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## INFLUENCE OF MODERN CLASSROOM MANAGEMENT TECHNOLOGIES ON IMPROVING THE ACTIVITIES OF CLASS TEACHERS

## INFLUENCIA DE LAS TECNOLOGÍAS MODERNAS DE GESTIÓN DEL AULA EN LA MEJORA DE LAS ACTIVIDADES DE LOS PROFESORES DE CLASE

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## ABSTRACT

The article aims at identifying and analyzing classroom management technologies in the activities of class teachers. To attain the objective set in the study, the authors used methods of theoretical generalization, structural-logical analysis, and synthesis. The article determines the main classroom management technologies, including technologies for interacting with the class and working with the teaching staff. The article concludes that classroom management is an innovative method of transforming the educational environment to ensure the educational process's effectiveness in an educational institution, which should be based on a comprehensive analysis of the needs of children and the goals of their education. This process should include the development of a set of methods and means to meet such needs.

Keywords:

Classroom, class teacher, educational process, classroom management, pedagogical technologies, classroom management technologies.

## RESUMEN

El artículo tiene como objetivo identificar y analizar las tecnologías de gestión del aula en las actividades de los profesores de clase. Para alcanzar el objetivo planteado en el estudio, los autores utilizaron métodos de generalización teórica, análisis estructural-lógico y síntesis. El artículo determina las principales tecnologías de gestión del aula, incluidas las tecnologías para interactuar con la clase y trabajar con el profesorado. El artículo concluye que la gestión del aula es un método innovador de transformación del entorno educativo para asegurar la efectividad del proceso educativo en una institución educativa,

el cual debe basarse en un análisis integral de las necesidades de los niños y los objetivos de su educación. Este proceso debería incluir el desarrollo de un conjunto de métodos y medios para satisfacer dichas necesidades.

Palabras clave:

Aula, docente de clase, proceso educativo, gestión del aula, tecnologías pedagógicas, tecnologías de gestión del aula.

INTRODUCTION

Classroom management is an institution within the school educational system that plans, organizes, and coordinates its management activities on an ongoing basis. The effectiveness of the educational process in a secondary school largely depends on the professionalism of the education manager, i.e., the class teacher.

Classroom management is an integral and unique component of the educational process. Organizing work in a classroom requires a lot of time, certain skills, and an individual approach to children.

During class activities, subject teachers exercise a managerial but fragmentary influence on the child's personality. Thanks to class teachers, this influence acquires organizational integrity.

Within the framework of classroom management, the work of class teachers should be a purposeful, systematic, and planned activity combining the efforts of the entire school staff, analysis of previous activities, and positive and negative trends in social life (Pertsev et al., 2021). It should also consider a person-oriented approach with due regard to the current tasks of the teaching staff and classroom situation.

In the current development of the education system, the class teacher is a professional educator, mediator, committed organizer, consultant, emphatic observer, creator of a favorable environment, and coordinator of educational efforts of society.

Today, the class teacher should have good skills in managing pedagogical activities following new social changes. The classroom atmosphere and school education quality depend on management and strategic planning. Management embraces organizational aspects introduced by the teacher: working with groups of students, holding round-table discussions among peers, communicating with parents to involve them in the educational process, conducting training with psychologists and social educators, increasing the level of classroom equipment, etc. (Savinova, 2021b).

Based on these facts, we believe that the preparation of class teachers for management activities in the classroom should be significantly updated and based on the concept of classroom management

Although classroom management has gained recognition and popularity in some countries, primarily in the USA, as an effective strategic means of modernizing the educational environment (Savinova, 2021a) and fulfilling the most important tasks of the development and upbringing of children (Hernández García de Velazco, 2022), this phenomenon remains underdeveloped in Russia.

Scientific works claim that the success factor for teachers is not only personal and interpersonal qualities but also their competence in introducing modern management concepts into their activities (Zhang et al., 2020), including classroom management. Scholars define classroom management as follows (Table 1).

Table 1. Approaches to the interpretation of the concept of classroom management.

| Source | Definition |
|---|---|
| Savinova (2021a) | Technology for creating an environment for motivation and participation in educational activities to promote student learning at the highest level. |
| Gadzaova et al. (2022) | Planning an interesting and engaging developmental environment to achieve educational goals. |
| Jabbarov et al. (2023) | A tool that teachers can use to manage the classroom situation, contributing to the effectiveness of the teaching and educational process, as well as building productive partnerships between the teacher and students. |

Source: self made

Practice-oriented approaches to the development of classroom management are considered in the work of Bay (2020). Gasparian et al. (2022), present their thoughts on the strategies of classroom management as a successful educational environment and elaborate its plan and step-by-step implementation. Honchar et al. (2022), views classroom management as the development of an environment supporting teamwork on diverse issues in children's education. Kazak et al. (2023), address the implementation of well-advised classroom management for obtaining productive feedback and developing responsibility in children as an internal locus of control.

Classroom management creates a productive educational process that meets students' needs for competence, independence, and continuous development. The benefits of implementing classroom management have been described in many scientific studies. This approach allows improving the teacher's ability to manage environment, time, and activity, as well as the motivation and behavior

of students (Bay, 2020). The influence of classroom management on the emotional development of students is also covered.

While comparing the ability of experienced and beginner teachers to manage the educational process, scholars concluded that experienced teachers capable of developing various scenarios and having experience in their implementation (structuring and restructuring) can develop a professional vision and minimize risks (Wolff et al., 2021). Classroom management increases the emotional competence of students, namely their ability to perceive, classify, understand, and regulate emotions.

Another study demonstrated how well-planned classroom management facilitates productive feedback and accountability among students with special needs (Tveit et al., 2020). Consequently, controls within the framework of classroom management (rules, standards for educational activities and behavior, delegation of authority to students, methods of encouragement) allow the productive development of personal relationships between teachers and students.

Scientific works also demonstrate how positive dynamics are achieved in students aged 8-12 years through an established system of everyday teaching using classroom management in educational institutions. Children obtain the ability to integrate social cues, recognize emotional manifestations, improve relationships with peers, and increase psychological resilience to stress.

The article aims at identifying and analyzing classroom management technologies in the activities of classroom teachers.

## MATERIALS AND METHODS

The novelty of the phenomenon under study and the exploratory nature of the research objective predetermined the use of a qualitative approach.

At the first stage of the research, we selected scientific sources using the keywords "class teacher", "teaching and educational process", "classroom management", "pedagogical technologies", and "classroom management technologies" that were published no longer than seven years ago.

At the second stage, we analyzed the scientific literature and tried to answer the following question: What classroom management technologies can be used in the activities of the class teacher?

To achieve the objective set in the study, we determined an indicative set of theoretical research methods:

• Theoretical generalization to identify the basic classroom management technologies;

• Structural and logical analysis to establish action algorithms in the implementation of classroom management technologies.

## RESULTS AND DISCUSSION

The results of theoretical generalization determine the main classroom management technologies, including technologies for organizing work with the class (Table 2) and pedagogical technologies for working with the classroom staff (Table 3).

Table 2. Basic pedagogical technologies for organizing work with the class.

| Technologies | Algorithm of actions |
|---|---|
| Technology for setting goals and planning results for working with the class | Justification and setting of goals |
| | Determining ways to achieve goals |
| | Designing the expected result |

| Technology for drawing up a work plan for the class teacher | Studying external information (legal documents, scientific and pedagogical literature, memorial data calendar) |
| --- | --- |
| | Studying the internal information of an educational institution |
| | Analyzing the educational system of the class and planning its development |
| | Determining the goals and objectives of developing the educational system of the class |
| | Determining the list of cases and activities to solve the assigned tasks (draft plan of educational activities) |
| | Coordinating planned activities according to deadlines and performers |
| | Determining the form of plan submission |
| | Making a plan |
| Technology for developing an individual program of extracurricular activities | Analyzing a specific situation and identifying a problem that can be solved (corrected) by including schoolchildren in extracurricular activities |
| | Determining the way to solve the problem through extracurricular activities, ideas for extracurricular activities, the goals of the program, and the expected results of its implementation |
| | Selecting program content, types, and forms of extracurricular activities following the purpose of the program and the expected results of its implementation |
| | Determining the order and timing of implementing program activities and mastering its content |
| | Discussing the program of extracurricular activities in the teaching staff, approving it at a meeting of the methodological association by the pedagogical council |

Source: self made

Table 3. Basic pedagogical technologies for working with the classroom staff.

| Technologies | Algorithm of actions |
| --- | --- |
| Technology for holding homeroom periods | Arranging the classroom |
| | Choosing a communication style for a homeroom period |
| | Choosing a topic for a homeroom period depending on the interests of students |
| | Developing the structure of a homeroom period |
| | Holding a homeroom period |
| | Summarizing |
| Technology for discussing/disputing in the classroom | Determining the purpose of a discussion/dispute |
| | Selecting a discussion/debate topic through ranking, brainstorming, opinion polling, etc. |
| | Developing rules for a discussion/dispute |
| | Selecting a form of a discussion/dispute ("My Credo of Life", "Aquarium", "Questions in an Envelope", "Group Problem Solving", etc.) |
| | Involving schoolchildren in a discussion/debate |
| | Organization of communication |
| | Summarizing |
| Technology for supporting the self-government of students (collective creative activities) | Helping schoolchildren in planning collective creative activities |
| | Assisting schoolchildren in organizing and conducting collective creative activities |
| | Helping schoolchildren in analyzing collective creative activities |
| | Analyzing the consequences of collective creative activities |

Source: self made

As the main pedagogical technologies for organizing work with the class, we identified technologies for setting goals and planning results, drawing up a work plan for the class teacher, and developing an individual program of extracurricular activities (Table 2).

Research established that the most important problem in management and the activities of the class teacher is goal setting (Gadzaova et al., 2023) and planning the results of management work with the class (Bay, 2020). Goals determine the principles, content, forms, and methods of work used by the class teacher. In activities related to setting goals, the class teacher should consider the goals of children, parents, and other teachers (Soboleva et al., 2023) working in the classroom and having subjective powers, as well as the goals of an educational institution and society in which

the subjects of activity function and develop (Güldal Kan et al., 2023).

We believe that in preparing future class teachers for class management, it is important to activate their pedagogical thinking to seek and argue such goals for educating students (Jabbarov et al., 2023) that would correspond to the main trends in the development of pedagogy and be in tune with the individuality of class teachers and understandable and accepted by children as guidelines for their personal development (Grakhova et al., 2022). Setting goals in the activities of the class teacher is associated with studying the entire range of models for organizing the educational process in a team.

Concerning the technology of planning the work of the class teacher, there is no generally accepted form and structure of such plans (Semenova et al., 2023). The teacher needs to take a creative approach to draw up a plan with due regard to the characteristics of the entire class, school conditions, and their work experience. In practice, there are several forms of plans, each of which has its advantages and disadvantages.

Many studies (Bay, 2020; Kazak et al., 2023) highlight that planning largely determines the results and efficiency of work:

- Careful planning helps the teacher avoid many mistakes and negative phenomena since the plan allows to outline general prospects and specific ways to solve the educational tasks set;

- The plan streamlines teaching activities and ensures the fulfillment of such requirements as planning, consistency, controllability, and continuity of results;

- Plans have different content, structure, and form but their main purpose is to organize work, so they should be easy to use, effective, and not formal documents.

Speaking about extracurricular activities, scholars emphasize that they are often carried out under the guidance of class teachers and aim at satisfying the interests and demands of schoolchildren and developing their intellectual capabilities.

Researchers believe that the class teacher should, first of all, attract students into their class to participate in the work of clubs, workshops, etc. operating at school (Savinova, 2021a).

As the main pedagogical technologies for working with the classroom staff, we identified technologies for holding homeroom periods, conducting discussions, and supporting student self-government (Table 3).

According to scholars, a homeroom period is not only an educational event but also a form of direct communication between the class teacher and their students. However, it is not a lesson but rather a sincere conversation about human values and ways to live through joyful or annoying events. It is useful information that students need for their future adult lives that cannot be obtained in the classroom and a meeting to draw up a plan for class participation in a school event, psychological training on communication problems, etc.

Scholars systematize the following tasks of homeroom periods: to collectively plan class or school-wide activities (organizational); to resolve potential conflicts; to summarize results (planned); to discuss psychological and pedagogical problems of students; to implement a specific educational program.

Speaking about a discussion/debate, scholars emphasize that they can be part of an educational event, a method that allows one to attract most participants to an active discussion of moral, ethical, or scientific issues.

The topic of a discussion/dispute should not be imposed by the class teacher but be based on the needs of students. Such a topic should encourage students to think and find their ways to solve the problem under discussion. During a discussion/debate, they can discuss facts that take place in their class or school, a literary work, a newspaper, or a magazine article. When choosing a topic, it is necessary to determine whether students are aware of it and what views and beliefs they have on this issue.

A successful discussion/dispute is facilitated by the publication of a separate issue of a wall newspaper, the design of a stack with books, magazines, and newspaper articles on the topic, the conduct of surveys, individual and group conversations, radio broadcasts, etc. (Poghosyan et al., 2023).

The class teacher should prepare for the event and think about how to provoke an exchange of opinions between its participants, skillfully manage the debate, and prevent it from turning into meaningless chatter. They should promptly stop those who deviate from the main topic, help those who express reasonable thoughts but do not know how to argue for them, and lead participants to the necessary generalizations and right conclusions (Honchar et al., 2022).

Conducting a survey and preliminary conversation with participants will make the class teacher's work easier, show them who to rely on, to a certain extent protect them from surprises, and help them overcome erroneous views. In this case, there will be no uncomfortable silence or superficial resolution of controversial issues.

According to Poghosyan et al. (2023), collective creative activity has the greatest potential for initiating and

developing student self-government in the classroom. Student self-government is the realized ability of the class to plan, organize, and implement creative and socially significant projects, as well as analyze what has been done. The class teacher is responsible for preparing and conducting collective creative activity. Their main task is to enrich the class and individuals with socially valuable experience, develop the best abilities of schoolchildren, and realize their needs and relationships through collective creative activity.

The class teacher takes upon themselves the organizational aspect of collective creative activity. They should think through the program of such an activity and involve not only students in its implementation but also other participants in the educational process. The class teacher should give the main role in conducting collective creative activity to schoolchildren but quietly manage their progress: to direct a collective search for the best proposals, pick up and develop valuable ideas, and systematize and generalize opinions. All this is done together with students. The class teacher performs a guiding function and ensures that each student participates in the assessment of collective creative activity through conversations or questionnaires. In this connection, students summarize their work.

In addition to the above-mentioned classroom management technologies (Tables 2 and 3), studies have established that to ensure effective classroom management, it is necessary to appropriately use the classroom space, develop and apply rules in the classroom, and create a positive atmosphere between all participants in the educational process.

The educational environment should be designed as follows: all information necessary for students' successful work is presented on stands, shelves, and boards. These depict the entire educational process (past experiences interesting for students, relevant information for the present, and plans for the future). Thus, classroom management extends to the spatial-subject and organizational-semantic fields. It influences the formulation of rules, responsibilities, and guidelines, the emergence of productive relationships, the development of teaching strategies, and the search for supporting aids and human resources (Gasparian et al., 2022).

Scholars emphasize that the effectiveness of the teacher's management activities depends on their personal qualities such as empathy, mobility, and a creative approach to solving various problems (Merezhko et al., 2023). It is important for the class teacher not only to know the components of their success in interacting with children, parents, and teachers of other disciplines but also methods

and techniques for the self-development of the necessary qualities (Starostenkov, 2022).

We consider it appropriate to introduce a special seminar on the personal development of the class teacher in the educational process of a pedagogical university. Its main directions should be as follows: empathy as the basis of the class teacher's activity, the formation of the ability to change the internal position, the development of positive interaction models with children, strategies and tactics of verbal and non-verbal communication, effective verbal communication techniques, communication strategies with conflicting personality types, and individual support for schoolchildren.

## CONCLUSIONS

We concluded that the class teacher's activities with the class staff require significant updating associated with a change in the socio-cultural environment in which children develop and a change from an authoritarian to a humanistic approach in interaction with children. It is necessary to introduce new content into the process of preparing class teachers for management activities on the personal development of students and to introduce the concept of classroom management.

The study results proved that classroom management is an innovative method of transforming the educational environment to achieve the effectiveness of the educational process. Classroom management planning should be based on a comprehensive analysis of the needs of children and the goals of their education and provide for the development of methods and means to meet these needs.

Updating the training of class teachers requires not only a more thorough presentation of the material in textbooks but also an analysis of the readiness of class teachers to make changes in management activities and the development of motivation for their implementation.

Prospects for further research lie in the creation of methodological recommendations to effectively use components of classroom management in the activities of teachers.

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