser. Then it is better to sow a class where there are pupils same stopping power as he did. If the child understands that he is learning worse than others in many subjects, he should declare that not everyone learns the same material

equally quickly. The uploader can reinforce his submission by paying more attention to the student's progress, as it is often the case. On the other hand, practice makes this argument untenable. After all, we can not convince the child that everything is going to go well, putting them at the same time flat grades. The above cases describes a fundamentally new system for managing and evaluating students ' knowledge, which encourages any success and minimizes non-learning.

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