

HOW TO DEVELOPE CLASSROOM TEACHING MATERIALS BASED ON LEARNER'S LEVEL

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Abstract: This article discusses how to develop classroom teaching materials tailored to learners' levels. It emphasizes the importance of understanding the cognitive, linguistic, and developmental levels of students in order to create materials that are engaging and accessible. The article explores strategies for designing differentiated teaching materials for beginners, intermediate, and advanced learners, as well as adapting to various learning styles (visual, auditory, and kinesthetic). Additionally, it highlights the role of technology in enhancing teaching materials and the need for continuous feedback and reflection to improve instructional effectiveness. The goal is to ensure that teaching materials meet the diverse needs of students and support their learning journey.

Key words: teaching materials, learner levels, differentiated instruction, learning styles, visual aids, auditory learning, kinesthetic learning, technology in education, feedback, classroom engagement.

Introduction

Developing effective classroom teaching materials that cater to the diverse needs of learners is a crucial part of the teaching process. A well-designed lesson plan, accompanied by appropriately tailored teaching materials, can significantly enhance student engagement and facilitate better learning outcomes. In particular, when teaching materials are aligned with the learners' cognitive, linguistic, and developmental levels, they become more accessible and meaningful, fostering a deeper understanding of the subject matter.

The first step in developing appropriate teaching materials is understanding the learners' level. Learners come with varying abilities, experiences, and backgrounds, so it is essential for educators to assess their current knowledge, skills, and learning styles. This can be done through diagnostic assessments, observation, and communication with students.

Beginner Level: These learners have limited prior knowledge or understanding of the subject. Materials for this group should be simple, straightforward, and engaging. Visual aids such as pictures, charts, and videos are very effective, as they help learners build connections with new concepts. Additionally, the language used should be clear and basic, with a focus on vocabulary building and simple sentence structures.

Intermediate Level: Learners at this level have a basic understanding of the subject but may struggle with more complex ideas or deeper analysis. Materials should provide more context and detail, incorporating a range of resources like case studies, short texts, and group discussions. Educators can challenge these learners by introducing slightly more sophisticated concepts and using materials that encourage critical thinking, such as interactive activities, quizzes, and guided research.

Advanced Level: Advanced learners are well-versed in the subject matter and are capable of understanding complex ideas and concepts. Teaching materials for this group can be more specialized and challenging. These may include academic articles, advanced textbooks, debates, and problem-solving tasks that require deeper analysis and synthesis of information. These learners benefit from independent research, discussions, and activities that promote creativity and innovation. In addition to assessing the cognitive and developmental levels of learners, it is also essential to consider their learning styles. People absorb and process information in different ways, and adapting

materials to cater to these diverse styles can help ensure that every student has an opportunity to succeed. Common learning styles include:

Visual Learners: These learners benefit from images, diagrams, charts, and videos. Incorporating visual elements into teaching materials helps them grasp abstract concepts more easily.

Auditory Learners: These learners process information better through sound. Audio recordings, podcasts, discussions, and lectures can be particularly effective for them.

Kinesthetic Learners: Kinesthetic learners learn best through hands-on activities and movement. Materials for these learners should include practical exercises, experiments, role-playing, and interactive tasks that allow them to actively engage with the content.

Differentiation is key to ensuring that all learners receive the support they need while still being appropriately challenged. Here are some strategies for creating differentiated materials:

Tiered Activities: Create multiple versions of a task or activity that vary in difficulty. This allows students to work at their own level while still engaging with the same core content. For instance, in a language learning class, a beginner might be asked to match vocabulary words with images, while an advanced student may be tasked with writing a paragraph using those words.

Scaffolding: Provide support and guidance as students work through tasks, gradually removing the support as they become more proficient. For example, you might start with more structured activities (such as worksheets with fill-in-the-blank exercises) and gradually move toward more open-ended tasks (like essays or group projects).

Flexible Grouping: Rotate students between different groups based on their abilities, allowing them to collaborate with peers who may offer different strengths. This encourages peer learning and helps students grow by exposing them to a variety of perspectives.

Technology can be a powerful tool in creating dynamic and engaging materials. Digital resources, such as online quizzes, interactive simulations, and educational apps, can be tailored to suit different levels of learners. For example, a beginner might benefit from a vocabulary-building app, while an advanced learner might use a research-based tool for deeper exploration of topics.

Online platforms can also facilitate differentiated instruction by offering customizable learning paths and allowing students to progress at their own pace. Teachers can monitor students' progress through these platforms and adjust their approach to meet individual needs.

Once teaching materials have been implemented, it's crucial to assess their effectiveness. Collecting feedback from students, through both formal assessments and informal reflections, can provide valuable insights into whether the materials are meeting learners' needs. This feedback allows teachers to refine and improve the materials for future lessons.

Reflection is also key. Teachers should regularly evaluate their approach and consider if they are appropriately challenging their students or providing enough support. This helps ensure that the materials remain relevant and effective in promoting student learning.

Conclusion

Developing teaching materials based on the learners' level is an essential skill for educators. By understanding students' cognitive abilities, learning styles, and backgrounds, teachers can create materials that are both engaging and effective. The process involves tailoring content to different levels of proficiency, integrating various learning styles, differentiating tasks, and using technology to enhance learning. When done effectively, these strategies help foster a supportive and dynamic classroom environment that meets the diverse needs of all learners, ultimately contributing to their success.

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INTERNATIONAL MULTIDISCIPLINARY JOURNAL FOR RESEARCH & DEVELOPMENT

SJIF 2019: 5.222 2020: 5.552 2021: 5.637 2022:5.479 2023:6.563 2024: 7,805
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