

HOW TO TEACH DOUBLE-LEVEL STUDENTS IN A CLASS? (ON THE EXAMPLES OF FRENCH SCHOOLS)

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IKKI XIL DARAJADAGI O'QUVCHILARNI BIR SINFDA QANDAY O'QITISH KERAK? (FRANSUZ MAKTABLARI TAJRIBASI MISOLIDA)

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КАК ОБУЧАТЬ РАЗНОУРОВНЕВЫХ УЧЕНИКОВ В КЛАССЕ? (НА ПРИМЕРЕ ФРАНЦУЗСКИХ ШКОЛ)

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Abstract. This article is dedicated to how to teach two different levels of students in one class at French and Uzbek schools. The main object of the article is the double-level classes at Jules Ferry B school in France. This article is based on the analysis of a lesson conducted by Carol Gouchi in a double-level class. It analyzes a number of issues, such as how to organize the teaching process, what to focus on, what tasks to give to students with learning disabilities, the effective use of time. In addition, the benefits these double-level classes bring to students and parents are also indicated. The purpose of writing this article is to inform young teachers about teaching double-level students in a classroom, what approaches and methods to use.

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Keywords: double-level classes; senior classes; junior classes; education in France; organizing the class; preference of parents; repetition of previous topics

Annotatsiya. Ushbu maqola maktablarda bir sinfda qanday qilib ikki xil darajadagi o'quvchilarni o'qitishga bag'ishlangan. Maqola Fransuz va O'zbek maktablarini qiyoslagan holda yozilgan. Maqolaning asosiy obyekti sifatida Fransiyaning Jules Ferry B maktabi va ushbu maktab tajribasidagi double-level sinflari olingan. Fransiya boshlang'ich ta'lim tajribasiga ko'ra, shu turdagi maktablar juda ko'p va asosiy maqsad esa ikki xil darajadagi o'quvchilarda o'tgan mavzularni takrorlash (bitta yuqori sinf o'quvchilari uchun) va yangi o'tiladigan mavzularga nisbatan ko'nikma hosil qilish (kichik sinflar uchun). Bundan tashqari ushbu sinflarda o'qiydigan o'quvchilar hamda ota-onalar uchun qanday afzalliklar keltirishi ham maqolaning asosiy qismidan biri hisoblanadi. Mazkur maqola ushbu maktabda double-level sinfida Karoll Gouchi tomonidan olib borilgan dars mashg'ulotlari tahlili asosida yozilgan. Maqolada dars jarayonini qanday tashkil etish, ko'proq nimalar ahamiyat qaratish kerakligi, o'zlashtirishi sust o'quvchilarga qanday topshiriqlar berilishi, vaqtdan unumli foydalanish kabi bir qator masalalar tahlil qilingan. Qo'shimcha qilib aytganda, ota-onalar farzandlarini nega aynan ushbu double-level sinflariga yuborishlarining sabablari ham ko'rsatilgan. Maqolaning yozilishidan ko'zlangan maqsad – ikki xil darajadagi o'quvchilarni bir sinfda qanday o'qitilishi, qanday yondashuv va metodlardan foydalanishini yosh o'qituvchilarga yetkazish.

Kalit so'zlar: ikki xil darajadagi sinflar; yuqori sinflar; kichik sinflar; Fransiyada ta'lim; sinfni tashkil qilish; ota-onalarga afzalliklar; oldingi mavzularni takrorlash.

Аннотация. Статья посвящена тому, как обучать разноуровневых учащихся в одном классе во французской и узбекской школах. Основным объектом статьи являются двухуровневые классы в школе Jules Ferry во Франции. Эта статья основана на анализе урока, проведенного Кэрол Гучи в двухуровневом классе. В нем анализируется ряд вопросов, таких как: как организовать учебный процесс, на чем сосредоточиться, какие задания давать учащимся с ограниченными возможностями в обучении, эффективное использование времени. Кроме того, также указаны преимущества, которые эти двухуровневые классы приносят учащимся и родителям. Цель написания этой статьи — проинформировать молодых учителей о разноуровневом обучении учащихся в классе, о том, какие подходы и методы следует использовать.

Ключевые слова: разноуровневые классы; старшие классы; младшие классы; образование во Франции; организация занятий; предпочтения родителей; повторение предыдущих тем.

Introduction. “Education is a weapon that can change the world”

Education plays an essential role in a productive and good life. It also enhances the value and excellence of life. Education is a fundamental human right and a necessary factor in the development of children, communities and countries. Opening the classroom doors to all children, especially girls, will help break the intergenerational chains of poverty because education is intrinsically linked to all development goals, such as gender empowerment,

improving child and maternal health, reducing hunger, combating the spread of HIV and poverty-related diseases.

Education stimulates economic growth and builds peace. Education is a window to knowledge and progress in modern society. The percentage of the illiterate population in the country is a lost opportunity for increasing general knowledge and progress in many spheres of life of society. The human brain is built so that it develops by absorbing new information and transferring it through an internal perception tool to receive a multifaceted and reasonable result in the form of thoughts, emotions, knowledge and feelings. With this image in our minds, it becomes obvious that we need to learn. Education is the best way to make this learning process as effective as possible for our individual needs.

Time passes very quickly. Every day there is a lot of news in the world. We can call the twenty-first century the century of information. In all spheres, we see many discoveries. New teaching methods and new directions are being created in the sphere of education. The world is changing day by day, and there is no doubt that modern society has changed. For example, the education system has completely changed: nowadays, the teacher is no longer just an assistant in a complex process of education; he is also a creative and very talented "guide", accompanying students in the constructing knowledge.

Objectives. Each country pays attention to its education by establishing links with other countries in order to get experience. Thus, France and Uzbekistan have this type of connection between two educational institutions – The Uzbek State University of World Languages and the Versailles Academy. Students come here to gain experience, learn the language, get to know and analyze educational systems and teaching methods. It gives a lot of chance to young people. During the four and a half months spent in France, we reflected on the French education system, teaching methods, and analyzed similarities and differences between the educational systems of two countries, such as the differences in programs and organization. At the Evariste Galois College, we saw how the college works for two types of courses: the UPEA2 (class for foreigners newly arrived in France) and an ordinary class. We have observed and compared these two classes. We thank these two institutions for giving us the opportunity to learn foreign languages reflect on educational systems, methods and culture.

Each profession has its own peculiarities, difficulties, responsibilities and advantages. However, among the professions, one of the most difficult is teaching because teachers have to pay attention to the class group and each individual who makes it up. This profession also has a big advantage: observing students' progress and succeed.

The objective of my work is to know how to teach in a double-level classroom: what are the difficulties and the advantages.

For this, I observed a CE1 / CM1 class at Jules Ferry Elementary School in Nanterre. Over time, I was able to see many new teaching methods as well as the organization of the class, the textbooks used, the responsibility of the teacher.

My work consists of three parts. The first part defines the concept of double level in a class. In this part, you will be able to see several definitions of this term as well as the principles of dual level and multi-level. We will also see why there are double-level classes in French schools. The second part is about the advantages and difficulties of the double level in a classroom as well as the organization of the teacher. This part will analyze

the difficulties and advantages of teaching in a multi-course class. The third part concerns the organization of the teaching time in a double-level class.

I. Definition of double level in a class. Each country has its educational system. We can see that there are a lot of differences in education between these two countries. For example, in Uzbekistan, there is no double-level class. France made this choice because the government has defined an average number of students per class: 27 students. Since the number of students per level is random, the school director and his team decide for the proper functioning of the service what is the best distribution of students. The team is sometimes forced to create double-level classes. Sometimes, it is a will of the teaching team, and we can find in some schools many multi-age classes.

What is the double level in a class? Why do we choose it? Double-level education takes place in a graded school system when a single class contains two or more levels of schooling. It contrasts with the usual classroom organisation model in classified systems where only one classroom contains students of a single level. In many graded systems, age and level are congruent; therefore, a school level is also equivalent to a particular age group. In double-level classes, the school levels can be close (CE1/CE2) or distant (CE1/CM2).

In general, there are several reasons for choosing the double level in a class:

— First, the double-level is often associated with small schools in remote and sparsely populated rural areas. In such schools, there may be only one, two or three teachers, but they offer an entire course of primary education;

— Secondly, this system allows children to be educated not far from home.

— Thirdly, it encourages children to learn with the peers's help and therefore promote cohesion cooperation between students, strengthening inter and intra-personal skills, which develops a positive attitude towards others.

— Fourth, it forces teachers to plan their work better and be more efficient in the use of time;

— Fifth, the variety of teaching practices used by teachers of double-level classes contributes to the students' cognitive development and their autonomy.

— Sixth, teachers sometimes follow their students for two years or more which allows continuity of learning.

On a more political level, double-level classroom education could be an important and appropriate way to help countries achieve the goal of educating all children, even those living in small, poor and remote communities. Most importantly, it is an approach that can help the schools in these communities and the teachers in these schools to better serve their students by providing them with an education of good quality and relevance.

There are **three models** of teaching in a double-level class. These three models work successively as in other classes. They are:

a) The "collective" model of education. This model can help children to work in a group. All of them do the tasks together.

b) The individual working model. This model refers to individual work. In this model, each child works on their] tasks. (Writing, dictation, work control)

c) The model of working in small groups. Small groups include 3 or 4 children working together. By this model, children discover several

opinions because each student gives his opinion on the task and confronts him with those of other students.

During my observation in the CE1/CM1 class, I particularly noticed the organization of time, the organization of the class, the skills developed by the teacher Ms. Gouchi and its impact on the students.

Main Body. II. ADVANTAGES AND DIFFICULTIES OF THE DOUBLE LEVEL IN ONE CLASS

As I told you, teaching is the most challenging profession in the world. There are many challenges for teachers practising in multi-level classes. The organization, instruction and classroom management are demanding and complicated. Teaching different courses at different school levels for students with different psychological and cognitive development levels is a challenge because it is necessary to engage students in meaningful work at every moment. This requires a high degree of organization and also requires the teacher to be willing to allow students to take charge of their own learning. The implications for teachers and parents are very important.

Teaching in a double-level class is a more significant challenge for the teacher than in a single-level class. When the diversity of students increases, greater demands are placed on the cognitive and emotional resources of the teacher. This work on the double-level classroom (Jules Ferry elementary school in Nanterre) allowed me to identify the main pedagogical dimensions that will enable success:

- * The organization of the class: educational resources and physical environment to facilitate learning;

- * Classroom management and discipline: classroom programs and routines that promote predictable pedagogical models, especially those that strengthen students' responsibility for their own learning;

- * The organization and the teaching program: teaching strategies and routines for maximum learning. The work is built according to the diagnosed needs of the students. This also includes the effective use of time;

- * Pedagogical grouping: methods that improve the quality of teaching, including strategies for organizing individual, group and collective learning activities;

- * Autonomy learning: students' skills and strategies for a high level of autonomy and efficiency in individual learning or combination with other students;

- * Peer tutoring the students' skills to act as "teachers" to other students inside and through the different levels.

As Clotilde Chariot mentioned, "double-level classrooms are based on the premise that diversity is not a challenge to overcome but an asset and a resource that promotes learning. In addition, students bring a wide range of approaches, abilities, interests, experiences, cultural contributions and personalities to the classroom" (1, 9).

The varied natural composition of a double-level classroom has specific advantages for learners, especially in classes where the teacher follows the students for at least two years:

- Each student is at a different stage of learning, and the teacher focuses on the stage of development of the learner and deploys his teaching towards more individual learning. This minimizes competition because students recognize and accept that each of their peers is in a different place in their learning. Students learn to set personal learning goals, evaluate themselves and reflect on their learning.

- * Double-level classrooms offer students the opportunity to gain self-knowledge when interacting with older and/or younger peers.

* Double-level classrooms allow for continuous progress. Students do not need to devote time to concepts and skills they have already mastered in a double-level environment. Students who have not achieved specific learning outcomes by the end of a school year have the opportunity to reach them the following year.

* Double-level classrooms provide students with stability and a permanent relationship with a teacher.

Advantages and difficulties for the teacher

Natalie Hess writes in her book, “many teachers who have experience report several advantages of teaching in double-level classrooms:

* Teachers have more time to develop a deeper understanding of each student's strengths and needs over two or more years and can schedule classes at the student development level.

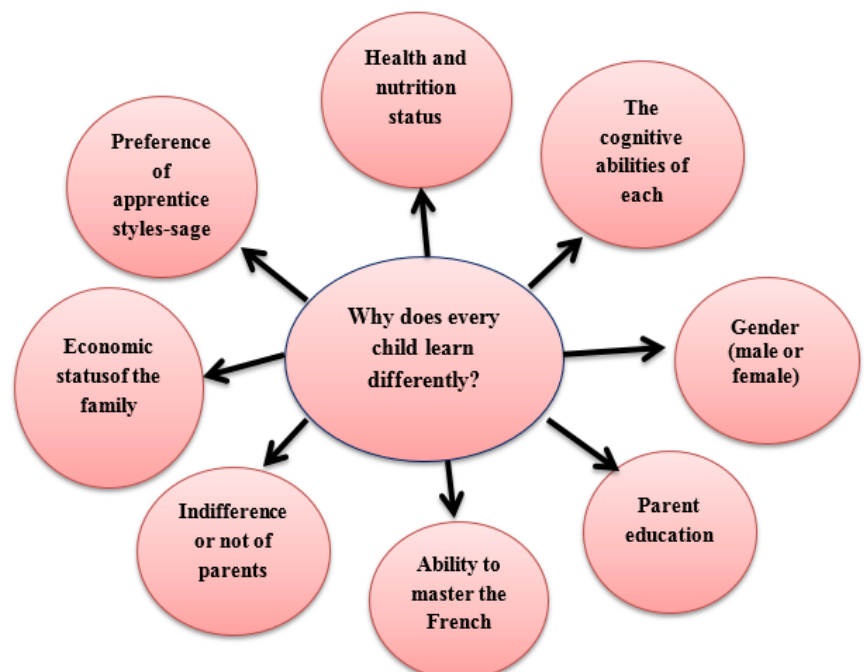
* Teachers have fewer students to get to know each year. Orientation at the beginning of the school year is simplified and consumes less time. The higher-level students know the routines and help the new ones integrate them.

* In planning programs for two years or more, teachers have the opportunity to be more flexible with the curricula and, therefore, can plan projects around students' interests.

* Teachers can develop stable relationships with parents. In Uzbekistan, there is an essential collaboration between students, teachers and parents.

* The double-level teacher should pay attention to each student. Students need to learn their problems: why they are not studying well, why they do not understand well, why isn't easy to learn, etc. However, it is also the role of each teacher, whether in a single level or multiple courses” (2, 112).

When I talked to Ms Gouchi about the different learning levels of the students, she told me that they could resist problems that are schematized below:



Benefits for parents

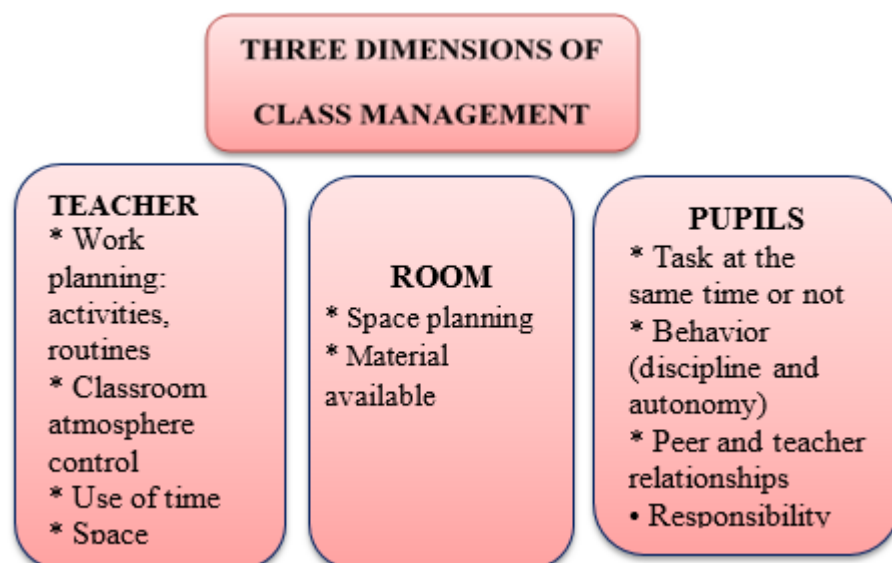
Programming that enriches the learning of their children is clearly an advantage for parents. Parents appreciate the stable learning community of the double-level classroom and the teacher's commitment to the learner with special attention to the development of interpersonal skills, emotional maturity and independence. As V. Timmons gives information in his textbook, "double-level classrooms benefit parents in different ways:

* Parents have the opportunity to develop a trusting relationship with the teacher. Thanks to a long-term relationship, parents and the teacher become partners whose common goal is the improvement of the child's results and well-being.

* Parents appreciate that their child experiences less stress at the beginning of a new school year because having the same teacher, the student already knows the teacher's habits and expectations" (4, 17).

III. HOW TO ORGANIZE TEACHING TIME IN A DOUBLE-LEVEL CLASSROOM

Teaching in a double-level classroom requires many skills in class organization, student management and, ultimately, the successful transmission of level-specific programs. It is the responsibility of teachers as a teacher of a double-tiered class to plan and organize their class to achieve the best results based on the space and resources available to them. The management of a double-level class revolves around three dimensions as shown in the **Figure 1**.



As a double-level teacher, any teacher is the key to planning, designing and managing a diverse range of activities for children to keep them engaged in learning. Their effectiveness is based on providing a classroom conducive to learning by developing and stimulating activities, ranging from basic work to independent study and project pedagogy. The Uzbek teacher and psychologist Vasila Mamadayupova gives information in her article "Teachers play a central role in the management of the classroom in the following ways:

— Planning the use of the "space" of the classroom exceptionally flexible because adaptable to different types of activities;

— Arrangement of tables and chairs for themselves and their students;

- Plan well lessons for each level at the same time;
- Design activities for children to involve them;
- Create, organize and use teaching and learning materials;
- Establish standards of behavior expected of students to promote learning (5, 3).

The schedule was organized very precisely. If we are careful, each subject is thought by level according to what the other level is doing. There are several topics for CE1 and CM1. For example, mathematics is taught simultaneously but separately for CE1 and CM1, such as dictation and spelling. Sports or foreign languages (English and German), EMC, Computer science, Visual arts are taught at the same time and are often identical.

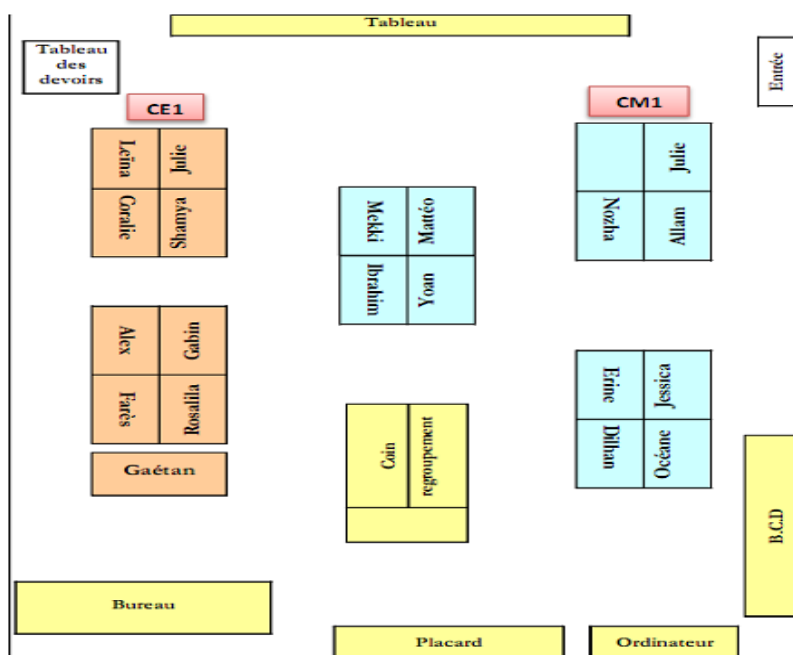
Before the lesson begins, the teacher indicates on the board the daily schedule: Here is an example:

FOR CE1 FOR CM1

<p>Dictation Mental calculation Break Literature BREAKFAST EMC Visual arts</p>	<p>Spelling Mathematics Mathematics Literature BREAKFAST EMC Visual arts</p>
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This allows students to be informed about the day's learning and not ask the teacher what they will constantly do. This schedule is visible to everyone. When I went to Jules Ferry Elementary School in Nanterre, Ms Gouchi divided the students into four groups. Each group consists of 5 students and is mixed in age and gender, for example, three students from CE1 and two students from CM1. This allows the children to work together. Young students try to think like older students. In addition, the students of CM1 help the students of CE1 to calculate, dictate, conjugate, etc.

Double-level education is not simple. Competence, experience, knowledge is not enough to teach in a double-level class. The teacher should



know how to organize the space of his class. La double-level class of Ms Gouchi is organized as follows. This organization is quite common in double-level classes:

In this case, W.C. Kasten says that “the double-level teacher should pay attention to everything:

— Each student should understand what the teacher explains, writes, says, etc.

— Each student should be able to see the board clearly; if some of them cannot see well, the teacher changes their places to put them closer to the board.

— A teacher's writing should be understandable and modelling because students are trying to write as a teacher.

— The material must be ready not to waste time and be available to students.

— Students must be able to move around without disturbing others: it is, therefore, necessary to think about traffic spaces (8, 9).

Conclusion. This experience observed in a CE1/CM1 classroom should be helpful to teachers to ensure better quality learning for students. The school and its various representatives can benefit from the experiences of others.

The teacher in a double-level classroom has an essential role in building relationships between students and knowledge. He must think about a precise organization of time and space and careful programming of the fields of activity while developing an atmosphere conducive to the construction of knowledge. This work is important, and sometimes the teacher can get very tired. Each child understands in different ways. The teacher tries to adapt his explanations and methods to everyone. For this, a good collaboration between the teacher and the parents is necessary for the child's well-being and learning.

During these four and a half months spent in France, I observed the education system. I recognized similarities but also many differences between the education system of Uzbekistan and France. There are no double-level courses in Uzbekistan other than ordinary ones.

In my opinion, teaching in a double-level class is very difficult. Nevertheless, it has good results especially when practised by experienced and highly organized teachers.

Therefore, we need to train good specialists who should contribute to the country's development.

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