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CHALLENGES IN MANAGING CLASSROOM BEHAVIOR DURING THE TRANSITION FROM GRADE 4 TO GRADE 5

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Abstract: This study investigates the challenges teachers face in managing classroom behavior during the transition from Grade 4 to Grade 5 in primary education. The research was conducted in a public school during a teaching practicum and used a qualitative approach, including classroom observations, informal interviews with teachers, and short discussions with students.

The findings show that classroom behavior becomes more complex during this transition period due to academic, emotional, and social changes. Students are expected to become more independent, but many still rely heavily on teacher guidance. Common behavioral issues include increased talkativeness, reduced attention span, difficulty following instructions, and incomplete task completion.

The study also found that classroom management strategies such as clear rules, consistent routines, interactive teaching methods, and student responsibilities significantly improve student engagement and behavior. Teachers reported that structured environments and engaging activities reduce disruptions and help students adapt more effectively to Grade 5 expectations.

Overall, the study highlights that successful classroom management during transitional stages requires not only discipline strategies but also supportive teaching approaches that consider students' developmental needs.

Keywords: classroom management, student behavior, Grade 4, Grade 5, transition, primary education

Аннотация: Данное исследование изучает проблемы, с которыми сталкиваются учителя при управлении поведением учащихся в период перехода из 4-го в 5-й класс в начальном образовании. Исследование проводилось во время педагогической практики в общеобразовательной школе и использовало качественный подход, включая наблюдение за уроками, неформальные интервью с учителями и короткие обсуждения с учащимися.

Результаты показывают, что поведение учащихся становится более сложным в этот переходный период из-за академических, эмоциональных и социальных изменений. Ожидается, что учащиеся станут более самостоятельными, однако многие по-прежнему сильно зависят от помощи учителя. Основные проблемы включают повышенную разговорчивость, снижение концентрации внимания, трудности с выполнением инструкций и незавершённые задания.

Исследование также показало, что такие стратегии управления классом, как чёткие правила, постоянные процедуры, интерактивные методы обучения и распределение обязанностей среди учащихся, значительно улучшают вовлечённость и поведение учеников. В целом, эффективное управление классом требует не только дисциплинарных мер, но и поддерживающего педагогического подхода.

Ключевые слова: управление классом, поведение учащихся, 4 класс, 5 класс, переходный период, начальное образование.

Annotatsiya: Ushbu tadqiqot boshlang'ich ta'limda 4-sinfdan 5-sinfga o'tish jarayonida o'qituvchilar duch keladigan sinf xulq-atvorini boshqarishdagi muammolarni o'rganadi. Tadqiqot maktabda amaliyot o'tash davrida olib borilgan bo'lib, sifatli (qualitative) yondashuv qo'llanilgan.

Ma’lumotlar dars kuzatuvlari, o‘qituvchilar bilan norasmiy suhbatlar va o‘quvchilar bilan qisqa muhokamalar orqali yig‘ilgan.

Natijalar shuni ko‘rsatadiki, ushbu o‘tish davrida o‘quvchilarning xulq-atvori akademik, hissiy va ijtimoiy o‘zgarishlar tufayli murakkablashadi. O‘quvchilar ko‘proq mustaqil bo‘lishi kutiladi, biroq ko‘pchiligi hali ham o‘qituvchi yordamiga tayanadi. Asosiy muammolar sifatida ko‘p gapirish, diqqatni jamlay olmaslik, ko‘rsatmalarni bajarishda qiynalish va topshiriqlarni to‘liq bajarmaslik kuzatildi.

Tadqiqot shuningdek, aniq qoidalar, barqaror tartib-intizom, interaktiv o‘qitish usullari va o‘quvchilarga mas’uliyat berish sinfdagi faollik va xulq-atvorni yaxshilashini aniqladi. Umuman olganda, samarali sinf boshqaruvi nafaqat intizomga, balki o‘quvchilarning rivojlanishini qo‘llab-quvvatlovchi yondashuvlarga ham bog‘liq ekanligi ta’kidlanadi.

Kalit so‘zlar: sinf boshqaruvi, o‘quvchi xulqi, 4-sinf, 5-sinf, o‘tish bosqichi, boshlang‘ich ta’lim.

Introduction

The transition from Grade 4 to Grade 5 is a significant stage in primary education. At this point, students begin to experience more complex academic content, increased teacher expectations, and a shift in classroom structure. They are also expected to demonstrate greater independence, responsibility, and self-regulation.

However, this transition is not always smooth. Many students face difficulties adapting to the new learning environment. While Grade 4 classrooms often focus on guided learning and teacher support, Grade 5 requires more independent work and stronger behavioral discipline. This change can lead to confusion and behavioral challenges among learners.

During my teaching practicum in a public school, I observed Grade 4 and Grade 5 students over several weeks. I noticed that many behavioral issues appeared when students moved into Grade 5. These included increased talking during lessons, difficulty focusing on tasks, and frequent reminders needed from the teacher.

These observations motivated me to conduct this study in order to better understand the reasons behind these behaviors and explore effective strategies for managing classroom discipline during this transition period.

Research Questions

1.Why do some students who move from Grade 4 to Grade 5 continue to behave like younger pupils?

2.How does this behavior affect classroom learning and discipline?

3.What strategies can help teachers manage these behavioral challenges effectively?

Literature review

Classroom management is widely recognized as a key factor in successful teaching and learning. Effective classroom management not only ensures discipline but also creates an environment where students can actively engage in learning.

Emmer and Evertson (2013) emphasize that clear rules, structured routines, and teacher consistency are essential for reducing disruptive behavior. According to their research, students perform better when expectations are clearly communicated and consistently enforced.

Kounin (1970) introduced the concept of “withitness,” which refers to the teacher’s ability to be aware of everything happening in the classroom. This awareness helps prevent behavioral problems before they escalate.

Research also shows that transitions between educational stages can be challenging for students. As learners move to higher grades, they must adapt to new expectations, teaching styles, and academic pressure. These changes often result in temporary behavioral instability.

Additionally, modern educational studies highlight the importance of student-centered learning. Interactive methods such as group work, project-based learning, and movement-based activities are

effective in increasing student engagement. When students are actively involved in learning, they are less likely to become distracted or disruptive.

Positive reinforcement strategies, such as praise, responsibility roles, and encouragement, are also effective in shaping student behavior. These approaches help build motivation and self-confidence, especially during transitional periods.

This study employed a qualitative research design conducted during a teaching practicum in a public school. The participants included Grade 4 and Grade 5 students as well as classroom teachers.

Data Collection Methods

Classroom observations during English and other subject lessons

Informal interviews with teachers regarding student behavior

Short discussions with students about their classroom experiences

The purpose of these methods was to gain a deeper understanding of real classroom behavior and identify the main challenges teachers face during the Grade 4 to Grade 5 transition.

Data was analyzed thematically by grouping similar behavioral patterns and teacher responses.

Results

The findings of this study reveal several important patterns in student behavior during the transition period.

4.1 Increased Talkativeness

One of the most common issues observed was increased talkativeness. Many students continued to talk during teacher explanations, which disrupted the flow of lessons and affected classroom discipline.

4.2 Reduced Attention Span

Students often struggled to maintain attention for long periods. They were easily distracted by external factors or by other classmates. This led to incomplete tasks and the need for repeated instructions.

4.3 Difficulty Adapting to New Expectations

Many students did not fully understand the differences between Grade 4 and Grade 5 expectations. As a result, they continued to behave in a more relaxed and less disciplined manner, similar to their previous grade.

4.4 Dependence on Teacher Guidance

Despite being in a higher grade, many students still depended heavily on the teacher for instructions and task completion. Independent learning skills were not yet fully developed.

4.5 Positive Response to Interactive Methods

When teachers used interactive teaching methods such as group work, games, and movement-based activities, students showed higher engagement and reduced disruptive behavior.

4.6 Impact of Classroom Responsibilities

Assigning small responsibilities to students, such as writing on the board or helping distribute materials, increased motivation and improved classroom behavior.

Discussion

The findings suggest that behavioral challenges during the Grade 4 to Grade 5 transition are primarily linked to developmental and environmental changes. At this stage, students are still developing self-regulation skills and are not fully prepared for increased academic independence.

The increased talkativeness and reduced attention span observed in this study are consistent with previous research on transitional education stages. Students require time to adjust to new expectations and teaching styles.

Teacher strategies play a crucial role in managing these challenges. Clear rules, consistent routines, and structured lesson planning help reduce confusion and improve discipline. When students understand expectations clearly, they are more likely to behave appropriately.

Interactive teaching methods also play an important role. Students are more engaged when lessons are dynamic and participatory. Passive learning often leads to boredom and increased off-task behavior.

Furthermore, giving students responsibilities helps develop a sense of ownership and accountability. This supports both behavioral development and academic engagement.

This study has some limitations. It was conducted in a single school during a limited practicum period, which may not fully represent all educational contexts. Additionally, the sample size of students and teachers was relatively small. Future research could include multiple schools and a larger participant group.

The findings of this study suggest several practical implications for teachers:
Clear classroom rules should be established and consistently reinforced
Interactive and student-centered teaching methods should be used regularly
Students should be given small responsibilities to develop independence
Teachers should provide continuous support during transition periods
Classroom routines should be structured and predictable
These strategies can help improve both behavior and academic performance.

Conclusion

This study concludes that managing classroom behavior during the transition from Grade 4 to Grade 5 is a complex process influenced by developmental, academic, and environmental factors. While students face difficulties adjusting to new expectations, effective classroom management strategies can significantly improve behavior and learning outcomes.

Structured routines, engaging teaching methods, and student responsibilities are key elements in supporting successful transitions. Teachers play an essential role in guiding students through this stage by creating a supportive and well-organized learning environment.

This research also helped me reflect on my own teaching practice and understand the importance of continuous professional development through observation and reflection.

APPENDIX A:

Exploratory Action Research Poster Presentation

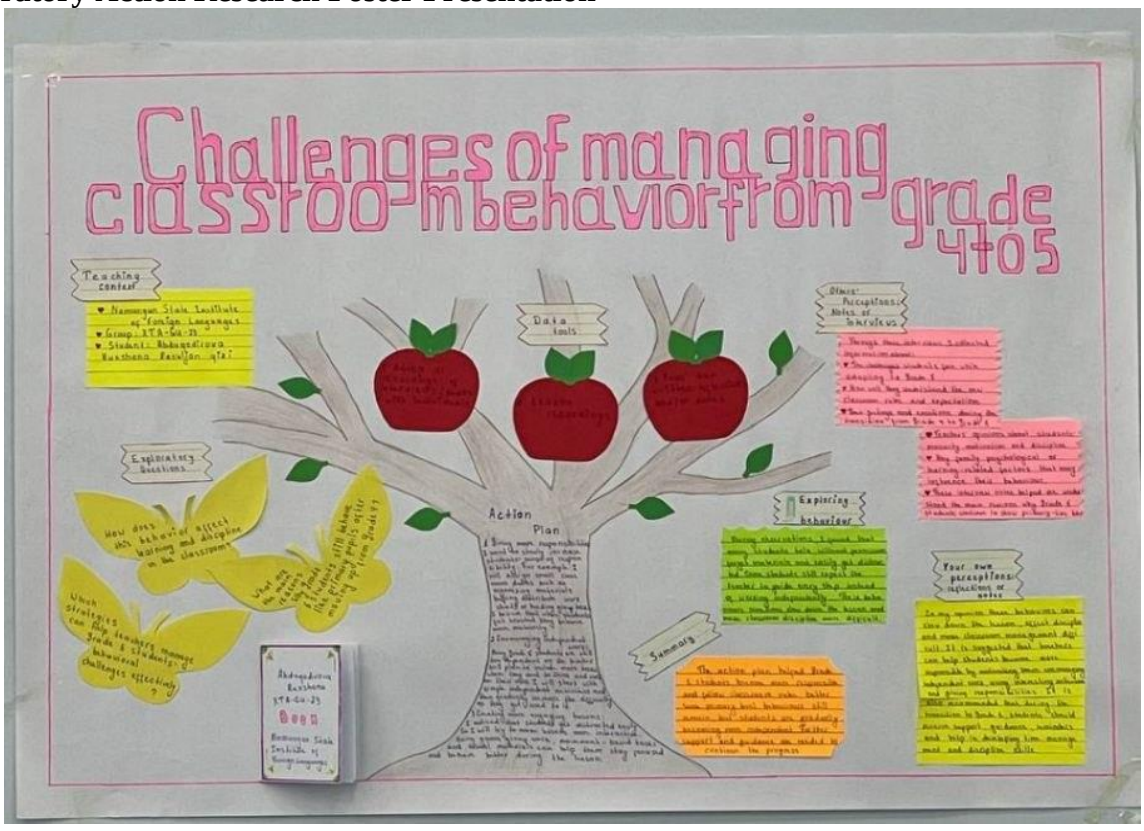


Figure 2. The poster presentation of the exploratory action research conducted at Namangan State Institute.



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