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## CLASSROOM MANAGEMENT: THE TOOL FOR MOTIVATION OF YOUNGER LEARNERS

***Abstract***

*In this article, the concepts of classroom management and motivation of learning activity, as well as their interrelation and role in the educational process are considered. In the center of attention is the classification classroom manage- ment activities aimed at increasing the level of learners' motivation of primary school in the lessons of English language. A detailed description of each type of activities from this classification is also considered and there are the description of approbation of the classification conducted in the period of pre-diploma practice and the evidence of its effectiveness.*

***Keywords:*** *classroom management, motivation, classification of activities, younger learners, approbation, English lesson.*

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## Introduction.

Classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. The purpose of implementing classroom management strategies is to enhance pro-social behavior and increase student academic engagement [3, p. 16].

Another influential definition of classroom management is from Walter Doyle’s. Doyle noted that classroom management is often equated with classroom discipline, which emphasizes the treatment of misbehavior, but that the concept is much broader and includes the variety of activities teachers engage in to gain student cooperation and to establish order such as planning, establishing routines, organizing activities, monitoring students, and so on [2, p. 297].

To summarize everything said above, classroom management is creative: It creates both the best situation in which the students can learn and the teacher can teach.

Motivation is a key to classroom management and success in the ESL classroom, especially for young learners. This is because unmotivated and demotivated students do not learn.

It is therefore imperative that teachers first understand what does motivate the students and then strategize how to turn this understanding into actual behaviours and activities that touch the motivational core of each student. This is especially necessary for the ESL teacher of young learners who must convince the children of the relevancy and usefulness of the targeted subject (English) [1, p. 2].

We can help children to want to use English in the classroom. Children will automatically use their first language because it is easier for them, and because it feels natural. Using English will not feel natural but we can encourage use of English by providing both the language and the need to use it. Teachers also need to remind children about speaking English because they may forget in the excitement of doing activities and switch back into first language.

## Methods.

* + - Studying and analyzing scientific and methodological literature;
		- Methods of processing and interpretation data;
		- Descriptive method.

## Results and discussion.

Learning English doesn't need to be a dreary undertaking. There are a lot of activities that activate language production skills and are fun for students of any age. It is important to remember when working with younger learners. Moreover there is easier for you to attract the children's atten- tion of different games and activity than just give them a ready material. You can interest them in a lesson by using many different activities. Also choosing interesting tasks for them they can be moti- vated to learn the language.

So my classification is based on the *process* and *perceive*. It is connected by that children in elementary school perceives the world around in the process of game through their own feelings and emotions. If you combine learning with their personal experiences (role play for example) it will give good results. Also you should not to forget about the general atmosphere in the classroom. In a supportive and friendly atmosphere children will feel comfortable themselves will be interested in learning (see picture 1).

Doing

Process

Watching and Listening

Classification

Feeling

Perceive

Thinking

*Picture 1 – System of classroom management activities for ESL learners*

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*According the process* we can tell about learning by Doing and learning by Watching and Listening. Learning by doing means active experimentation and Learning by watching and listening means reflective observation. The first connects with ability to get something (a good mark), in- fluencing people and events through action. The second connects with careful observation before making a judgment, viewing things from different perspectives and looking for the meaning of things.

### Learning by doing includes:

* Game
* Activity
* Worksheets
* Flashcards
* Fun stuff

*Games.*

Find free interactive English games that are perfect for students learning English as well as teachers. Enjoy a range of learning activities and practice exercises that will challenge children in a fun, interactive way. Games include reading, writing, grammar, spelling, poetry, dictionary use, sentence structure and much more.

*Activities.*

As games cover reading, writing, listening, speaking, grammar, conversation and more.

Whether English is your student’s first or second language, games and activities are easily adapted to suit your classroom, offering opportunities for students to improve their English langua- ge skills in fun, interactive ways. Use an activity you like and help your students enjoy learning English!

*Worksheets.*

Are a very important part of learning English. Children learn in different ways and engaging them with coloring, drawing, exercises and puzzles really helps them develop their language skills. Having a short worksheet time during your lesson allows students to have quiet time whilst doing some fun individual activities. The teacher can ask questions as students are doing their worksheets (e.g. What's this? Do you like apples? etc.), the worksheets can be used as a review aid, they can be put on the classroom walls and be given for homework.

*Flashcards.*

Are a great resource for your ESL kids lessons. Children are visual learners so having a wide range of pictures really helps them to focus on the new words they are learning. There are also lots of vocabulary related games and activities that you can use flashcards with. Flashcards are compact and easy to carry around - making them the perfect resource for busy and mobile teachers.

*Fun stuff.*

English is an interesting language with lots of funny sayings and strange quirks, enjoy some of fun English language stuff. (tongue twisters, jokes and riddles, charades)

*Ex. Charades.*

Children can become distracted and rowdy when they are bored. To keep them engaged, try new ways to introduce or review topics. Use "Charades" to have students act out topics of the day. Divide the students into several groups, and have each group pantomime for the other groups. The group that guesses the most topics is declared the winner. This activity forces students to think of each topic in new ways, so they can properly act them out and guess them. This helps in memo- rization and application of the new information you taught them.

### Learning by watching and listening includes:

* Listening, watching and connected with it exercise. (Repeat, imitate). Based on pronunciation, vocabulary and grammar
* Readers

*Listening for Specific Vocabulary.*

Listening activities offer great opportunities to teach new words or review vocabulary pre- viously taught. Here, the purpose is to identify and remember a series of words, which are usually easily categorized, like types of food, sports, animals, etc.

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*Readers*.

Children love story time. The readers include key vocabulary and structures for different themed lessons.

*According the perceive* we can tell about Learning from Feeling and Learning by Thinking. Learning from Feeling means concrete experience. Learning by Thinking is abstract conceptualliza- tion. .The first connects with learning from specific experiences, relating to people and sensitivity to feelings and people. The second connects with logical analysis of ideas, planning and understanding of a situation.

### Learning from Feeling includes:

* Group work
* Role play
* Crafts

*Group work.*

* Моrе student participation time
* Моrе listening time
* Моrе fun
* Exchange of ideas
* Seeing others’ points of view
* Improved social skills
* Improved problem solving skills

*Role-play exercises*.

Role-play exercises have been categorized under ‘discussion exercises’ and are, therefore, quite similar in structure. Where they differ is in the presentation of the initial information, which is in the form of a summary from a manager’s marketing meeting.

This gives the students an insight into the range of business views. These exercises can either be used as straight discussion activities or utilized as actual role-plays, where the students can read out the ‘script’ or even take the role of one of the meeting’s participants.

*Crafts.*

Kids love doing crafts – they are a great activity to add to lessons. They allow for a quiet part of the lesson where students are focused on their cutting, pasting, coloring and gluing activities and are a great way to help internalize new vocab. Also, the kids feel a great sense of achievement when they have finished their crafts. Moreover, parents get to see that their kids have been doing fun, creative work when they take their crafts home.

### Learning by thinking includes:

* Share
* Discussion
* Work in pair
* Personal Activities

*Share and Discuss.*

Share and discuss activities recognize that much education innovation takes place in the classroom. These activities present situations relevant to your group and invite everyone to offer personal experiences that are related. For example, you might offer this scenario: "A computer room teacher has difficulty keeping students on task instead of online at inappropriate websites." Then open up the conversation, allowing educators with experience in handling this situation to speak about how to address the challenge.

*Discussion Activities.*

You can evaluate user participation in group conversations, reflections on course content, or peer mentoring. Discussion activities are evaluated using a rubric.

*Work in pair:*

* Gives learners more speaking time
* Changes the pace of the lesson
* Takes the spotlight off you and puts it onto the children

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* Allows them to mix with everyone in the group
* Gives them a sense of achievement when reaching a team goal
* Teaches them how to lead and be led by someone other than the teacher
* It allows you to monitor, move around the class and really listen to the language they are producing.

*Personal Activities.*

This is a group of activities that depend on personal endeavor through authoring books, reading, watching or listening.

However, each of the types may be interchangeable and complementary. So for example worksheets children can do in pairs. And I think it is important to combine in lessons activities from all classification. Therefore, in each lesson plan, I tried to reflect each point of my classification.

We have tested the system of activities aimed at increasing the motivation of learners in the learning process in the KSI «School № 12» of the Akimat of the Rudny city during the period of pre-diploma practice. Twelve lessons were conducted in the 3rd «B» class and each lesson included several exercises or activities on the topic.

In general, the group of learners of 3rd class had an average level of speech skills and abilities. The learners tried to take an active part in the educational process. During the study they showed great interest in the subject of English inasmuch as the material has become more accessible and understandable for them with the help of various non-standard exercises and games.

During the approbation I tried to pay more attention to the correct organization of the educational process, the creation of a favorable atmosphere in the lesson. Carefully was analyzed the educational material of each lesson and the system of exercises on the formation of skills and development of motivation for learning the language. At the same time I always took into account the physical and mental abilities of students of this age. At each lesson were spent a wide variety of physical exercise. Children have very fond some of them and they gladly asked to play something or watch video during their free time (at the break).

When conducting lessons I combined various forms and methods of organizing training such as: group, frontal, collective and individual work. Some learners were very shy and could not overcome the language barrier, so for each lesson I had to prepare individual tasks and spent some time checking their reading and speaking skills (for example, when other children doing written work).

Each lesson I tried to diversify with all kinds of game exercises, creative tasks for children, board games, riddles and charades, songs, video and audio material.

During each lesson I used a lot of visibility and also worked on the basis of not only the material of the textbook but also with additional information in order to increase the learners' motivation for the English language. As a handout I used various worksheets, flashcards, tables, reference charts, texts and much more.

Also an important moment was setting of objectives for the children at the beginning of each lesson. With the help of significant point the children themselves could evaluate their work and it was also not difficult to explain the mark to each learner.

The main problem with which I faced during the time of approbation is the time frame of the work. Since the motivation of the learners is directly related to the interest of the children both in the entire lesson and in each exercise and I used a large number of game exercises it was difficult to switch the children's attention to educational activities after these exercises were held. But despite this the games had an important role both in the formation of motivation and in the fixed of the studied material. In this case, it is important to correctly distribute the stages of the lesson. Games and game exercises are best spent at the end of the lesson.

Through the use of system of activities in the English language motivation of students has increased. The children began to learn English with great effort, as the lessons became more interes- ting and varied. And after the use of educational games, we have found that the amount of people with high level increased by six and the amount of people with have low decreased by two people,

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and no one has a negative level. This suggests that the use of the proposed system of activities increases the motivation to learn a foreign language.

## Conclusion.

In the modern school the question of motivating the learning without exaggeration can be called central, since the motive is the source of activity. The development of the learners will be more intensive and effective if the learning will evoke positive emotions and the pedagogical interaction of participants in the educational process will be trusting, that will increase the role of positive emotions.

The use of classroom management makes it possible to bypass the standardization of the educational process and to make learning differentiated according to the abilities of students. The students acquire greater freedom of action with this process of teaching. Learners deliberately focus on certain tasks. In class is created more favorable conditions for learning, taking into account the individual characteristics of learners. Using Classroom management technics allows each learner to take a very active part in cognitive activities in the lesson, to comprehend new material with the help of their comrades, to apply their knowledge independently.

Using active learning methods on English lessons learners have become more active, interested, equal participants in learning. They depart from the standard thinking and stereotype of action that allows them to develop their pursuit of knowledge, to create motivation for learning. Such work of learners in the classroom has great educational and developing value.

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**КАСЬЯНОВА, Д.В. КУДРИЦКАЯ, М.И.**

**БАСТАУЫШ СЫНЫПТАРДАҒЫ ОҚУШЫЛАРЫНЫҢ МОТИВАЦИЯЛЫҚ ҚУРАЛ РЕТІНДЕ ОҚУ ПРОЦЕСІНІҢ ҰЙЫМДАСТЫРДЫ**

*Бұл мақалада менеджмент мұғалімдері мен оқу қызметінің уәждауы, сондай-ақ олардың өзара байланысы мен рөлі-оқу үрдісінде ұғымдары қаралған. Басты назарда жіктеу жаттығулар деңгейін арттыру, ынталандыру кіші мектеп оқушыларын ағылшын тілі сабақтарында бағыттал- ған. Сондай-ақ егжей-тегжейлі сипаттамасы әр түрлі жаттығу осы жіктеуде ұсынылған. Диплом алды практикасында сынақтан өткізу сыныптау жүргізілген кезеңде дәлелдемелер оның тиімді- лігіне сипаттау берілді.*

***Мақаланың мəнін ашатын сөздер:*** *оқу процессiн ұйымдастыру, мотивация, жіктеу жат- тығу, бастауыш мектеп оқушылары, тестілеу, ағылшын сабағы.*

**КАСЬЯНОВА, Д.В., КУДРИЦКАЯ, М.И.**

**ОРГАНИЗАЦИЯ УЧЕБНОГО ПРОЦЕССА КАК ИНСТРУМЕНТ МОТИВАЦИИ УЧАЩИХСЯ МЛАДШЕЙ ШКОЛЫ**

*В данной статье рассмотрены понятия менеджмент учителя и мотивация учебной деятельности, а также их взаимосвязь и роль в учебном процессе. В центре внимания находится классификация упражнений, направленная на повышение уровня мотивации учеников младшей школы на уроках английского языка. Также представлено подробное описание каждого вида упражнений из данной классификации. Дано описание апробации классификации, проведенной в период преддиплом- ной практики, и представлены доказательства её эффективности.*

***Ключевые слова:*** *организация учебного процесса, мотивация, классификация упражнений, ученики младшей школы, апробация, урок английского языка.*