

**THE INTERESTING ACTIVITIES IN CLASSROOMS AND THEIR EFFICIENCY**

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**ABSTRACT**

This article explores the effects of different activities in classrooms. Moreover, it deals with presenting peculiarities of using activities in schools, as well as, the results of them. Some basic reasons are informed why the activities should be used in classrooms. It can be useful source for taking suggestions and the key of creating activities for school children.

**Key words:** activities, classroom, brainstorming, psycho-effect, reflection.

**INTRODUCTION**

The main purpose of schooling is to raise students to be good citizens who will transform the community they sleep in and contribute to putting together a more humane society. the foremost important function of schooling is instruction. Schools focus on all students gaining some basic skills. Among these skills, there are cognitive, emotional and social skills like oral, written and verbal electronic communication skills, numerical skills, and citizenship skills, and accessing and analyzing information skills (Şişman and Turan, 2004). Classrooms are the places for producing the educational, instructional activities at schools. The structure of the classroom incorporates a big impact on student behaviors. so as for learning-teaching activities to reach the determined goal, there is a need for conscious, planned, purposeful and suitable tools as well as activities based on real-life. Such a learning environment inevitably increases an individual's interest in learning and ensures her participation (Demirtaş, 2006; Cohen, 1983). When teachers do not meet students' learning needs through suitable learning environments, they fight to show by force. This reciprocally causes the activities to decrease and students to lose interest at school.

The effect of the classroom activities on classroom management ...D. Akan & M. Basar -148- information is important, too (Glasser1999). Research made shows that academic achievements and student behaviors are affected by the quality of the student – teacher relationship (Balcı, 2002, Huitt, 1999; Kirk and Jones, 2004; Reagle, 2006). Students' studying habits and attitudes are associated with their readiness to react during a certain way against school related activities in and out of faculty and their adopting a certain mode of behavior with regards this issue. during this respect, there are many issues regarding how students' feel while paying attention to the course, their attitudes towards the teacher, their studying methods, their expectations from education, their approach towards homework, their transmission skills, their setting up the study environment and their relationships with parents and peers (Küçükahmet,1987). A school's job is to take care of learning. If students cannot learn, this suggests the college has didn't fulfill its tasks. what's expected from schools is to assist students perceive the items that are instructed correctly and sufficiently and create positive learning settings for them (Schlechty, 2006; Höşgörür, 2003).

It is a well-known proven fact that the training process is different for every individual (Pajak, 2003). thanks to this difference, it's quite hard to come up with a regular learning model (Açıkalın,1999). Learning could be a knowledge, which occurs when connections are formed between new and former knowledge. While teachers teach the things they enjoy more, students learn more if it's interesting for them (Glasser, 1999). Interaction of individuals is important during the learning process. aside from reading and listening activities where the individual actively takes part, learning also occurs in effective participation in the learning process through

discussions, forming hypotheses, and sharing opinions. In such a process, learners don't accept information because it is; they either construct it or rediscover (Acat, 2006). Students learn some issues better and have difficulty in learning some others. This can be mostly related to learning style. An individual's discovering her learning style facilitates her processing and coding information (Özden, 2005). Active learning settings where students are effective form the premise for this. In active learning:

- Slow learners and gifted children are given longer.
- Students methods of self – control are developed.
- Different programs for various learning styles are created.
- Life-long learning is maintained.
- Students learn the way to achieve information through different sources.
- Students are given the opportunity to arrange and present the information they need.
- Students take responsibility in individual and group studies and share it.
- Students collaborate in learning by interacting with one another (Ercan, 2004).

A school's reason for existing is students. By creating additional learning support for students, schools protect them against failure and implement their curriculum in a satisfactory way in line with students needs (Danielson, 2002). Today, the most important aspect of the learning approach is that it lets the learner construct, form and develops knowledge (Acat, 2006). In this respect, activities are important in terms of obtaining the benefits foreseen in the new educational programs designed according to the constructivist learning model. Mevlana International Journal of Education (MIJE), 3(4); 147-165, 1 December, 2013

**Aim** The aim of this study is to evaluate the effects of the activities done by 5th grade primary school teachers in the teaching and learning process. For this purpose, the following questions were tried to be answered.

1-What kind of activities do the teachers of the different socio-economic class schools do in order to construct the classroom management in teaching and learning process.

2-How are the students conceptions about the classroom activities in different socio-economic level schools.

3-What are the teachers arguments on the relation between the activities they do in classes and their classroom management.

**Methodology** In order to investigate what kinds of classroom activities are done for constructing the classroom management and how they are conducted, the qualitative research method was used in this study. The qualitative method follows a process in which the conceptions and incidents are argued in their nature realistically and holistically (Yıldırım and Şimşek, 2006). In this research, the case study is adopted as the qualitative research method. The researchers are usually tend to follow a case study when the target process to be studied on exists in its nature and the researchers focus on the questions like “why” and “how” to investigate the target case deeply. The case study is preferable for this study since the current social fact is

studied in its nature and there exist more than one evident or data tool (Yıldırım and Şimşek, 2006).

When the different research designs were reviewed, the most suitable design to achieve the aim of this study was “the single case study with embedded units”. In the single case study with embedded units design, most of time there exist more than one layer or case within a single case. (Miles and Huberman; Yıldırım and Şimşek,

2006). In the current study, the single case is “activities” in terms of the construction of the classroom management. The embedded subordinating analysis units are “learning-teaching, classroom management and guidance service. The deep examination of these defined subordinating analysis units are supposed to account for the research case in detail. In this context, starting from the separately gathered data from the sub-units, it is tried to produce results concerning to the entire research case.

## **DATA ANALYSIS**

The qualitative analysis was used in this study. For the qualitative data the content analysis technique was used. The basic procedure in qualitative analysis is to gather the similar data in the frame of certain concepts and themes, arrange and discuss them in a simpler way so that the readers can understand the study (Miles and Huberman; Yıldırım and Şimşek, 2006). For this purpose, the collected data should be conceptualized first and then these concepts should be detected. According to Yıldırım and Şimşek’s citation from Strauss and Corbin (1990), “science cannot exist without the concepts; the concepts help us to understand the facts and enable us to think about them more effectively” . If we name a concept, we can ask questions about it and concepts take us to the themes and thanks to themes we can arrange the facts in a better way and make them more meaningful. The main process within the content analysis is to get the similar data together within the certain conceptions and themes; and arrange and discuss them for the readers better understanding. In the study, the teachers views were tabled and discussed under the titles of code, sub-code, examples and the frequency of expression. The students views were also tabled as the theme, code, sub-code, examples and frequency of expression. Teachers Views on the Effect of the Activities on the Lesson Teaching: The low and middle standard school teachers agreed on the fact that the activities make the instruction easier, increase participation, provide collaboration among the parents, provide permanency of the comprehension and arouse interest for the lesson. The high standard school

Yates states that instructional activities develop both teachers and students in the process of professionalization. The high standard school teachers reported that it was difficult to plan the activities especially in crowded classrooms. Thus, they are not in agreement with the other teachers. Nonetheless, it is still possible to say that the activities develop teachers as much as they do for the students.

The findings confirmed that the activities are useful for students in providing awareness, learning permanency and reinforcement besides increasing success and self-confidence. Also, the activities have positive contribution to development of empathy. Teachers recommendations on Activities constructing Classroom Management: The high standard school teachers had some recommendations basically emphasizing the problems in the educational setting (crowded classrooms and limited time). However, the other teachers reported recommendations on collaboration and responsibility development. These findings confirm that the teachers are greatly affected by the school environment they are teaching.

Students Views on Activities: The activities are most frequently done in the low standard school and second highest frequency belongs to middle standard school. The activities are done at the least frequent level in high standard school. This scale showed that the better the life quality of the school, the less frequently are the activities employed. This rarity is thought to be the consequence of exam preparation. All of the low standard school students gave examples of extracurricular activities. The middle school students gave examples of activities addressing to subject matters and comprehension. When it comes to the high standard school students,

they could not give examples of any sub-code dominantly. It is concluded that there is an effort to have classes as the constructivist approach projected in the middle standard school.

Based on the findings in the code of the most frequently done activities, all of the high standard school students gave the examples of lesson topics and extracurricular activities. The low standard school students reported that they do extracurricular activities most of the time. All kinds of activities were done in the high standard school. The examples that were reported by the high standard school are interesting.

### **Suggestion**

According to the findings of the study, it is possible to suggest that; Teachers should be motivated to develop and implement instructional activities. Activities contribution to teaching and learning should be well infused. Activities contribution to the classroom management should be highlighted. The exams after the middle school should be abolished as soon as possible.

### **Suggestions for Further Studies:**

This study can be conducted by adding the parents opinions as well. Activities effects to other areas can also be researched. The schools located in a village and a province can also be added to current sampling.

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