

EFFECTIVE CLASSROOM MANAGEMENT

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ANNOTATION: The article discusses the subtleties of classroom management, how teachers should behave, and how not to. Some examples of class management methods in elementary classes are given.

KEY WORDS: elementary school, junior schoolchildren, classroom management in elementary grades, methods and ways of classroom management

INTRODUCTION

If a school is likened to a system in terms of its functioning, then an important unit of this system is the classroom. This is an environment where you can get all the models of positive behavior planned for students, along with classroom instruction and learning activities. The school environment planner and manager is the teacher. We can compare a teacher with a filmmaker.

Just as the success of a director is reflected in a film, the success of a teacher is reflected in the classroom, and then in the success of students. Given all this, the teacher must take into account some issues in order to effectively manage the classroom. The classroom management in this article was designed with a 45-minute lesson in mind. The suggestions of the management, which are discussed in four parts, are considered in the order indicated below.

- 1- Formation of teacher-student behavior in the classroom
- 2- Presentation of the subject and content of the course
- 3- Application of the rules of encouragement and punishment

1-Formation of teacher and student behavior in the classroom:

The behavior of the teacher in the classroom to a certain extent determines the behavior of the students. In other words, students are like the mirror of the teacher. They repeat what they see. At the same time, the teacher should not forget that his every behavior is closely monitored by students. Let's list the approximate patterns of behavior from the teacher's entrance to the lesson to his departure for recess. The teacher must enter the classroom on time and leave on time. His clothes should be neat. He should look at all the students with his eyes, if there are students who are distracted by talking to others or who have not noticed the teacher, he should never give a command, wait in silence, collect all the views, greet the class and then ask them to sit down. If you don't pay attention to this, the same behavior will be repeated in your next lessons. If students are hesitant to remove the trash, they should not give orders, they should collect the trash and throw it away. At the same time, he should behave as if it were a minor event: he should take the attendance of the class, and he should read the list by name and when

accounting for attendance and write down those who did not show up in the attendance ticket. In this regard, the teacher should deal with attendance himself, attendance of classes is very important. Sometimes demonstrating the presence of a student who is not in class can have important consequences. The teacher should use gestures and facial expressions as needed. These movements play an important role in attracting the scattered attention of students.

During the lesson, measured jokes with students are possible. Many teachers do this when it is even, because it arouses students' interest in the lesson. However, it is extremely wrong for a teacher to joke with a male student or a male teacher with a female student, and this can create different interpretations and problems.

Respect may not be maintained consistently in the way students sit on benches. For example, one student may cross his legs while another puts his hands on his friend's shoulders. It is wrong to make harsh warnings to students in these and similar situations. Because the 45-minute learning process, moreover, in these later lessons makes them distracted. To prevent this, a sympathetic warning with eyes or gestures that only this student can notice, or a loving warning such as "mm", will make the student come to himself in embarrassment. Do not forget that all students in the class have a psychological state, morality, mental health is not on the same level. In this regard, any negative behavior of students should not be

perceived as disrespect. Treat them with understanding so that they feel your love, Forgiving their mistakes will allow them to control their behavior. In fact, they will come to you another time and apologize.

2-Presentation of the subject and content of the course:

When teaching subjects, the teacher's skill, planning and sympathy of the teacher are of great importance. Compliance with the following recommendations when presenting the content of the subject, together with these qualities, which we have calculated for one hour of the lesson, will also increase the effectiveness of the teacher. The lesson should start with a daily plan. If you don't have a daily plan, it wouldn't be worth it if you were the ocean. Because in the information recounted from memory, there are omissions of topics and shifts in the order of topics. Sometimes you forget to tell a small but important information. You think you are telling, but this lack of information violates the integrity of the subject. Such failures lead to the inability to answer questions or questions on the exams that our students will take. In addition, the lack of planning causes a decrease in teachers' self-confidence. This fact underlies the late attendance of many teachers.

To better understand the purpose defined in accordance with the daily plan, before proceeding to the processing of the subject, you can explain the examples that relate to the subject in everyday life. Again, you can ask preparatory questions on the topic. Thus, the minds of students are prepared for the subject. When presenting a topic, write down the formula and similar information that you consider important. Frame this important information by writing it down on the board. Accents are better perceived by students. The methods and techniques that will be used in the presentation of the topic are very important. The highest efficiency of training depends on it. Lecture, question-answer, demonstration, experiment, discussion,

journey-observation, scenario and test are the main teaching methods. The teacher should benefit from these methods and techniques, taking into account the specifics of the subject he will teach. However, the lecture method should not be used by itself when processing any module. Because at the lecture, the teacher is active, and the student is passive. In such a course, it is impossible to ensure the continuous interest of students. If a direct lecture method is necessary by the nature of the subject, then it is possible to back up this method with a question-and-answer method. In addition, during the implementation of all methods, students can be offered a "brainstorming session". Brainstorming means that students express their opinions on the subject and make comments. If the teacher can do this in a controlled way, teaching the lesson will be more enjoyable. The teacher should not be content with only existing methods. Closely following the development of education and training, they should be able to learn new teaching methods and apply them in their lessons.

Try to benefit from modern technological capabilities when teaching the course. Computers, projectors, slides, tables or models give the subject a visual dimension and facilitate the assimilation of information. While all the technological tools you use make your lesson more likable, they also increase your reputation in the eyes of your students. Use colored chalk when working with the board and do not neglect drawing diagrams or figures related to the subject. Diagrams, drawings, or sketches make information that seems complicated understandable. For example, when describing an address to someone else, we prefer to draw a sketch rather than a verbal description. This makes it easier to detect the subject in the sketches that will be drawn within the subject. Remind me what was taught in the last part of the lesson, with a brief summary. A mini quiz with 3.4 questions helps to measure knowledge.

3-Application of the rules of remuneration and punishment:

Reward is known as encouragement, and punishment as a deterrent. In general, this duality is always present in all education systems. When the dose is well chosen, they have a positive effect on learning. But how should the dose be adjusted? How should reward and punishment be applied? The Supreme Creator: "My mercy has surrounded my anger." That is, my reward and forgiveness are greater than my punishments. And yet, does the fact that teachers prefer punishment more mean that the dose cannot be adjusted? Participation of students in the lesson, their answers to questions, timely completion of homework, original explanations in the lesson, etc. Any behavior should be rewarded. The reward can be a verbal note or pleasant words expressing appreciation. Such expressions cause positive changes in their inner world. However, there are methods of punishment that can be applied to at least a little to ensure the seriousness of the lesson. Tell them, "I want to talk to you alone after class," and be sure to approach them lovingly after class and ask why they behave this way. Listen to their concerns and make it clear that you expect them to behave positively. If there is no improvement, report the problem to the school psychologist-teacher. The student may not know the question addressed to him. You cannot ask a student an involuntary question, and it does not require punishment. However, without offending the students who raise their hand to every question, but give the wrong answer every time, proverbs, etc. You can warn with wise words. You can explain the importance of thinking and speaking on the spot. Such students may behave this way, perhaps because they love you very much.

Conclusion

A successful teacher is a teacher who knows how to use the trio of industry knowledge, education and love in unity. In case of repeated bringing, you can inform the methodologist or the administration about it after the lesson. Working with an event outside the classroom makes the decision easier, because it is in the hands of the teacher to implement effective classroom management. A successful teacher is a teacher who knows how to use the trio of industry knowledge, education and love in unity. In case of repeated bringing, you can inform the methodologist or the administration about it after the lesson. Working with an event outside the classroom makes the decision easier, because it is in the hands of the teacher to implement effective classroom management. A successful teacher is a teacher who knows how to use the trio of industry knowledge, education and love in unity.

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