



The main principles and basic factors for the successful classroom management

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Received: 01-Feb-2022, Manuscript No. GJTE-22-63343; **Editor assigned:** 07-Feb-2022, Pre QC No. GJTE-22-63343 (PQ); **Reviewed:** 21-Feb-2022, QC No. GJTE-22-63343; **Revised:** 28-Feb-2022, Manuscript No. GJTE-22-63343 (R); **Published:** 08-Mar-2022, DOI: 10.15651/GJTE.22.10.024

DESCRIPTION

Classroom management is the process that gives teachers control over the learning and direction of the classroom. Teachers use classroom management to help students focus on learning while preventing interruptions from slowing down the learning process. Teachers use a wide range of classroom management techniques, from communal classroom management to teaching classes so that students do not get in the way of their colleagues. Classroom management is one of the most basic aspects of quality education as it keeps the lessons running smoothly and prevents interruptions from slowing down the learning process(Allen, et al., 1986).

Effective classroom management often means the difference between a focused and attentive classroom and a classroom where students struggle to reach their educational goals. Teachers face a variety of decisions when it comes to managing the classroom. Some teachers take a direct approach to classroom management and teaching, while others focus on building friendly and collaborative relationships with students.

Classroom management is probably as much a skill as a particular discipline, as it affects many factors that ultimately lead to quality education and proper child development. The indicators for effective classroom management are improving student academic ability (general educational skills). Reduce the rate of problem behaviours such as bullying and distractions. Enables social and emotional learning by creating a comfortable and friendly educational environment. Interpersonal communication, emotional regulation (self-control) and self-confidence development. Good class management gives teachers more time to support their individual learning needs. When teachers are willing to listen, students become more involved in their studies.

Classroom management systems are effective in increasing student success by creating an orderly learning environment that promotes student academic

achievement and abilities, as well as social and emotional development. Classroom management systems are most effective when they adhere to three core principles. Emphasize student expectations for behaviour and learning. Encourage active learning and student participation. Identify key student behavior for success(Marzano, et al., 2003).

For a class to work, teachers need to acquire and gain authority with their students so that they can implement class management. The following principles for successful classroom management should be practiced by all teachers(Moskowitz, et al., 1976).

Teachers must be honest with their students in order to build relationships with them: The students, especially those in the lower grades of elementary school, are born detectives and can find adult honesty / honesty at a glance. Therefore, from the beginning, teachers must be willing to admit their mistakes in order to build mutual trust with their students and become a role model for their students. After gaining student confidence, teachers need to learn to recognize situations in which they need to be dealt with. Teachers need to be careful when telling the truth, especially in the lower grades of elementary school, as students can misunderstand their intentions. Therefore, it is up to the teacher to adapt his life and his educational experience to the students in order to achieve the best possible composition of the lesson.

The teacher must be kind and humble, the teacher needs to put the problem out of the classroom and work on the lesson with a smile. Also, if there is no answer to the student's question, you need to let go of the ego and admit it(T McIntyre, et al., 2005).

Parental Engagement, teacher experience to date has shown that achieving harmony in the classroom is much easier if the teacher has previously established contact with the student's parents. Everyone understands and knows their children better than their parents, because the time they spend at school is not even close to the

time they spend with their parents. This allows parents to be the best help for teachers in identifying student difficulties and successfully adapting organizational skills to their child's needs (Weissberg, et al., 2003).

Finally, I tried to present another basic fact about classroom management and its successful practices and principles. However, this is only part of the very broad topic of class management. There is no single pattern or rule for a successful implementation. On the contrary, what practices and principles apply to ensure good behaviour and effective classroom management depends on the teacher and his creativity.

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