

## ПЕДАГОГИКА ВА ПСИХОЛОГИЯДА ИННОВАЦИЯЛАР ИННОВАЦИИ В ПЕДАГОГИКЕ И ПСИХОЛОГИИ INNOVATIONS IN PEDAGOGY AND PSYCHOLOGY

### DIFFERENT VIEWPOINTS ON CLASSROOM MANAGEMENT IN TEACHING PROCESS

**Madaminova Gulzira**

2nd year student of MA Andijan State University

**For citation:** Madaminova Gulzira. Different viewpoints on classroom management in teaching process, Innovations in Pedagogics and Psychology, 2019, 1 vol., issue 2, pp. 67-70



<http://dx.doi.org/10.26739/2181-9513-2019-1-13>

#### ANNOTATION

This article deals with theoretical value of organizing classroom management in education process focusing on the professional examples of research works of outstanding scholars who worked and investigated this field to prove the significance of the master's dissertation theme.

**Key words:** classroom management, education process, effective, ineffective, strategies, discipline.

### TA'LIM JARAYONIDA SINIF BOSHQARUVINING NAZARIY ASOSLARI

**Madaminova Gulzira,**

Andijon davlat universiteti 2-kurs magistranti

#### ANNOTATSIYA

Ushbu maqola ta'lim jarayonida sinf boshqaruvining nazariy asoslariga bag'ishlangan bo'lib, asosiy e'tibor magistrlik dissertatsiyasi mavzusining muhimligini isbotlash uchun ushbu yo'nalishda ishlagan va izlanish olib borgan buyuk olimlarning ilmiy ishlari namunalari qaratilgan.

**Kalit so'zlar:** sinf boshqaruvi, ta'lim jarayoni, samaradorli, samarasiz, strategiyalar, tartib-intizom.

### ТЕОРЕТИЧЕСКИЕ ОСНОВЫ УПРАВЛЕНИЯ КЛАССОМ В УЧЕБНОМ ПРОЦЕССЕ

**Мадаминава Гулзира,**

Андижанский государственный университет

#### АННОТАЦИЯ

Данная статья посвящена теоретическим основам управления классом в учебном процессе, основное внимание уделяется важности темы магистерской диссертации и для подтверждения этого как образец даны научные работы выдающихся ученых, работавших по данному направлению.

**Ключевые слова:** управление классом, учебный процесс, эффективный, неэффективный, стратегия, дисциплина.

Our master's research topic deals with classroom management and various approaches concerning this theme. In this article we discuss theoretical value of this subject with the example of research works of prominent scholars who made huge contributions in this field. While working on data collection we came across with various definitions given to classroom management by other researchers worldwide. We are going to introduce them and also express our own understanding of this expression from our viewpoint.

Teachers play a fundamental role in the cognitive and social-emotional development of children by giving them the opportunity to learn. Effective classroom management sets the stage for this learning. Without it, classrooms are disorganized and chaotic, and very little academic learning can happen (Elias & Schwab, 2006, p. 309).

According to Hattie effective education refers to the degree to which schools are successful in accomplishing their educational objectives. The findings of numerous studies by him have shown that teachers play a key role in shaping effective education (Hattie, 2009). The differences in achievement between students who spend a year in a class with a highly effective teacher as opposed to a highly ineffective teacher are startling. Marzano (2003) synthesized 35 years of research on effective schools and found the following results. Consider the following case: a student attends an average school and has an average teacher for two years. At the end of these two years, the student's achievement will be at the 50th percentile. If the same student attends an ineffective school and has an ineffective teacher, the student's achievement will have drop to the 3rd percentile after two years. If the student attends an effective school but has an ineffective teacher, his or her achievement after two years will have dropped to the 37th percentile. An individual teacher can produce powerful gains in student learning.

As a practicing English teacher with 12-year experience in classroom teaching we clearly understand the difficulties of classroom management since we ourselves have encountered several problems while working with learners of various ages, levels, backgrounds, abilities and attitudes. Through the gained experience we have come to one conclusion, classroom management skills are obtained through the hard work of an educator, though, they can't be framed forever once you have obtained them. The reason is simple, the method found effective in one classroom may not bring expected results in another classroom. Students are not to blame here. It's the teacher's responsibility to create positive learning atmosphere in every classroom taking into consideration a human factor which is a complicated task for the teacher but have to be accomplished effectively to survive in their profession.

Marzano states, "It is probably no exaggeration to say that classroom management has been a primary concern of teachers ever since there have been teachers in the classroom" (Marzano, 2003). Evertson and Weinstein (2006) define classroom management as "the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning" (pp. 4-5). This definition concentrates on the responsibility of the teacher and relates the use of classroom management strategies to multiple learning goals for students. They describe five types of actions. In order to attain a high quality of classroom management, teachers must (1) develop caring, supportive relationships with and among students and (2) organize and implement instruction in ways that optimize students' access to learning. The importance of developing favourable teacher-student relationships is also expressed by Marzano et al. (2003). Additionally, Evertson and Weinstein (2006) state that teachers

should (3) encourage students' engagement in academic tasks, which can be done by using group management methods (e.g., by establishing rules and classroom procedures, see Marzano et al., 2003). Teachers must promote the development of students' social skills and self-regulation. Marzano et al. (2003) refers to this as making students responsible for their behaviour. Finally, Evertson and Weinstein (2006) state that teachers should be able to use appropriate interventions to assist students with behavior problems. The last two actions proposed by Evertson and Weinstein (2006) indicate that effective classroom management improves student behavior. Hence, classroom management is an ongoing interaction between teachers and their students. Brophy (2006) presents a similar definition: "Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities)" (p. 17). Both definitions emphasize the importance of actions taken by the teacher to facilitate learning among the students.

McCreary (2010) defined classroom management as "the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning" (p. 1). Efficient teachers should acquire a toolbox of classroom management strategies that they can use within their classrooms. Marzano (2003) also points out that, "well-managed classrooms provide an environment in which teaching and learning can flourish" (p. 1). At the same time he mentions that (Marzano 2003, 2007) the importance of students feeling safe at school is linked to student learning. Without this feeling of safety, students will develop anxiety and become uneasy in the classroom. Marzano (2003) reported, "Safe and orderly environment is protecting students from physical or psychological harm and maintaining order so learning can take place" (p. 40).

Due to societal changes over the past 100 years, schools have more behavior issues that affect the way a teacher manages the classroom (Etheridge, 2010). Previous studies in the field of classroom management have indicated that classroom disciplinary issues today are worse than those in the past, which has impacted student achievement (Colavecchio & Miller, 2002; Barden & Smith, 2006; Etheridge, 2010). According to historian Dianne Ravich (2000), half a century ago, students did not question a teacher's authoritative role in the classroom because they were fearful of referral to the principal's office and of the retribution that came when the teachers contacted their parents. As research shows, disruptive behavior does not only affect the student who is noncompliant with the rules, but every other student in the classroom (Canter, 2003; Daly, 2005; Marzano, 2003). According to Daly (2005), "There's not a teacher alive who hasn't felt the frustration of trying to manage a classroom with at least one student who repeatedly pulls their students off-task with annoying, disorderly behavior" (p. 9). In addition, Canter (2003, 1998) and Marzano (2003) have both documented harmful results of having continuous classroom disruptions.

Here, we would like to add a piece of our professional experience which made us think deeply about classroom management and as a result we started our own investigation on this matter.

When we came to school for the first time the first thing we did was class observation. We observed the same class with different teachers holding lessons and witnessed the change of attitudes to the teachers by the same students. The class which was absolutely calm, respectful and obedient in Math lesson behaved totally differently in other

subjects. The most surprising thing for me was that math teacher used her half voice while explaining the theme, no shouting, no nervousness, and students were attentively listening. In Physics we couldn't recognize those pupils, as they were totally indifferent to the lesson. Even though the teacher warned them several times, shouted at them and made several attempts to calm them down nothing worked well on them. Getting surprised we hurried to a math teacher to ask the secret of her effectively managing the class in the lesson. She smiled and said, "Pupils are good psychologists. They easily recognize who you are in the first meeting and react the way you deserve."

That moment we understood that classroom management is also one form of art. If you succeed in the first stage of your performance proceedings will follow the same, if you fail it will require hard work to get a second good impression.

All above shows the need for thorough investigation of the case since the demand for working out effective classroom management strategies is rising with the change of young generation who are more independent, demanding and challenging than before. Especially, foreign language learning classroom requires more skills and attention from a language instructor than any other auditory. While traversing subject on classroom management in foreign language content we not only touch disciplinary or behavioral points of the task but also all other connected circumstances which are interrelated to the subject. Ever since teaching is dealt with a human factor psychology has been a must subject to deal with classroom management. Moreover, lingua-didactic factors play a key role in the management of language auditory. We hope the collection of theoretical base together with our practical investigations will help us to successfully accomplish our chosen master's research topic.

#### List of Literature:

---

1. Marzano, R. (2003). *What Works in Schools: Translating Research Into Action*. Virginia: ASCD Publications.
2. Marzano, R.J. & Marzano, J.S. (2003). The key to classroom management. *Educational Leadership*, 61(1), 6-18.
3. Marzano, R.J., Marzano, J.S. & Pickering, D.J. (2003). *Classroom Management That Works*. Retrieved June 14, 2010.
4. Evertson, C.M. & Weinstein, C.S. (2006) Classroom Management as a Field of Inquiry, in C.M. Evertson & C.S. Weinstein (Eds) *Handbook of Classroom Management: research, practice, and competence issues*, pp. 3-15. Mahwah, NJ: Lawrence Erlbaum.
5. Hattie, J. (2009) *Visible Learning. A Synthesis of over 800 Meta-analyses Relating to Achievement*. Abingdon: Routledge.
6. Elias, M. J., & Schwab, Y. (2006). From compliance to responsibility: Social and Emotional Learning and classroom management. In: C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management. Research, practice, and contemporary issues* (pp. 309-341). New York / London: Lawrence Erlbaum Associates.
7. Brophy, J. (2006). History of Research on Classroom Management. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management. Research, practice, and contemporary issues* (pp.17-43). Mahwah, NJ: Lawrence Erlbaum Associates.