

TARAQQIYOT TADQIQOTLARI: BARQAROR RIVOJLANISH ISTIQBOLLARI

ИССЛЕДОВАНИЯ РАЗВИТИЯ: ПЕРСПЕКТИВЫ УСТОЙЧИВОГО РАЗВИТИЯ

DEVELOPMENT STUDIES: PERSPECTIVES ON SUSTAINABLE DEVELOPMENT

MAJIDOVA Zebiniso

a student of the

Jizzakh State Pedagogical University

CLASSROOM MANAGEMENT IN INTENSIVE LANGUAGE LEARNING COURSE

ANNOTATION

This article explores the unique challenges and strategies of classroom management in intensive language learning courses. These courses, characterized by their high instructional frequency and condensed duration, present specific demands for instructors and learners. Effective classroom management is crucial in maintaining motivation, ensuring discipline, and fostering a productive learning environment.

Drawing on educational theories, recent research, and practical classroom experiences, this study investigates how teachers can create a structured yet flexible classroom environment that promotes engagement, language acquisition, and learner autonomy. Key strategies such as differentiated instruction, time management, learner-centered approaches, and technology integration are examined. The findings offer a comprehensive framework for educators seeking to enhance their management practices in intensive language programs.

Key words: classroom management, intensive language courses, language acquisition, educational strategies, learner engagement, time management, teacher practices

Intensive language learning courses have emerged as a popular format for achieving rapid language acquisition. Unlike traditional language classes, these courses operate on an accelerated schedule, often demanding daily engagement over a short period. This structure offers benefits such as immersion and consistent exposure but also introduces significant classroom management challenges. Managing learner fatigue, maintaining discipline, addressing varied proficiency levels, and sustaining motivation are some of the pressing issues instructors face.

Classroom management refers to the strategies and practices teachers use to maintain an orderly, focused, and respectful learning environment. In the context of intensive courses, classroom management must adapt to the heightened pace and intensity of instruction. Teachers must be adept at time management, fostering student cooperation, and employing flexible teaching methods to meet diverse learner needs.

This article aims to examine the intersection of intensive language instruction and classroom management. It will analyze the specific difficulties encountered in these learning environments and explore effective management strategies. The discussion is grounded in pedagogical theory and supported by empirical data from case studies and surveys. The objective is to furnish educators with a toolkit for optimizing classroom dynamics in intensive language settings programs.

Classroom management has been a central focus in educational research for decades. Theoretical foundations such as Kounin's (1970) theory of classroom management emphasize the importance of "withitness," or a teacher's awareness of all classroom activities. Other foundational models include the assertive discipline model (Canter & Canter, 1976), which advocates for clear rules and consistent enforcement, and the democratic approach (Dreikurs, 1968), which promotes mutual respect and cooperative learning.

In the context of language learning, effective classroom management supports language acquisition by creating a stable and low-anxiety environment conducive to risk-taking and communication. Krashen's Input Hypothesis (1982) highlights the need for comprehensible input in a stress-free setting, underscoring the value of well-managed classrooms.

Intensive language courses present a unique set of management challenges due to their accelerated pace. Studies by MacIntyre and Gardner (1991) and Lightbown and Spada (1999) discuss the cognitive and emotional pressures intensive learners face, including fatigue and burnout. Classroom management strategies must account for these factors by incorporating varied activities, short breaks, and clear routines.

Technology integration has also influenced classroom management strategies. Tools such as interactive whiteboards, language learning apps, and learning management systems can enhance engagement and streamline classroom procedures, as noted in studies by Warschauer (2004) and Beatty (2010).

This study employs a mixed-methods approach to investigate classroom management strategies in intensive language courses. Quantitative data were collected through structured surveys distributed to 50 language instructors from various institutions offering intensive programs. The survey focused on management practices, perceived challenges, and the effectiveness of different strategies.

Qualitative data were obtained through in-depth interviews with 10 selected instructors and classroom observations in three intensive English programs. These methods provided nuanced insights into real-life applications of management techniques and allowed for triangulation of data.

Participants included instructors with a minimum of three years of experience teaching intensive language courses. Ethical approval was secured, and all participants provided informed consent.

The analysis revealed several recurring themes:

I. Time Management: Teachers emphasized the importance of precise lesson planning and pacing to maintain focus and maximize instructional time.

II. Behavioral Expectations: Communicated rules and routines were linked to smoother classroom functioning and better learner cooperation.

III. Learner Engagement: Incorporating a variety of tasks (e.g., games, group work, digital tools) helped sustain motivation and prevent fatigue.

IV. Adaptability: Successful instructors frequently adjusted their teaching in response to student feedback and performance.

V. Use of Technology: Technology was widely reported as a facilitator of both instruction and management, especially in large or mixed-ability groups.

The findings affirm that effective classroom management in intensive language courses requires a proactive and adaptive approach. Compared to regular language courses, the intensive format amplifies both opportunities and challenges. Learners benefit from immersion and consistent practice, but they also experience cognitive overload if classroom management is weak.

Time management emerged as a cornerstone of effective practice. Instructors who segmented lessons into manageable units and incorporated interactive elements reported higher student engagement. Similarly, establishing behavioral norms early in the course helped prevent discipline issues later.

The flexibility of teaching strategies was another critical success factor. Teachers who monitored student reactions and adjusted activities accordingly were more successful in maintaining attention and participation.

The role of technology cannot be overstated. Tools such as Kahoot! Quizlet, and Google Classroom not only supported language practice but also reduced administrative burdens, freeing instructors to focus on instruction.

This study underscores the importance of strategic classroom management in intensive language learning settings. Key recommendations include:

- Developing clear routines and expectations from the start.
- Using diverse and interactive activities to maintain energy and focus.
- Incorporating technology to enhance engagement and simplify management.
- Encouraging learner autonomy through goal setting and self-assessment.
- Providing teacher training specific to the intensive context.

Future research could explore classroom management across different languages, age groups, and cultural settings. Understanding how online intensive courses compare to in-person formats would also be a valuable contribution to the field.

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