



DEALING WITH HETEROGENEOUS GROUPS: PROBLEMS AND SOLUTIONS

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ABSTRACT	KEYWORDS
<p>An analysis of the needs of representatives of heterogeneous groups of students is presented. Particular attention is paid to the needs of three categories of students – gifted, socially disadvantaged, and with disabilities. Recommendations are given for the development of vocational training and retraining programs.</p>	<p>Gifted students, students with disabilities, growth needs, communication needs, subsistence needs, socially disadvantaged children.</p>

Introduction

In the last decade, in the philosophical, sociological, psychological and pedagogical literature, there has been interest in the problems of teaching heterogeneous groups. Most authors are inclined to understand a heterogeneous group as a heterogeneous group that includes a certain number of people with different characteristics (nationality, age, gender, intelligence, characteristics of physical and mental development, etc.), connected by common interests, subordinated to some or a common meaning and being fully dependent on each other. Despite the fact that certain aspects of these problems are widely presented in the works of domestic and foreign researchers, one cannot speak of a sufficient level of development of the problem of preparing teachers to work with heterogeneous groups of students.

MATERIALS AND METHODS

The data obtained were interpreted on the basis of the theory of existence, connection and growth (ERG - Existence, Relatedness, Growth) by K. Alderfer, who, noting the lack of clarity in distinguishing some groups of needs in the theory of A. Maslow, identified not five classes (groups) of needs, but three: the needs of existence, connection and growth. Existence needs include two groups of needs in A. Maslow’s pyramid - safety and physiological. Communication needs reflect the social nature of a person, his desire to be a member of a family, to have colleagues, friends, therefore this group also includes the needs for belonging to a certain social group, for recognition and respect, associated with a person’s desire to occupy a certain position in the world around him, as well as that part of the security needs of A. Maslow’s pyramid, which is associated with group security. Growth needs are similar to the needs for self-expression in A. Maslow’s pyramid and also include the group’s

needs for recognition and self-affirmation, associated with the desire to develop confidence, self-improvement, etc.

RESULTS AND DISCUSSION

Gifted Students

In this study, a gifted student is understood as a person who stands out for his bright or hidden achievements (or who has internal prerequisites for such achievements) in one or another type of activity - practical, cognitive, artistic-aesthetic, communicative, spiritual-value, etc.

110 teachers, 78 parents, 93 school students and 99 university students took part in our study of the needs of gifted students.

Analyzing the needs of the existence of this group of students (in pedagogical support, logistics and special learning conditions), we came to the conclusion that there is dissatisfaction among schoolchildren and students with what educational organizations now offer them.

The majority of school students (54.8%) have the opportunity to study individually with teachers. However, students practically do not have such an opportunity: 44% of students indicate that they consult only sometimes, and 16% do not have such an opportunity at all. Nevertheless, with complex questions, the majority of students (57%) and students (65%) turn to the teacher (teacher). About a quarter of respondents (29% of students and 22% of undergraduates) answered that they solve complex issues on their own.

Despite the available support from the teacher, the majority of students surveyed (64.5%) believe that teachers do not or do not always take into account their individual characteristics and interests; 38.7% of school students cannot count on teacher support in solving a difficult personal problem.

Only 25% of parents note that their children have the opportunity to attend clubs and sections at school. Teachers have the same position: 22% of teachers consider the school's sports facilities to be sufficient and accessible.

A significant number of pupils (39.8%) and students (45.5%) would like to develop their talents in clubs and sections at their school/university; 15% do not know what the school currently offers them. Half of the children surveyed cannot engage in research activities, and 41.4% of students do not have the opportunity to choose courses to study at an in-depth level. At the same time, 68% of students and 61% of students consider themselves to be quite independent and agree that they can study effectively at home.

A study of another group of needs of gifted children - safety - did not reveal an urgent need to maintain health, which can be explained by the absence of serious health problems in this category of respondents. However, an unmet need for psychological safety was discovered. Gifted children experience serious emotional stress, they experience breakdowns and unstable states. About 85% of children and 87% of students noted that they are faced with situations where no one understands them; 67% of children and 68% of students cannot control their emotions and feelings; about 45% of students and 43% of students believe that they are assessed unfairly or inadequately. As for parents, they indicate that they have to participate in resolving conflicts between the child and peers (42%) and teachers (36%).

In our opinion, students in this category especially need psychological support from their families: only 50% of children and 54% of students believe that their parents evaluate them fairly; 48% of children claim that their parents understand them; 61% of children and 47% of students will turn to

their parents for help. At the same time, 41% of parents would like to receive help from teachers and psychologists in raising their children. But only 53% of teachers do not experience difficulties in communicating with parents.

Analyzing communication needs, we studied the needs for approval (recognition) and social status (our own, parents). Satisfying the need for approval, in our opinion, is an important aspect of the life of gifted children: they often speak publicly (at Olympiads, contests, competitions) and seek increased attention. The majority of children (63.5%) and students (75.8%) believe that others are interested in their original ideas, while 13% of children and 11.1% of students indicated that their ideas are critical. 7.5% of schoolchildren and 2% of students say that their ideas are not noticed.

The results obtained during a sociological study of the needs of various groups of children are important for the effective organization of the pedagogical process at any level. The teacher needs to know and understand the needs of the audience with whom he works, to master the technologies of working with groups (classes), in which children may differ in their abilities, needs, and capabilities. The results of the study help to determine the needs of students and clarify the specifics of interaction with them in a heterogeneous environment. Understanding the problems children currently face stimulates the formation of an inclusive environment in educational organizations in the region.

CONCLUSION

The study revealed the main trends that can form the basis for the development and implementation of the concept and innovative model for training teachers and educational managers to work with heterogeneous groups of students, namely:

1. Children of different groups are ready and willing to study together with other children, which makes the creation of an inclusive environment a necessary condition for the successful socialization of students.
2. To increase the effectiveness of the educational process, children in heterogeneous groups (classes) need to be provided with opportunities for growth, manifestation of their abilities, and self-realization.
3. Students need psychological and pedagogical support both from the family and from qualified specialists in educational organizations.
4. The specifics of working with heterogeneous groups (classes) require professional training (retraining) of the teaching staff of schools (universities).
5. Creation of special conditions (availability of special benefits, equipment, etc.) and improvement of the material and technical base of educational organizations will help optimize the educational and cognitive process, and for disabled children will be a real step towards obtaining an education in a peer group.

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