

EVERY CLASSROOM IS A TEAM AND EVERY TEACHER IS A COACH

Ahmedova Matluba Ibragimjonovna
PhD, Fergana State University
Ibragimova Dilorom Abdurakhmanovna
Master student, Fergana State University

Abstract: Classroom management is a very crucial strategy in the teaching/learning process in schools, because it helps in the proper execution of the curriculum and hence ensures that the classroom teacher develops the best teaching practice for a successful learning environment. Classroom Management plays a significant role in the learning and teaching of English as a foreign language and classroom environment creates in the minds of the students a first impression of what to expect from the class and the teacher. Effective teaching-learning process cannot be accomplished without a good classroom management and control. Class management is an issue that is influenced by many factors, including even class preparation, classroom organization, and instructional time management. This article will present appropriate guidelines to help teachers to achieve an environment of discipline that favors student learning and emotional development.

Keywords: classroom management, learning environment, teaching-learning process, right demeanor, instructional technique, scheduling, organization.

Introduction

A well-managed classroom can provide an exciting and dynamic learning experience for everyone involved. Unfortunately, student behavior can often interfere with this process. Classroom discipline plays a large part in today's educational system. Teachers feel overwhelmed and "powerless" in dealing with behavior problems in their classrooms. Canter (1997) explained, in the past, a simple stern look or warning was sufficient to shape up a classroom. Then, because of the social and political upheavals of the late '60s and early '70s, the respect and deference granted any authority figure—from the president to police officers to doctors, and even teachers—dramatically declined. That is why it is so important to find a behavior management approach to fit the needs of the teacher and the students. This article investigates four areas that may assist teachers in promoting a positive learning environment for all students. These areas include: how behavior theorists influenced classroom management, approaches for managing student behavior, criteria for creating well-designed rules, and steps for planning a rule management plan.

Influences on Classroom Management

Behavior theorists in the 1930's through present day described frameworks for encouraging and maintaining good behavior. These behavior theories greatly influenced, and are still influencing classroom management. According to Emmer and Stough (2001), some studies have used student achievement or attitude as outcomes. But most classroom management research today has been concerned with identifying how teachers bring about student engagement with each other and limit the disruptions in the classroom.¹

The following paragraphs will summarize the work of some important behavior theorists. These summaries will identify the influences each has made on classroom behavior and management.

Burrhus Frederick Skinner

Burrhus Frederick Skinner's philosophies can be related to the issue of classroom management. As a renown learning theorist in the 1930's and 1940's, Skinner (Sprinthall, 1981) emphasized his research on how the organism learns, regardless of its inherited potential, regardless of its stage of physical or psychological development, and often regardless of its species. Otherwise stated, he saw learning as a result of associations formed between stimuli and actions, or impulses to act. Simple associations would accumulate to larger groups of learned associations. Skinner felt learning resulted due to conditioning, similar to Pavlov's dogs' being conditioned to salivate at the sound of a specific tone. In regards to the classroom, Skinner (Conte, 1994) stated that by rewarding students for good behavior and ignoring or punishing wrong behavior, students would come to understand how to behave in a classroom environment. Behaviors that were rewarded would be repeated; those that were not would be avoided, and thus, a well-behaved class would result. This step-by-step conditioning process helped Skinner (Sprinthall, 1981) develop and test his first "teaching machine" in the 1950s. The teaching machine was a form of programmed instruction. At first, it was seen as a threat to teachers and their jobs. Reassuring the educators, Skinner announced that his programmed instruction was a learning aid, not a substitute for a human teacher. He also reassured educators that the children trained with the device would not become mechanized little robots, but would more likely be able to reach their intellectual potential. Later, Skinner was credited with creating a revolution in the technology of education. Skinner's research of reinforcing stimuli also led him to the development of behavior-modification techniques in the classroom. Behavior modification involved training teachers to wait for their students to emit

¹ Emmer, E. T., & Stough, L. M. (2001). Classroom management: A critical part of educational psychology, with implications for teacher education. *Educational Psychologist*, 36(2), 103-112.

appropriate responses and then to reinforce those responses quickly and consistently. This idea of behavior modification would again, revolutionize technology in education.

William Glasser

In the 1950's, Glasser's Reality Therapy (Emmer and Stough, 2001) stressed the use of choice as the cause of behavior, good or bad, and thus instructed teachers to direct students towards making value judgments about their behavior. By making value judgements, students would come to realize the importance of "good" choices in behavior and continued to make them again in the future. Therefore, students were taught the difference between a "good judgement", and a "bad judgement". Students are taught "right" from "wrong" at a very young age. Parents model this behavior for their children on a daily basis. They make value judgements by making "good choices" and "bad choices". In today's classrooms, rewards are given for "good choices" and consequences are given for "bad choices". This process too, is to promote good behavior and diminish bad behavior in the classroom.

Jacob Kounin

Jacob Kounin and his colleagues engaged in substantial classroom management research during the 1970s. His work focused on determining whether specific behavior settings and environmental conditions influenced behavior. He also identified a set of teacher behaviors and lesson characteristics, including, smoothness, momentum, overlapping and group alerting. These characteristics would describe a teacher who knew what was going on at all times in the classroom and was able to deal with more than one issue or problem at a time. Good classroom management would then facilitate student learning, by allowing teachers to accomplish other important instructional duties. Kounin (Conte, 1994) thought teachers who could be that "aware" would be better managers of children in the classroom. According to Emmer and Stough (2001) Kounin also became interested in a rather contemporary issue of the time. He questioned whether managerial behaviors that work for regular education students have the same effects on students identified as emotionally disturbed in the same classrooms. His answer was "yes," at least in whole class behavior settings in regular education classrooms. This research was an early indication that inclusion of children with disabilities within the classroom was the right approach. Kounin's work then focused on management research shifting from reactive strategies to preventive strategies and from teacher personality to environmental and strategic components of management. His work highlighted the influence of classroom activities as a source of important variations in student and teacher behavior. With this wide range of theories, Kounin's research of classroom management helped to identify many of the issues teachers are still facing in today's classrooms.²

² Kounin, Jacob S. *Discipline and Group Management in Classrooms*. Huntington, N. Y.: R. E. Krieger, 1977, c1970.

Abraham H. Maslow

Maslow's research on hierarchy of needs has also influenced effective classroom management. Helping students meet their own needs is of the utmost importance to enhance student learning opportunities and to maintain teacher longevity in the classroom. Maslow (as cited in Sprinthall, 1981, p. 327) an important psychologist in the area of motivation theory, has suggested that there is a definite order in which individuals attempt to satisfy their needs. Maslow had declared there is an "order-of-importance" that is universal among all humans. Until these needs are met, the individual will not be concerned with the needs of the next level of importance. In other words, basic survival needs override other needs in this hierarchy. Herbert Grossman (Gordon, 2001) recaps students' basic needs and the order which those needs must be met to produce well balanced members of society. The following is a summary of Grossman's basis for student need using Maslow's Need Hierarchy:

- * physiological satisfaction: taking care of hunger, thirst, and rest
- * safety: avoiding injury, physical attack, pain, extreme temperatures, disease, and psychological abuse
- * nurture: receiving love and acceptance from others and having a feeling of belonging to a group
- * a sense of personal value: experiencing self-esteem, self-confidence, and a sense of purpose and empowerment
- * self-actualization: realizing one's full potential

The theory of hierarchy of need, can be related to the school setting. According to Gordon (2001) school staff members may attend to basic physiological needs on a daily basis by providing breakfasts and lunches for needy students and, in some cases, making home visits to teach parents how to provide for their children's needs. Until these physiological needs like food are met, basic functioning in the learning environment is very difficult, maybe even impossible. Although meeting the second category of needs-those regarding safety issues may lie outside of the teacher's direct influence when students are at home or away from school, some of these needs can be addressed in the classroom. Good classroom management can help to ensure protection of students from physical attacks by other students, dangerous environmental conditions such as playing around electrical equipment, and from psychological abuse from peers or adults.

Methods

Implementing the top four components of classroom management from the start will set you and your students up for success all year long. They are:

- **Classroom design** — be intentional about how you set up your desk, your students' desks, bulletin board displays, devices and other aspects of your classroom.

Thoughtful classroom design can help create a safe and welcoming learning environment.

- **Rules/discipline** — to create a safe and caring school community, develop classroom rules your students understand and — hopefully — respect. While it may not be fun, be sure to communicate that breaking classroom rules will have concrete yet fair consequences.

- **Scheduling/organization** — being on time, keeping on task and staying organized will help set up your lessons (and your students' learning) up for success.

- **Instructional technique** — while you may not have the flexibility you'd like when it comes to content and curriculum, you should have the freedom to choose *how* you teach. For example, 8th grade students may prefer a lecture-style lesson with small group discussions while 3rd grade students may prefer learning math with a digital game-based learning platform. Observe how your students learn best and use the classroom management strategies and techniques to teach your lessons.

When done effectively, classroom management is important for three main reasons. It:

1. Creates and sustains an orderly learning environment in the classroom
2. Improves meaningful academic learning and fosters social-emotional growth
3. Increases students' academic engagement and lowers negative classroom behavior

Peer Mediation

This approach assists students to develop effective communication and problem-solving skills for resolving conflict among their peers. Peer mediators orchestrate proceedings with two or more disputants. The disputants are the students who are having the fight or conflict. The mediators respond through active listening, and use questioning and problem solving techniques. The mediators do not take sides and are not judges.

When a problem occurs between students, they are automatically referred to a peer mediation session, instead of a staff member deciding their fate. The intervention decreases the time teachers need to spend trying to solve minor problems between students. The conflict will be resolved between the two conflicting students and the peer mediators. The trained student mediators act as a "third party" to help the individuals talk out the problem and come to a win/win solution.

Some of the key points the students are trained in are: how to observe conflict, learning the rules for fighting fair, and learning the Do's and Don'ts of mediation. This training is conducted by a staff member or in some cases, the school counselor.

When students are trained to observe conflict, they keep a report while monitoring hallways and the playground. They record which students seem to be engaged in

conflict and where the dispute is happening. Is it located on the playground, classroom, or maybe at home? The mediator also records what is said or done (actions or words) during the conflict. Lastly, the mediator records how the conflict was handled.

The mediator must also learn the rules for fighting fairly. This becomes an important tool for the mediator to use when dealing with the disputants. It is vital that the disputants are treated with respect and are given the opportunity to have their side of the story heard. Listed below are the rules for fighting fair that the peer mediator must learn and focus upon during mediation (as cited by Schmidt, Friedman, and Marvel, 1992, p. S5).³

Rules for Fighting Fair

1. Identify the problem.
2. Focus on the problem.
3. Attack the problem.
4. Listen with an open mind.
5. Treat a person's feelings with respect.
6. Take responsibility for your actions.

Along with the rules for fighting fair, the mediators need to learn the Do's and Don'ts of mediation as cited by Schmidt et al. (1992). These guidelines remind them to keep the session fair and unbiased.

Results

The way teachers conduct the classroom matters has a deep influence upon their own teaching and learning of the students. This is because the classroom is an operation theatre where the closest interaction between students and teachers takes. Effective classroom management, therefore, decides the effectiveness of teachers' teaching quality and students' learning. Effective teachers create a sound, supportive and friendly environment in classrooms where students feel safe, respected, cared for and secured. For this purpose effective teachers create conditions of cooperation, discipline and responsibility both for themselves and for their students. Teachers are the ultimate decider of the classroom atmosphere with a crucial role in influencing the behaviours of students. Teachers who plan practically are able to overcome many classroom problems such as disruptions, deviant behaviour or misbehaviours of students, as a result, helping them to become independent and confident learners.

Do's and Don'ts of Mediation

Do:

- listen carefully
- be fair
- ask how each feels

Don't:

- take sides
- tell them what to do
- ask who started it

³ Schmidt, F., Friedman, A., & Marvel, J. (1992). *Mediation for kids* (2nd ed.). Florida: Grace Contrino Abrams Peace Education Foundation.

- let each one state what happened
- treat each person with respect
- keep what you are told confidential
- mediate in private
- try to blame anyone
- ask why they did it
- give advice
- look for witnesses

This type of school service can make a big impact on school environment.

This knowledge can also empower students to deal with conflicts in their own life more constructively and creatively. Meditation (Schmidt, Friedman, and Marvel, 1992) is a relatively new field, especially for behavior management. Meditation programs are being used more and more in the community by courts, individuals, businesses, and governments. Mediators help resolve environmental, divorce, neighborhood, and international business disputes.

As mediators in the school setting, these students already have an advantage that they can use once they join the workforce in their community.

Discussion

The way a teacher manages the classroom will change the thinking of the students towards learning, defines the role of the students, their behaviours, choices, and the overall targets and tone of the school. Strong and consistent management and organizational skills have been identified as leading to fewer classroom discipline problems (Froyen and Iverson (1999). Children subjected to inappropriate and dysfunctional living conditions have a greater propensity to engage in inappropriate behaviour in the classroom. Problems related to behaviours occur when a child is unable to communicate his/her needs or desires effectively. Inappropriate behavior significantly disrupts individual learning, social acceptance, and opportunities for inclusion into the society at large. Extreme challenging behavior can be dangerous and even life threatening.

Conclusion

Classroom management is one of the critical aspects of the overall drive towards achieving a successful teaching and learning in schools. School teachers are assumed to be effective if a very high percentage of the students irrespective of their level of differences achieve greater learning outcome in schools. Effective classroom management directly influences the learning environment and provides the necessary impetus for students to learn and assimilate what is being taught in the class. The classroom is the center of the school activities. What goes on the classroom between the teacher and the students will go a long way in determining the success or failure of the school system. Moreover, parents, educational investors, taxpayers, governments and the society at large are not only concern about the prudent use of scarce resources available to the school, they also expect that the use of these resources produce the expected results at the cheapest possible cost. This is where the role of the teacher is highly appreciated. Classroom

management and control is an important aspect of the teaching profession. Without an effective classroom management, the heavy investment in the school system could produce loss rather than gain.

Acknowledgement

Words cannot express my gratitude to university lecturers for their invaluable patience and feedback. I also could not have undertaken this journey without my head of practice, who generously provided knowledge and expertise.

I am also grateful to cohort members for moral support. Thanks should also go to the librarians, who impacted and inspired me.

Lastly, I would be remiss in not mentioning my family, especially my parents, spouse, and children. Their belief in me has kept my spirits and motivation high during this process.

References:

1. Brownlee, S. (1996, November 11). The biology of soul murder. *Online U.S. News, cover story*. Retrieved September 17, 1998, from <http://www.usnews.com/usnews/issue/11trau.html>
2. Canter, L. (1997, January). Behavior management. *Learning*, 25, 33-34.
3. Canter, L., & Canter, M. (1976). *Assertive discipline: A take-charge approach for today's educator*. Santa Monica, California: Lee Canter and Associates.
4. Conte, A. (1994). The discipline dilemma: Problem and promises. *Education*, 115(2), 308-314.
5. Cook, A., & Hussey, S. (2002). *Assistive technologies: principles and practice* (2nd ed.). St. Louis, Missouri: Mosby, Inc.
6. Curwin, R. L., & Mendler, A. (1997). "Discipline with dignity": Beyond obedience. *Education Digest*, 63(4), 11-15.
7. Emmer, E. T., & Stough, L. M. (2001). Classroom management: A critical part of educational psychology, with implications for teacher education. *Educational Psychologist*, 36(2), 103-112.
8. Freiberg, H. J. (2002, March). Essential skills for new teachers. *Educational Leadership*, 56-60.
9. Glazer, S. M. (2001, August). Cultivating a healthy classroom. *Teaching K-8*, 136-137. Gordon, D. G. (2001). Classroom management. *Music Educators Journal*, 88(2), 17-24.
10. Schmidt, F., Friedman, A., & Marvel, J. (1992). *Mediation for kids* (2nd ed.). Florida: Grace Contrino Abrams Peace Education Foundation.