



BARRIERS IN CLASSROOM MANAGEMENT AND COURSE CLIMATE

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ABSTRACT

Teachers are responsible for delivering classroom-management plans and behavior support plans; however, many struggle to implement them consistently. Low levels of treatment integrity may be the result of various implementation barriers. No study has been conducted to examine teachers' experience of these barriers within the context of specific interventions.

Key words: classroom management, effective classroom management, behavior, lesson plans, barriers in classroom.

IMPORTANCE OF CLASSROOM MANAGEMENT

Classroom management is an essential part of teaching that ultimately affects students' learning outcomes and can have an impact on their wellbeing. Effective classroom management means a thriving learning environment and dedicated students. Unfortunately, no matter how dedicated you are as a teacher, or how passionate you are about your students and subject, doesn't translate to good classroom management. There are a separate set of skills teachers need in order to successfully control their classroom.

Without this skills or understanding of classroom management, your classroom management can take affect, and this is detrimental to student learning, emotion, and development.

EFFECTIVE CLASSROOM MANAGEMENT

Creates an environment for students that allows them to learn without distractions. Is a classroom where teachers and students are respected and heard. Caters to, and supports, students' individual learning needs .Reduces poor behavior and distractions so students are focused on learning .Facilitates social and emotional development. Promotes positive interactions between peers and decreases bullying .Allows for more time to be focused on teaching and learning

BEHAVIOR

Disruptive behaviors are a problem not only due to their immediate effects in classroom processes, but also because they interfere with the development of cooperation and prosocially attitudes that are one of the most important objectives of schooling in most countries. This fact has produced an increasing bulk of research aimed at identifying which strategies for managing disruptive behavior contribute —when used in conjunction— to define an effective classroom management climate, that is, a climate that, in the long run, produces a decrease in misbehavior and an increase of cooperation and prosocially behaviors. In order to achieve this objective, it is necessary to have assessment instruments with which to measure the “disruption management climate”. For this reason, relevant literature was reviewed to know the kinds of instrument available for such purpose. No one with

adequate characteristics —brief, reliable and valid— was found. Therefore, it was decided to develop a disruption management climate questionnaire that allowed, first, identifying management strategies and styles, and second, studying, on one side, factors that influence their use, and on the other, their effects.

Perhaps the most obvious, and arguably most complex, component of classroom management is good pupil behavior. It's no secret that the key to an engaged classroom and effective classroom management is well behaved students, but it's not always easy to achieve this. Before we look at how to achieve 'good' behavior we must first define what we mean by this, again, this may differ from subject to subject however there are a multiple behaviors which are considered 'good' school wide. Depending on your teaching approach, there may be behaviors that haven't been included in the above list or ones that you'd choose to omit, but regardless of what these positive behaviors are, the most tasking part of this area of classroom management is fostering them.

The crux of students behaving well often comes down to whether or not they respect their teacher. A way in which this can be achieved is through holding yourself accountable alongside your students - when communicating to your class how you expect them to behave, also provide expectations for your own behavior and how you should act.

LESSON PLANS

Fail to prepare, prepare to fail. It's a mantra we preach to our students, but it is also one that rings true for us teachers as well. If we walk into a classroom with no clear plan for what is to happen, we can almost guarantee the results will be a class full of unruly, disengaged and unengaged students.

Lesson plans and good classroom management are inextricably intertwined. When you have a carefully constructed lesson, it minimizes the opportunity for classroom distractions. A lesson that is executed well, keeps students on-task and engaged. Benefits of lesson plans on classroom management:

Gives teachers confidence. Being confident in yourself and your material is important for classroom management. Spending time creating a lesson plan that hits all your lesson's criteria means you can walk into a classroom confident in the lesson you will deliver. A carefully executed lesson plan will include intricate timings which allow for students to carry out activities and for teachers to deliver information at the right pace - this careful planning means there are no lulls throughout the lesson, so students don't become distracted and instead remain on task.

Come to class prepared: The beauty of a lesson plan is that it means before coming to class, you're aware of the resources you need to execute a successful lesson and can come to class fully prepared. If your lesson includes technology, where possible give it a trial run before the actual lesson and also have a plan B - no matter how good the technology is that we use, there's always room for glitches and it's better to be safe than sorry. Student interaction has a huge impact on how well behaved your class is and as a result, overall classroom management. Seating plans are one of the best preventative measures a teacher can implement and one of the strongest influences they can have on student outcomes and behavior. Where students sit in class is critical to how well they perform and there are a multitude of variables that need to be taken into consideration when creating a seating plan and deciding on the layout of your classroom. In order to fully understand how best to seat your students, allowing them to sit where they wish for the first couple of lessons will give you the opportunity to observe how they interact with each other, their behavior and their preferred seat. Collecting this knowledge will then allow you to make informed decisions as to where best to seat your class. Key considerations to take into account when creating a seating plan for effective classroom management:



Classroom layout. The way in which you decide to organize your desks is dependent on your individual teaching style and the layout of your classroom, however, there are certain factors that will be consistent across every classroom: all students need to be able to see the board clearly, you too need to be able to direct whole class from the front of the room, and there needs to be enough space for you to freely walk around the classroom and observe students whilst working. Learning requirements. Students' learning requirements and personal data are important factors to take into account when creating your seating plan and help with general positive classroom management. For example, seating higher and lower achieving students together doesn't have a detrimental impact on either student, instead just encourages lower ability students through peer-to-peer learning and can encourage collaboration and knowledge consolidation for both. As much as seating plans help you to manage student behavior and disruptions, engaging students in their work and making them want to learn is equally as important when managing your classroom and where you seat students has an impact on this. It's also important to take into account students' personality, for example if you want a shy student to come out of their shell, don't place them next to the loudest student in class as they may become overwhelmed. Instead, try seating them next to someone who isn't afraid to speak up in class, who they get on with, and could help to ease them into contributing more in class. Student habits come to light the more you get to know them, and you'll learn to understand what works best for specific students, so tweaking or rearranging plans to achieve optimum classroom management is a normal. One of the most common misconceptions about praise, is the more the better, and many approaches can fall into this trap. We've outlined some of the negative effects of over praising behavior. Behavior reinforcement. Effectively, praise helps to reinforce positive behavior in the classroom. However, it can have quite the opposite effect when used excessively - by praising students consistently the idea of positive reinforcement is lost and behavior doesn't improve. Instead of using praise in excess, it is a much better technique for both classroom management and student progression, to use praise when it is deserved and in a way that makes the student believe that it is meaningful. When recognizing positive behavior it's important to see how you provide to your students is descriptive - a generic 'great job' does not describe actions and doesn't tell the student exactly what they're doing right. By being specific with your praise it communicates to students which actions are good, and how they should continue to behave and perform. Giving praise only when praise is due, is one of the simplest ways to ensure that students believe it is meaningful. Not only this, but providing students with positive feedback when they've put in real effort raises the benchmark for the quality you expect - encouraging students to strive for better results. This includes giving praise to students that is specific to their strengths and performance - by doing this and steering away from generic praise, the student knows that they're giving their best and excelling in their own right. Providing this sort of praise one-to-one can really make students believe the feedback you are telling them. In terms of classroom management, arguably the most powerful use of praise is positive reinforcement for good behavior. When we acknowledge and applaud positive actions as opposed to focusing on students who are acting out or misbehaving, we encourage those types of behaviors and for students follow suit, seeking the same praise and attention from the teacher. The encouragement of good behavior can have a profound impact on your classroom - when students are well behaved, there are fewer disruptions in class which results in more time left for you to provide direction in class, students with more time to spend on-task and there have been indications that a well-behaved class has increased academic responses.

CONCLUSION

As with all aspects of teaching there is no exact guideline on how you can achieve complete classroom management. Teaching is affected by a number of external variables such as the students in your class, available resources and your personality as a teacher.

However, we have identified what we believe to be, the core pillars of classroom management; behavior, seating, praise & feedback and sufficient planning. If you take these four segments into consideration when deciding how you're going to approach classroom management you could results such as, an engaged classroom, material that is captivating and curriculum matched, a warm and enjoyable classroom environment, more time allocated to teaching and higher academic results.

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