

Review Article

DIFFERENT STUDENT GROUPINGS AND SEATING ARRANGEMENTS

Babadjanova Umida Baxodirovna

Head of the English Language Department, Urgench branch of Tashkent Medical Academy, Uzbekistan.

E-mail address: umida.baxodirovna.84@gmail.com

Received: 17.11.2019

Revised: 23.12.2019

Accepted: 24.01.2020

Abstract

This article expresses the role of the different student groupings and their advantages and disadvantages. There are some ideas for how teachers might consider arranging students for group work. Seating arrangements are important classroom setting events because they have the potential to help prevent problem behaviors that decrease student attention and diminish available instructional time. The purpose of this synthesis of empirical literature is to determine which arrangements of desks best facilitate positive academic and behavioral outcomes for primary through secondary high school students with a range of characteristics. Eight studies that investigated at least two of three common arrangements (i.e., rows, groups or semi-circles) were considered. Results indicate that teachers should let the nature of the task dictate seating arrangements. Evidence supports the idea that students display higher levels of appropriate behavior during individual tasks when they are seated in rows, with disruptive students benefiting the most.

Key words: Whole class, students on their own, group work, pair work, seating arrangements, horse shoe style, traditional style, round table style.

© 2019 by Advance Scientific Research. This is an open-access article under the CC BY license (<http://creativecommons.org/licenses/by/4.0/>) DOI: <http://dx.doi.org/10.31838/jcr.07.02.58>

INTRODUCTION

Education plays a very important role in our life. Education develops different sides of human personality, reveals his abilities. But the road to teaching is not easy. As we know, there a lot of problems in teaching process. When learners do activities, different thing may be problem them. Crowding, fixed furniture and entrenched students attitudes, may make grouping problematic. The physical setup of chairs, tables, and presentation in a classroom can significantly influence learning. Instructional communication theory suggests that seating arrangements can impact how the instructor communicates with students and how the students interact with one another, impacting engagement, motivation, and focus [5;100]. More recent research also suggests that students tend to prefer more flexible seating arrangements. In particular, students have been shown to be more partial towards classrooms with mobile vs. fixed chairs, and trapezoidal tables with chairs on casters as opposed to rectangular tables with immobile chairs. In order to avoid such kind of problems, teachers should use appropriate student groupings such as whole-class grouping, students on their own, pair work or group work. Teachers tend to use different kinds of strategies to facilitate learning among the students. They can use any strategies, depending on the nature of activity. Teachers need to consider a number of factors: first thing is the task. The task the teacher prepares will influence the grouping. The second factor is variety in a sequence. Different student groupings help to provide variety and thus, sustaining motivation. And next factor is the mood. Changing the grouping of a class can be a good way to change its mood. Organizing the groupings should be up to the situation. Teachers distribute their time between interacting with children individually, in groups and as a whole class [Maurice Galton, 1999]. Teacher should pay attention pros and cons of groupings.

MATERIALS AND METHODS

Whole class grouping has its own advantages and disadvantages. One of the advantages of whole class grouping is it reinforces a sense of belonging among the group members. Whole class working under teacher authority make students feel secure and it creates an engaging atmosphere. As for these, there are some disadvantages. Whole class grouping privileges the transmission of knowledge from teacher to student rather than having students discover things. And there are difficulties

in organizing communicative language teaching or task-based sequences. Individual students do not have much chance to say on their own. Seating whole classes orderly rows. The traditional lecture setup typically consists of rows of fixed seating. Students face the instructor with their backs to one another. This classroom seating arrangement is historically common in colleges and universities, minimizing student-student communication and largely supporting a "sage on the stage" learning environment. The highest communication interactions between professors and students typically occurs with students in the first row or along the middle of the classroom. Students in back rows are more likely to be less engaged. Another type of seating arrangement is "Roundtable". Many seminar-course room arrangements may consist of instructor and students sitting around a single large table. This seating arrangement can also be formed using individual desks. Students and instructors all face one another in this setup, which can support whole-class as well as pair-wise dialogue. [Harvey E], Kenyon MC.2013]. Classroom Seating Considerations for 21st Century Students and Faculty. Journal of Learning Spaces, 2(1)]. The teacher has a clear view of all students. It is good for: explaining grammar, watching a video or a Power Point presentation.

RESULT AND DISCUSSION

Students on their own. Such individualized learning is a vital step in the development of learner autonomy. Advantages of individualized learning: It allows teachers to respond to individual student differences. It is less stressful for students to perform. It can be a way of restoring peace and tranquility to a noisy and chaotic classroom. Students on their own strategy can promote skills of self-reliance and investigation. It promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher. It dramatically increases the number of talking opportunities for individual students. [Harmer (2007) (p. 166)]. Disadvantages of students on their own: It does not help a class develop a sense of belonging. It means much more thought and materials preparation than whole-class teaching involves. It takes much more time than interacting with the whole class. Students' participating in group work is a key ingredient in student learning. When students are able to verbalize their ideas, listen to one another, share authentic discussion, and create common products, they are much more actively engages

in the learning process. Students can choose their level of participation. It encourages cooperation and it is more private than work in front of the whole class. Personal relationships are less problematic and there are varied opinions. It increases the amount of talking. But there are some disadvantages of group work. It is noisy. Not all students enjoy it. Individuals may fall into group role that become fossilized. Groups can take longer to organize than pairs. Students can do different tasks work such as writing a story, creating a role-play, watching and writing or performing a video sequence. Jacobs and Hall (2002) poses some questions to ponder about before setting any kind of group work: 1. How big should groups be? 2. How should groups be formed? 3. How long should groups stay together? [Jacobs and Hall (2002)] "Horseshoe Style" is a one comfortable type of seating arrangements. This layout is great if you are using visual aids, doing board work or speaking activities like whole-group discussion. All the students will be able to see you, the board and each other and you will have a large space in the middle of the horseshoe and around the outside to monitor your students' work, distribute handouts etc. Breaking the group into pairs or dividing the students into 2 large groups can be easy with this set-up. [McCorskey JC and McVetta RW. (1978). Classroom Seating Arrangements: Instructional Communication Theory Versus Student Preferences. *Communication Education*, 27, 99-111].

CONCLUSION

Coming to conclusion we would like to suggest that since all strategies students on their own, whole class and group work are effectual and successful at one time or the other, the final choice between them is dependent on the nature and objective of the lesson. No teaching technique can be considered the only solution for all our teaching problems and its value should be reviewed from time to time. As different students have different learning preferences, it is important for teachers to not only appreciate both these teaching strategies but to also distinguish between situations where each is best suited. And also teacher should pay attention to students' seating arrangements, it should be appropriate and comfortable for the students.

REFERENCES

1. Bacon, D. R., Stewart, K. A., & Silver, W. S. (1999). Lessons from the best and worst student team experiences: How a teacher can make the difference. *Journal of Management Education*, 23, p 467-88.
2. Chapman, K. J., Meuter, M., Toy, D., & Write, L. (2006). Can't we pick our own group? The influence of group selection method on group dynamics and outcomes. *Journal of Management Education*, 30, 557-569.
3. Herre, C. (2010). Promoting team effectiveness: How leaders and learning processes influence team outcomes. Unpublished doctoral dissertation, University of Fribourg - Germany.
4. Mahenthiran, S., & Rouse, P. (2000). The impact of group selection on student performance and satisfaction. *The International Journal of Education Management*, 14, 255-264.
5. McCorskey JC and McVetta RW. (1978). Classroom Seating Arrangements: Instructional Communication Theory Versus Student Preferences. *Communication Education*, 27, 99-111.
6. Rands ML and Gansemer-Topf AN. (2017). The Room Itself is Active: How Classroom Design Impacts Student Engagement. *Journal of Learning Spaces*, 6(1).
7. Yasameen Al-Majedy, Ahmed Al-Amiery, Abdul Amir Kadhum, Abu BakarMohamad. "Antioxidant Activity of Coumarins." *Systematic Reviews in Pharmacy* 8.1 (2017), 24-30. Print. doi:10.5530/srp.2017.1.6