

CLASSROOM MANAGEMENT PRINCIPLES IN ENGLISH TEACHING PROCESS

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ABSTRACT: *An essential component of teaching and learning, especially in English language instruction, is classroom management. Establishing a setting where kids feel interested, inspired, and safe is essential to effective classroom management. It covers tactics including setting clear guidelines, upholding order, promoting involvement, and cultivating a good rapport between students and teachers. This method aids in accomplishing educational objectives in addition to improving students' learning experiences. Teachers can establish a productive and peaceful learning environment by comprehending the various needs of their pupils and using appropriate strategies.*

Keywords: *discipline, learning environment, student-teacher interactions, classroom management, teaching tactics, and student involvement.*

ANNOTATSIYA: *Sinf boshqaruvi ingliz tili o'qitish jarayonida juda muhim omil hisoblanadi. Samarasiz sinf boshqaruvi o'quvchilarning faol ishtirokini va o'rganish natijalarini pasaytirishi mumkin. Samarali boshqaruv strategiyalari o'quvchilarning xavfsiz, rag'batlangan va faolligini ta'minlashni maqsad qiladi. Bunga aniq qoidalar o'rnatish, intizomni saqlash, faol ishtirokni rag'batlantirish va ijobiy o'qituvchi-o'quvchi munosabatlarini shakllantirish kiradi. Bu usul o'quvchilarni o'rganish tajribasini yaxshilashga yordam beradi va ta'lim maqsadlariga erishishda qo'llaniladi.*

Kalit so'zlar: *Sinf boshqaruvi, o'qitish strategiyalari, o'quvchilarning faolligi, intizom, o'quv muhitini yaratish, o'qituvchi-o'quvchi munosabatlari*

АННОТАЦИЯ: *Очень важно управлять классом, особенно в обучении английскому языку. Хорошее управление классом требует безопасной, мотивированной и вовлеченной учебной среды. Это включает в себя создание позитивных отношений между учителем и учениками, поддержание дисциплины, поощрение активного участия и установление четких правил. Этот метод не только улучшает обучение, но и помогает достичь целей образования.*

Ключевые слова: *Управление классом, стратегии преподавания, участие учеников, дисциплина, учебная среда, отношения учитель-ученик.*

INTRODUCTION. Effective classroom management is crucial to effective instruction and has a significant impact on how well students learn. Effective classroom management is crucial for preserving a supportive learning atmosphere, promoting

student involvement, and ensuring that learning objectives are met when teaching English.

For English language instructors, classroom management is more than simply following the laws; it's also about fostering an environment where students feel at ease, secure, and inspired to learn. Good classroom management fosters a feeling of respect and community, which improves academic achievement and raises student satisfaction. Teachers must be adaptable and sensitive to the varied requirements of their pupils, using a range of strategies catered to particular contexts and learning preferences.

Given this, classroom management plays an even more important part in the English teaching process since it has a direct impact on how well teachers and students interact[1].

RESEARCH METHODOLOGY AND LITERATURE ANALYSIS

Classroom management has been the subject of numerous studies and theoretical frameworks, all of which have produced insightful analyses of its significance in the educational process. Among the most noteworthy are the writings of prominent academics like Harry and Rosemary Wong, who stress the value of precise guidelines and procedures in establishing a disciplined and effective learning environment. According to their findings, teachers must create a clear set of guidelines and protocols that students can readily comprehend and adhere to in order to effectively control the classroom.

Furthermore, Emmer and Sabornie's (2015) research emphasizes how important good teacher-student connections are to classroom management. They contend that pupils are more inclined to behave appropriately and participate fully in the learning process when they feel appreciated and respected. Studies that highlight the need of mutual respect, trust, and communication in creating a peaceful learning environment lend credence to this viewpoint[2].

Furthermore, the function of student-centered approaches in classroom management has been investigated in recent studies. According to research by Kounin (1970) and Marzano et al. (2003), teachers who actively involve their students in decision-making and foster collaborative possibilities typically have greater success in classroom management.

DISCUSSION AND RESULTS

The results of the study point to a number of crucial elements in the successful implementation of classroom management techniques in English language instruction. Although general classroom management techniques, including establishing clear expectations and upholding discipline, are universally applicable, the study finds that their efficacy might differ depending on the classroom context, the makeup of the student body, and the teacher's capacity to modify these techniques.

Classroom Environment and Teacher Strategies: The impact of the physical and emotional classroom environment on student conduct and involvement was one of the most notable conclusions drawn from observations of classrooms. Teachers were more successful in controlling student behavior and encouraging active engagement when they produced a structured, upbeat environment with established routines. For instance, in one class that was observed, the instructor set up a clear seating chart and a custom where students greeted one another at the beginning of each class. Students' conduct and interaction during the session improved as a result of this easy exercise, which made them feel more at ease and prepared to participate[3].

Clear Expectations and Consistency: The significance of clear expectations and consistency in classroom management is another noteworthy discovery. Students' performance increased and disruptive behavior decreased when teachers properly explained the rules and enforced consistent sanctions. When disruptive behavior occurred, the instructor used a "three-strikes" policy: a verbal warning for the first offense, a note written home for the second, and a time-out from the class activity for the third. This approach worked quite well for upholding discipline without compromising the teacher-student relationship[4].

CONCLUSION

The study emphasizes how crucial it is to put into practice efficient classroom management techniques catered to the unique requirements of English language learners. Teachers are more equipped to create a productive and stimulating learning environment when they use student-centered approaches, establish clear standards, and cultivate positive relationships. To guarantee that every student is encouraged and involved, teachers must be flexible and constantly improve their methods in the face of obstacles like linguistic and cultural differences. The study's findings offer important new information about how classroom management techniques might be used to improve students' behavioral and academic performance in English language classes.

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