

CLASSROOM MANAGEMENT IN TEACHING ENGLISH

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Annotation: *This article is devoted to the usage of explaining various aspects of class management including seating arrangement, explaining why nonverbal messages are powerful, giving some solutions to the problem of teaching large classes. It also outlines about defining the concept of “rapport” and explaining how you can establish rapport, giving examples of effective and ineffective praise and expressing your understanding of what classroom energy is.*

Key phrases: *Sating arrangement; body language; pair work; group work; praise; criticism; disruptive discipline; rapport; energy;*

УПРАВЛЕНИЕ КЛАССАМИ ПРИ ОБУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация: *Эта статья посвящена использованию объяснения различных аспектов управления классом, включая расстановку сидений, объяснению, почему невербальные сообщения сильны, а также дает некоторые решения проблемы обучения широкому кругу вопросов.*

классы. В нем также рассказывается об определении концепции «взаимопонимания» и объясняется, как вы можете установить взаимопонимание, приводятся примеры эффективной и неэффективной похвалы и выражается ваше понимание того, что такое энергия в классе.

Ключевые фразы: Обстановка питания; язык тела; работа в парах; групповая работа; хвалить; критика; подрывная дисциплина; раппорт; энергия;

Is teaching an art or a science? Are teachers born or made? These questions which I asked you earlier are often found in the minds of educators. I think you can easily agree that teaching is both an art and a science, that some innate ability complements learned teaching skills. But how do art and science mingle in the principles, approaches, and plans of teachers of English? One answer to these questions lies in what is called classroom management, which encompasses an abundance of factors. We will look at the classroom itself, the teacher's voice, and factors mentioned in the chapter outline.

The Classroom Itself

1. Sight, sound, and comfort: Students are indeed affected by what they see, hear, and feel when they enter the classroom. If you have any power to control the following, then it will be worth your time to do so.

- ❖ The classroom is neat, clean, and orderly in appearance.
- ❖ Blackboards are erased.
- ❖ Chairs are appropriately arranged.
- ❖ Acoustics within your classroom are at least tolerable.

If these factors can be controlled, don't pass up the opportunity to make your classroom as physically comfortable and attractive as possible.

2. Seating arrangements: Students in the language classroom should be able to see one another, to talk to one another (in English!). Consider patterns of semi-circles, U-shapes, concentric circles, or – if your class size is small enough – one circle so that students aren't all squarely facing the teacher. Give some thought to how students will do small group and pair work with as little chaos as possible. You should also determine who will sit next to whom. Normally, students will soon fall into a comfortable pattern of self-selection in where they sit. You may not need to tamper with this arrangement unless you feel the need to force a different “mix” of students.

3. Blackboard use: The blackboard is one of your greatest allies. Take advantage of this instant visual aid by profusely using the blackboard. At the same time, try to be neat and orderly in your blackboard use, erasing as often as appropriate; a messy, confusing blackboard drives students crazy.

4. Equipment: The “classroom” may be constructed to include any equipment you may be using. If you’re using electrical equipment, make sure that:

- The room has outlets.
- The equipment fits comfortably in the room.
- Everyone can see it (and/or hear it).
- You leave enough time before and after class to get the tools and return it to its proper place.
- The machine actually works.
- You know how to operate it.
- There is an extra light bulb or battery or whatever else you’ll need.

Teacher’s Voice and Body Language: Another fundamental classroom management concern has to do with YOU and the messages you (as a teacher) send through your voice and through your body language. One of the first requirements of good teaching is good voice projection. You do not have to have a loud booming voice, but you need to be heard clearly by all the students in the room. When you talk, project your voice so that the person sitting farthest away from you can hear you clearly. If you are directing comments to a student in the first row sitting right in front of you, remember that the rest of the students need to be able to hear that comment. As you speak, articulate clearly; remember students are just learning English and they need every advantage they can get. Should you slow down your normal rate of delivery? For beginners level classes, yes, but not to the point that the rate of delivery is too slow. Keep as usual a flow of your language as possible. Clear articulation is usually more of a key to comprehension than slowed speech. Nonverbal messages are very powerful. Here are some pointers:

- ✓ Let your body posture exhibit an air of confidence.

- ✓ Your face should reflect optimism, brightness, and warmth.
- ✓ Use facial and hand gestures to enhance meanings of words.
- ✓ Make frequent eye contact with all students in the class.
- ✓ Do not “bury yourself” in your notes and plans.
- ✓ Do not plant your feet firmly in one place for the whole hour.
- ✓ Dress appropriately considering the expectations of your students.

Teaching under Imperfect Circumstances

1. Teaching large classes: Ideally, language classes should have no more than a dozen people or so: large enough to provide diversity and student interaction and small enough to give students plenty of opportunity to participate and to get individual attention. Unfortunately, most language classes are significantly larger. While you need to keep reminding administrators of the necessity to decrease the number of students in group or a class, you nevertheless may have to cope with the reality of a large class for the time being.

Consider the following:

- ✚ Try to make each student feel important (and not just a “number”) by learning names and using them.
- ✚ Get students to do as much interactive work as possible.
- ✚ Optimize the use of pair work and small group work to give students chances to perform in English.
- ✚ Set up small “learning centers” in your class where students can do individualized work (for example, a project).
- ✚ Organize conversation groups and study groups.

2. Disruptive behavior: At some stages of their lives, all teachers encounter disruptive behavior – a student or students whose behavior gets in the way of the class.

Disruptive behavior is not confined to one age group. There are lots of ways of disrupting a class! One way of avoiding most disruptive behavior is by making sure that all your students of whatever age know “where you stand”. Somehow you and they have to agree upon a code of conduct. A code of conduct involves the teacher

and the students in forms of behavior in the classroom. Certain things do not comply with such forms of behavior – for example, talking while the teacher is lecturing or explaining new material, arriving late, using cell phones, interrupting other students when they speak, forgetting to do homework, not paying attention, bringing food into the room, chewing gum, etc.

The teacher can establish the code through discussion. There are many causes for discipline problems. Here are a couple of causes. There seem to be two possible reasons for discipline problems: the teachers and the students. We will examine each of them in turn.

The teacher: We can make a list of things that teachers should probably not do:

- ✓ Don't go to class unprepared.
- ✓ Don't be inconsistent.
- ✓ Don't issue threats.
- ✓ Don't raise your voice.
- ✓ Don't give boring classes.
- ✓ Don't be unfair.
- ✓ Don't have a negative attitude to learning.

The students: There are a number of reasons why students behave badly:

- ✓ Time of day.
- ✓ The student's attitude.
- ✓ A desire to be noticed.
- ✓ Two is a company.

A lot depends on the attitude of the school to destructive student behavior. Ideally there will be a recognized system for dealing with problem classes and students. The teacher should consult the headmaster or department heads when in trouble, and cases of extremely bad behavior can be acted upon by such people. Can you think of any other reasons why discipline problems might occur other than those mentioned in the lecture?

Creating a Positive Classroom Climate

1. Establish rapport: Rapport is the connection you establish with your students, a relationship that is built on trust and respect and that leads to students' feeling capable, competent, and creative. How do you set up such a connection? This is accomplished by:

- ❖ Showing interest in each student as a person.
- ❖ Giving feedback on each person's progress.
- ❖ Openly soliciting students' ideas and feelings.
- ❖ Valuing and respecting what students think and say.
- ❖ Laughing with them and not at them.
- ❖ Working with them as a team, and not against them.
- ❖ Developing a genuine sense of joy when they learn something or when they succeed.

2. Praise and criticism: Part of the rapport you create is based on the delicate balance that you set between praise and criticism. Too much of either one or the other renders it less and less effective. Genuine praise, appropriately delivered, enables students to welcome criticism and to put it to use. Here are some guidelines for effective praise contrasted with ineffective praise.

Effective Praise:

- ✓ Specifies the particulars of an accomplishment so students know exactly what was performed well.
- ✓ Is offered in recognition of effort on difficult tasks.
- ✓ Attributes success to effort, implying that similar success can be expected in the future.
- ✓ Fosters motivation to continue to pursue goals.

Ineffective Praise:

- ✓ Is restricted to global comments, so students are not sure what was performed well.
- ✓ Is offered equally strongly for easy and difficult tasks.
- ✓ Attributes success to ability, luck, or other external factors.
- ✓ Fosters motivation to perform only to receive more praise.

3. Energy: Energy is what you react to when you walk out of a class and say to yourself, “Wow! That was a great class” or “What a great group of students!” Energy is the electricity of many minds caught up in a circuit of thinking and talking and writing. Energy is an aura of creativity sparked by the interaction of students. Energy drives students towards higher attainment. Students (and teachers) take energy with them when they leave the classroom and bring it back the next week.

How do you create this energy? Not necessarily by being dramatic or witty or wise. Sometimes energy is unleashed through a quiet, reserved, but focused teacher. Sometimes energy forces gather in the corporate intensity on students focused on tasks. But the teacher is the key. Because students initially look to teacher for leadership and guidance, she (or he) is the one to begin to get the creative sparks flying. The teacher does so through solid preparation, confidence in his / her ability to teach, a sense of joy in doing what she does. Teacher does so by overtly manifesting that preparation, confidence, positive belief, and joy when she walks into the classroom.

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