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## THE IMPORTANCE OF CLASSROOM MENAGEMENT IN TEACHING

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**Annotation:** In this article discussed about the analysis of the importance of relationship between teaching and learning of foreign languages. Here include some more information on organizing and managing the classroom in teaching and learning foreign language.

**Key words:** classroom, management, factors, Spiritual dimension; Physical dimension; Instructional dimension; Managerial dimension.

**Аннотация:** В этой статье обсуждается анализ важности взаимосвязи между обучением и изучением иностранных языков. Здесь вы найдете дополнительную информацию об организации и управлении классом при преподавании и изучении иностранного языка.

**Ключевые слова:** класс, менеджмент, факторы, духовное измерение, физическое измерение, учебное измерение, менеджерское измерение.

As known by the methodical textbooks, the teacher's role is to be conscious of the development stage and the capacity of each student. The progressive method stresses cooperation rather than competition. The relationship between teaching and learning depends for both participants: teachers and learners which took part in the process of teaching foreign language. We know that, from the methodical literature described by Peter Newsam [Peter Newsam, 2003] the relationship between teaching and learning, what and how teachers teach, and how and what learners learn has long been a subject of controversy. The two, sometimes extreme, positions adopted by those who engage in it can be loosely described as, on the one hand, "traditional" and, on the other, "progressive." It is often said that the relationship between teacher and learner is determined thereby. It is undeniable that the learner is seen as the person who does not yet have the required knowledge or values and the teacher as the person who has both and whose function it is to convey them to

the learner. It is a well-known fact that from the nature of this relationship, a number of things follow: the systematic transmission of knowledge and values from teacher to learner needs to proceed smoothly. That requires well-behaved learners and a disciplined environment, if necessary externally imposed with sanctions for failures in compliance. Teaching and learning also benefit from carefully designed syllabuses and prescribed curriculum content.

Furthermore, as what has to be learned can be set out in full, stage by stage, from the start of the educational process to its conclusion, it follows that what is taught can be regularly tested and that each stage of teaching and learning can best be seen as a preparation for the next. It also follows that, as individual learners learn at different speeds and are capable of reaching different levels of achievement, it seems sensible to arrange learners in groups of similar abilities, either at different schools or in graduated classes within schools. Finally, so

far as human motivation is concerned, competition is seen to be the predominant way to encourage learners or institutions to strive to improve their performance in relation to that of others.

Class management is one of the fundamental skills of teaching. It is the ability of control and inspires a class, the students. It is easy for the teachers to organize teaching process if the learners are motivated and they have interest for learning. If the task is available for the learners, they do it with interest and desire. The term classroom management is usually used by teachers and is served to organize teaching process. It describes the teaching process and also is used to prevent disruptive behavior of the learners. If such behavior of the learners is missed at the lesson then lesson ran shoofly. But the problem in this area and disruptive behavior of the learners cause some teachers to give up this profession.

The other specialist in this area Berliner in 1988 and Bratty and Good in 1986 argue that the time a teacher has to take correct misbehavior caused by poor classroom management skills results in a lower rate of academic engagement in the classroom. This shows that if classroom management is effective than it involves the learners into active work and clear communication in classroom activities. Here much depends on the teacher and how he or she is able to motivate the learners and the effective classroom management used by the teacher at the lesson, because classroom management is closely linked to motivation, discipline and respect. If a teacher possesses high authority in the class, it will help the teacher to the teaching process. The authority of a teacher in also one of the main factors relating to classroom management. The other effective criteria of

classroom management is the teacher's personal knowledge regarding to educational psychology. A large part of traditional classroom management involves behavior modification. Some teachers prefer to establish special rules for behavior at the beginning of a school year.

According to Goodman [Goodman, 1994] such procedures and rules give the students concrete direction and guarantee effective classroom management, and the teachers try to be consisting in enforcing these rules and procedures. But when this rules are nor followed there appear negative consequences, which cause difficulties in classroom management. Moreover teachers spend much time to keep discipline in the classroom and this shows poor classroom management which leads to lower rate of learning. If the learners are involved into active work by monitoring and clear management skills they are inspired and show good behavior. They leads good academic results in learning a foreign language.

Dr. Robert Di Ginlio uses the term "positive classroom" in which he states out four factors [Dr. Robert Di Ginlio, 2003]: Spiritual dimension; Physical dimension; Instructional dimension; Managerial dimension.

By the spiritual dimension he understands (means) how teachers regard their students. This is of course a good character of a teacher who has good classroom management skills. One should listen. It is very useful for the teachers to know what the learners think about the ways of organizing teaching, the methods, additional aids, the subject they are learning. These all will help the teachers for efficiency in organizing teaching process.

So, the factor of physical dimension show how teachers set up the classroom environment. One of the factors or features of good teachers is to care more about their students. Then they do about their own teaching. Most teachers don't think about what impression they produce on the learners. Sometimes such factors as clothing also influences on the learners behavior. Learners sometimes are very sensitive what their teachers wear. They don't like that the teachers always wear the same boring shirt, suits, ties or dress. That's why it is advisable for the teachers (especially for female teachers) not to come to the lesson wearing the clothes which they usually wear when they go to parties. Such minor factors may also influence on creating environment.

The next factor of the positive classroom management is instructional dimension which can be seen in how the teachers skillfully teach the language. Here much depends on their ability of using different methods successfully in the process of teaching. Here some advices for the teachers which will help them to be a good teacher and organize teaching process effectively: Teachers should make their lesson interesting so the learners don't feel sleepy at the lesson; Teachers must love their job. they should enjoy themselves having a lesson and this makes the lesson more interesting. The teachers who look fed up with what they are doing tend to have a negative effect on their students; Teachers should have good knowledge not only on their subjects but also on the other subjects that relate to their specialty; Experienced teachers take more effort to ensure that the quite, shy students also get a chance to take part in the conversation during the lesson. Most students think that a good teacher is a teacher who asks the students

who don't always put their hands up; A good teacher is able to correct the learner's mistakes without offending them. it should be done with fact. A teacher should be able to measure what is appropriate for a particular student in a particular situation; Good teachers skillfully use the methods of teaching in time when it is needed and appropriate for a particular situation; Good teachers are able to know the productive ways, methods, and means of activity and use them skillfully in organizing teaching.

There are two general rules for giving instruction. They are must be simple, possible and logical. Before giving instructions teachers should select the important information. When they give instructions it is important to check up if the learners have understood the instruction. It could be done by asking a learner in the mother tongue to tell what to do.

The next [Kauchak and Eggen 2008] factor of positive classroom management is management dimension. It is seen in how well the teachers address learners' behavior. Indeed the way that teachers talk to learners, in details their manner in which they interact with them is one of the decisive teacher skills.

The language (language structure) which is used by the teachers in the process of teaching is different from the language which is used by the parents when they address to their kids. The vocabulary of the teachers is generally more restricted too and the attempt to make eye contact is greater. Even then a teacher writes on the blackboard he or she should be able to control the class by the eye contact.

It is stressed above discipline is also a very important in classroom management. The assertive discipline is

used by the majority of the teachers and it sometimes gives good results in organizing teaching. But assertive discipline prevents the learners from active participation at the lesson and freely express their thoughts and ideas.

The classroom management rules created by Dr. Tracey Garret guide teachers through the tasks involved in the process of classroom management. Classroom management positively influences on economizing the time of teaching. So it is often used in the works of different authors as the time management. According to them classroom management is used not only for maintain the discipline in the classroom but also optimize the learning process by the students.

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