

## MANAGING CLASSES

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**Annation:** *Since teachers need to provide variety, then clearly we have to include different stages in our lessons. When we arrive in the classroom, we need to start the lesson off in such a way that the students' interest is aroused so that they become engaged. Where possible and appropriate, we will tell the students what they will be doing or, in a different kind of lesson, discuss with them what they can achieve as a result of what they are going to do. We do not always need to explain exactly what we are going to do, however, particularly if we want to maintain an element of surprise.*

*When an activity has finished and/or another one is about to start, it helps if teachers make this clear through the way they behave and the things they say. It helps students if they are made clearly aware of the end of something and the beginning of what is coming next. Frequently, teachers need to re-focus the students' attention, or point it in some new direction. In order for such changes of direction to be effective, the teacher first needs to get the students' attention. This can sometimes be difficult, especially when teachers try to draw a speaking activity to a conclusion, or when students are working in groups.. Sometimes when teachers speak loudly, the students just speak louder in order not to be bothered by the interruption. To counter this, some teachers speak quietly in order to force the students to listen to them. Another method is for the teacher to raise his or her hand. When individual students see this, they raise their hands briefly in reply to indicate that they are now going to be quiet and wait for the next stage.*

**Key words:** to manage classes, proximity, variety, to give instruction, student's talk, teacher talk

**Açar sözlər:** sinfi idarə etmək, yaxınlıq, müxtəliflik, təlimat vermək, şagird nitqi, müəllimin nitqi

**Ключевые слова:** классное руководство, близость, разнообразность, указание инструкции, речь студента, речь учителя

If we want to manage classrooms effectively, we have to be able to handle a range of variables. These include how the classroom space is organised, whether the students are working on their own or in groups and how we organise classroom time. We also need to consider how we appear to the students, and how we use our most valuable asset - our voice. The way we talk to students - and who talks most in the lesson - is another key factor in classroom management. We also need to think about what role, if any, there may be for the use of the students' *mother tongue* in lessons.

Our physical presence can play a large part in our management of the classroom environment. And it's not just appearance either. The way we move and stand and the degree to which we are physically demonstrative can have a clear effect on the management of the class. Most importantly, the way we are able to respond to what happens in class, the degree to which we are aware of what is going on, often marks the difference between successful teaching and less satisfactory lessons.

All teachers, like all people, have their own physical characteristics and habits, and they will take these into the classroom with them. But there are a number of issues to consider which not just matters of personality are or style and which have a direct bearing on the students' perception of us.

Teachers need to consider how close they should be to the students they are working with. Some students are uncomfortable if their teacher stands or sits close to them. For some,

on the other hand, distance is a sign of coldness. Teachers should be conscious of how close they are to their students, should take this into account when assessing their students' reactions and should, if necessary, modify their behaviour.

Deciding how close to the students you should be when you work with them is a matter of appropriacy. So is the general way in which teacher, sit or stand in classrooms. Many teachers create an extremely friendly atmosphere by crouching down when they work with students in pairs. In this way, they are at the same level as their seated students. However, some students find this informality worrying. Some teachers are even happy to sit on the floor, and in certain situations this may be appropriate. But in others it may well lead to a situation where students are put off concentrating.

All the positions teachers take - sitting on the edge of tables, standing behind a lectern, standing on a raised dais, etc - make strong statements about the kind of person the teacher is. It is important, therefore, to consider what kind of effect such physical behaviour has so that we can behave in a way which is appropriate to the students we are teaching and the relationship we wish to create with them. If we want to manage a class effectively, such a relationship is crucial.

Some teachers tend to spend most of their class time in one place - at the front of the class, for example, or to the side, or in the middle. Others spend a great deal of time walking from side to side, or striding up and down the aisles between the chairs. Although this, again, is to some extent a matter of personal preference, it is worth remembering that motionless teachers can bore students, while teachers who are constantly in motion can turn their students into tennis spectators, their heads moving from side to side until they become exhausted.

Most successful teachers move around the classroom to some extent. That way they can retain their students' interest (if they are leading an activity) or work more closely with smaller groups (when they go to help a pair or group).

How much we move around in the classroom will depend on our personal style, where we feel most comfortable for the management of the class and whether or not we want to work with smaller groups.

In order to manage a class successfully, the teacher has to be aware of what students are doing and, where possible, how they are feeling. This means watching and listening just as carefully as teaching. This will be difficult if we keep too much distance or if we are perceived by the students to be cold and aloof because then we will find it difficult to establish the kind of rapport.

*Awareness* means assessing what students have said and responding appropriately. According to the writer Michael Lewis, a colleague of his, Peter Wilberg, put this perfectly when he said that 'the teacher's primary responsibility is response-ability'! This means being able to perceive the success or failure of what is taking place in the classroom, and being flexible enough to respond to what is going on. We need to be as conscious as possible of what is going on in the students' heads.

It is almost impossible to help students to learn a language in a classroom setting without making contact with them in this way. The exact nature of this contact will vary from teacher to teacher and from class to class.

Finally, it is not just awareness of the students that is important. We also need to be self-aware, in order to try to gauge the success (or otherwise) of our behaviour and to gain an understanding of how our students see us.

The teacher's physical approach and personality in the class is one aspect of class management to consider. Another is one of the teacher's chief tools: the voice.

Perhaps our most important instrument as teachers is our *voice*. How we speak and what our voice sounds like have a crucial impact on classes. When considering the use of the voice in the management of teaching, there are three issues to think about.

Clearly, teachers need to be audible. They must be sure that the students at the back of the class can hear them just as well as those at the front. But audibility cannot be divorced from voice quality: a rasping shout is always unpleasant.

Teachers do not have to shout to be audible. Good voice projection is more important than volume (though the two are, of course, connected). Speaking too softly or unpleasantly loudly are both irritating and unhelpful for students.

It is important for teachers to vary the quality of their voices - and the volume they speak at - according to the type of lesson and the type of activity. The kind of voice we use to give instructions or introduce a new activity will be different from the voice which is most appropriate for conversation or an informal exchange of views or information.

In one particular situation, teachers often use very loud voices, and that is when they want students to be quiet or stop doing something. But it is worth pointing out that speaking quietly is often just as effective a way of getting the students' attention since, when they realize that you are talking, they will want to stop and listen in case you are saying something important or interesting. However, for teachers who almost never raise their voices, the occasional shouted interjection may have an extremely dramatic effect, and this can sometimes be beneficial.

The way that teachers talk to students - the manner in which they interact with them - is one of the crucial teacher skills, but it does not demand technical expertise. It does, however, require teachers to empathize with the people they are talking to by establishing a good rapport with them.

One group of people who seem to find it fairly natural to adapt their language to their audience are parents when they talk to their young children. Studies show that they use more exaggerated tones of voice and speak with less complex grammatical structures than they would if they were talking to adults. Their vocabulary is generally more restricted, they make more frequent attempts to establish eye contact and they use other forms of physical contact. They generally do these things unconsciously.

Though the teacher-student relationship is not the same as that between a parent and child, this subconscious ability to *rough-tune* the language is a skill that teachers and parents have in common. Rough-tuning is the simplification of language which both parents and teachers make in order to increase the chances of their being understood. Neither group sets out to get the level of language exactly correct for their audience. They rely, instead, on a general perception of what is being understood and what is not. Because they are constantly aware of the effect that their words are having, they are able to adjust their language use - in terms of grammatical complexity, vocabulary use and voice tone - when their listener shows signs of incomprehension.

Apart from adapting their language, teachers also use physical movements and *gestures* (these are often quite exaggerated), such as shrugging the shoulders for 'who cares?' or scratching the head to show puzzlement. Many teachers also use gestures to demonstrate things like the past tense (pointing back over their shoulders). They use facial expressions to show emotions such as happiness and sadness, and mime to demonstrate actions such as opening a book or filling a glass and drinking. Gesture, expression and mime should become a natural adjunct to the language we use, especially with students at lower levels.

The issue of how to talk to students becomes crucial when we give them instructions. The best activity in the world is a waste of time if the students don't understand what it is they are supposed to do.

*There are two general rules for giving instructions:* they must be kept as simple as possible, and they must be logical. Before giving instructions, therefore, teachers must ask themselves the following questions: What is the important information I am trying to convey? What must the students know if they are to complete this activity successfully?

What information do they need first? Which should come next?

When teachers give instructions, it is important for them to **check** that the students have understood what they are being asked to do. This can be achieved either by asking a student to explain the activity after the teacher has given the instruction or by getting someone to show the other people in the class how the exercise works. Where students all share the same mother tongue (which the teacher also understands), a member of the class can be asked to translate the instructions into their mother tongue as a check that they have understood them

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### **SİNFİN İDARƏ EDİLMƏSİ**

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*Xülasə*

Sınıfın idarə edilməsi üçün müəllim bir sıra dəyişkənliyi idarə etməyi bacarmalıdır. Buna sinif otağının necə təşkil olunması, şagirdlərin fərdi və ya qrupla işləməsi və sinif vaxtının bizim necə təşkil eləməyimiz aiddir. Müəllim həmçinin şagirdlərə necə görünməli və onun üçün çox mühüm olan səsindən necə istifadə etməsini də nəzərə almalıdır. Müəllimin sinifdə şagirdlərlə necə danışması və dərslə kimin daha çox danışması sinfin idarə edilməsi üçün digər əsas amillərdəndir. Eyni zamanda müəllim şagirdlərin ingilis dili dərslərində ana dilindən necə istifadə etməsinə də diqqət etməlidir. Sınıfın müvəffəqiyyətli idarə edilməsi həmçinin müəllimin şagirdlərin kooperativ işləməsinin necə təşkil etməsindən də asılıdır.

### **КЛАССНОЕ РУКОВОДСТВО**

*Казимова Севда Агиль кызы, Гахраманова Зульфийя Сабир кызы*  
*Резюме*

Для руководства классом учитель должен уметь справляться некоторыми изменениями. Сюда относится организация класса, работа учеников самостоятельно или группами и наше правильное распределение времени в классе. Учитель должен учитывать также как он выглядит для учеников и как использует свой голос, что для него очень важно. Другими ключевыми факторами для управления классом являются то, как учитель разговаривает с учениками в классе и кто больше говорит в классе. В то же время учитель должен обращать внимание на то, как учащиеся используют свой родной язык на уроках английского. Успешное руководство классом также зависит от совместной работы учителя с учениками.

*Rəyçi: dosent Mehdi Rəhimov*

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