

# DEALING WITH DISRUPTIVE BEHAVIOR OF STUDENTS

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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 1981 the US National Educational Association reported that 36% 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. p. 76].

Classroom management is closely linked to issues of motivation, discipline and respect. Methodologies remain a matter of passionate debate amongst teachers; approaches vary depending on the beliefs a teacher holds regarding educational psychology. A large part of traditional classroom management involves behavior modification, although many teachers see using behavioral approaches alone as overly simplistic. Many teachers establish rules and procedures at the beginning of the school year. Rules give students concrete direction to ensure that our expectation becomes a reality [3. p. 16].

They also try to be consistent in enforcing these rules and procedures. Many would also argue for positive consequences when rules are followed and negative consequences when rules are broken. There are newer perspectives on classroom management that attempt to be holistic. One example is affirmation teaching, which attempts to guide students toward success by helping them see how their effort pays off in the classroom. It relies upon creating an environment where students are successful as a result of their own efforts [4.p.33-40]. By creating this type of environment, students are much more likely to want to do well. This transforms a classroom into a community of well-behaved and self-directed Techniques. Preventative techniques

Preventative approaches to classroom management involve creating a positive classroom community with mutual respect between teacher and student. Teachers using the preventative approach offer warmth, acceptance, and support unconditionally - not based on a student's behavior. Fair rules and consequences are established and students are given frequent and consistent feedback regarding their behavior. One way to establish this kind of classroom environment is through the development and use of a classroom contract. The contract should be created by both students and the teacher. In the contract, students and teachers decide and agree on how to treat one another in the classroom. The group also decides on and agrees to what the group will do should there be a violation of the contract. Rather than a consequence, the group should decide on a way to fix the problem through either class discussion, peer mediation, counseling, or by one on one conversations leading to a solution to the situation.

One of the biggest challenges parents face is managing difficult or defiant behavior on the part of children. Whether they're refusing to put on their shoes, or throwing full-blown tantrums, you can find yourself at a loss for an effective way to respond. For parents at their wits end, behavioral therapy techniques can provide a roadmap to calmer, more consistent ways to manage problem behaviors problems and offers a chance to help children develop gain the developmental skills they need to regulate their own behaviors. To understand and respond effectively to problematic behavior, you have to think about what came before it, as well as what comes after it. There are three important aspects to any given behavior:

- **Antecedents:** Preceding factors that make a behavior more or less likely to occur. Another, more familiar term for this is **triggers**. Learning and anticipating antecedents is an extremely helpful tool in preventing misbehavior.

- **Behaviors:** The specific actions you are trying to encourage or discourage.

- **Consequences:** The results that naturally or logically follow a behavior. Consequences — positive or negative — affect the likelihood of a behavior recurring. And the more immediate the consequence, the more powerful it is.

Not all consequences are created equal. Some are an excellent way to create structure and help kids understand the difference between acceptable behaviors and unacceptable behaviors while others have the potential to do more harm than good.

Preventative techniques also involve the strategic use of praise and rewards to inform students about their behavior rather than as a means of controlling student behavior. In order to use rewards to inform students about their behavior, teachers must emphasize the value of the behavior that is rewarded and also explain to students the specific skills they demonstrated to earn the reward. Teachers should also encourage student collaboration in selecting rewards and defining appropriate behaviors that will earn rewards [5].

## References

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