

## **CLASSROOM MANAGEMENT AS CRUCIAL FACTOR FOR EFFECTIVE INSTRUCTION OF EFL**

Effective English teaching requires more than just strong instructional methods; it also hinges on a well-managed classroom. Classroom management is one of the teacher's most crucial responsibilities because a smoothly functioning, orderly environment is fundamental for learning to happen effectively.

Studies by Berrliner, D., Moore K. D., Cooper, J.M., Schmuck, R.A., Walker, J.E. and others are devoted to the specified topic, nevertheless, the challenge of classroom management remains a central, ongoing concern for both academics and educators in practice. The problem of classroom management remains constantly at the center of attention for scholars and practical teachers.

The purpose of our research is the theoretical analysis of the problem of classroom management in the EFL classroom and sharing the practical experience of implementing effective classroom management techniques while teaching English at a secondary school.

Managing a classroom is a difficult but essential task an EFL teacher has to perform well in order to teach effectively. Classroom discipline is a key element of effective teaching. Effective discipline involves a combination of management styles, disciplinary models and proactive strategies to prevent disruptive situations before they occur.

There are several control techniques, which appear to be characteristic of effective classroom managers.

One of such techniques is setting limits (rules). Once the teacher has determined the rules for the classroom and consequences for breaking the rules, it is the first step toward having a well-managed classroom.

Another effective strategy is developing and establishing an efficient organizational system, and supporting classroom procedures (seating and storage of materials, establishing procedures for starting and ending class etc).

It is also necessary to be aware of the fact that some students need extrinsic rewards for behaving properly. It would be wise to establish rewards for following the rules.

Correcting misbehavior in an unobtrusive way if it is possible, using the least force necessary for getting the job done. Being direct, open and respectful with students when correcting behavior will help establish good rapport with students.

Criticism is another sensitive issue. Moore K. D. (1998) posits that open criticism provokes hostility. The student may blow up or may even give up trying. To put a student down in front of his or her peers is probably one of the most damaging things. The teacher has to be aware that students react more favourably if the criticism is in the form of suggestion.

Being helpful, not hurtful is another feature of a teacher who knows how to manage the class. Showing students that the teacher wants to support their best behaviours and help them develop their own self-discipline will ensure positive classroom atmosphere.

A significant difficulty in modern school is capturing and sustaining student attention while effectively managing their behavior. This task is particularly complex given the natural variations in students' knowledge levels, learning preferences, and cultural origins.

The task of every EFL teacher is keeping students focused and managing their classroom conduct which is an especially demanding part of the job. One of the vital things for teachers to do in the classroom is to get students' attention.

An essential teaching technique in the EFL classroom is the use of attention grabbers. They help to capture students' interest, create an engaging classroom, and enhance retention of new material. Educational research emphasises their role in promoting motivation, active engagement and successful learning.

Scholars like Keller (1987) argue that maintaining student attention is fundamental to motivation, a concept echoed by researchers such as Slavin (2009), who stress the importance of attention-getting strategies in structured classrooms. Ultimately, securing students' interest is essential for productivity. A teacher who has mastered a variety of engaging and effective refocusing techniques – such as using body language, call-and-response, and participatory cues – will feel significantly more confident in the classroom.

In particular, teachers must employ a range of attention-grabbing techniques in order to maintain students' interest.

It seems relevant to share effective tactics that include simple yet powerful attention-getters that give teachers practical ideas they can implement in their classrooms. By using these strategies, educators can establish a more dynamic, interactive, and regulated learning environment while also increasing student involvement and comprehension.

When a classroom is noisy or students are largely disengaged, the teacher must stop teaching the material and actively redirect the class's attention. According to McDowell, a useful method for this is the use of specific attention-getting cues or calls. Following this principle, we will now explore several practical examples that teachers can easily adapt to bring their students back to focus.

- **Call-and-Response Phrases:** The teacher says a phrase, and the students respond with a pre-taught counter-phrase, often involving a fun tone or action.

Example: Teacher says, "Hocus Pocus," students respond, "Everybody focus!"

- **Class-Wide Countdown:** The teacher begins a countdown (e.g., from 5 or 10), and students who notice join in quietly. By the time the countdown reaches zero, everyone should be silent and attentive.

- **Musical/Sound Transition:** Use a non-verbal sound, such as ringing a small bell, playing a chime, or turning on a short, specific instrumental tune. Students are trained to stop talking and look at the teacher when they hear that specific sound.

• Give Me Five (or Hand-Raising): The teacher raises their hand silently. Students who see this raise their own hand and become quiet, signaling the need for all eyes on the teacher. This spreads silently across the room.

• The Clap-In/Snap-In: The teacher claps (or snaps) a short, repeating pattern. Students are trained to immediately repeat the pattern back. As more students join, the noise shifts from chatter to the directed clap pattern, ending when the class is silent and waiting for the next direction.

• Mirror Movement/TPR Cues: The teacher strikes a pose or performs a simple action (e.g., "hands on head," "finger on nose," or a silly superhero pose). Students mirror the action silently until the entire class is engaged in the movement and focused on the teacher.

To sum up, capturing students' interest is essential to a productive learning environment. It is of crucial importance for an EFL teacher to have at their disposal a variety of different techniques and practices, engaging and effective strategies for refocusing the students. In particular, teachers must employ a range of attention-grabbing techniques in order to maintain students' interest. By using these strategies, educators can establish a more dynamic, interactive, and regulated learning environment while also increasing student involvement and comprehension.

#### ЛІТЕРАТУРА

1. Keller, J. M. (1987). Development and use of the ARCS model of instructional design. *Journal of Instructional Development*, 10(3), 2–10.
2. McDonald, F. J., & Elias, P. (1976). *The teacher's handbook: A research perspective*. Holt, Rinehart and Winston.
3. Moore K. D. (1998). *Classroom Teaching skills*. – USA: Mac Graw-Hill, 353 p.
4. Slavin, R. E. (2009). *Educational psychology: Theory and practice* (9th ed.). Pearson.

*Пилипишин Марія  
Науковий керівник – доц. Левчик Наталія*

### ІНТЕРАКТИВНІ ПРИЙОМИ ФОРМУВАННЯ ВМІНЬ УСНОГО МОВЛЕННЯ АНГЛІЙСЬКОЮ МОВОЮ В СТАРШІЙ ШКОЛІ

Вступ. Формування вмінь говоріння в процесі вивчення іноземної мови є однією з ключових цілей сучасної мовної освіти, оскільки усне мовлення як вид мовленнєвої діяльності виступає важливим засобом комунікації у повсякденному, професійному та академічному середовищі. Особливої актуальності ця проблема набуває на етапі старшої школи, коли учні вже володіють певним рівнем мовних знань і мають бути готовими використовувати англійську мову для висловлення власних думок, аргументації позиції та участі у реальному спілкуванні. Проблема підвищення ефективності методів навчання говоріння зумовлена не лише потребами суспільства у комунікативно компетентних випускниках, а й динамікою змін у парадигмах освітнього процесу та зростанням ролі цифрового середовища. У зв'язку з цим особливого значення набуває використання інтерактивних завдань як способу активізації мовленнєвої діяльності старшокласників, розвитку їхньої комунікативної компетентності та залучення до творчої роботи з мовним матеріалом. Інтерактивність як принцип організації освітнього