

Classroom Management

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Abstract

This article examines classroom management and provides effective techniques that entail organizational and disciplinary skills that help make various types of classroom interactions more systematic and aligned with learning objectives. Some studies actually show that when teachers do not effectively manage disruptive behavior in the classroom, the average rate of cognitive development among all students suffers greatly.

Key words: classroom management, teacher, student, effective methods, component

One of the important components of the quality of education, according to many researchers, is classroom management [1; 2]. Classroom management is the process of maintaining a business-like learning atmosphere that encourages students to work actively without breaking discipline.

Educational psychologists have repeatedly argued that classroom management is a critical teaching skill that teachers must master to maximize the effectiveness of their classroom teaching [4]. Research has also shown that when teachers are effective classroom leaders, their students achieve higher levels [1;2;4;5] and, moreover, show greater interest in the subject matter [2]. Simply put, teachers must learn to manage learning and behavior competently if they are to become effective instructors. There are several early studies that suggested the need for training in classroom management [2; 4]. Educational psychologists have also repeatedly pointed out the importance of classroom management, while lamenting that teachers receive limited training in this skill during their pre-graduate education [1; 2].

It can be assumed that the root of this gap is that government standards, certifications, and professional accreditations have only recently begun to turn their attention to identifying classroom management as a required competency [5]. The goals of classroom management are to create positive teacher-student relationships, manage groups of students to maintain classroom discipline, and use psychological strategies to help students who present persistent psychosocial problems [4]. The content of this professional competence, however, is not included in the curriculum, because its focus

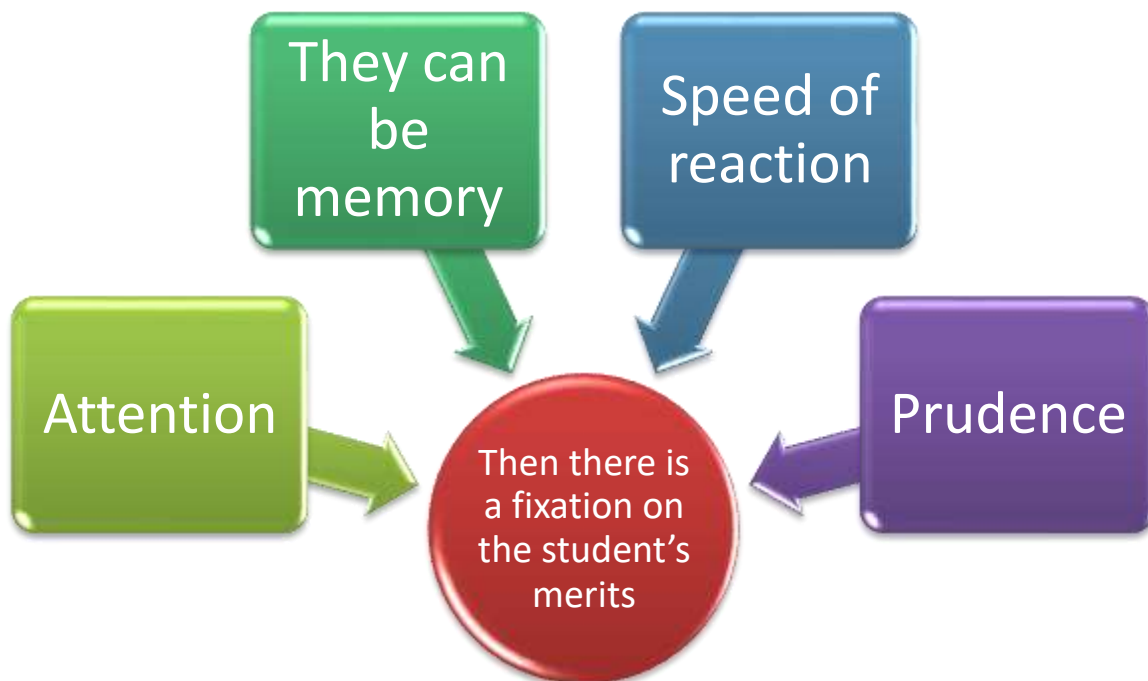
is mainly pedagogical, and it does not correspond to a specific field, since it represents a kind of integral generality [5]. It can be observed that the content of classroom management is minimal in most teacher preparation programs. Only a minority of teacher preparation programs include classroom management as a stand-alone course. Due to the changing situation in the modern world, new demands are placed on teachers. It no longer functions as a carrier of information, but as a “filter”. This is why the classroom management component is important. There are several models for integrating this management into pre-service training, and research suggests that more intensive training in this area is more effective [2].

Successful classroom management is a key aspect of an effective educational process. Classroom management strategies play an important role in creating an appropriate educational environment that promotes active learning and discipline. From establishing clear rules to developing positive relationships with students, the entire process requires attention, tolerance, and pedagogical skills.

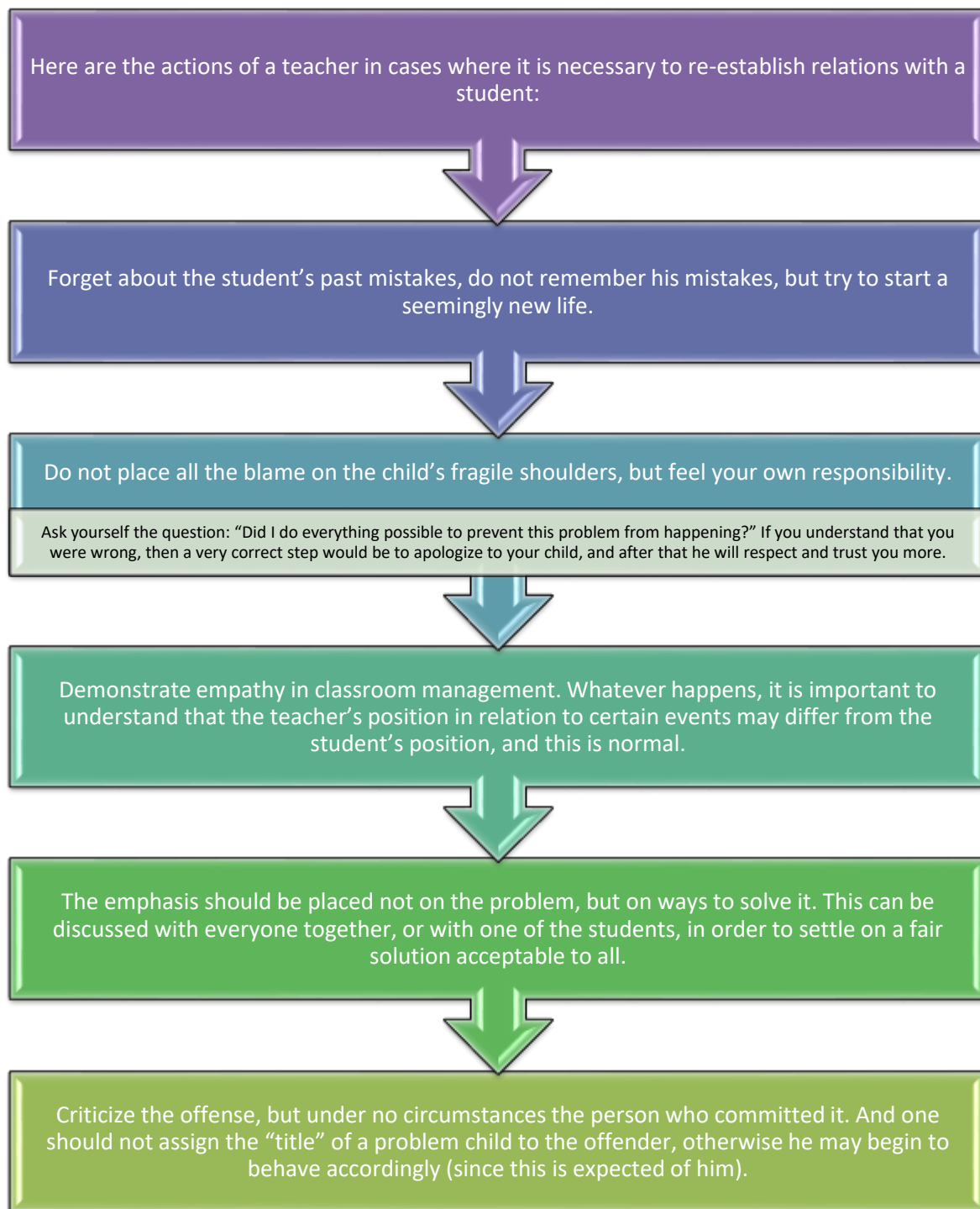
- ✓ Establishing Rules and Expectations: The first step in a classroom management strategy is establishing clear rules and expectations. Students need to know what behavior is acceptable in the classroom and what is not. Rules should be worded positively so that students can focus on desirable behavior rather than on what should be avoided. It is also important to discuss the rules with the class and give them the opportunity to provide input and ask questions.
- ✓ Creating a Positive Atmosphere: Creating a positive and supportive classroom environment promotes effective management. The teacher can use encouragement, praise and encouragement techniques to support the students. The important thing here is to be able to identify and celebrate not only learning successes, but also the effort that students put into their work.
- ✓ Establishing consistency and structure: A structured lesson and a set sequence of activities helps reduce clutter and allows students to clearly understand what is expected of them. Communicating the expectations and steps of the lesson can reduce students' uncertainty and anxiety.
- ✓ Using variety and interactivity: Variety in teaching methods and the inclusion of interactive elements can help keep students' attention and make the lesson more interesting. Pay attention to different learning styles to maximize the involvement of diverse learners.
- ✓ Effective Communication and Listening: The ability to listen to students and communicate effectively with them is a key part of classroom management strategies. Maintain an open dialogue platform where students can express their thoughts, concerns, and ideas.
- ✓ Responding to Problems: Conflicts and breaches of discipline may inevitably arise. It is important to have a plan in place to deal with such situations. Discuss with students the consequences of breaking the rules and fair disciplinary measures.
- ✓ Proactive Problem Prevention: Preventing problems is more effective than solving them. Maintain discipline and a positive classroom environment at all times by emphasizing positive relationships and showing interest in students' needs and interests.

- ✓ Continue to Evolve: Classroom management strategies are a living process that requires constant development and improvement. Learn new techniques, exchange experiences with colleagues, and pay attention to feedback from students.

Overall, classroom management strategies are a complex and multifaceted process that depend on individual classroom characteristics and teaching practice. The main thing is to constantly adapt the approach to the needs of students, creating favorable conditions for their learning and development. One of these systems implies that the teacher takes the position of an assistant to the student, who helps him achieve his goals using a clearly structured system of interaction between the student and the teacher. It is necessary to make the interaction situation predictable and understandable for the student. Such that he could make his own choices, make independent decisions. Within this model, a certain situation of success is created. It includes several aspects. The first is helping the child overcome self-doubt.



During the activity itself, the teacher can make his own adjustments with the help of hidden instructions in his speech or by introducing a new motive for the activity. In addition, this model implies that the teacher at some points can operate with the personal exclusivity of the student. The final assessment is also of great importance for the student's sense of success, because the child is much more committed to learning if he experiences situations of success more often. This is one of the existing models of effective classroom management.



For effective classroom management, there are special techniques that will be useful for both beginners and experienced teachers. Below are several methods and recommendations that will help control the situation even in the most seemingly critical cases.

Act according to the situation: of course, there are certain rules, but in some situations, it is better not to demand their strict implementation, but to show flexibility. Children, squeezed by strict boundaries, will sooner or later rebel. Therefore, there is nothing wrong with sometimes acting simply according to the situation.

Don't punish literally every offense: This advice echoes the previous one. There is no need to rush to punish for everything. You yourself will get tired of this very quickly. It is much more effective to

convey to students that there is a certain line that certainly cannot be crossed. Anyone who violates the boundaries of what is permitted must be put in place.

Don't punish in front of everyone: It is always very important for children how they look in the eyes of their classmates and what they think about them (this is especially noticeable in the middle management). Therefore, when attempting public punishment, you will always meet resistance, and this is a direct path to aggravation of the conflict and loss of authority.

If a student behaves in a completely inappropriate manner, take him out of the room and talk to him in private. The main thing is to calmly, giving specific arguments in favor of your point of view. Be sure to listen to what the schoolchild says in response. In most cases, the conflict can be resolved without the student feeling humiliated in front of the whole class.

Don't start shouting, act thoughtfully: The ability to speak calmly and balancedly gives authority like nothing else, and especially in the eyes of children. Therefore, calmness is one of the most effective classroom management tools.

By shouting, you may subdue the students for a while, but you will cause irreparable damage to your authority, and later it will only become more difficult to deal with children.

In the very first five minutes, create the right atmosphere: learn from the very beginning of the lesson to set the right tone in communication, behave with students as equals, as calmly as possible. Then there will be a working environment in the classroom, even if the children have just come from physical education class and are still excited.

Show empathy: Children do not expect orders from you, but understanding. They, like all people, have their own problems, habits, and outlook on life. Treat your students with empathy, understand their difficulties, and offer help. This will help build mutual understanding.

Given the opportunity to express your opinion: The desire to speak out and even enter into an argument arises in every child from time to time. And such an opportunity should be provided. This is how children learn to debate and convince their opponent that they are right. Give in if you are presented with compelling arguments.

Many teachers consider it the norm, even without listening to the child properly, to insist on one's own simply because the teacher is older, by definition wiser, and his opinion cannot be wrong. But children are not stupid! How should they feel when approached in this way?

Of course, the conversation should be constructive. And here the teacher's task is to teach children to argue their point of view without getting personal.

Be Respectful: Classroom management and all activities within the classroom should be respectful. This means humane attitude towards each other, respecting the personal boundaries of students, maintaining their own. Under no circumstances should anyone be put under pressure, belittled, ridiculed, or devalue their successes.

Consistently enforce boundaries and rules: This is what contributes to a safe classroom environment. Students must know the rules and boundaries of what is permitted, and understand exactly what punishment awaits violators. And another important point is that children know that the teacher also follows these rules. This creates a safe atmosphere in which there is no desire to provoke each other or conflict in any way.

Contact your parents: Especially when it comes to serious issues, when there is a high risk of harm to health or other threats. For example, drugs, computer addiction, inexplicable aggressive behavior, cases of bullying. Do not fight such manifestations alone, otherwise you are unlikely to achieve anything.

The child must see that the adults who are important to him are joining forces in an effort to help, and that the established rules apply not only at school, but also at home.

Of course, when there is something to praise your offspring for, be sure to convey this to your parents. This way, you will be more likely to gain their support.

In classroom management, perhaps the most important point is building an atmosphere of trust and mutual understanding. When there is such cohesion in a team, as a rule, no serious problems arise either with academic performance or with behavior.

Thus, Teachers must understand what motivates students and use it as a platform for cognitive development. Human needs such as a sense of belonging and approval can be used to further promote good behavior in the classroom. This method, also called "positive discipline" by some teachers, demonstrates positive qualities rather than calling students' attention to bad behavior. Praise and rewards often accompany this method and are used to reinforce everyone's commitment to good behavior.

To check whether students are learning as much as expected, teachers should conduct regular tests in the form of announced exams, sit-downs, group activities and other assignments such as spot concept tests. Unannounced tests should also be conducted regularly, not only to monitor students' performance, but also to force students to pay attention at all times so as not to fail unexpected tests. A teacher's understanding of people's motives and behavior is only one side of the coin. The other side concerns the teachers themselves. The point is that while teachers are supposed to have adequate knowledge of their subject areas, sharing that knowledge is another matter. Proper preparation and planning are required for each training session to be successful.

Teaching is a rewarding profession that is critical to preparing the next generation of people to meet the challenges of tomorrow. It can also be a very stressful discipline, especially for new teachers who are easily intimidated by unfavorable classroom dynamics. These guidelines should help teachers optimize their classroom interaction strategies to achieve positive outcomes—both for themselves and their students.

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