

FUNDAMENTAL PRINCIPLES OF CLASSROOM MANAGEMENT FOR ENGLISH TEACHERS: DISCIPLINE, MOTIVATION, AND COMMUNICATION

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Abstract

The process of classroom management is very important and responsible for every teacher. Especially in subjects taught in a foreign language, such as English, classroom management and the correct definition of its basic principles are of great importance for increasing the effectiveness of learning and teaching English. In classroom management, the principles of discipline, motivation and communication coexist and are closely related to each other. These principles help the English teacher to successfully carry out his work, actively participate in the lesson process and, most importantly, master knowledge.

Keywords: Discipline, motivation, communication, English teacher, classroom management, classroom environment, encouragement, pedagogical methods, communication, educational process.

Introduction

Discipline, in turn, means the maintenance of order and certain norms in the classroom. Discipline does not form randomly or spontaneously. The basic requirements, such as the rules agreed by all students and the teacher, the procedure for the beginning and end of the lesson, active participation of students in the lesson, adherence to time, respectful and polite during the lesson, should be in constant focus. It is important to clearly define these rules before entering the classroom and always communicate them clearly and consistently. The role model of the teacher also plays a large role in achieving the discipleship of the class. The teacher's responsible approach to his work, consistency and blessing in his words and actions, strengthen students' trust in him and help establish discipline in the classroom. Alternatively, the essence of the discipline is not limited to applying punishment or issuing a warning. Within the framework of modern educational methodology, the formation and strengthening of discipline is occupied by a positive constructive approach: the teacher first explains the rules, increases the students' incentive to this order, and they are taught to control themselves. Through this, the student realizes the consequences of his actions and gets used to fulfilling class procedures consciously, with an inner need. Personal responsibility, culture of behavior and cooperation serve as the main foundations in strengthening discipline.



MATERIALS AND METHODS

Motivation, on the other hand, is directly related to engaging students in class, encouraging them to be active participants, and encouraging their interest in reading in general. The role of motivation in learning English cannot be overstated, as it is often taught as a second or foreign language, while students may not always have an internal need to speak, write, read, and listen to the language. Therefore, an English teacher should arouse motivation in each student through an individual approach to linguistics, language learning, and constantly strengthen it with the help of various forms. Through various incentives, praise for a good result, unexpected interesting assignments in the lesson, practical classes and life examples, it is shown that it is advisable and useful for each student to learn an English lesson. Motivation can be formed in two directions: internal and external motivation. Internal motivation is formed from this, as a result of the interesting, understandable and close to life of the teacher's lesson content, methods and materials. The student is passionate about the lesson, tries to independently improve his knowledge. External motivation, on the other hand, is the result of more external factors - assessment, reward, incentive, and parental attention. By applying these two motivations in a harmonious way, the teacher can more effectively organize the course process [1].

Communication is the most important principle that ensures the revitalization, active and effective passage of the educational process through the organization of mutual information exchange, exchange of ideas, questions and debates between the teacher and the student, students. In order for communication to be effective, the teacher must be open, meticulous, patient and constantly oriented towards students. It is important that each student can speak freely in class, ask questions, and express their opinions. It is through communication that students' thinking skills, independent and critical thinking, and language skills are developed [2].

RESULTS AND DISCUSSIONS

The development of communication in English lessons is carried out through the introduction of a lot of open questions, role-playing games, forums, paired and group work. When a healthy environment is created in the classroom, students openly exchange their opinions, answer controversial questions and make independent correct decisions in complex situations. The teacher accepts that students or groups may have different views and chooses a way to value each opinion, respecting needs and individual habits. These three basic principles-discipline, motivation and communication - lay the groundwork for effective classroom management. Through their continuous application, the teacher not only gives knowledge, but also prepares the student for independent thinking, work on himself and full-fledged participation in society. Each English teacher, along with modern, scientific new approaches, should not forget about traditional principles. Even at a time when technology occupies a significant place today, the importance of interaction between students and the teacher through living communication, contemplation, emotion and emotions is still held in high esteem. While technical means, modern interactive methods are of auxiliary importance in the management of the class, the main center of activity is always the human factor, that is, interpretation and communication between the teacher and students [3].



Problems or difficulties that arise during the course of the lesson often occur precisely as a result of deficiencies in discipline, motivation or communication. For this reason, even in a complex situation, the teacher should not reduce these principles, but correctly direct them in all respects, be able to combine modern and personality-oriented methods in harmony. When managing a class, first of all, the individual characteristics and needs of each student are taken into account. Every child in the class, every age, has their own worldview and style. Therefore, the environment in the classroom consists in many ways of organizational, psychological and pedagogical factors. To maintain discipline, the teacher clearly plans his actions, correctly plans the time and keeps class life in harmony. In order to increase motivation, the teacher regularly analyzes the students' interest in the lesson, their need for knowledge and, accordingly, applies various new and interactive methods. In order to promote communication, however, it focuses specifically on its speech culture, vocabulary, pronunciation, and individual treatment of each student. It is considered orthographic that not every student in the class is overlooked, everyone's own opinion is heard and appreciated. In addition, English teachers should have psychological stability and balance in classroom management, and the teacher should be able to control their emotions. Sometimes unpleasant situations or unforeseen situations may arise during the course of the lesson. In these situations, it is important for the teacher to have a positive, supportive and self-centered culture, to solve the problem through communication, through constructive and positive solutions. When a confident, open and healthy environment is created in the classroom, the student also takes lessons from his mistakes and successes and is passionate about the learning process [4].

It is necessary that the teacher of modern English always work on himself, enrich his pedagogical skills, communicative skills and didactic knowledge. It is especially useful for teachers to participate in new interactive methods, trainings and practical classes. Through such activities, the teacher not only increases his knowledge, but also learns new approaches and techniques in the field of classroom management, maintaining discipline, increasing motivation and developing communication. A regular and systematic approach to classroom management, the ability to create a comfortable and developing learning environment for each student, the organization of an atmosphere of good communication and incentive, the neglect of personal needs and opportunities are among the most basic conditions. At the same time, when organizing classes, it is also necessary to harmonize national tradition, historical and modern values, to form feelings of originality, independence and community in each student. The task of an English teacher is not only to give knowledge, but also to teach students to think independently, creatively, prepare them for future life, serve to expand their worldview. In the management of the class, such conditions are created in which each student is able to show his knowledge and talent, his self-confidence increases, creativeness and initiative skills develop [5].

CONCLUSION

In conclusion, for English teachers, the basic principles of classroom management – discipline, motivation and communication-provide the basis for effective education. These principles are of great importance in the formation of a healthy, friendly and creative atmosphere in the



classroom, active involvement of each student in the course of the lesson, strengthening mutual trust and respect. These principles, applied in consistency and consistent practice, serve to increase the educational motivation of students, a high level of the process of acquiring knowledge, the development of social and communicative skills. Even with these aspects, classroom management for English teachers is a constant source of innovation, experience and growth. Efforts and aspirations in this regard will lead to positive results, laying the groundwork for the future upbringing of a highly qualified, mature modern generation.

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