



CLASSROOM BEHAVIOR IS A MANAGEMENT ISSUE

Darvishova Gulchehra Kenjabayevna

PhD in Philology,

The University of Public Safety of the Republic of Uzbekistan.

Annotation:

Effective teachers promote effective learning in a culture of high expectations. This article focuses on the cultural differences that might affect behavior, cultural differences that might affect behavior - examples of: eye contact; hand movements; silence; religious belief; loss of face. We need to be aware that behavior should also be viewed as being culturally or contextually specific.

Keywords: multicultural, manage, contextually, intercultural, society, implication, effective, imaginative.

Teaching is a highly complex, purposeful activity, and is intended to help students move forward so that they can add to their knowledge, understanding and skills. 'Teachers should teach the knowledge, skills and understanding in ways that suit their students' abilities.' A teacher's ability to manage a classroom effectively has long been acknowledged as a necessary skill for effective teaching

Effective teachers promote effective learning in a culture of high expectations. Students achieve more when lessons are well structured and sequenced, when teachers make objectives clear and where students know what they are supposed to be learning.

Cultural differences that might affect behavior - examples of: eye contact; hand movements; silence; religious belief; loss of face. We need to be aware that behavior should also be viewed as being culturally or contextually specific. The characteristics dealt with here can be seen across cultures but some cultures may exhibit these traits to a greater degree. In terms of your own reflective thinking, consider the following.

To stress the obvious: Britain is and always has been a multicultural, intercultural society. Schools should, therefore, be very sensitive to the value systems which



International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econfseries.com

20th March, 2025

students from diverse ethnic backgrounds bring to the classroom and more specifically to the relationships, not only with their teachers, but also with their peers. Relevant here is the whole area of body language or paralinguistic facets that aid communication. For instance, there is the well-documented field of eye contact.

Eye contact: It is important for teachers to know that some students will look down as a sign of respect. How many times have we heard parents and teachers say, 'Look at me when I am talking to you'. Before you insist on this, think about the students' cultural background.

Hand movements. Another example is when students use hand movements when calling their peers from a distance. The South Asian manner appears like a hand wave, which in other cultures could indicate a farewell.

Facial gestures. Some students may smile or laugh under pressure. This can lead teachers to think they are being rude, cheeky, etc., when in fact they are nervous.

Silence. A minor but important feature that might require attention is the use of silence amongst students from linguistically and culturally diverse backgrounds. Our education system places high value on participation. Silence, from a Eurocentric point of view, can be interpreted as lack of interest, sullenness, unwillingness to co-operate, lack of confidence or understanding. It is always wise to question first assumptions and to discover more about the cultural significance of silence for different groups. There may also be a gender difference here.

Religious belief. Another aspect that has implications for the curriculum and behavior is religious belief. How children are expected to behave at mosque may be different to behavior expectations at school. Some Muslims would find it unacceptable to reproduce human faces and forms. Teachers need to be aware of the impact this may have on the curriculum - for example, in an art lesson where students might be expected to draw a self-portrait.

Loss of face. Some students, particularly boys, never want to appear to be humiliated by a teacher and therefore will not 'back down,' preferring confrontation to 'loss of face'. Giving students options is a good way to avoid confrontation, eg. a student you want to move because of disruptive behavior: 'You can sit there or there, where do you want to sit?'



International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econfseries.com

20th March, 2025

Links between curriculum and behavior. The context of this article is based on a commitment to working towards 'good' behavior. This does not to ignore the need to address and manage inappropriate and unacceptable behavior. A positive approach provides a constructive framework for achieving good behavior, which facilitates good teaching and learning. This result in a process that works from the theory that behavior is learned, that classroom behavior is a management issue, and that good behavior can be taught. Behavior, therefore, can be seen as a curriculum issue. In order to learn, we need to plan for and provide a positive climate in which effective learning can take place.

A strategic approach to behavior management - Social inclusion

'Even in the most difficult areas, schools can and do make a difference to the behavior and attitudes of their students, especially when they are effectively supported by other agencies. Good teaching, sound behavior management, effective anti-bullying policies, clear rewards, consistently applied sanctions and imaginative use of the curriculum all make a difference, and reinforce the message that all young people can achieve their full potential.

The Circular identifies nine principles of good practice. **Nine key principles**

1. Setting good habits early.
2. Early intervention.
3. Rewarding achievements.
4. Supporting behavior management.
5. Working with parents.
6. Involving students.
7. Commitment to equal opportunities.
8. Identifying underlying causes.
9. Study support.

In conclusion, the ability to manage a classroom has long been acknowledged as a necessary prerequisite for effective teaching. While many teachers believe that classroom management is the same as classroom discipline, classroom management is much broader. Classroom management is broader in that the entire classroom structure as well as discipline must be included in any plan for managing the classroom.



International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econfseries.com

20th March, 2025

Bibliography:

1. Иканова, Л. (2025, March). ОПРЕДЕЛЕНИЕ ПРАВ ОСУЖДЕННЫХ И ЛИШЕННЫХ СВОБОДЫ ЛИЦ В РЕСПУБЛИКЕ УЗБЕКИСТАН И ИХ ВНЕДРЕНИЕ В ПРАКТИКУ. In *International Educators Conference* (pp. 116-120).
2. Yodgorov, M. (2020). ISLOM MANBALARIDA AYOLLAR E'ZOZI. *Студенческий вестник*, (10-2), 97-99.
3. Ikanova, L. (2019). THE IMPACT OF THE MATERIALS DEVELOPMENT TO THE IMPLEMENTATION OF THE LANGUAGE PLANNING AND POLICY. *Electronic journal of actual problems of modern science, education and training*, 7-13.
4. Ikanova, L. (2020). Analysis Of Two Tasks from The Point of Pragmatics. *Modern trends in linguistics: problem and solutions*, 25-26.
5. Lazokat, I. (2022). Enhancing listening skills with the help of digital tools. *Thematics journal of English language teaching*, 6(1), 136-139.
6. Ikanova, L. (2025). DISTANCE LEARNING FOR LANGUAGE COURSES: UNLOCKING THE WORLD THROUGH VIRTUAL CLASSROOMS. *JOURNAL OF NEW CENTURY INNOVATIONS*, 72(1), 287-291.
7. Pulatova, Z. Factors For The Development Of Writing Skills Of Law Students In A Modular System.
8. Abduazizovna, P. Z. (2025, March). DIDACTIC FUNDAMENTALS OF IMPROVING LEXICAL COMPETENCE (B2 LEVEL). In *International Educators Conference* (pp. 135-142).
9. Abduazizovna, P. Z. (2025). THEORETICAL-METHODOLOGICAL FOUNDATIONS OF EXERCISES IN THE DEVELOPMENT OF LEXICAL COMPETENCE OF LEARNERS. *JOURNAL OF NEW CENTURY INNOVATIONS*, 72(1), 273-282.
10. Pulatova, Z. (2020). ASSESSMENT PRINCIPLES, CHARACTERISTICS OF IMPROVING STUDENTS' ASSESSMENT OF WRITING SKILLS IN ENGLISH (EXAMPLE B2 LEVEL). *European Journal of Research and Reflection in Educational Sciences Vol*, 8(12).



International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econfseries.com

20th March, 2025

11. Дарвишова, Г. К. (2022). ШАРЛОТТА БРОНТЕ АСАРЛАРИДА БАДИЙ МАҲОРАТ. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(Special Issue 26), 754-757.
12. Darvishova, G. K. S. B. I., & MAVQEI, A. I. ORIENSS. 2023. № 1. URL: <https://cyberleninka.ru/article/n/sharlotta-bronte-ijodida-ayolning-ijtimoiymavqei> (дата обращения: 10.10. 2023).
13. Kenjabayevna, D. G. (2025, March). THE IMPORTANCE OF GRAMMAR GAMES IN TEACHING ENGLISH. In *International Educators Conference* (pp. 107-115).
14. Darvishova, G. K. (2024). TIL SINTAKTIK QURILMALARINI O'RGANISHNING DOLZARB MASALALARI. *ОБРАЗОВАНИЕ И НАУКА В XXI BEKE*, (55-3).
15. Kenjabayevna, D. G. (2025). IMPROVING STUDENTS' READING ABILITY IN TEACHING ENGLISH. *JOURNAL OF NEW CENTURY INNOVATIONS*, 72(1), 272-276.
16. Darvishova, G. (2024). ШАРЛОТТА БРОНТЕНИНГ ИНГЛИЗ АДАБИЁТИГА ҚЎШГАН ҲИССАСИ. *Наука и инновация*, 2(23), 91-96.
17. Shirinova, N. D. (2024). INPARALLELISM IN ENGLISH. *ОБРАЗОВАНИЕ И НАУКА В XXI BEKE*, (55-3).
18. Shirinova, N. D. (2024). GRADUAL INPARALLELISM IN UZBEK. *ОБРАЗОВАНИЕ И НАУКА В XXI BEKE*, (55-3).
19. Shirinova, N. (2025). INGLIZ TILI DARSLARIDA HARBIY OLIY TALIM MUASSASALARI KURSANTLARINING OQISH KONIKMASINI SHAKLLANTIRISHDAGI MUAMMOLAR VA ULARNI BARTARAF ETISH YOLLARI. *JOURNAL OF NEW CENTURY INNOVATIONS*, 71(1), 208-212.
20. Shirinova, N. (2025, March). KURSANTLARNING BILISH FAOLLIGINI OSHIRISHDA YOZUVNI O'RGATISH USULLARI. In *International Educators Conference* (pp. 121-126).
21. Широнова, Н. (2024). ГРАДУАЛ ПАРАЛЛЕЛИЗМ. *Наука и инновация*, 2(23), 97-103.
22. Широнова, Н. Д., Давлатова, М. Х., & МОРФОЛОГИЧЕСКИЙ, С. КАЧЕСТВЕННОСТИ В СИСТЕМЕ ЯЗЫКА. *Muassis: Buxoro davlat*



International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econfseries.com

20th March, 2025

universiteti TAHRIRIYAT: Muharrirlar: MQ Abuzalova MA Bokareva NN Voxidova, 40.

23. Shirinova, N. (2018). AUTHENTIC MATERIALS IN VOCABULARY DEVELOPMENT PROCESS. In *International Scientific and Practical Conference World science* (Vol. 7, No. 6, pp. 11-15). ROST.
24. Shirinova, N., & English, A. N. L. L. (2016). for Agriculture. Study-book for the students of agriculture.
25. Sayyora, I. (2022). The role of repetition as a stylistic tool in political texts. *Zien Journal of Social Sciences and Humanities*, 13(1), 65-79.
26. Sayyora, I. (2025). EMPLOYING INNOVATIVE TECHNOLOGIES IN IMPROVING LINGUISTIC COMPETENCE OF CADETS WITH THE BLENDING METHOD. *JOURNAL OF NEW CENTURY INNOVATIONS*, 72(1), 283-286.