

## CLASSROOM MANAGEMENT SKILLS FOR TEACHING ENGLISH

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Classroom management has proved to be a plaguing aspect of the teaching and learning process over the past century. Classroom management refers to a teacher's ability to keep order in the classroom, engage students in learning, and elicit student cooperation, all while balancing the menial tasks of the classroom. A teacher's ability to use good classroom management influences the behavior and academic outcomes of his students.

The ultimate goals of classroom management are to provide a healthy, safe environment for learning, and to equip students with the necessary skills to be successful in life, both academically and socially. Although every classroom management plan must have a form of discipline that enforces consequences for undesirable behaviors, the overall goal for classroom management is not disciplining individual students. As a manager of a classroom, the teacher is to direct children in learning and behavior—controlling the learning environment and training students to be successful both academically and behaviorally, individually and as a team.

Jim Scrivener names such common classroom management areas:

- activities (setting up activities, giving instructions, monitoring activities, timing activities, bringing activities to an end);
- grouping and sitting (forming groupings, arranging and rearranging seating etc.);
- authority (gathering and holding attention, deciding who does what, establishing or relinquishing authority as appropriate, getting someone to do something);
- critical moments (starting the lesson, dealing with unexpected problems, maintaining discipline, finishing the lesson) ;
- tools and techniques (using the board and other equipment, using gestures, speaking clearly at an appropriate volume and speed, use of silence ect.);
- working with people (spreading attention evenly and appropriately, eliciting feedback etc.) [2, 54-55].

According to Evertson and Weinstein, classroom management has two distinct purposes: “It not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance student social and moral growth”[2,4]. The authors identify five specific tasks that show classroom management is a multi-faceted activity. It extends beyond some of the more traditional behavior management techniques frequently recommended to deal with students with disruptive behavior. Specifically, they note that teachers should do the following:

- develop caring, supportive relationships with and among students;
- organize and implement instruction in ways that optimize students’ access to learning;
- use group management methods that encourage student engagement with academic tasks;
- promote the development of student social skills and self-regulation; and use appropriate interventions to assist students who have behavior problems [1,5].

With this in mind, we have to agree that classroom management is different for every teacher, every classroom, and every situation, and could possibly be the most complex aspect of teaching

### **References:**

1. Evertson C.M., Weinstein C.S. Handbook of classroom management: Research, practice, and contemporary issues. / C.M. Evertson, C.S. Weinstein, – Mahwah, NJ: Lawrence Erlbaum Associates, 2006. – 352p.
2. Scrivener, J. Learning Teaching: 3<sup>rd</sup> Edition / Jim Scrivener. – Mcmillan Books for Teachers, 2011. – 430p.