

HOW TEACHERS HANDLE CLASSROOM MANAGEMENT PROBLEMS

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Annotation: This article defines classroom management and lists actual issues that teachers face in this area. It also attempts to clarify that keeping order and enforcing rules are only two aspects of effective classroom management. This has to do with getting the learner to focus and maintaining it, keeping the student's flexibility, and establishing sufficiency.

Key words: classroom, classroom management, strategies, teaching competence.

Introduction

The broad range of abilities and strategies teachers employ to keep their pupils on target, focused, orderly and academically productive during class are collectively referred to as classroom management. Teachers who implement effective classroom management tactics reduce the behaviors that impair learning for both individual students and groups of students, while enhancing the behaviors that support or improve learning. Teachers use classroom management techniques to establish and uphold a structured learning environment, and they use discipline techniques to deal with misbehaving students. The physical space, supplies, and atmosphere of the classroom, along with the attitudes and feelings of the students and the social dynamics of the learning process, all contribute to the learning context that the classroom environment provides.

Literature review

The ability of instructors to effectively respond to and settle disruptive behaviors is an essential component of classroom management. According to research, proactive tactics can help stop disruptive behavior before it starts, like setting clear routines and expectations (Emmer & Sabornie, 2015). Teachers can also support positive behavior in their children by using a range of positive behavior support strategies, like praise and reinforcement (Sugai & Horner, 2009). When disruption takes place, teachers need to be able to handle it in a logical and consistent manner while preserving a supportive and positive classroom atmosphere. Strategies like de-escalation and redirection can be used to address disruptive behavior (Sprick, 2006).

The ability of teachers to resolve disagreements and social dynamics among pupils is a further essential aspect of classroom management. According to research, by fostering a welcoming and inclusive classroom environment, instructors can be

crucial in establishing positive peer connections and avoiding disputes (Gottfredson et al., 2015). In order to assist students acquire the social skills necessary to resolve disagreements and create strong bonds with their peers, teachers can also employ strategies like peer mediation and cooperative learning (Johnson & Johnson, 2014).

Teachers not only need to address issues of disruptive behavior and conflicts among students but also be skilled at managing student motivation and engagement in the classroom. Studies have demonstrated that teachers can enhance student motivation by fostering autonomy, competence, and connection within the learning environment (Deci & Ryan, 2000). Furthermore, teachers can employ various instructional approaches, such as active learning and differentiated instruction, to actively involve students in their learning and cater to their individual educational needs (Tomlinson, 2014).

Methodology

The aim of this article is analyzing of mixed ability classes and teachers' different methods to cover their needs . For doing this, interview method is used and four teachers are selected and participated.

N	Participants	Workplace (School number)	Experience	What classes they teach	Level of the teacher
1	A.Z	9 th Fergana region	2 years	1,2	C1
2	A.U	29 th Fergana region	1 year	1,2,8,9	C1
3	X.M	16 th Fergana region	1 year	7	C1
4	S.M	29 th Fergana region	2 years	1,2,10	C1

Research method: A planned conversation involving two or more people is called an interview, and it's usually done to obtain information or determine whether a candidate is qualified for a position or admittance to a school. Through a sequence of questions and answers, the interviewer can assess the candidate's qualifications, abilities, experience, and personality traits to help them make accurate options.

When: 9th of November **Where:** At university **How:** Face to face

Data collecting tool: Interview.

Interview questions:

1. Describe your classroom management.
2. How do you handle disruptive

Data analysis and discussion.

A.Z thinks that in order to keep a classroom running effectively, expectations should be clearly laid out and constantly emphasized. In order to make sure her students

are aware of the consequences of their actions, she goes over expectations and classroom regulations with them at the start of each academic year. Through the regular implementation of rewards and consequences, A.Z establishes a disciplined classroom where students understand expectations. This strategy reduces interruptions and promotes accountability.

To effectively manage the classroom, A.U places a strong emphasis on developing positive relationships with her students. She takes the time to get to know each student personally, learning about their hobbies, problems, and skills. Through building a personal connection with her students, A.U fosters mutual respect and trust. She also offers personalized support to students who might be having behavioral or academic difficulties, making sure they feel appreciated and supported in the classroom. This strategy fosters a welcoming and constructive learning atmosphere.

X.M thinks that the secret to efficient classroom management is active student participation. To keep students engaged in the learning process, she uses a range of instructional techniques, including group projects, hands-on activities, and technological integration. X.M ensures that all of her pupils are engaged and challenged by offering customized education that meets their various needs and learning styles. With less interruptions and a more pleasant, concentrated learning atmosphere, this method encourages pupils to be motivated and involved in their study.

When it comes to managing classroom management, M.S places a strong emphasis on restorative practices and conflict resolution strategies. When disagreements emerge, she puts more effort into making explanations and mending relationships than using harsh punishment. M.S promotes empathy, honest communication, and attentive listening among her students. She leads discussions and collaborative problem-solving sessions in class, encouraging a polite and encouraging learning environment. This method teaches pupils important dispute resolution skills and fosters a sense of responsibility.

Conclusion

In conclusion, encouraging a happy and encouraging learning atmosphere requires competent classroom management. To develop a productive and interesting classroom, teachers must be able to effectively respond to disruptive conduct, resolve conflicts among students, and encourage student enthusiasm. Teachers can establish a productive and encouraging learning environment that enhances student success by employing research-based strategies and techniques.

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