

вання культури діалогу і вибір особистісно-орієнтованих технологій в організації процесу навчання.

**Навички, вміння, культура професійного спілкування, практичні завдання, діалог, фахове мовлення, студент-аграрій.**

*Проанализированы задачи для формирования культуры профессионального английского языка, методологическую основу которых составляет применение субъект - субъектной модели взаимодействия преподаватель - студент в процессе формирования культуры диалога и выбор личностно - ориентированных технологий в организации процесса обучения.*

**Навыки, умения, культура профессионального общения, практические задания, диалог, профессиональное общение, студент-аграрий.**

УДК 801.8: 811.161.2

## CLASSROOM MANAGEMENT

**Ya. M. Rudyk, PhD in Pedagogy, O.V. Soloviova, lecturer**

*The importance of classroom management is underlined. Effective tips of classroom management are highlighted. They are reducing teacher talking time, echoing, establishing a good rapport, using stirrers and settlers, making students take more responsibility for their environment. All this will help to engage students into the lesson.*

***Rapport, stirrers, settlers, echoing, eliciting, group and pair work.***

The aim of classroom management is to create the conditions in which learning can take place. It covers the whole setting: the seating arrangements, a teacher's positioning in the classroom, the management of groups and pairs, how a teacher deals with disruptive students, even the instructions.

**Analysis of the latest research studies and publications.** Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior. It is possibly the most difficult aspect of teaching for many teachers; indeed experiencing problems in this area causes some to leave teaching altogether. In 2012 the US National Educational Association reported that 42% of teachers said they would probably not go into teaching if they had to decide again. A major reason was "negative student attitudes and discipline"[1].

According to Moskowitz & Hayman, once a teacher loses control of their classroom, it becomes increasingly more difficult for them to regain that control [4].

Research from Berliner and Brophy & Good shows that the time a teacher has to take to correct misbehavior caused by poor classroom management skills results in a lower rate of academic engagement in the classroom. From the student's perspective, effective classroom management involves clear communication of behavioral and academic expectations as well as a cooperative learning environment [1].

**The aim of the research** is to reveal the principles that will help a teacher to have a good classroom management.

**Task outline.** It's hard to overestimate the importance of classroom management. If you have a beautiful lesson, but poor classroom management skills, then the chances are that your lesson won't work. It's a bit like having a really expensive car, but forgetting to put oil in. It's that important [5].

You are going to meet a class for the first time. You may feel nervous, even anxious. What can you do to ensure that you set the right tone for a successful working relationship with your students? The answer is to establish a good rapport [3].

You need to be friendly but professional. Remember that your students do not want you as a friend, but want to respect you as a teacher. Show them from the outset that you expect them to work hard in your class, but that it can be enjoyable.

Keeping your teacher talking time (TTT) low will really help your rapport, because it will enable you to really listen to your students. A good 'rule of thumb' is to aim for 70% STT, 30% TTT [4]. What increases TTT?

Echoing is one of the things that increases TTT. [1] Echoing is when you repeat what the student has just said.

Correcting too much and not eliciting enough will also increase your TTT. And back to listening. The ability to listen is one of the most important attributes a teacher can have. Always remember that we have one mouth but two ears!

Be well prepared, punctual and neatly dressed. Think about the age of your audience and the impression you want to give. There's no harm in starting out conservatively. Ask yourself - and answer honestly - do I look like a teacher?

Work on your voice and body language so that you appear confident, even if you really don't feel it. Your voice needs to be loud and clear. Stand straight in front of the class, and don't hide behind a desk. [4]

If your lesson were a story, would you want to go on reading it?

Engagement is about really hooking your students into your lesson, by making it relevant, clear and involving. A mixture of stirrers and settlers can help with engagement. Stirrers are activities such as games that demand high energy and involvement. Settlers are activities such as reading for detail to make learners slower, calmer and quieter [8].

1. Always have a 'warmer' in your classes, however short. It helps to get students into the class in an enjoyable way.

2. Find out from your students what interests them. Ask them or design a questionnaire for them to fill in.

3. Learn to be a great observer of your students. What does engagement look like? Again, this can be best done when you're not actually teaching them.

4. Ask students to do the part of the task they are best at in a group activity to boost their confidence. Unless they know they 'can do it' they are not willing to get engaged in it.

5. Make sure that students are engaged before trying to get them to work on whatever you've planned.

6. Have some alternative activities 'up your sleeve' in case what you planned doesn't work well.

7. Remember that usually not all your students will be engaged all of the time.

This is a class management view of lesson planning. Campbell Colin & Kryszewska Hanna suggest that these 3 elements should always be present in a lesson: engage the students in the topic, get them to study whatever it is vocabulary, grammar, function and then activate that knowledge through practice [2].

Eliciting is asking your students for information to draw them into the lesson, or just asking questions.

It's based on the idea that students know a lot more than we sometimes acknowledge.

Eliciting does two main things: it involves students in the lesson by getting them to provide information and it increases their talking time.

Even if you feel you're doing everything right, you can still have a disruptive class, or disruptive students within a class. There are no easy answers to this, but there may be some things you haven't thought of.

One way of getting students to be more involved and less disruptive is to allow them to take more responsibility for their environment [3]. Here is an activity which gets them to come up with their own rules for the classroom. Scary? Well, maybe. But remember that if you trust them, they just might repay your trust.

Get the students to come up with the rules of their classroom themselves [3]. Teachers usually find that students can be quite strict when they take responsibility for their own classroom. Teenagers are particularly fond of making rules (as well as breaking them!) You can make this into a pyramid discussion.

1. Ask students individually to come up with 5 rules.

2. Put students into pairs and ask them to come up with a list of 5.

3. Put pairs into groups of four and repeat.

4. Put fours into eights and repeat. (optional)

5. Get a representative from each group to present their rules to the whole class.

6. Get whole class to decide on the most important 5 rules.

7. Stick them up on the wall!

Many teachers underestimate the role that instructions play in effective class management. Students are easily tempted to become disruptive if they

don't understand what they have to do, especially once they are in groups. In addition, long wordy instructions are boring, and students can lose interest in even the most interesting task [5].

Make your instructions short and clear. Try to show, rather than tell. Check that the students have understood your instructions by asking one or more of them to repeat them.

1. Become a student of how to give great instructions!
2. Write your instructions in your lesson plan.
3. Practice instructions out loud, with a colleague if possible.
4. Get into the habit of checking your instructions, not by asking 'do you understand?' but by asking leading questions e.g 'How many students will there be in each group?' (3) 'How long do you have? (10 minutes)
5. Write longer instructions on the board in advance, and point to them as you give them.

When the famous architect Frank Lloyd Wright said 'Structure governs behaviour' he was talking about buildings, but it's a phrase which applies very much to the classroom too [2].

What does it mean? It means that the way you are forced to sit will influence the way you interact. It means that if you have rows of fixed desks facing the front of the room, it's harder to inculcate a 'learner-centred' classroom. How can a student communicate with other students if she can't really see them face to face?

You may find that you have very little flexibility when it comes to changing the furniture of the classroom round. Many teachers find that trying to change things causes problems with the headmaster, problems with other colleagues.

However, don't give up. Be diplomatic and be patient in finding out to what extent you can create what you want to create [5].

Varying the way students work will keep things lively and fresh for them and will make the experience of learning more enjoyable. In the classroom, you can work in the following ways: whole group with teacher, pairs, small groups of 3 or 4, individual work and the whole class mixing as individuals.

If you want to increase time for student practice, in other words to get them to speak more, then you really have to get them to work in pairs and groups often. However, 'get into pairs' is not the answer in every situation: like all other types of classroom activity, pair and group work has to be focused, meaningful and well set-up.

Working in pairs gives students the opportunity to practise more and to work with a number of different people. It allows you to get strong students to work with weaker ones sometimes, as well as other variations.

Pair work is the most successful when it's timed and when it has a follow-up or a 'product' that can be shared and used as the starting point for the next activity.

If you're working in groups, groups of four are ideal for task achievement. Assigning roles to each group member will ensure that each

student has a vested interest in getting the task done. Some possible roles? Chair or facilitator, timekeeper, writer, feedback person [5].

**Conclusions and prospects for further researches.** Classroom management is one of the essential competencies for an efficient teacher and to perform an effective lesson a teacher should take into account each small detail of classroom management such as good rapport, echoing, eliciting, disruptive students, instructions, pair and group work, stirrers and settlers.

### References

1. Berliner D.C. Effective classroom management and instruction: A knowledge base for consultation / D.C. Berliner. Handbook of research on teaching. – New York, Macmillan, 2012. – pp.309-325.
2. Campbell Colin & Kryszevska Hanna. Learner-based Teaching / C. Campbell & H. Kryszevska. - Oxford University Press, 2001. – 340 p.
3. Clandfield Lindsay & Prodromou Luke. Dealing with Difficulties: Solutions, Strategies and Suggestions for successful teaching / L.Clandfield & L.Prodromou. – Viva Books, 2006. – 657 p.
4. Moskowitz G., Hayman Jr. J.L. Success strategies of inner city teachers: A year long study / G. Moskowitz, J.L. Hayman Jr. – Journal of Educational Research, 1976. – pp. 283-289.
5. Scrivener Jim. Learning Teaching / Jim Scrivener – Max Hueber Verlag, 2004. - 387 p.

*Підкреслено важливість проведення менеджменту навчальної діяльності на заняттях. Визначено ефективні способи проведення менеджменту: зменшення часу, який викладач витрачає на власні висловлювання, постійне повторювання відповідей студентів, встановлення взаєморозуміння на занятті, використання різних методів для поліпшення комунікації, створення умов для розуміння студентами своєї відповідальності на заняттях.*

***Взаєморозуміння, мотиватор, сетлер, повторювання, пояснення, групова і парна робота.***

*Подчеркнута важность проведения менеджмента учебной деятельности на занятиях. Определены эффективные способы проведения менеджмента: сокращение времени, которое тратит преподаватель на собственные высказывания, постоянное повторение ответов студентов, установление взаимопонимания на занятии, использование различных методов для улучшения коммуникации, создание условий для понимания студентами своей ответственности на занятиях.*

***Взаимопонимание, мотиватор, сетлер, повторение, объяснение, групповая и парная работа.***