

Ussenova Gulnur Sagidullayevna – Senior Lecturer of the Department of foreign languages and translation, Master of Arts, PhD student majoring in Pedagogy and Psychology, Korkyt Ata Kyzylorda University, Institute of Humanities and Pedagogy, Republic of Kazakhstan, 19a Yessim Khan Str., apt. 5, tel.: 87475299355, e-mail: ussen_gulnur@bk.ru.

Maigeldiyeva Sharban Mussabekovna – Professor, Doctor of Pedagogical Sciences, Korkyt Ata Kyzylorda University, Institute of Pedagogy and Traditional Art, Republic of Kazakhstan, 13/10 Begim ana Str., apt.10, tel.: 87779770902, e-mail: sharban56@mail.ru.

Issayeva Gulnara Bostanova – Candidate of Pedagogical Sciences, Associate Professor of the Department of teaching methods of mathematics, physics and computer science, Professor of the Abai Kazakh National Pedagogical University, Republic of Kazakhstan, 050010 Almaty, 13 Dostyk ave., tel.: 87012554632, e-mail: guka_issaeva@mail.ru.*

Усенова Гүлнур Сагидуллаевна – "Шет тілдері және аударма" кафедрасының аға оқытушысы, гуманитарлық ғылымдар магистрі, Педагогика және психология мамандығының докторант, Қорқыт Ата атындағы Қызылорда университеті, Гуманитарлық-педагогикалық институт, Қазақстан Республикасы, Есім хан көшесі 19а, 5, тел.: 87475299355, e-mail: ussen_gulnur@bk.ru.

Мәйгелдиева Шарбан Мусабековна – профессор, педагогика ғылымдарының докторы, Қорқыт Ата атындағы Қызылорда университеті, Педагогика және дәстүрлі өнер институты, Қазақстан Республикасы, Бегім ана көшесі 13 үй, 10 пәтер, тел.: 87779770902, e-mail: sharban56@mail.ru.

Исаева Гүлнара Бостанова – п. ф. к., математика, физика және информатиканы оқыту әдістемесі кафедрасының қауымдастырылған профессоры, Абай атындағы Қазақ ұлттық педагогикалық университетінің профессоры, Қазақстан Республикасы, 050010, Алматы қ., Достық даңғылы, 13 үй, тел.: 87012554632, e-mail: guka_issaeva@mail.ru.*

MISTI 14.04.11

UDK 371

https://doi.org/10.52269/22266070_2024_2_230

CLASSROOM MANAGEMENT STRATEGIES IN A MODERN SCHOOL

Utilova A.M. – Candidate of Pedagogical Sciences, Lecturer-researcher of the Higher School of Pedagogy, «A. Margulan Pavlodar Pedagogical University» NJSC, Republic of Kazakhstan.

Khamzina Sh.Sh. – Candidate of Pedagogical Sciences, Professor of the Higher School of Pedagogy, «A.Margulan Pavlodar Pedagogical University» NJSC, Republic of Kazakhstan.

Shavaliyeva Z.Sh. – Candidate of Pedagogical Sciences, Associate Professor of the Higher School of Pedagogy, «A.Margulan Pavlodar Pedagogical University» NJSC, Republic of Kazakhstan.

Shakenova T.Zh. – Candidate of Pedagogical Sciences, Lecturer-expert of the Higher School of Pedagogy, «A.Margulan Pavlodar Pedagogical University» NJSC, Republic of Kazakhstan.*

Teachers frequently face a myriad of challenges in their classrooms, ranging from the complexities of managing student behavior to the imperative task of cultivating a modern and conducive educational environment, all while striving to employ effective teaching methodologies. Acknowledging the paramount significance of these multifaceted issues, the primary objective of this article is to conduct a comprehensive analysis of the pivotal problems encountered in classroom management and to explore various approaches aimed at addressing them adeptly. In our study, we used theoretical and empirical methods and identified a wide range of discipline violations by students of the 7th grades of one of the schools that took part in the survey. Such violations include the following: conversations in the classroom, nonattendance, walking around the classroom during the lesson. At the same time, such forms of violations were indicated, which are a characteristic phenomenon of our era. Among them: listening to music using the smartphone, messaging with other students in the classroom, verbal sparring with the teacher, ignoring teacher's questions, etc.

Thus, the range of violations of discipline by schoolchildren is quite wide. It should be noted that all this happens in the school classroom. Effective classroom management means anticipating problems in advance, and creating conditions in which children will behave adequately and learn successfully. Simultaneously, it's imperative for teachers to grasp that the objective isn't solely to establish an ideal disciplinary regime or exercise complete control over students. Rather, it's about orchestrating an environment conducive to learning and knowledge acquisition, where children can thrive and flourish academically and personally.

Key words: management, class, students, education, training, strategy, organization.

ҚАЗІРГІ МЕКТЕПТЕГІ СЫНЫПТЫ БАСҚАРУ СТРАТЕГИЯЛАРЫ

Утилова А.М. – педагогика ғылымдарының кандидаты, Педагогика жоғары мектебінің оқытушы-зерттеуші, «Ә. Марғұлан Павлодар педагогикалық университеті» КЕАҚ, Павлодар, Қазақстан Республикасы.

Хамзина Ш.Ш. – педагогика ғылымдарының кандидаты, Педагогика жоғары мектебінің профессоры, «Ә. Марғұлан Павлодар педагогикалық университеті» КЕАҚ, Павлодар, Қазақстан Республикасы.

Шавалиева З.Ш. – педагогика ғылымдарының кандидаты, Педагогика жоғары мектебінің қауымдастырылған профессоры, «Ә. Марғұлан Павлодар педагогикалық университеті» КЕАҚ, Павлодар, Қазақстан Республикасы.

Шакенова Т.Ж.* – педагогика ғылымдарының кандидаты, Педагогика жоғары мектебінің оқытушы-сарапшы, «Ә. Марғұлан Павлодар педагогикалық университеті» КЕАҚ, Павлодар, Қазақстан Республикасы.

Оқушылардың мінез-құлқын қалай басқаруға болады, қазіргі заманғы білім беру кеңістігін қалай құруға және оқытуды оң жолға қоюға болады, мұғалімдер сыныпты қалай басқаруға болады деген сұрақ қойғанда осындай проблемалар туындайды. Осы проблеманың өзектілігін ескере отырып, біз мақаламыздың мақсатын тұжырымдадық: сыныптағы оқушылардың мінез-құлқын басқарудың негізгі проблемалары мен тәсілдерін талдау. Өз зерттеуімізде біз теориялық және эмпирикалық әдістерді пайдаландық, олардың көмегімен сауалнамаға қатысқан мектептердің бірінің 7-сынып оқушыларының тәртіп бұзушылықтарының кең ауқымын анықтадық. Мұндай бұзушылықтарға келесілер жатады: мектеп оқушыларының сабақта сөйлесуі, сабақтан тыс қалуы, сабақ кезінде сынып бойынша жүру. Сонымен қатар, біздің дәуіріміздің сипатты құбылысы болып табылатын бұзушылықтардың түрлері көрсетілді. Олардың ішінде: телефон арқылы музыкалық жазбаларды тыңдау, сыныптағы басқа оқушылармен хабар алмасу, мұғаліммен ауызша жанжалдасу, мұғалімнің сұрақтарын елемей және т.б.

Осылайша, оқушылардың тәртіпті бұзу ауқымы айтарлықтай кең. Бұның барлығы мектеп сыныбында болып жатқанын атап өткен жөн. Сыныпты тиімді басқару проблемаларды алдын ала болжап, балалар өздерін дұрыс ұстап және табысты оқуына жағдай жасауды білдіреді. Педагогтардың мақсаты пәнді жақсы меңгеру немесе оқушыларға толық бақылау жасау емес, балалар оқитын және білім алатын ортаны ұйымдастыру екенін түсінуі тиіс.

Түйінді сөздер: басқару, сынып, білім алушылар, тәрбие, оқыту, стратегия, ұйымдастыру.

СТРАТЕГИИ УПРАВЛЕНИЯ КЛАССОМ В СОВРЕМЕННОЙ ШКОЛЕ

Утилова А.М. – кандидат педагогических наук, преподаватель-исследователь Высшей школы педагогики, НАО «Павлодарский педагогический университет им. Ә. Марғұлан», Павлодар, Республика Казахстан.

Хамзина Ш.Ш. – кандидат педагогических наук, профессор Высшей школы педагогики, НАО «Павлодарский педагогический университет им. Ә. Марғұлан», Павлодар, Республика Казахстан.

Шавалиева З.Ш. – кандидат педагогических наук, ассоциированный профессор Высшей школы педагогики, НАО «Павлодарский педагогический университет им. Ә. Марғұлан», Павлодар, Республика Казахстан.

Шакенова Т.Ж.* – кандидат педагогических наук, преподаватель-эксперт Высшей школы педагогики, НАО «Павлодарский педагогический университет им. Ә. Марғұлан», Павлодар, Республика Казахстан.

Как управлять поведением учащихся, как создать современное образовательное пространство и наладить обучение, такого рода проблемы возникают у учителей когда они задаются вопросом как управлять классом. Учитывая актуальность данной проблемы, мы сформулировали цель нашей статьи: анализ основных проблем и подходов к управлению поведением учащихся в классе. В своем исследовании мы использовали теоретические и эмпирические методы, с их помощью мы выявили широкий спектр нарушений дисциплины учащимися 7-х классов одной из школ, принявших участие в опросе. К таким нарушениям относятся следующие: разговоры школьников на уроках, прогулы, хождение по классу во время урока. В то же время были указаны такие формы нарушений, которые являются характерным явлением нашей эпохи. Среди них: прослушивание музыкальных записей с помощью телефона, обмен сообщениями с другими учениками в классе, словесная перепалка с учителем, игнорирование вопросов учителя и др.

Таким образом, спектр нарушений дисциплины школьниками достаточно широк. Следует отметить, что все это происходит в школьном классе. Эффективное управление классом означает предвидеть проблемы заранее, и создавать условия, в которых дети будут себя

адекватно вести и успешно учиться. В то же время педагоги должны понимать, что цель не создание идеальной дисциплины или полного контроля над учащимися, а организация среды, в которой дети будут учиться и получать знания.

Ключевые слова: управление, класс, обучающиеся, воспитание, обучение, стратегия, организация.

Introduction

In the context of modernization processes in society, the Institute of education was assigned a new role – the driving force of systemic changes that allow our country to become a competitive state capable of ensuring the quality of human potential. In this regard, educational organizations face the problem of changing the management system of both teachers and students. Therefore, at present, one of the most urgent and important problems of psychological and pedagogical research is the problem of the group, and its management. Performing various social functions, an individual becomes a member of various social groups, or, in other words, layers, develops under the influence of established groups and their intersection, occupies a certain social position, and also participates in the system. norms and rules inherent in each individual social group [1, p.32]. The purpose of this article is to analyze the main problems and approaches to managing student behavior in the classroom. Based on this, we formulated the following tasks: analysis of scientific literature on the topic under consideration; identification of the causes of violations in the classroom; developing a classroom management strategy.

The period of schooling is significant for the personal development of a school-age child, and the school team is a kind of model of society. Within this social group, the student acquires an internal social position, realizes his role as a member of the team, opens up new opportunities and strategies for interpersonal interaction. Such psychologists as N.N. Obozov, A.V. Petrovsky, and V. N. Kunitsyna dealt with issues of interpersonal interaction. In this context, we can say that we see interpersonal interaction strategies at school through classrooms where children of the same age study. In accordance with this, it becomes necessary to consider the educational potential of the collective (class), the issues of which were studied by such teachers as A.S. Makarekno, V. A. Sukhomlinsky, T. K. Konnikova, I. P. Ivanov, L. I. Novikova. Undoubtedly, the formed team should be managed competently. The potential of applying management ideas and techniques in the management of a student team was analyzed by N. V. Manyukova, N. S. Yu. A. Konarzhevsky, Chow, Robin Sayers, Yang Fu, Kristen L. Granger, Shannon McCullough, Corinne Kingsbery, Ashley Morse.

Classrooms are an indispensable element in schools, in particular and education in general. Therefore, effective classroom management will directly affect the quality of education, including ensuring the quality of teaching and the learning environment. If this condition is good, the teaching-learning process will also be improved. Classroom management skills aim to create the best method to create a positive classroom in which all students are aware of their abilities, fulfill their roles, and work with teachers to create a supportive learning environment. A well-built relationship between teacher and student is the basis for excellent learning at school [1, p. 33]. Based on this, we formulate the purpose of our article: an analysis of the main problems and approaches to managing student behavior in the classroom. To achieve this purpose, the following tasks were set: review the relevant literature; identify the causes of classroom discipline problems; and develop strategies for effective classroom management. Classroom management in the modern educational space implies the prevention of complications and the creation of an environment in which children will have the desire to behave well and strive to gain knowledge.

Materials and methods

To study the real pedagogical process, we used theoretical and empirical methods. From the theoretical research methods, an analysis was used, which was applied at the initial stage of writing the article in order to familiarize with the scientific literature on this problem. One of the main ones is observation – organized purposeful perception and fixation of pedagogical phenomena. In addition, we used widespread methods of written survey: the survey. With their help, the attitudes, motives, intentions, opinions, and value judgments of the students were studied.

Research results.

A classroom is a system in which a student's successful behavior is influenced by many factors. Managing it effectively means anticipating problems in advance and creating an environment in which children behave appropriately and learn successfully. Every teacher in his practice is faced with the problem of discipline in the classroom. This is especially true for young aspiring teachers. Children do not listen, they make noise, forcing the teacher to switch to shouting, which, alas, does not always help. How to establish a working rhythm and discipline in the classroom? While working in this direction, we conducted a survey among 7th grade students (28 students) from one of the schools. In the course of this work, the children were asked to answer the questions of the questionnaire proposed to them, where it was necessary to reflect the forms of violation of school discipline and the techniques used by teachers to establish order.

The survey analysis revealed a wide range of discipline violations. – The 1st place in terms of prevalence among all forms of discipline violations was taken by conversations of schoolchildren in the

classroom (this form was indicated in 11 respondents); – the 2nd place – absenteeism (7 respondents). – 3rd place – walking around the classroom during the lesson (3 respondents indicated); At the same time, such forms of violations were indicated, which are a characteristic phenomenon of our era. Among them: listening to music recordings using the phone, exchanging messages with other students in the class during lessons (2 respondents). The latter type of violations seems to be pretty fun compared to such forms as a verbal quarrel with a teacher (2 people); ignoring teacher's questions (1 person); "throwing" various objects (pieces of paper, buttons) at classmates (2 people) these facts make an extremely unfavorable impression (Table 1). It is noteworthy that the range of violations of discipline by schoolchildren is quite wide.

Table 1 – The spectrum of discipline violations by students in the classroom

№	Types of discipline violations	Student responses	
		Quantity	%
1	Conversations of schoolchildren in the classroom	11	39,4
2	Truancy of lessons	7	25
3	Walking around the classroom during the lesson	3	10,8
4	Listening to music recordings using the phone, messaging with other students in the class during lessons	2	7,1
5	Verbal altercation with the teacher	2	7,1
6	Ignoring the teacher	1	3,5
7	's questions, "Throwing" various objects (pieces of paper, buttons) at classmates	2	7,1

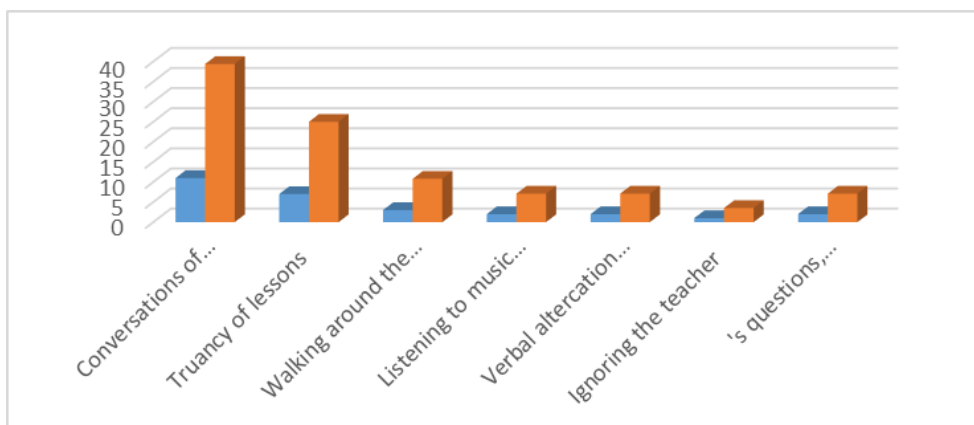


Figure 1. – The spectrum of discipline violations by students in the lesson

During the conversation with the students, we found out that the reason for conversations in the lesson lies in the following: fatigue, low concentration, lack of interest in the subject of study (the presentation of lesson material by the teacher is not interesting for children). Due to the fact that many children are not interested in the lesson, they sit in the lesson listening to music (imperceptibly wearing headphones), writing messages to each other.

Absenteeism from school lessons is a common problem that affects children's academic performance. Children often skip classes because of the complexity of subjects and the fear of failure, the fear of being the worst of all, when students lag behind the program, they also prefer to skip lessons. One participant in the survey stressed during the conversation that skipping classes is facilitated by being ahead of the curriculum. (he spends a lot of time at home on self-education, goes to tutors to study).

In this class, students who are characterized by hyperdynamic syndrome were identified – this is a condition that is difficult primarily for the child himself. When a child is restless, cannot do one thing for a long time, begins to actively move around during the lesson or engage in various non-lesson manipulations with objects. By their behavior, these students interfere with others.

A teacher makes remarks to children who are seen with a phone or moving around the classroom, as a result, a quarrel begins between him and the students. The longer it lasts, the students begin to ignore the teacher and his questions. At this time, some students begin to throw crumpled paper at students who have entered into a quarrel. Thus, discipline in the classroom is violated, especially as the children said, they use this practice in the lessons of young teachers and "new teachers."

Discussion

The survey showed that the practice of "testing the strength" of new teachers is widespread. "We did all sorts of things: we talked, threw papers, turned on audio messages on smartphones!" one student wrote in the questionnaire. Not every teacher coped with this problem and withstood such pressure. There were cases in which teachers left their classrooms during classes. How is it that polite and calm children at home do such things? Undoubtedly, in many cases, the effect of herding is effective. Especially in adolescence, the desire to become "one's own" in a certain group is strong, to gain the recognition of classmates, which often pushes children to the most extravagant disciplinary violations. Not everyone can resist the pressure of a group in which certain norms of behavior are accepted.

Analyzing these facts, we have a question: what other reasons for violations of school discipline are there? The students put unprofessionalism in the first place ("the problem of discipline is a consequence of poor teaching as such, that is, students are so uninterested in the subject and the teacher that they try in every possible way to avoid both in one way or another"). As a result of the teacher's unprofessionalism, his inability to organize and conduct a lesson is interesting, students are not interested in listening to him.

Students pointed out that violations of discipline in the lessons of young teachers are often associated with a small age difference between the teacher and the students, who sometimes find it psychologically difficult to perceive their teacher as a "fully adult person". There was also a negative impact on the behavior of schoolchildren of television programs, the preaching of violence, and the subject of crime. The problems identified during the survey should be addressed. What techniques and methods do teachers use to solve the problem of school discipline? The most frequently mentioned by the students, unfortunately, was the raising of the voice, shouting (15 people). However, this technique was evaluated extremely negatively by schoolchildren. As before, teachers resort to the help of the school administration (although not so often – 3 cases), they call parents to school (3 cases). Students recalled situations of verbal abuse from teachers, humiliation, ridicule (3 people). The authoritarian style of communication was also indicated by the students, but they are deeply convinced that the discipline established in this way is supported by fear and has a negative impact on the well-being of children.

Solving the problem of discipline is directly related to the growth of professional skills of teachers. The knowledge of their subject and the methods of teaching it were highly appreciated (the fascination of the presentation, the involvement of additional materials, various types of activities in the lesson, multi-level tasks that allowed each child to be occupied, the energetic pace of teaching, etc. – 8 people). Most teachers know how difficult it can be to deal with children. But many of them spend time and effort maintaining perfect order in the classroom, rather than managing the class, because they confuse these concepts. Because of this, the effectiveness of the educational process is often lost.

Well-organized class management provides the following:

- New opportunities are opening up for students.
- The educational and educational process takes place without disruptions.
- All training tasks are completed.

The purpose of classroom management is not to establish perfect discipline or complete control over students, but to organize an environment in which students:

- they learn better,
- they receive tools for self-control, interaction with each other and the application of their knowledge.

This is the task not only of the class teacher, but also of any teacher who regularly conducts lessons in the same classes.

Today, teaching is 60% knowledge and 40% classroom management. If you can manage your class well, you will be a better teacher in the eyes of students, colleagues and school management [2, p. 45]. Classroom management can be a real challenge even for an experienced teacher. Especially if the behavior of the students is not entirely conscientious. What to do? Definitely not upset! After all, there are time-tested classroom management strategies that will help find a common language, improve discipline and motivate children to learn [3, p. 56]. We recommend several strategies for teachers to manage the classroom:

1. Ask the children to set the rules of behavior in the lesson. Invite them to develop class laws on their own, taking into account their rights and obligations. Be sure to adjust the work process. This way you will get really fair and constructive requirements where every word counts. Don't forget to print out the rules and hang them in the classroom corner.

2. Call the students by name. How do you get students to respond? Some people give me a last name. And why not address them by their first name? The formal business style of communication will increase students' self-esteem and promote a working atmosphere.

3. Praise the children. Sincere praise for a job well done inspires students, increases their self-esteem and strengthens your authority. In addition, it encourages children to continue to work successfully, to look for new solutions and ways.

4. Avoid public punishment. Sometimes there are situations when it is necessary to react quickly to the defiant behavior of schoolchildren. And the conflict taking place in front of the whole class only exacerbates the situation. What should I do? Take the instigator of the conflict out of the classroom for a couple of

minutes for a short conversation. Keep calm, make rational arguments in support of your position, and be sure to listen to the student's position. In 90% of cases, the conflict will be resolved, and the student will keep his face in front of his peers. You should not punish the whole class for the fault of one! This can ruin your relationship with the students and jeopardize all your efforts.

5. Communicate face-to-face. A student who studies poorly or shows deviant behavior can mask any of his problems with this. Try to find out the reasons for this behavior as carefully as possible and find a common language with him. To increase motivation to learn, ask the child what helps him focus on the lesson, what exercises and techniques he likes. Write down all the answers. This will allow you to find activities and approaches for such a "difficult" student and motivate him to learn. Celebrate the achievements of the class and each student. Try to monitor, evaluate the activities and record the progress of everyone. This will allow you to flexibly adjust the curriculum. The student will see not only the intermediate result, but also the prospects for his growth.

6. Use non-verbal communication. Non-verbal cues such as smiling, open gestures, and eye contact can reduce psychological distance with students. This behavior increases the positive feelings of students towards the teacher and the subject. And, accordingly, promotes good discipline.

7. Involve parents. Parents can really become your allies. Tell them about the student's academic success or behavioral progress. Feel free to repeat to them that they have raised a wonderful child.

8. Practice mutual learning. Surely there are students in your class who can help others learn subjects. Therefore, invite them to get involved in teaching if they want to. This is how students will improve their skills in synthesizing and analyzing educational material. Some students are more comfortable accepting information from their peers, so mutual learning will be useful for all sides of learning.

9. Be flexible. Flexibility does not mean unscrupulousness at all. You have a set schedule, but you should be prepared for unexpected situations: both positive and negative. For example, students don't like the deadlines you set for completing a task. In this case, it is better to make sure what happened: a whim or it is really difficult for children to complete the task on time.

10. Stay close. Your involvement in the educational process is crucial for classroom management. Be active in the lesson: do not sit at your desk, move around the classroom, adjust the execution of tasks if necessary. Let the children understand that you are not following their behavior, but want to help them [4, p. 440].

Another approach to classroom management may be student self-management. An environment should be created in the school in which every student feels involved in solving the main tasks facing teachers and students. In this regard, the participation of children in the management of their team should play an important role. The development of self-government helps them to feel the complexity of social relations, to form a social position, to determine their capabilities in the implementation of leadership functions.

A new approach to understanding the essence of self-government development involves creating conditions for the social development of students. This is ensured by their inclusion in solving complex problems of relationships that develop in the team. Through their participation in solving problems, students develop the qualities necessary to overcome the difficulties of social life. Their position in solving managerial problems depends on the attitude of children to the goals of joint activity [4, p. 112].

Student self-government is a form of organizing the life of a group of students, ensuring the development of their independence in making and implementing decisions to achieve socially significant goals. There is a basic contradiction between the goals and content of the team's activities and the attitude of each student towards them, which can be resolved by forming a group motive for group action, when students see that satisfaction of needs depends on achieving this goal.

Self-government develops only when students find themselves in a situation of choice and determine the ways to solve the problem themselves. It is decision-making that is key to the formation of the motive for group action. Summing up, group reflection allows students to lead them to a new goal of joint activity, while at subsequent stages they increasingly independently determine the goal that is subsequently realized by the children's team.

Developing in each of the activities, student self-government covers an increasing number of tasks, and not only those that teachers used to perform. As a result of development, the formulation of management tasks should mainly depend on the initiative and independence of students. Self-government can develop in almost all types of student activities and develops faster where the sphere of their interests is more pronounced [5, p. 39].

The manifestations of self-government can be the most diverse, but they should all be united by one thing: an activity-based approach to the structure of government bodies. First, it is necessary to engage students in some socially significant business, and then create an appropriate self-government body for its organization. Thus, a new area of work appears – a new self-government body is formed. The approach in which they first create a complex structure of self-government, and then come up with what to occupy each of its bodies is pure formalism. The most important thing is the transformation of various meetings and

gatherings into real self-government bodies. Perhaps this is only when students carry out a collective search for solutions to management problems in them.

An important element of collective organizational activity is collective creative work planning. It is possible to increase the level of students' involvement in the issues discussed at meetings by strengthening their problematic nature, which allows everyone to be involved in developing a solution. The decision made at the meeting should be brief, specific and understandable to each participant of the meeting. To do this, a brainstorming technique is used, when the participants of the meeting are divided into groups, instructing one of the members of this group to express a collective opinion on ways to solve the problem. After expressing these opinions, conditions are created for evaluating the points of view put forward, discussions, which leads to maximum involvement of the meeting participants in working out a decision [6, pp. 283-289].

Along with permanent student groups, various temporary self-government bodies are being created, the role of which increases with the development of students' independence and initiative. It is advisable to remember the following when creating temporary self-government bodies:

- the creation of temporary self-government bodies is determined by the specific task facing the team.
- the decision to create these bodies is made only by the student body, public organizations or their self-government bodies.
- only those students who participate in solving this specific task can be part of the provisional self-government bodies.
- self-government bodies, regardless of the period for which they were created, must report to the team on the fulfillment of their tasks.
- having completed the solution of the organizational task, they cease to exist.

The pedagogical goal of student self-government is the democratization of class life and the formation of students' readiness to participate in the management of society. The process of developing student self-government involves a consistent change of states that ensure the transfer of the class from a managed system to a self-managed one.

Developing in each of the activities of children, student self-government covers an increasing number of tasks that teachers used to solve. The formulation of management tasks should mainly depend on the initiative and independence of students. It should be noted that the degree of their participation in the management of various activities may vary. For example, self-government in leisure activities may develop better than in educational activities [7, pp. 309-325].

The cooperation of teachers and students is an important condition for the development of student self-government and depends on the goal set by the class staff. The goal and the belief in its achievement is the link between the class teacher and the students. Each case should be analyzed by its participants for a deeper understanding of its significance, as well as to strengthen cooperation within the classroom and cooperation with teachers. When students know that their work will be appreciated not only by the class teacher, but also by all their friends, they perform tasks more diligently.

The organization of classroom activities requires constant activity of students and their fulfillment of various assignments. These assignments and their fulfillment are very important in the life of the entire team. In order to determine which assignments students will perform in the classroom, they first need to determine the scope of their efforts. Nowadays, in the process of radically transforming the work of schools, student self-government is entering a qualitatively new stage of its development. The key task is to make the child an active participant, the subject of the educational process at school, it becomes more feasible. By participating in the activities of children's self-government bodies, schoolchildren are involved in diverse extracurricular activities, business communication with adults on an equal basis, and are involved in the practice of civic behavior and social activities. Within the framework of school self-government, children have the opportunity to influence the content of education, the process of developing, adopting and implementing local normative legal acts of the school, defend their rights and interests in it, meet urgent needs for self-expression, self-affirmation and self-realization [8, pp. 328-375].

A successfully functioning system of student self-government in the organization of education serves to develop the personality of schoolchildren, since in the process of self-management activities, adolescents develop abilities, communicative culture, leadership qualities, develop socially significant qualities (activity, responsibility, responsiveness), they master social roles, acquire certain knowledge and skills, learn to plan, implement and analyze their own activities. School life becomes interesting, intense and exciting. I believe that student self-government provides students with the opportunity for self-realization, self-affirmation, self-development and self-education.

Representing the interests of the entire student body, students can organize and conduct those activities that they are interested in, while showing and developing their abilities. It is important not only the result of the joint activities of schoolchildren, but also the process itself [9, pp. 437-459]. Belonging to a friendly group of students – a student self-government body united by common goals, interests, and values – plays an important role for teenagers, provides them with the opportunity to communicate, because it is the leading type of activity at this age [10, pp. 45].

In this regard, it is necessary to create and develop student self-government in a modern school, the effective functioning of which gives positive results. Today, every school has a lot of issues that have different solutions, and the life of students depends on the choice of which, therefore, we must strive to solve most of these issues taking into account the opinion of the student government. I think that it is the joint participation of teachers, students and parents in the management of an educational institution that can help the school change, become more democratic, and correspond to modern realities.

Conclusions

Based on the results of the study, we identified a wide range of discipline violations by students in grades 7 (28 students) of one of the schools that took part in the survey. These violations include the following:

- conversations of schoolchildren in the classroom (39.4%);
- absenteeism (25%);
- walking around the classroom during the lesson (10.8%).

At the same time, such forms of violations were indicated, which are a characteristic phenomenon of our era. Among them: listening to music recordings using the phone, exchanging messages with other students in the class during lessons (7.1%), as a verbal quarrel with the teacher (7.1%), ignoring teacher's questions (3.5%), "throwing" various objects at classmates (7.1%).

Thus, the range of violations of discipline by schoolchildren is quite wide. It should be noted that all this happens in the school classroom. A classroom is a system in which a student's successful behavior is influenced by many factors. Managing it effectively means anticipating problems in advance and creating an environment in which children behave appropriately and learn successfully. At the same time, the goal of classroom management is not to establish ideal discipline or complete control over students, but to organize an environment in which students:

- they study more efficiently,
- they receive tools for self-control, interaction with each other and the application of their knowledge.

This is the task not only of the class teacher, but also of any teacher who regularly conducts lessons in the same classes. Classroom management is crucial in classrooms because it supports the proper execution of curricula, the development of the best teaching and upbringing methods, and their application in action. Classroom management can be explained as the actions and directions that teachers use to create a successful learning environment; indeed, having a positive impact on students' achievement of set learning requirements and goals.

REFERENCES:

1. Berger K. Shkol'ny'e izdevatel'stva – e'to ne konflikt: vzaimodejstvie stilej upravleniya konfliktom, viktimizacii pri izdevatel'stvah i psihologicheskoy adaptacii v shkole [School bullying is not a conflict: the interaction of conflict management styles, victimization in bullying and psychological adaptation at school]. *Mezhdunarodnyj zhurnal e'kologicheskikh issledovanij i obshhestvennogo zdravoohraneniya*, 2022, 19 (18), 26-2. (In Russian)
2. Burger C., Strohmeier D., Kollerová L. Uchitelya mogut izmenit' situaciyu s izdevatel'stvami: vliyanie vmeshatel'stva uchitelya na prinyatie uchashhimisya rolej huligana, zhertvy', huligana-zhertvy' ili zashhitnika s techeniem vremeni [Teachers can reverse the bullying trend: The impact of teacher intervention on students' acceptance of the roles of bully, victim, bully-victim, or defender over time]. *Zhurnal molodezhi i otrochestva*, 2022, 51 (12), pp. 2312–2327. (In Russian)
3. Trapitsyna S.Yu. Menedzhment v obrazovanii: uchebnik i praktikum dlya vuzov [Management in education: textbook and workshop for universities]. Available at: <https://urait.ru/bcode/536691> (accessed 21 January 2024) (In Russian)
4. Basovskij L.E. Menedzhment [Management]. Moscow, INFRA-M, 2021, 256 p. (In Russian)
5. Zajceva E.A., Zajceva I.V., Poddubnaya A. S. Postroenie modeli shkol'nogo uchenicheskogo samoupravleniya [Building a model of school student self-government]. *Voprosy' obrazovaniya i nauki: sbornik nauchny'h trudov po materialam mezhdunarodnoj nauchno-prakticheskoy konferencii* [Issues of education and science: a collection of scientific papers based on the international scientific and practical conference proceedings], 2020, pp. 45–46. (In Russian)
6. Khamzina S., Utilova A., Shakenova T. et al. Fashioning of students' research competence through technology of project activities. *Journal of Intellectual Disability – Diagnosis and Treatment*, 2020, no.8, pp. 307-311. <https://doi.org/10.6000/2292-2598.2020.08.03.6>
7. Trpin A. Classroom Management and the Vital Role of the Classroom Teacher: Insights from Distance Teaching Experiences. *Journal of e-learning Research*, 2023, no.2(2), pp. 39-51 <https://doi.org/10.33422/jelr.v2i2.486>
8. Meskon M. H. Osnovy' menedzhmenta [Fundamentals of management]. Moscow, Vil'yams, 2018, 672 p. (In Russian)

9. C. Robin Sayers, Y. Fu, K. Granger, S. Cullough, C. Kingsbery, A. Morse. **A Systematic Meta-Review of Measures of Classroom Management in School.** *Assessment for Effective Intervention*, 2024, no.49(2), pp. 60–74. DOI: 10.1177/15345084231208671

10. Shipilina L.A. **Kachestvo upravleniya obrazovatel'ny'm uchrezhdeniem i neobhodimost' professionalizacii menedzhmenta v obrazovanii** [The quality of management of an educational institution and the need for professionalization of educational management]. *Sibirskij pedagogicheskij zhurnal*, 2017, 10 (21), pp. 45-47. (In Russian)

Information about the authors:

Utilova Aigul Muratovna – Candidate of Pedagogical Sciences, Lecturer-researcher of the Higher School of Pedagogy, «A.Margulan Pavlodar Pedagogical University» NJSC, Republic of Kazakhstan, 140000, Pavlodar, 60 Olzhabai Batyr Str., tel.: + 7 7058616506, e-mail: aigulutilova@mail.ru.

Khamzina Sholpan Shapiyevna – Candidate of Pedagogical Sciences, Professor of the Higher School of Pedagogy, «A.Margulan Pavlodar Pedagogical University» NJSC, Republic of Kazakhstan, 140000, Pavlodar, 60 Olzhabai Batyr Str., tel.: + 7 778 9440449, e-mail: khamzina_64@mail.ru.

Shavaliyeva Zulfiya Shavaliyevna – Candidate of Pedagogical Sciences, Associate Professor of the Higher School of Pedagogy, «A.Margulan Pavlodar Pedagogical University» NJSC, Republic of Kazakhstan, 140000, Pavlodar, 60 Olzhabai Batyr Str., tel.: + 7 705 148 7650, e-mail: zulyas580plm@mail.ru.

Shakenova Tattigul Zhilkibayevna* – Corresponding author, Candidate of Pedagogical Sciences, Lecturer-expert of the Higher School of Pedagogy, «A.Margulan Pavlodar Pedagogical University» NJSC, Republic of Kazakhstan, 140000, Pavlodar, 60 Olzhabai Batyr Str., tel.: +7 7051897887, e-mail: ppu.conf@mail.ru.

Утилова Айгуль Муратовна – кандидат педагогических наук, преподаватель-исследователь Высшей школы педагогики НАО «Павлодарский педагогический университет им. Ә. Марғұлан», Республика Казахстан, 140000, г. Павлодар, ул. Олжабай Батыра 60, тел.: + 77058616506, e-mail: aigulutilova@mail.ru.

Хамзина Шолпан Шапиевна – кандидат педагогических наук, профессор Высшей школы педагогики, НАО «Павлодарский педагогический университет им. Ә. Марғұлан», Республика Казахстан, 140000, г. Павлодар, ул. Олжабай Батыра 60, тел.: + 77789440449, e-mail: khamzina_64@mail.ru.

Шавалиева Зульфия Шавалиевна – кандидат педагогических наук, ассоциированный профессор Высшей школы педагогики НАО «Павлодарский педагогический университет им. Ә. Марғұлан», Республика Казахстан, 140000, г. Павлодар, ул. Олжабай Батыра 60, тел.: + 77051487650, e-mail: zulyas580plm@mail.ru.

Шакенова Таттигуль Жилкибаевна* – автор для корреспонденции, кандидат педагогических наук, преподаватель-эксперт Высшей школы педагогики НАО «Павлодарский педагогический университет им. Ә. Марғұлан», Республика Казахстан, 140000, г. Павлодар, ул. Олжабай Батыра 60, тел.: +77051897887, e-mail: ppu.conf@mail.ru.

Утилова Айгуль Муратовна – педагогика ғылымдарының кандидаты, «Ә. Марғұлан атындағы Павлодар педагогикалық университеті» КЕАҚ, педагогика жоғары мектебінің оқытушы-зерттеуші, Қазақстан Республикасы, 140000, Павлодар қ., Олжабай батыр к-сі, 60, тел.: +77058616506, e-mail: aigulutilova@mail.ru.

Хамзина Шолпан Шапиевна – педагогика ғылымдарының кандидаты, профессор, "Ә. Марғұлан атындағы Павлодар педагогикалық университеті" КЕАҚ, педагогика жоғары мектебінің профессоры, Қазақстан Республикасы, 140000, Павлодар қ., Олжабай батыр к-сі, 60, тел.: +77789440449, e-mail: khamzina_64@mail.ru.

Шавалиева Зульфия Шавалиевна – педагогика ғылымдарының кандидаты «Ә. Марғұлан, Павлодар педагогикалық университеті" КЕАҚ, педагогика жоғары мектебінің қауымдастырылған профессоры, Қазақстан Республикасы, 140000, Павлодар қ., Олжабай батыр к-сі, 60, тел.: +77051487650, e-mail: zulyas580plm@mail.ru.

Шакенова Таттигуль Жилкибаевна* – автор-корреспондент, педагогика ғылымдарының кандидаты, «Ә. Марғұлан атындағы Павлодар педагогикалық университеті» КЕАҚ, педагогика жоғары мектебінің оқытушы-сарапшысы. Қазақстан Республикасы, 140000, Павлодар қ., Олжабай батыр к-сі, 60, тел.: +77051897887, e-mail: ppu.conf@mail.ru.