

УДК 378.147:81-057.875

DOI: 10.36979/1694-500X-2026-26-2-162-165

ОБУЧЕНИЕ ЯЗЫКАМ В ГРУППАХ С БОЛЬШИМ КОЛИЧЕСТВОМ СТУДЕНТОВ: ПРОБЛЕМЫ И РЕШЕНИЯ

Г.К. Курманова, Г.К. Курманова

Аннотация. Рассматриваются проблемы и пути решения вопросов преподавания языков в больших учебных группах. Большое количество студентов в аудитории вызывает много беспокойства и стресса для преподавателей, так как такое количество студентов требует от преподавателя больших усилий и затрат энергии. Одним из наиболее положительных результатов опыта работы в таких классах является то, что при грамотной организации управления аудиторией преподаватели наблюдают успешность групповой работы. Мы надеемся, что эта статья поможет молодым учителям, которые только что начали работать.

Ключевые слова: большие классы; проблемы; решение; стратегии; предложения; обучение.

ЧОҢ ТАЙПАЛАРДАГЫ СТУДЕНТТЕРГЕ ТИЛ ҮЙРӨТҮҮ: КӨЙГӨЙЛӨРҮ ЖАНА ЧЕЧҮҮ ЖОЛДОРУ

Г.К. Курманова, Г.К. Курманова

Аннотация. Бул макалада чоң топтордо тил окутуунун көйгөйлөрү жана аларды чечүү жолдору каралат. Мындай класстардагы тажрыйбанын эң оң жыйынтыктарынын бири – сабакты туура башкарганда мугалимдер топтук иштин ийгиликтүү жүрүшүн байкай алышат. Аудиторияда студенттердин көп санда болушу окутуучуну тынчсыздандырып, стресске дуушар кылат. Мындай учурда окутуучуларга көп аракет жасоого жана күч жумшоого туура келет. Мындай класстардагы тажрыйбанын эң оң жыйынтыктарынын бири – сабакты туура башкарганда мугалимдер топтук иштин ийгиликтүү жүрүшүн байкай алышат.

Түйүндүү сөздөр: чоң класстар; көйгөйлөр; чечүү жолдору; стратегиялар; сунуштар; окутуу.

TEACHING LANGUAGES TO LARGE CLASSES: CHALLENGES AND SOLUTIONS

G.K. Kurmanova, G.K. Kurmanova

Abstract. This article deals with the problems and solutions of teaching languages in large classes. A large number of students in the classroom often produce a lot of disturbance and extra stress for the teacher because teaching a large number of students requires the teachers to spend more effort and energy on classroom management instead of focusing on the teaching and learning. One of the most positive outcomes of their experiences in these classes is that the teachers witness the success of group work when classroom management is conducted properly. We hope that this article will help young teachers, who just began teacher's career.

Keywords: large class; challenges; solution; strategies; suggestions; teaching.

This paper offers some concrete solutions with a focus on using group work. It's common knowledge that in many parts of the world, there are large classes of 20 students or more. Teaching of large classes is difficult. Teaching in an overcrowded classroom can be frustrating, overwhelming and stressful. Even the best teachers find it difficult to manage an overcrowded classroom successfully and can find themselves more managing their classroom than delivering effective teaching and learning.

This is usually the excuse that teachers give for their reluctance to experiment with new approaches or innovative teaching techniques. Last semester we taught a group of 26 for the first time. Most of our teaching career has been spent teaching classes with fewer than 20 students. We want to share with you about the joys and challenges of moving from teaching small classes to teaching large classes.

The linguistics curriculum includes studies in a practical course of English language, grammar and phonetics. There were 26 students in this group. Working with large classes English language teachers always face difficulties. The teachers often do not feel equipped to deal with the challenges. They understand that they are university graduates who, although having majored in other areas, were appointed as English teachers in schools to fill an urgent need. The benefits in achievement generally occur when class size is reduced to less than 15 or 20 not more. In an ideal world, class sizes would be capped at 15 to 20 students.

When the class size was less than 20 students, we were able to get a better sense of individual students understanding throughout the entire lesson. In a smaller class, students built trust with us and with their peers and became invested in each other's learning. In large classes, students aren't as confident that they can trust the teacher or their peers, for them it can be easier to remain silent.

With a large class, it is difficult to get a satisfactory knowledge of students' needs [1]. Intimacy with students and even remembering names might be a problem. Some experts claim, that teaching a large class is challenging as it is pedagogically unacceptable and psychologically demanding. These classes usually involve, mixed ability language levels, varying motivation,

different needs, interests and goals. Nevertheless, teaching and managing such classes is possible if you optimize your work with students, and take into consideration strategies for student participation and learning such as pairing weaker students with stronger ones. Although I was a sceptic. We now see that positive teaching and learning can be achieved in larger classes [1].

One of the main challenges that a teacher experiences while teaching a large class is the tremendous effort that she or he will have to make to plan and to execute the lesson well. With a large class there is always something to be done. It would be a great idea to train students to work in small groups for example, we think it would be beneficial for students to sit around in a circle so that everyone could have a chance to participate. It is important to give active roles for students to avoid them being lazy. Another useful strategy is using pair work as a good alternative to practice conversations, exercises and other activities with or without group work. Also, in large classes the teacher should make the best use of the board by writing the important things on it in large size before the lesson [2].

Teacher can learn to harness the potential in large classes. For example, teacher can:

1. Make use of the many different ideas and interesting life experiences within the class as a rich source of discussion topics.
2. Use group work to enable presentations or project – based learning approaches. For example, each group is given a question to discuss among its members and then must report to the rest of the class (the class may offer alternative answers). This activity may be oral or written form. Each student is given a responsibility such as to check spelling, grammar, intonation, or punctuation. This activity stimulates brainstorming and discussion, and could conclude with writing as well as speaking activity.
3. Build the students' confidence through pair- and group work as one of the teaching techniques. This helps the students gain confidence in their abilities and encourages the weaker students to participate in class.

Some experts suggest that the students respond positively to group work and to these classes. Perhaps one of the most positive outcomes of their experiences in these classes is that the teachers

witness the success of group work when classroom management is conducted properly. This is especially important because they are all practicing teachers, who until now were reluctant to use such techniques in their own classrooms.

We have attempted to give a variety of examples of group work in large classes. Every lesson should be enticing, energetic and fun. Teachers should encourage students to ask questions and use interactive lectures where students are encouraged to participate.

The teachers' skill in classroom management is the primary ingredient for success with group work in large classes. Students need to be full aware of what is expected of them and be ready to work to achieve the objectives set by the teacher. Structure is very important in any classroom. Teachers need to establish clear rules and expectations on day one [1].

Clear rules and expectations will help create a much more manageable class, where students know what they are required to do and when. For example, one experienced English language teacher begins every new class with three clear rules for her students: "In this class –

1. We will think, speak and write in English.
2. We will be patient and kind to one another.
3. Everyone will participate".

These three simple rules help the teacher and students to agree on a set of expectations that can then be easily reinforced. Students understand from lesson one that they are expected to participate and need to be considerate and cooperative with their peers [2].

Finally, my personal enthusiasm for group work in a large class is based upon my knowledge that the average teacher cannot hope to capture the attention of all of the students 100 % of the time.

Teachers shouldn't allow students to be anonymous. Building communities of learning, and encouraging interaction with peers is a powerful tool to learning.

In a class where roughly 6 groups are assigned meaningful tasks, the chances are that 70% of the students will be actively involved in the task [3]. We think this is success.

In this article the focus is on the main challenges of teaching large classes:

1. It's difficult to keep good discipline or manage the class.
2. It's difficult having mixed abilities students.
3. You can't easily give each student the care and attention they need.
4. You may not have enough teaching aids and learning materials.

Here is a question: "How can we overcome these challenges?"

Therefore, education experts recommend keeping class size small, particularly in the earliest grades. Unfortunately, budget cuts, teacher shortages, and other issues, often complicate efforts to keep student – to teacher ratios low,

Some education experts say that teachers may not only suffer from the pedagogical shortcomings of large classes, but also from the stress these classes produce, but I don't agree with these experts.

As explained in this paper teachers can adopt some creative strategies for teaching large classes:

1. Personalize the class; this includes having a clear set of agreed rules and expectations.
2. Promote active learning, this includes using a wide range of teaching -learning strategies such as use of audio, video, role play, interviews, drama, music and so on.
3. Promote class participation etc. [4].

For students with learning difficulties, it is wise to give them seats in front of teacher, closer to him / her so that the teacher can spot difficulties easily. Another suggestion is to use competitions to energize the students and to enable better learning. It is useful to use multimedia because students can easily get the point and understand by the visual images, videos, and sounds etc. instead of text-based learning written in the books.

Speaking and conversation play a very important role in learning the English language. Pair work may be also a good alternative to practice conversations, practice exercises and other language activities. The large class divided into groups enables you to apply a project work, students can learn to share responsibility and help each other.

Conclusion. So, we have attempted to give a variety of examples of using pair and group work, using role play and presentations, and projects in a large class. Finally, my personal enthusiasm for group work in a large class is based upon my

knowledge that the average teacher cannot hope to capture the attention of all the students 100 % of the time, but we can provide good learning opportunities within large classes if we are willing to be creative and adopt a range of participatory teaching and learning strategies.

Поступила: 22.09.2025;
рецензирована: 06.10.2025; принята: 08.10.2025.

References

1. *Jason Anderson*. What to consider when teaching English in large classes / Jason Anderson //
2. Teaching English to Large classes // English Club <englishclub.com>. URL: <https://www.englishclub.com/Teaching> (reference data: 25.11.2024).
3. Teaching large groups. URL: <https://joint-edu-offerings.unite-university.eu> (reference data: 14.12.2024).
4. Walden University is accredited by The Higher Learning Commission. URL: <https://www.commission.org>. (reference data: 14.12.2024).