

HOW TEACHERS HANDLE CLASSROOM MANAGEMENT PROBLEMS

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***Annotation.** This article describes what is classroom management and gives real problems of the teachers related to it. It also tries to explain effective classroom management goes beyond enforcing rules and maintaining order. This pertains to eliciting and preserving the student's focus, keeping the student's openness, and attaining sufficiency*

***Key words:** classroom, classroom management, strategies, teaching competence.*

Introduction.

Although the term "classroom management" refers to more than just punishment, it is often understood to refer to a group of techniques for dealing with students' unruly or disruptive behavior. When it comes to classroom management, the idea of punishment has given way to a more thorough body of information about how to raise student accomplishment through the avoidance of behavioral issues. Classroom management may also be defined as the strategies and techniques teachers employ to establish a productive learning environment that positively affects students' achievement of the objectives and requirements set forth for them. Maintaining a balance between the behaviors of teachers who clearly punish inappropriate behavior and those who acknowledge and encourage appropriate behavior is crucial when it comes to controlling the classroom atmosphere.

I. Literature review.

Teachers serve as mentors, planners, and assessors when it comes to classroom management. According to Gebhard (1996: 69), classroom management describes how instructors set up the activities that take place in the classroom. Teachers have the ability to shape the type of interaction that takes place in the classroom since they are the most powerful individuals there

Creating a classroom environment that supports meaningful English-language interaction is another objective of classroom management. It was probably not overstated in Marzano's book on classroom management (2003:9) to say that teachers have always prioritized classroom management since there have been teachers in the classroom. But the scientific investigation of efficient classroom management is a comparatively new development..

Certain aspects of classroom management have the potential to be key components in fostering favorable conditions for the teaching and learning process. Classroom management should be set up to provide a climate that facilitates the kinds of experiences and activities that are conceivable, according to Mursell and Nasution (1995: 41). The physical classroom setting reveals a lot about the expectations as a teacher, according to Konza, Grainger, and Bradshaw (2001) in their book *Classroom Management: A Survival Guide*. Additionally, they said that placing students, organizing desks, decorating the classroom, and playing music all contribute to the physical environment of the classroom.

Assembling groups and pairs of students is another facet of classroom management. Here, teachers can mix or group students based on similar characteristics, according to Gebhard (1996: 77). For instance, shy and gregarious kids could be put together, or shy students with enthusiastic pupils.

Procedures for organizing, implementing, and assessing the success of the classroom rules should be part of a successful rule management strategy. The school day offers numerous chances to establish routines. The majority of activities in the classroom take place on a regular basis, according to Project PARA. Daily tasks in a

classroom can include gathering supplies and initiating lessons, seeking help from a peer educator, and transitioning from one task to the next. Classrooms that have protocols in place for completing tasks are more productive.

II. Methodology.

In support of the aforementioned justifications, the earlier study clarified a number of classroom management strategies that promote a positive teaching and learning environment. For their classroom to be well-managed and for their pupils to be engaged, teachers need to be strong leaders. There is no denying that a well-run classroom can affect students' motivation levels and academic performance.

Participants.

N	Participants	Work place	Experience	What classes they teach	Level of the teacher
1.	M.S	29 th Fergana region	2 year	1 st , 2 nd , 9 th , 11 th	C1
2.	M.X	16 th Fergana region	2 year	7 th	C1
3.	O.T	51 st Fergana region	2 year	1 st , 2 nd	B2
4.	A.Z	9 th Fergana region	2 year	1 st , 2 nd	C1
5.	M.M	18 th Fergana region	2 month	10 th	B2

Research method: An interview is a structured conversation between two or more individuals, typically conducted to gather information or assess the suitability of a candidate for a job or admission to an institution. It involves a series of questions and responses, allowing the interviewer to evaluate the interviewee's qualifications, skills, experience, and personality traits in order to make informed decisions.

When: 19th of October

Where: At university

How: Face to face

Data collecting tool: Interview.

Interview questions:

1. Describe your classroom management.
2. How do you handle disruptive students?
3. What is your biggest weakness?

III. Data analysis and discussion.

Each participant nearly all gave the same response to the first question. They claimed to conduct warm-up exercises prior to lessons and entertaining activities either in the middle of lessons or when the pupils are creating noise. Additionally, I believe that having engaging warm-up exercises at the beginning of the lesson is quite useful.

Three interviewees responded to the next question by saying that they penalize their pupils by having them stand up until the end of the lesson or by having them complain to the school's administration, while the others had contrasting responses. Making disruptive pupils accountable for something, like helping the teacher by gathering worksheets or handouts, is one strategy M.S employs. As for A.Z, she had an additional intriguing strategy that involved praising a student's one redeeming quality or using that student as an example for other students. Making kids responsible or praising them can help to handle these kind of students. Penalizing cannot always be effective.

The last query asked about the teachers' greatest area of weakness. While M.M has trouble controlling high school male students, two of the participants claimed that time management is their major weakness. When M.S is unable to be severe with her students, A.Z struggles since she lacks back-up exercises for her class.

Conclusion

It is well known that very little academic work can be done in badly run classrooms. Teaching beginners often find that managing the classroom is an extremely difficult assignment, and they must assume a crucial role in this function. Improved management can be achieved through reflective teaching. However, different courses and teachers require different approaches and strategies for classroom management. It is important to understand various models and strategies. Teachers should begin each day afresh until they have a firm grasp on classroom management. In order to get a feeling of accomplishment and fulfillment in their teaching, they must employ several tactics. Teachers can use their special abilities to encourage positive student behavior in the classroom, which will support effective learning, rather than focusing on reducing inappropriate classroom behavior.

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