

CLASSROOM MANAGEMENT FOR TEACHING ENGLISH TO YOUNG LEARNERS

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ABSTRACT

Effective classroom management is about more than just punishing students when they act up. It's also about finding ways to stop problems from happening in the first place and make the classroom a good place to learn. Setting up a good environment for learning is one of the hardest parts of teaching and one of the hardest skills to learn. Those who are new to teaching will find it hard to do their jobs well if they don't set the right tone. Even teachers with a lot of experience can get frustrated by problems in the classroom. Some of the problems that today's students bring to the classroom make strategies that worked for years suddenly useless.

INTRODUCTION

There are numerous inventive methods to initiate a class. It may take several minutes to get everyone seated, alert, and prepared to proceed with the lesson. I've discovered that sometimes it feels sudden and disconnected, especially after a week has passed since the last class meeting, so I have been working on tactics that help me get a class started without wasting time and that get all the students involved and eager to learn. Each class now begins with a creative review of the previous week's topic. The reviews use a range of strategies to encourage students to reflect on prior material and be prepared for new material. They also aid in relationship building, a crucial aspect of teacher-student interactions.

METHOD

The basic rule of teaching any class, and teaching English to young learners and adolescents in particular, is to have excellent classroom management abilities. This can be challenging for inexperienced teachers, but it can be developed rapidly if you are prepared to try with various teaching approaches and techniques. Young students or adolescents can be efficiently managed in the classroom by establishing rules from the outset, diversifying activities, and reviewing regulations on a regular basis. When entering the realm of English as a foreign language (EFL), the term "young learners" may be used liberally, leading to some confusion among new teachers. However, this is because young students can be of various ages! This group can include children in pre-school, kindergarten, and elementary school (ages 2 to 10) as well as middle schoolers (about ages 11-13). Middle schoolers might also be classified as adolescents. High school students (ages 14 to 17) are commonly considered youthful learners,

although they actually require different tactics than younger children [1]. If you teach at a language institute, there may be teenagers in your adult classes. Each group of students should be introduced to a set of classroom rules and expectations during the very first lesson you teach. It will serve you well for the balance of the course if you devote the entire first-class period to establishing these parameters rather than giving a real subject.

The rules should be stated in a clear and optimistic manner. “Raise your hand if you wish to speak” is more explicit than “Do not be disrespectful” and more optimistic than “Do not speak out of turn.” In general, it is preferable to instruct kids on how they should behave rather than how they should not behave [2].

The following is a list of common regulations and expectations in EFL classes:

- Only English may be spoken in this class (or, for very young learners, speak English as much as possible).
- During the teacher's speech, maintain eye contact and attentiveness.
- Wait to talk until you are called upon.
- Remain seated unless otherwise told.
- Be punctual for class.
- Arrive to class well-prepared (with pencil, notebook, textbook, or other materials).

RESULTS

When instructing younger children, it is crucial to keep in mind that language acquisition is a game. Younger students have shorter attention spans, so you must maintain a steady pace throughout the classroom. Even a little gap between activities may cause very young infants to become distracted. Try having them stand and stretch or sing and dance to a tune as you swiftly prepare the following activity in order to maintain their concentration throughout transition periods. Thus, their enthusiasm and energy will be directed.

CONCLUSION

In conclusion, based on these findings, faculty members are once again recommended to take their connections with students seriously. In this instance, it appears that prevention may be preferable to treatment.

REFERENCES

1. <https://teachingenglishgames.com/the-five-golden-rules-of-classroom-management/>
2. EFFECTIVE CLASSROOM MANAGEMENT IN YOUNG LEARNERS ENGLISH TEACHING, Akbar Taheri 2020