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## THE IMPORTANCE OF RULES, NORMS AND DISCIPLINE IN FOREIGN LANGUAGE CLASSROOM

**Abstract:** Teachers play a major role for effective class conduction. It is the responsibility of the teacher to make his/her class interesting so that students are keen to attend and participate in the class. Some of the teachers keep complaining about the class which they teach. The problem is normally related to student's behaviour and discipline. Such students miss out on learning. They usually bunk or are irregular to class. They don't even bother to be present for the class. So many students today just don't value their education. If we suspend such students for bunking class they don't seem to care at all. Sitting at home doesn't change their attitude. Maybe a fresh look at the approach to Classroom management is required.

**Key words:** norms, classroom, management, communication, speaking, effective, to manage, activity.

**Language:** English

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### Introduction

English plays an important role in globalization era. It is widely used as a means of communication among people around the world. For example: the use of English as a means of communications among all the nations. Uzbekistan has taken step to introduce English as a subject in the school curriculum in the primary years. Several arguments supporting the importance of English for Elementary School students are: (1) speaking English in Uzbekistan is required for the demands of tourism industries; (2) nowadays, the result of final examinations in many schools is unsatisfactory; (3) some educators believe that the earlier the children learn a foreign language, the more opportunity they will acquire a high proficiency in the target language; and (4) the Uzbekistan has automatically prepared the human resources for the future. [1; 15-16]

Effective Classroom Management and the profession most experienced teachers have encountered a few peers trapped in a vicious cycle in which they are heavily dependent on reprimands and punishment as the primary vehicles for attempting to create order and reduce misbehavior. Such an approach to management strips teachers and students

of dignity and threatens the credibility and professionalism of all teachers. In contrast, teachers who clarify the "hidden curriculum" effectively implement a well-planned and validated sequence of instruction, and frequently recognize and praise students, thereby add to the credibility of the profession and have more positive feelings about themselves as persons and as educators. It has been reported that although effective teachers work hard, they rarely have difficulty "coping." [2; 144-145] Hosford (1984) summed up the issue as follows:

Effective teachers manage well. Coping is rarely an issue. The students are so busy at task related activities, following sensible routines, and striving toward clearly understood objectives, that situations with which teachers must "cope" seldom have an opportunity to arise. Through management skills, superior teachers achieve what has commonly been labeled "preventive discipline" in the professional literature. They are not automatically superior teachers. They plan, worry, and work hard. I have never known superior teachers who "took it easy." But the secret to their success—what sets them above the good teachers who also work, plan, and worry—is their process of management. They have learned (and

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firmly believe) that process affects product; that how they manage their classroom significantly affects the climate, motivation, and goal achievement in their classrooms. In short, their knowledge base includes a thoughtful understanding of the importance of the Silent Curriculum [3; 141-142]

The achievement of affective and academic goals is an integrated and interdependent venture. No matter how affect-laden the communication used in the classroom may be, the student will not develop a positive self-concept when exposed to consistent failure experiences in the academic curriculum. The technical skills to ensure consistent demonstrations of success need to be complemented with management and communication processes that emphasize the worth and dignity of the individual. Teachers who are highly knowledgeable in the content area but deliver instruction in an arrogant manner, with no demonstrated respect for the weaker members of the class, are just as unprofessional as teachers so preoccupied with affective objectives that they fail to master the instructional skills needed to provide the consistent demonstrations of academic success that are so vital to the development of health self-concepts on the part of the students.

The issue describes the role of various rules and regulations in the group's life. It presents the ways of developing a constructive system of classroom norms and 'learning contracts' and discusses the implications of group norms to the broader question of classroom discipline. When people are together, in any function and context, they usually follow certain rules and routines that help to prevent chaos and help everybody to go about their business as effectively as possible. Take traffic, for example: if there didn't exist some rules, most of us wouldn't dare to sit in a car – of course, this is exactly why every country in the world has developed their own 'Highway Code'. But traffic is also a good example to illustrate that there is more to rules than simply whether they exist or not: Why is it that some of the traffic rules seem to be generally observed in a given context, whereas some others are constantly violated (e.g. we rarely jump the red light but often park illegally)? And why is it that cultures differ widely in the extent to which they observe certain rules and not others? Or, more generally, what makes a rule work? And are all rules as explicitly formulated as the Highway Code? In this chapter we will address these questions with regard to the classroom situation and examine how class rules contribute to the group's life and to the level of discipline in the class.

Classroom management is the way that you manage students' learning by organizing and controlling what happens in our classroom.

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class.

When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning. Generally speaking, effective teachers tend to display strong classroom-management skills, while the hallmark of the inexperienced or less effective teacher is a disorderly classroom filled with students who are not working or paying attention.

While a limited or more traditional interpretation of effective classroom management may focus largely on "compliance" rules and strategies that teachers may use to make sure students are sitting in their seats, following directions, listening attentively, more encompassing or updated view of classroom management extends to everything that teachers may do to facilitate or improve student learning, which would include such factors as *behavior* (a positive attitude, happy facial expressions, encouraging statements, the respectful and fair treatment of students, etc.), *environment* (for example, a welcoming, well-lit classroom filled with intellectually stimulating learning materials that's organized to support specific learning activities), *expectations* (the quality of work that teachers expect students to produce, the ways that teachers expect students to behave toward other students, the agreements that teachers make with students), *materials* (the types of texts, equipment, and other learning resources that teachers use), or *activities* (the kinds of learning experiences that teachers design to engage student interests, passions, and intellectual curiosity). Given that poorly designed lessons, uninteresting learning materials, or unclear expectations, for example, could contribute to greater student disinterest, increased behavioral problems, or unruly and disorganized classes, classroom management cannot be easily separated from all the other decisions that teachers make. In this more encompassing view of classroom management, good teaching and good classroom management become, to some degree, indistinguishable. Effective Classroom Management and the Profession Most experienced teachers have encountered a few peers trapped in a vicious cycle in which they are heavily dependent on reprimands and punishment as the primary vehicles for attempting to create order and reduce misbehavior. Such an approach to management strips teachers and students of dignity and threatens the credibility and professionalism of all teachers. In contrast, teachers who clarify the "hidden curriculum" effectively implement a well-planned and validated sequence of instruction, and frequently recognize and praise students, thereby add to the credibility of the profession and have more positive feelings about themselves as persons and as educators. It has been reported that although effective teachers work hard,

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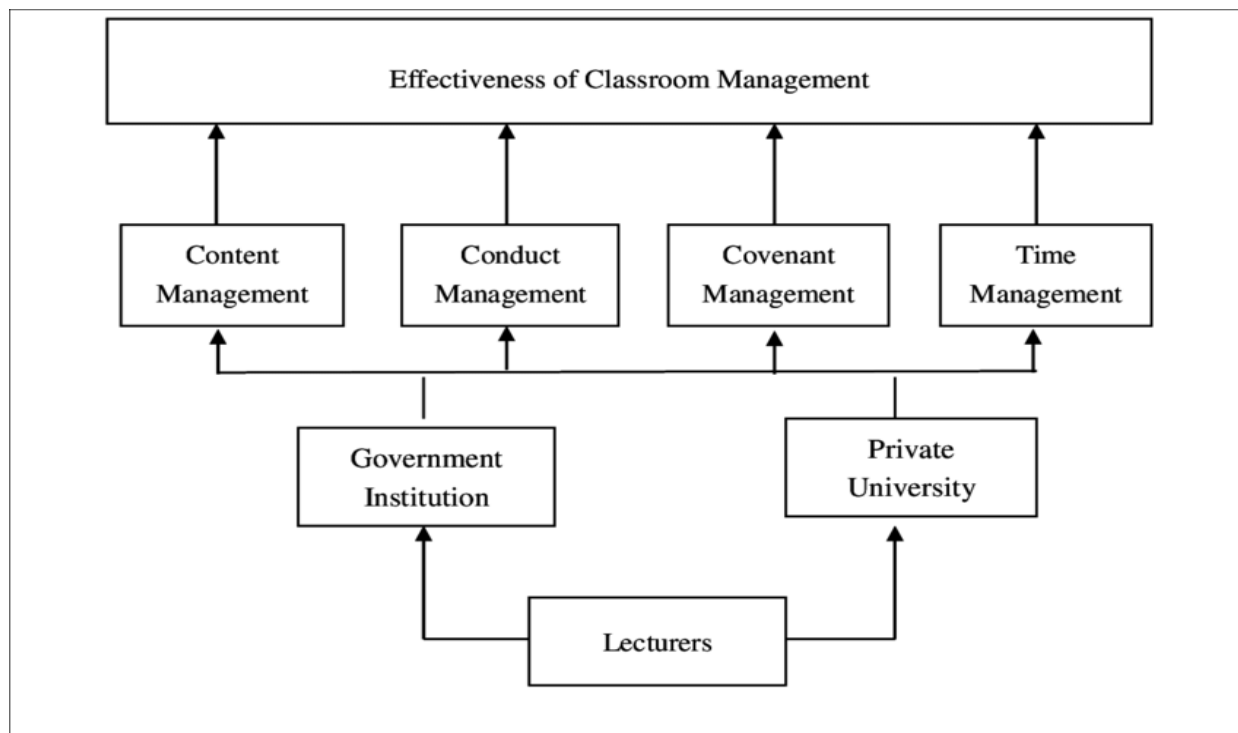
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Picture 1.

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According to Crocker, R. K., & Becker, W. C. effectiveness of classroom management based on content, conduct and time. (table 1) [6;32-33]

The classroom functions as a miniature society with its own cultural norms, rules of behavior, and power structures. As a teacher, you face issues related to character whenever students make a decision to learn or not to learn, to act in anger or to exercise self-control, to disrupt the class or to stay focused. All are matters of both skills and character.

Classroom management and student discipline are areas where your classroom norms and interpersonal skills are most obviously consequential for determining how well the school works to accomplish its mission. 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.*” Putting this into practice means that effective classroom managers: [7;35-36]

- 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
- use appropriate interventions to assist students who have behavior problems

By using the Six Pillars of Character, you have the foundation for character-based discipline.

- Be intentional in making sure you embed the values of trustworthiness respect, responsibility fairness, caring, and citizenship into your classroom rules and procedures.

- Ensure that students recognize inappropriate behaviors when they see them.

Establish firm limits to unacceptable behavior.

- Reach consensus about expectations that can be conveyed to students.

- Be a positive adult model who is caring, firm, consistent, and fair[8].

For a classroom teacher, there are some techniques and strategies to ensure effective

classroom management. Provide a productive learning environment that promotes a positive classroom atmosphere. Where students can enjoy and at the same time to learn and produce language effectively. Teacher should know how to encourage on-task student behavior. Giving positive feedback to the tasks. Promote character-based discipline. Establish rules, routines, and expectations. Every student have to know about these rules and expectations. Craft a suitable discipline plan. Aware our students about these plans. We need to build relationships by connecting with students. Telling their names, asking their advice or giving them chance to shew themselves. Manage consequences and behaviors in all spheres of groups’ life. We should use positive reinforcements. Creating classroom community. Helps to improve all language skills. If we have good positive atmosphere and classroom community our students can work collaboratively. We can easily maintain succesful classroom management[9].

There is no doubt that in the era of globalization speaking is more important than ever. As English is a foreign language in our country and our education system does not put much emphasis on teaching speaking, it is recommended that speaking should be properly taught by following the appropriate methods and techniques. We can notice that speaking competences are complex skills that need to be developed consciously[10].

They can best be developed with practice in classroom through activities, which promote interaction between students. We can see that it is easier to obtain students’ participation and motivation when the suggested materials are entertaining, original and interesting. The key is to motivate and change their negative attitude towards English, giving students a chance to speak about interesting topics. It is desirable to say that teachers must support students in their education and encourage them to use English, and at the same time, teachers need to be in constant contact with new techniques and materials in this changeable teaching world. It can be said that all the institutes should pay special attention to make the students competent in spoken English. If the teachers, students and the authorities cooperate and adopt the recommendations, the teaching and learning of spoken English will be more effective.

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