

CREATING A POSITIVE CLASSROOM ENVIRONMENT

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Abstract: The article is dedicated to the study of the importance of a number of techniques for creating a positive classroom environment and potential outcomes of maintaining a positive learning environment.

Key words: supportive learning climate, learning outcomes, encouraging student involvement, group cohesiveness, collaborative work.

Creating a positive classroom environment is an important aspect of effective teaching. By creating positive classroom environments, teachers are provided the opportunity for better classroom discipline and management. A positive classroom environment is essential in keeping behavior problems to a minimum. It also provides the students with an opportunity to think and behave in a positive manner. Positive classroom environments help to enhance, promote, and encourage students' learning in all academic settings. The classroom environment can be defined in terms of the students' and teachers' shared perceptions in that environment (Fraser & Pickett, 2010). There are a number of ways in which teachers can create positive classroom environments. Some suggestions for creating a positive classroom environment includes: starting the year with high expectations, encouraging student involvement, making the classroom visually appealing, getting parents involved, and using effective praise and effective feedback.

It is essential for teachers to start the school year with high expectations in order to guarantee a positive classroom environment. The implementation of positive expectations should occur on the first day of school. By doing this, the students will gain a sense of ownership & responsibility for their actions. This implementation will encourage them to behave and act appropriately with an academically structured setting. Teachers should adhere to these expectations throughout the school year. Teachers must strictly adhere to the structured guidelines set forth at the onset of the school year. Failure to do so will undermine the process and students will revert to previous undesirable behaviors. To ensure a positive classroom environment, teachers must explain why expectations are important. Students must also have an input in the development of a positive environment. This involvement will allow them to become stakeholders in the learning process and encourages an atmosphere of shared beliefs (Andrews, 2008). This new found sense of responsibility enables students to make their own decisions about learning. One possible strategy utilized to encourage student

involvement is the use of classroom monitors. The monitor (s) can be either an individual student or a group of students. These students will have assigned tasks to be carried out on a daily bases within the classroom. This engaging activity allows them to have positive interaction with their peers with the classroom setting. As a result, the students are provided an opportunity to take on leadership roles. The classroom should also be arranged and set-up in a way that promotes and increases students' learning through group cohesiveness. The classroom should be inviting by using bright, and bold colors on the walls. Blair (2008), states that, "No one wants to learn in a dull environment". The teachers should also encourage academic engagement by incorporating the use of word walls and thematic units in the classroom. The word walls and thematic units may serve as motivational tools for the students. These areas should always be organized, neat, and clean. Keeping bulletin boards up-to-date in the classroom encourages students to perform to the best of their ability. Undeniably, the appearance of a classroom leads to a positive classroom environment and a productive school year.

Moreover, allowing and encouraging parents to be involved within the classroom can aid in creating a positive environment. Parental involvement in the classroom and in their child's education are two factors that play a crucial role in having a successful school year as well as having a positive classroom environment. Blair (2008), states that, "When parents are involved in the classroom, it sends the message that what is happening in the classroom is important." Parents may actively get involved by chaperoning on field trips and taking part in special events that take place at the school and out of school.

Teachers should remember to always try to involve those parents who are unable to be actively involved in the classroom throughout the school day.

A positive classroom environment is an important tool for establishing a successful and effective school year. There are numerous factors that may have an influence on positive classroom environments. However, it is critical that teachers create a positive classroom environment to encourage the students' growth. A positive classroom environment enhances the students' ability to learn and to be productive in and out of the classroom.

The elements of a positive learning environment

There are three elements of a positive learning environment; physical, psychological, and instructional. The physical environment in the classroom includes how furniture is arranged, how materials are stored and maintained, the cleanliness of the classroom, and the overall color and brightness. Classrooms should be inviting environments that make students feel good to be there. The psychological environment in the classroom is how the students feel about their learning. When instructions are clear and consistent, praise and gratitude is offered, and teachers set a good example, students are confident

and comfortable in the classroom. The instructional environment is the setting for all teaching. When teacher's instructions are clear, there are hands-on activities, cooperative learning groups, and small group activities, learning is interesting and fun. This keeps students engaged, which means they will likely remember content long-term.

The effects of a positive learning environment

Students learn better when they view the [learning environment](#) as positive and supportive. In fact, [this study](#) from The University of Salford shows that the classroom environment can affect student's learning and academic progress by as much as 25%. According to [this study](#), a positive environment is one where students feel a sense of belonging, trust others, and feel encouraged to tackle challenges, ask questions, and take risks. An [environment](#) such as this provides relevant content, chances to build social skills, clear learning goals and feedback, and strategies to help students succeed.

Here at The Roig Academy, we empower, nurture, and promote student achievement in a learning environment where children feel comfortable taking risks in order to inquire, explore and reflect upon their learning. Our staff teach to the whole child by engaging in ongoing teacher collaboration and use differentiated instructional techniques that are supported by current and best practices in teaching and learning. These various teaching strategies allow us to foster the development of the whole child encompassing social, physical, emotional and cultural needs, as well as academic welfare.

We encourage [flexible seating](#) and collaborative work, use fun and engaging [technology](#) in our classrooms, and work hard to ensure that each child has all the tools they need to succeed. Each child's unique social, physical, emotional, cultural and academic welfare is nurtured in a supportive learning community. Our learning environment is a place where all children feel safe, respected, and loved.

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