

## TEACHING MULTILEVEL PUPILS IN A CLASS (BY THE EXAMPLES OF FRENCH SCHOOLS)

**Raufov Miraziz Mustafakulovich,**

English teacher, Tashkent State University of Law, Tashkent, Uzbekistan

e-mail: [m.raufov@tsul.uz](mailto:m.raufov@tsul.uz)

**Abstract.** This article shows how to teach two different levels of students in one class in schools. This article is a comparison of French and Uzbek schools. The main object of the article is the Jules Ferry B school in France and the double-level classes in the experience of this school. According to the French primary education experience, there are many such schools, and the main goal is to double-level students to repeat the previous topics (for a single senior class) and to introduce new topics. skill building (for small classes). It is also a major part of the article on what benefits it will bring to students and parents in these classes. This article is based on an analysis of a lesson conducted by Carol Gouchi in a double-level class at this school. The article 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 reasons why parents send their children to these double-level classes are also indicated.

The purpose of writing this article is to inform young teachers about how to teach double-level students in a classroom, what approaches and methods to use.

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

### INTRODUCTION

#### "Education is a weapon that can change the world" (proverb)

Why is education so important? Education plays an essential role for a productive and good life. It also enhances the value and excellence of life. Education is a fundamental human right and an important 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 on Knowledge and progress in modern society. The percentage of the illiterate population in the country is a lost opportunity for the increase of general knowledge and progress in many spheres of life of society. The human brain is built in such a way that it develops by absorbing new information and transferring it through an internal perception tool in order to receive a multifaceted and reasonable result in the form of thoughts, emotions, knowledge and feelings. With this image in our mind, 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 news. In all spheres, we see many discoveries. In education, there are many new teaching methods, and new directions are being created. 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 difficult process of education pouring knowledge; he is also a creative and very talented "guide", accompanying students in the construction of his 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 luck to young people. During the four and a half months spent in France, we reflected on the French education system, on teaching methods, and analyzed similarities and differences between the educational systems of two countries, such as the differences 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. Two teachers were responsible for these courses. We also learned about French culture. 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 but also to

each individual who makes it up. This profession also has a big advantage: that of seeing 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 and the way of the teacher.

My work consists of three parts. The first part gives the definition of 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 double 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. In this part, we 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. In this part, you can see the material, spatial and temporal organization of this type of class.

## I. DEFINITION OF DOUBLE LEVEL IN A CLASS

Each country has its own educational system. That of Uzbekistan differs from that of France. 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: it is 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, too, 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 is contrasted with the usual model of classroom organization 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 a full course of primary education;
- Secondly, this system allows children to be educated not far from home.
- Thirdly, it encourages children to learn with the help of their peers and therefore promote cohesion, cooperation between students, strengthens inter and intra-personal skills. This develops a positive attitude towards others.
- Fourth, it forces teachers to better plan their work and be more efficient in the use of time;
- Fifth, by the variety of teaching practices used by teachers of double-level classes, it contributes to the cognitive development of students and their autonomy.
- Sixth, teachers sometimes follow their students for 2 years or more and this allows a 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 that is both of good quality and relevant.

As in other classes, there are **three models** of teaching in a double-level class. These three models work successively. 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 his own 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 the impact it had on the students.

## MAIN BODY

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

As I told you, teaching is the most difficult profession in the world. There are many challenges for teachers practicing 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 levels of psychological and cognitive development 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 greater challenge for the teacher than if he had 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 allow 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 in combination with other students;
- \* Peer tutoring the skills of students to serve as "teachers" to other students inside and through the different levels.

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 to the classroom a wide range of approaches, abilities, interests, experiences, cultural contributions and personalities.

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 2 years:

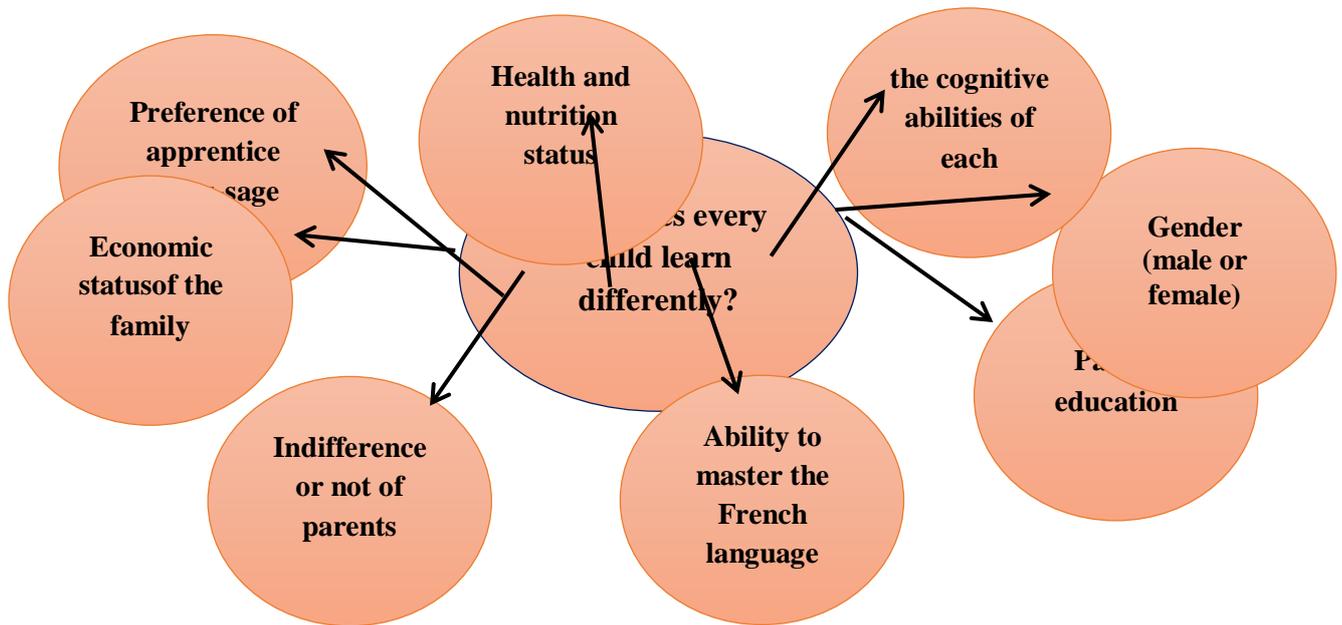
- Each student is at a different stage of learning and the teacher focuses on the stage of development of the learner and deploys his teaching towards a more individual learning. This minimizes competition because students recognize and accept that each of their peers is in a different place in their learning. Students learn to set personal learning goals, evaluate themselves and reflect on their own 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. In a double-level environment, students do not need to devote time to concepts and skills that they already master. Students who have not achieved specific learning outcomes by the end of a school year have the opportunity to achieve them the following year.
- \* Double-level classrooms provide students with stability and a permanent relationship with a teacher.

#### **Advantages and difficulties for the teacher**

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 students of the higher level know the routines and help the new ones to integrate them.
- \* In the planning of programs for two years or more, teachers have the opportunity to be more flexible with the curricula and therefore can plan projects around the interests of students.
- \* Teachers can develop stable relationships with parents. In Uzbekistan, there is an important collaboration between students, teachers and parents.
- \* The double-level teacher should pay attention to each student. He/she needs to learn their problems: why they are not studying well, why they do not understand well, why it is difficult to learn, etc. However, it is also the role of each teacher whether he is in a single level or a multiple course.

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 son or daughter 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. "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 his 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" (1, 12).

#### **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 by the **figure 1**.

**THREE DIMENSIONS OF  
CLASS MANAGEMENT**

**TEACHER**

- \* Work planning: activities, routines
- \* Classroom atmosphere control
- \* Use of time
- \* Space organization

**ROOM**

- \* Space planning
- \* Material available

**PUPILS**

- \* Task at the same time or not
- \* Behavior (discipline and autonomy)
- \* Peer and teacher relationships
- Responsibility

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 the provision of a classroom conducive to learning by developing exciting and stimulating activities, ranging from basic work to independent study and project pedagogy. "Teachers play a central role in the management of the classroom in the following ways:

- Planning the use of the "space" of the classroom, especially 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" (1, 86).

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 at the same time 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:

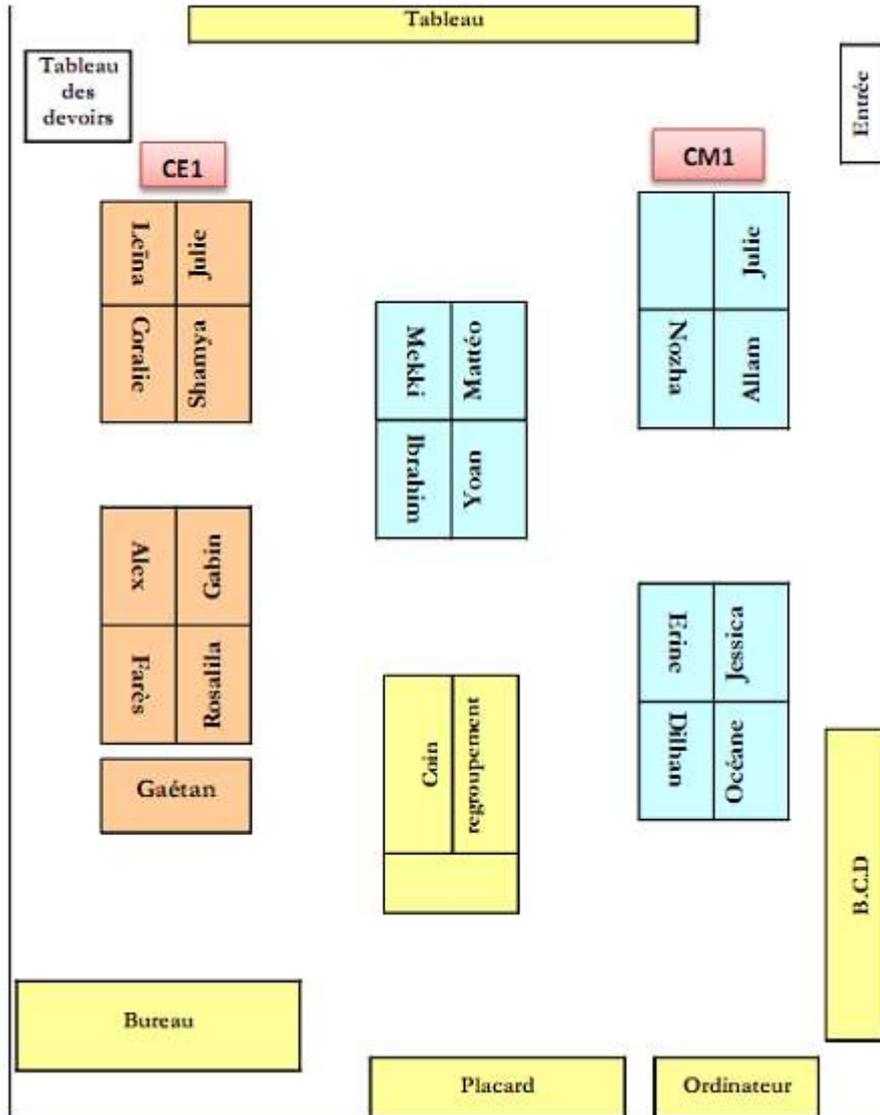
**FOR CE1 FOR CM1**

**Dictation**  
**Mental calculation**  
**Break**  
**Literature**  
**BREAKFAST**  
**EMC**  
**Visual arts**

**Spelling**  
**Mathematics**  
**Mathematics**  
**Literature**  
**BREAKFAST**  
**EMC**  
**Visual arts**

This allows students to be informed about the learning of the day and not to constantly ask the teacher what they are going to 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, 3 students from CE1 and 2 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, conjugation etc.

Double-level education is not simple. Competence, experience, knowledge are 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:



The double-level teacher himself/herself should pay attention to everything:

- Each student must be able to understand what the teacher explains, writes, says, etc.
- Each student should be able to see the board without difficulty, if some of them cannot see well, the teacher changes their places to put them closer to the board.
- The writing of a teacher should be understandable and modeling because students are trying to write as a teacher.
- The material must be ready so as not to waste time and available to students.
- Students must be able to move around without disturbing others: it is therefore necessary to think about traffic spaces

### CONCLUSION

This experience observed in a CE1/CM1 classroom should be useful 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 to play in building relationships between students and knowledge. He must think about a precise organization of time and space but also about a 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 was able to observe 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 than ordinary ones.

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

Therefore, we need to train good specialists who should contribute to the development of the country. Our future is in the hands of youth.

I hope that, back in our country, we will use these new teaching methods in order to help in the development of teaching. I hope that the educational collaboration between Uzbekistan and France will continue.

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**Electronic resources:**

<http://www.petitestetes.com/parentalite/environnement-de-lenfant/classe-a-double-niveau.html>  
[https://www.google.fr/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKewjjuS7yZfTAhVFnbQKHQeYBMsQFggoMAE&url=http%3A%2F%2Fpedagogie.ac-toulouse.fr%2Fflotec%2FespaceGourdon%2FSPIP%2FIMG%2Fpdf%2Fclasses\\_multiniveaux.pdf&usg=AFQjCNHjHAJuebQ3KLBVqktidklZ2FvHZg&sig2=HmHskNEBKKRsciX1WRO5UQ](https://www.google.fr/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKewjjuS7yZfTAhVFnbQKHQeYBMsQFggoMAE&url=http%3A%2F%2Fpedagogie.ac-toulouse.fr%2Fflotec%2FespaceGourdon%2FSPIP%2FIMG%2Fpdf%2Fclasses_multiniveaux.pdf&usg=AFQjCNHjHAJuebQ3KLBVqktidklZ2FvHZg&sig2=HmHskNEBKKRsciX1WRO5UQ)