

Psychological Principles of Organizing Classroom Management at Secondary Schools

Психологічні засади управлінської діяльності на уроках у закладах середньої освіти

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DOI (article): <https://doi.org/10.32626/2227-6246.2022-58.115-135>

<http://journals.urau.ua/index.php/2227-6246>

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ABSTRACT

The purpose of our research is to describe classroom management as a multi-faceted activity and which is understood in a way of use of untraditional behavior management techniques.

Methods of the research. The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. The experimental method was the method of organizing empirical research.

The results of the research. Therefore, we can talk about a single common speech process. A dialogue in the educational process is included into a joint activity with the aim of achieving a certain goal. In such a way the dialogue can be attributed to the dialogue-conversation. A dialogic statement is a kind of stimulus that prompts the partner of communication to make an appropriate statement in a dialogue, it has a pronounced focus on the partner and is directed towards him/her as much as it is possible, oriented towards him/her.

Conclusions. For our research the interpretation of a dialogue is of greatest importance, which acts as a supplement to the above-considered approaches to understanding a dialogue and expresses a dialogic nature of the very content of thinking and the activity of a modern person. This dialogicity, as well as the problematic nature of any knowledge is connected with it. The dialogue seems to be included today into the very subject of thinking, acts as its integral side, which naturally gives a rise to a dialogue and as a form of communication, and as a type of relationships between those people who study this or that object. At the same time, a different view from our understanding of the mentioned object appears as necessary for me. It is precisely because of indicated difference. Responding to the challenge which is contained in the paradigm of a dialogue,

a personality deepens his/her understanding of the object as the subject of this understanding.

Key words: *classroom management, contemporary approaches, methods' strategies, a dialogue, the interpretation of a dialogue, a subject of thinking, a form of communication, a dialogic nature of the very content of thinking.*

Introduction

The formation of new socio-economic and political relations in the Ukrainian society made it necessary to review the requirements for the organization and implementation of the educational process at school (Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych, Er. & Hupavtseva, 2020). The modern national school is designed to contribute to the reproduction and further growth of the intellectual and spiritual potential of the people, to prepare pupils for life and work in a humane, democratic society (El-Zawawy, 2021; Falé, Costa & Luegi, 2016).

The most important task of the educational system today is to ensure the development of the personality of schoolchildren (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh & Shanahan, 2001). This problem poses great and responsible tasks for the modern school, the most important of which is to improve the quality of the educational process (Hamedi & Pishghadam, 2021). One of the ways to implement this task is to improve the methods and means of teaching, to identify such forms of it that would allow to solve successfully both educational and developmental problems, contribute to the development of mental processes of pupils and the emotional and volitional sphere of the individual (Engle, 2002; Greco, Canal, Bambini & Moro, 2020). In this regard, communication is studied in Psychology as a necessary condition for the organization of optimal forms of the activity of schoolchildren at lessons.

During the 20th century, especially starting from the middle of the 20th, the problem of the essence of communication was in the center of attention not only of psychologists, but also of philosophers, sociologists and linguists, who conducted consi-

derable theoretical and experimental work and proposed a significant number of definitions of communication (Gathercole, Pickering, Ambridge & Wearing, 2004). However, despite the fact that a wide range of communicative problems were studied, a lot of researches were conducted; certain aspects of it were left out of the attention of researchers (Murphy, Melandri & Bucci, 2021). In particular, in a view of the current state of science, there are new directions of the activity with schoolchildren in the educational process, one cannot help but touch on the practically unexplored problem of developing the ability of pupils to communicate productively at the lessons using a non-traditional form of the activity – a discussion (Drigas & Karyotaki, 2017; Cui, Wang & Zhong, 2021). And the urgency of this problem is felt most acutely right now, in the process of building up a new national school of Ukraine based on humane relations, mutual understanding, respect and pleasure (Ivashkevych & Onufriieva, 2021).

Discussion as a public communication according to a lot of any problems, controversial issues, is analyzed in the literature from the point of view of the problems of Rhetoric – the science of Oratory Art (Максименко, Ткач, Литвинчук & Онуфрієва, 2019). The discussion is considered, first of all, from the point of view of the skills of speech, the skills of eloquence (Hogan, Adlof & Alonzo, 2014). In such meanings, the discussion is equated either to a Scientific Polemic or to General Rhetoric. But from this point of view, if we tell about the discussion, it is impossible to talk about the specifics of its use in the educational process as a form of the activity at the lessons, because pupils of the age of 12-15 years old do not have such speaking skills, which are necessary for conducting exactly such a discussion, which is discussed in the literature on Rhetoric (Mykhalchuk & Bihunova, 2019). Therefore, there is a need for scientific researches that will make it possible to substantiate the principles and conditions of the discussion in the educational process of secondary school (Mykhalchuk & Ivashkevych, 2021).

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DOI (article): <https://doi.org/10.32626/2227-6246.2022-58.115-135>

The discussion is one of the types of joint activity of school-children in the educational process. Discussion (from the Latin word means to understand, to argue) involves talking about various issues. A discussion is a free exchange of ideas in a live communication according to the problems that are arisen in the classroom.

Experimental data obtained in recent years (Mykhalchuk & Ivashkevych, 2019) allow us to assert that the mental development of pupils is affected not only by their interaction with the teacher, but also by their interaction in the process of solving a task together, which takes a place during the lesson. School-children strive for independent creative search, which awakens joy, arouses a sense of dignity, self-respect. In this case, the problem of using the discussion as a form of educational activity at the lessons becomes particularly important. Properly organized discussions help pupils to express themselves, show their abilities and talents. Interesting work in the process of organizing discussions makes schoolchildren to want not just copy and repeat what the teacher said, but to introduce elements of creativity into the activity, using previously acquired knowledge, to bring the started work to completion independently, without a help from outside. Educational discussions, the course of which is regulated by the teacher, skillfully direct the mental activity of schoolchildren, their readiness to overcome difficulties when solving complex tasks, encourage the initiative of pupils, and develop their creative activity. But a number of problems still remain unsolved. It is well-known that in order for educational and teaching activity to be effective, it is necessary to create all conditions for their implementation, to find out the most effective psychological ways for conducting discussions at the lessons at secondary school, which in a great degree contributes to the development of thinking, perception, memory, creativity of pupils' imaginations, influence the formation of personal characteristics of schoolchildren.

So, **the purpose** of our research is to describe classroom management as a multi-faceted activity and which is understood in a way of use of untraditional behavior management techniques.

Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. The experimental method was the method of organizing empirical research.

Results and their discussion

Classroom management is a multi-faceted activity and extends beyond the traditional behavior management techniques recommended to deal with pupils with disruptive behavior. Teachers should develop caring, supportive relationships with and among pupils; organize and implement different instructions in the ways that optimize pupils' access to learning; they may use group management methods that encourage pupil' engagement with academic tasks; promote the development of pupil's social skills and self-regulation; use appropriate methods to assist pupils who have problems with the behavior.

Some scientists also believed (Mykhalchuk & Khupavsheva, 2020) that if pupils were engaged into active work at their lessons, they would be less likely to misbehave. If lessons are precise and completed at a steady continuous pace, pupils will have a little time to misbehave or to get into conflicts with other subjects of interaction when pupils are engaged into different types of the activities. In such a way pupils are concentrating at the lesson and focus on learning, and it prevents some problems. It is important for pupils to be a part of the decision-making processes. If schoolchildren are having fun, they will be engaged. When they are engaged in the process of a lesson, they do not think about misbehaving, and will be focused on the task the teacher asks pupils to do.

Pupils should play an active role in setting classroom rules. By allowing the pupils to help to create the rules, schoolchildren are participating in the classroom community modeling. All pupils are working together and are able to understand the rules clearly.

Teacher needs to focus his/her attention on entire class and must not talk over pupils' chattering. Sometimes silence can be effective. Pupils should know what is going to happen in the class and they monitor to check progress. Teacher should move around the room, so pupils have to pay attention more readily and give pupils non-verbal reactions. Lessons should be planned to ensure that all periods of time are filled with learning activities. Teacher should have a knack to memorize pupils' names as quickly as it is possible. It enhances class control and underlines the confidence of the teacher.

As it was stated above, class management is the creation of appealing environments for pupils' learning. Classroom management strategies are techniques that teachers can use to create such environment, ranging from some activities with the aim to improve the relationships between a teacher and pupils, with rules for regulating pupils' behavior. Only when management efforts are not successful, teachers need to resort to reactive and controlled strategies. Therefore, it is important to distinguish between preventive and realistic classroom management strategies. There is a difference between strategies that are used to prevent behavioral problems and strategies having been used to respond to problems with behavior. For example, the establishment of rules and procedures for favorable relations between pupils and teachers are considered to be preventive strategies, while disciplinary interventions, such as prevention or punishment, are considered to be reactive strategies. While it is generally believed that prevention strategies are more effective than reactive, sometimes reactive strategies we need to reduce the destructive or other undesirable reactions in the behavior of the learner.

From the side of a teacher learning requires to help the pupils to understand the learning materials. What the teachers observe in the learning environment many pupils do not stay passive, but only active ones.

Thus, the teachers need to create an environment that pushes the pupils to learn all the material they'd like. This beneficial environment can give a reason for pupils to participate in different types of the activities with materials for learning. Participation helps the teacher to provide better guidance that can enhance performance and success for all pupils.

Firstly, education helps pupils to know better the structure of the society where we live, keeping in mind the requirements and needs of any possible improvement of the activities to be done.

Nowadays we must make pupils to love the lessons, to help and to facilitate them to behave in good manners, otherwise pupil may hate both a teacher and a lesson. As a result pupils will not achieve and will fail. Teacher shouldn't behave himself/herself just as an officer that does his/her job according to the curriculum and after the lesson the teacher gets away, but behaving himself/herself as a parent providing a great help to pupils. So, love and facilitating things would be more useful for pupils during the processing of the course.

Of course, as it happens as usually, extremism is not good, even if our pupils wouldn't find everything ready. When we help them we should keep the balance otherwise pupils will become lazy and want to find everything ready. They might do different things that we don't need to study hard and whipping any effort, however our teacher will help us and could not make mental exercises (for example, to think a lot). Again, we do not help them and let them alone to study; we may push them to pessimism and may not succeed. They might become despair and then give up.

In this aspect the soft language, a friendly face and an optimistic heart of a teacher will facilitate pupils to make a great success in the training course.

A separate group of pupils in the whole group of unforeseen situations represents various reinforcement strategies with the aim of improving the behavior or activities of pupils. These steps include preventive and reactive strategies. These group contingencies can be classified into three types: independent, interdependent and dependent of group contingencies. *Independent group contingencies* refer to reinforcement interventions which apply the same assessment criteria and reinforcements to each child. *Dependent group contingencies* refer to interventions that require a single pupil (or a few schoolchildren) to reach a designated criterion in order to the whole group to receive reinforcement (e.g., when a pupil attains a 100 percent score for a test, the teacher will hand out sweets to the entire class). Interconnected group of unforeseen situations require that the whole groups of pupils reach a certain criterion for obtaining reinforcements (for example, team members need to cooperate for making or modeling a team project, and the whole team gets an estimate for their final product). Returning to preventive-reactive classification of teaching strategies, both preventive and reactive strategies can be applied to the whole class (for example, by discussing class rules or giving group conclusions) or to some individuals (for example, allowing a pupil, who is easily distracted, to sit alone during independent seatwork or placing a schoolchild to be temporarily outside the classroom when showing disruptive behavior).

Improving pupils' behavior (for example, self-control) is an important goal in many school management programs at the moment, while this group of components of the behavior is not sufficiently represented in various classifications having been mentioned in our article. In addition, many activities use both preventive and reactive strategies. Therefore, there are the following classification types of classroom management interventions, based on their main focus:

1) *Teachers' behavior-focused interventions*. The main focus of the intervention is to improve the management of teachers

(for example, the maintenance of order, the introduction of rules and procedures, disciplinary measures), and thus for changing the teachers' behavior.

2) *Teacher-pupil relationships-focused interventions*. The main focus of the intervention is to improve the interaction between teachers and pupils (teacher-pupil interaction), and consequently they are used to develop caring and supportive relationships. Only preventive interventions have been included into this category.

3) *Pupils' behavior-focused interventions*. The main focus of such type of interventions is to improve the pupils' behavior, for example, through the group unforeseen events or improving the self-control of all schoolchildren. Both preventive and reactive interventions are included into this category.

4) *Pupils' social-emotional development*, focused on some concrete interventions. The main focus of the intervention is to improve a social and emotional development of pupils, such as strengthening the feelings of empathy for other children. Both preventive and reactive interventions are included into this category.

It is also clear that the appropriation of learning activities has a great impact on learning and achievement. The selection, creation or adaptation of such activities are largely informed not only by the profile of the learner himself/herself, but also by the way in which teachers perceive themselves and explain their role in the society. These self-images in turn influence teachers' teaching strategies and behaviour in class. In this sense, successful teaching depends on the teacher's:

- optimal involvement into the paradigm of scientific material;
- personal interest in the learners' individual characteristics;
- development of certain personal traits, such as relaxation, openness, originality and spontaneity.

Some contemporary approaches and methods for teaching English young learners may fit into more than one of these cate-

gories; these types are not considered to be mutually exclusive. The proposed classification was used in the paradigm of meta-analysis to identify, to differentiate effects of different types of interventions. One particular type of intervention might be more effective than other types.

So, a facilitative role of a teacher is not to grade a pupil and to control him/her, but to actualize the main role of the teacher, which helps each pupil to reach the highest possible level of achievements. The long-term goal of any classroom management program is *self-management*. Such procedures typically involve the use of classroom management program which is positively reinforcement into the teaching process, has characteristics of negative reinforcement and time to time interventions. Effective classroom management has to be aligned with different instructional goals and activities. We have to note that when teachers identify how good pupils' behavior looks like, we can tell that they can work backwards from desired outcomes. In such a way we'll conclude which management systems will be most effective. Arriving in class and being in one's seat on time, being prepared for a lesson, paying attention, volunteering information and responding to questions lead to effective system of class control. Accepted behavior may vary for different conditions of classroom management and teacher's unique strategies may be adopted for different contexts and environments that there are in the classrooms.

So, we'll analyze *a dialogue* as:

- 1) exchange of remarks or statements between the participants of communication;
- 2) the principle of mutual relations;
- 3) dialogical nature of the very content of thinking and the activity of a modern person.

In the simplest case, a dialogue is understood as the exchange of replicas or statements between participants of communication, and such a dialogue of pupils with teachers and with each other is analyzed by us as a means of intensification of learning.

We highlight the main feature by which a dialogue differs from other forms of speech, and, in particular, from a monologue. Here we are talking about the functional definition of a dialogue: with the help of a dialogue communicative interaction between partners of communication is implemented, and with the help of a monologue the function of a message is realized. That is why one-sided communicative influence is carried out. Another feature of a dialogue is reactive nature of its lines, because each relevant statement is a reaction to the previous one.

Therefore, we can talk about a single common speech process. A dialogue in the educational process is included into a joint activity with the aim of achieving a certain goal. In such a way a dialogue can be attributed to the dialogue-conversation. A dialogic statement is a kind of stimulus that prompts the partner of communication to make an appropriate statement in a dialogue, it has a pronounced focus on the partner and is directed towards him/her as much as it is possible, oriented towards him/her. Thus, the content and the form of the reply are determined by the characteristics of each specific partner. If we consider a dialogue in the educational process as a form of communication between its participants, the question which is arisen about its productivity, deals with such process of communication, otherwise a real superiority of a monologue over a dialogue will not be achieved. A certain number of studies have been conducted on the problems of using training methods for the formation of teachers' abilities and skills of productive communication with pupils. Thus, a special system of training teachers for productive communication was worked out by us, during which certain tasks, pedagogical sketches, games, etc. were used. In such a way we can suggest to use a role-playing game to increase the effectiveness of teacher training for school activity. We also emphasize the significant role of situational role play as an active method of social and psychological training of specialists for productive communication. In our researches (Ivashkevych, Perishko, Kotsur & Chernyshova, 2020) we studied the possibili-

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DOI (article): <https://doi.org/10.32626/2227-6246.2022-58.115-135>

ties of social-psychological training to increase the effectiveness of the teacher's activity. Also we particularly emphasize the effectiveness of pupils' activity in the training process, in which the role of the leader should be reduced to creating conditions for self-expression of training participants.

In Western Psychology (Ferdowski & Razmi, 2022) the idea of productive communication is developed within *the theory of social interaction*. The content of this theory is the next. A person is always in the physical or imaginary environment of other people. Each person behaves in such a way as to receive the maximum possible reward from others and a minimum of trouble. One of the most common rewards is *social approval*. In a case of mutual approval of people communication between them can be constant, it is developed into friendly relationships based on the satisfaction of expectations. But the violation of mutual relations can cause frustration, aggression, etc. Scientists formulate the conditions under which communication cannot be productive:

- a) the lack of a common understanding of the subject of communication, as a result of which it sometimes becomes impossible to find a common language;
- b) the lack of temporal orderliness of the activities of various participants of communication;
- c) the provision of subjective communication of different significance;
- d) the presence of contradictions or antagonism of normative standards of communication and its motives.

Dialogue can be analyzed not only as a form of communication, but also as a principle of mutual relations. There are two main types of strategies of Influence Psychology. They are monological and dialogical ones. They both have a pedagogical interpretation and are of great importance for the organization of the educational process. In the pedagogical process our attention is focused on the development of the personality. So, a dialogical strategy would have a priority position. But dialogical communication includes some important moments of monologue, and

the meanings of the latter are the brightest and the most significant in pupils' mastering of specific knowledge of educational material and methods of action. And only when it comes to the understanding, the discussion and the evaluation of monological components of the content of education, reflection on them, all these processes are the main prerogatives of the dialogical strategy which is turned out to be fully preserved.

Conclusions

For our research the interpretation of a dialogue is of greatest importance, which acts as a supplement to the above-considered approaches to understanding a dialogue and expresses a dialogic nature of the very content of thinking and the activity of a modern person. This dialogicity, as well as the problematic nature of any knowledge is connected with it. A dialogue seems to be included today into the very subject of thinking, acts as its integral side, which naturally gives a rise to a dialogue and as a form of communication, and as a type of relationships between those people who study this or that object. At the same time, a different view from our understanding of the mentioned object appears necessary for us. It is precisely because of indicated difference. Responding to the challenge which is contained in the paradigm of a dialogue, a personality deepens his/her understanding of the object as the subject of this understanding. The truth appears as a dispute about the truth, as a real dialogue. The dialogical nature of the subject of a certain thought, the activity, a life itself. It requires that not only in a dialogue during a discussion, that is in a theoretical dispute, but also in a real life, in any matter, a person is acting as an opponent who has his/her own point of view on any issue or a problem.

The dialogic approach assumes the multivariate, pluralistic, dialogic nature of the normative body of knowledge itself, to which it is worth involving pupils. We have to emphasize that the importance of conveying different "voices" that argue with each other not only in the teacher's mind, and this is the most important thing, in Culture, Art, Philosophy, Science, etc. It is

implied in taking into account the multivariate and principled dialogic nature of the content expressed by these voices that the way to resolve the contradiction between the involvement of pupils into the heritage of culture and giving each of them a great space for self-disclosure.

A dialogue between proponents of different positions is necessary in the educational process. In this context a dialogue is not just an exchange of lines. The main thing here there is a comparison of positions, with the aim not declaring at all. These different positions are not correct or wrong, in order to make corrections to both positions or to reach complete agreement. Such consequences are possible, but, of course, some of them are only isolated cases. In most cases the positions of the parties remain independent, sometimes they are logically incompatible, but as a result of dialogical interaction they are better understood, clarified, deepened and mutually enriched. In a real dialogue no one strives for a monologue, no one fights for the first place, and everyone helps the other person, helping to reveal the spirit of the dialogue as a living nature. And only such a dialogue leads the communication of participants to the truth.

In the educational process a dialogue is a necessary technique for each of the partners, which gives a great opportunity to penetrate into the content of their individuality, to know themselves as a person, to identify themselves with the ethnic group, the nation, other people. Therefore, we will understand education as the process of bringing the schoolchild to cultural, national and universal values, which is possible only when the teacher perceives the pupil a person who is fundamentally equal to himself/herself, who is free in choosing values, who is a unique individuality and a psychologically unique person, with whom the teacher seeks to share his/her values that would become their common characteristics. Therefore, a dialogue opens up a wide space for self-realization of the individual, when the pupil's environment and conditions of existence become naturally his/her life space.

So, the educational process involves interpersonal (modal) interactions, which, based on the main points of spiritual community, personal contacts, internal solidarity, has the aim at satisfying the basic need of a person in another person. The person of this modal interaction is the subject of interpersonal relationships. They act as a mechanism by which a person is formed as a social, a collective subject. Modal dialogical interaction is a dialectical process involving identification and separation. Moments of commonwealth and rivalry, approval and objection, agreement and controversy are revealed in it. Such dialogic interaction is in a great degree effectively implemented into the educational process under the condition of observing the rules in a case of a dispute or competition, observing the equality of partners in revealing their creative possibilities, mutual respect, recognitions of the value of each participant in a dialogue, and the presence of an internal spiritual community in the whole.

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Михальчук Наталія, Куриця Денис. Психологічні засади управлінської діяльності на уроках у закладах середньої освіти.

Мета дослідження – описати управління класом як багатосторонню діяльність, яка розуміється як спосіб використання нетрадиційних методів управління поведінкою особистості.

Методи дослідження. Для розв'язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення, а також експериментальний метод організації емпіричного дослідження.

Результати дослідження. Доведено, що діалогічне спілкування є єдиним спільним мовленнєвим процесом. Діалог у навчальному процесі, включений у спільну діяльність та спрямований на досягнення певної мети, ми відносимо до діалогу-бесіди. Показано, що діалогічна репліка є своєрідним стимулом, що спонукає партнера до відповідного висловлювання у діалозі, вона має яскраво виражену спрямованість на партнера і максимально звернена до нього, орієнтована на нього.

Висновки. Показано, що для нашого дослідження найбільшого значення набуває тлумачення діалогу, що постає як доповнення до розглянутих вище підходів до розуміння діалогу та виражає діалогічність самого змісту мислення і діяльності сучасної людини. Ця діалогічність, а також зв'язана з нею проблемність будь-якого знання, ніби входить сьогодні до самого предмета мислення, постає як його невід'ємна сторона, що закономірно породжує діалог і як форму спілкування, і як тип взаємовідносин між тими, хто вивчає той чи інший об'єкт. При цьому відмінне від нашого розуміння згаданого об'єкта постає як необхідне для суб'єкта – саме завдяки вказаній відмінності. Відповідаючи на виклик, що міститься в ній, особистість, яка навчається, поглиблює своє розуміння об'єкта і себе як суб'єкта цього розуміння.

Ключові слова: управлінська діяльність, сучасні підходи, методичні стратегії, діалог, інтерпретація діалогу, предмет мислення, форма спілкування, діалогічність змісту мислення.

Original manuscript received 15.08.2022

Revised manuscript accepted 21.10.2022