INNOVATIONS IN TECHNOLOGY AND SCIENCE EDUCATION
ISSN 2181-371X
https://sr-journals.org/index.php/ITSE

THE REASON WHY STUDENTS MISBEHAVE DURING THE LESSON

Sobirjonova Hurshida Bahromjon qizi
3rd-year bachelor's student Namangan State Institute of Foreign Languages named after Is'hoqxon Ibrat,Uzbekistan.
hurshidasobirjonova@gmail.com

Abstract: Student misbehavior is one of the most common challenges in classroom management. It can negatively affect the learning atmosphere, reduce students' concentration, and interrupt the teaching process. This exploratory action research aimed to identify the main reasons for student misbehavior and to find effective strategies to reduce it during English lessons. The study was conducted during teaching practice lessons with Grade 8A students. Data were collected through teacher reflection, students' reflective writing, feedback from a critical friend, and classroom observation. The findings showed that students often misbehaved when tasks were unclear, too difficult, or when they were not actively involved in classroom activities. Interactive methods such as games, songs, pair work, and observation tasks helped improve participation and reduce noise. The study concludes that clear instructions, engaging activities, and inclusive classroom management strategies are essential for maintaining a positive learning environment.

Key words: classroom management, student misbehavior, student engagement, positive learning atmosphere, teaching strategies, action research, EFL classroom, reflective practice, student-centered learning, lesson participation.

Annotatsiya:O‘quvchilarning noto‘g‘ri xulq-atvori sinf boshqaruvidagi eng keng tarqalgan muammolardan biridir. Bu holat ta’lim muhitiga salbiy ta’sir ko‘rsatishi, o‘quvchilarning diqqatini pasaytirishi va o‘qitish jarayonini buzishi mumkin. Ushbu izlanishga yo‘naltirilgan amaliy tadqiqot o‘quvchilarning noto‘g‘ri xulq-atvorining asosiy sabablarini aniqlash hamda ingliz tili darslari davomida uni kamaytirishning samarali strategiyalarini topishni maqsad qildi. Tadqiqot pedagogik amaliyot darslari davomida 8A-sinf o‘quvchilari bilan olib borildi. Ma’lumotlar o‘qituvchi refleksiyasi, o‘quvchilarning yozma fikrlari, tanqidiy hamkor fikrlari va sinf kuzatuvi orqali to‘plandi. Natijalar shuni ko‘rsatdiki, o‘quvchilar topshiriqlar noaniq, juda qiyin bo‘lganda yoki ular dars jarayoniga faol jalb qilinmaganda ko‘proq noto‘g‘ri xulq ko‘rsatganlar. O‘yinlar, qo‘shiqlar, juftlikda ishlash va kuzatuv topshiriqlari kabi interaktiv usullar ishtirokni oshirdi hamda shovqinni kamaytirdi. Tadqiqot xulosasiga ko‘ra, aniq ko‘rsatmalar, qiziqarli faoliyatlar va inklyuziv sinf boshqaruvi strategiyalari ijobiy ta’lim muhitini saqlash uchun muhim hisoblanadi.

Kalit so’zlar: Sinf boshqaruvi, o‘quvchi noto‘g‘ri xulqi, o‘quvchi faolligi, ijobiy ta’lim muhiti, o‘qitish strategiyalari, amaliy tadqiqot, EFL sinfi, reflektiv amaliyot, o‘quvchiga yo‘naltirilgan ta’lim, darsdagi ishtiroki.

Аннотация:Неправильное поведение учащихся является одной из наиболее распространённых проблем в управлении классом. Оно может негативно влиять на Данное исследование в форме action research было направлено на выявление основных причин неправильного поведения учащихся и поиск эффективных стратегий его снижения во время уроков английского языка. Исследование проводилось во время педагогической практики с учениками 8А класса. Данные были собраны с помощью рефлексии учителя, письменных размышлений учащихся, обратной связи от критического друга и наблюдения за классом. Результаты показали, что учащиеся чаще вели себя неподобающим образом, когда задания были непонятными, слишком сложными или когда они не были активно вовлечены в учебную деятельность. Интерактивные методы, такие как игры, песни, работа в парах и наблюдательные задания, помогли повысить участие учеников и снизить уровень шума. Исследование делает

вывод, что чёткие инструкции, увлекательные задания и инклюзивные стратегии управления классом являются важными для поддержания позитивной учебной среды.

Ключевые слова:управление классом, неправильное поведение учащихся, вовлечённость учащихся, позитивная учебная атмосфера, стратегии преподавания, action research, класс EFL, рефлексивная практика, обучение, ориентированное на ученика, участие на уроке.

Introduction

Classroom management is one of the most important parts of successful teaching. Teachers often face different behavioral challenges such as talking during the lesson, lack of attention, failure to complete tasks, and disturbing classmates. These behaviors are usually described as student misbehavior. Misbehavior can influence both teaching quality and students' academic progress.

During my teaching practice, I noticed that some students were active and motivated, while others became noisy or distracted during certain parts of the lesson. This experience encouraged me to investigate why students show misbehavior and what techniques can help reduce it. Therefore, this research focuses on improving classroom management and creating a more positive learning atmosphere.

The research questions were:

What techniques can I use to reduce misbehavior and maintain a positive learning atmosphere?

What are the main reasons that cause students to misbehave during the lesson?

How do my classroom management strategies influence students' behavior?

Methods

This study used an exploratory action research design. The research was conducted during my teaching practice lessons at school, mainly with Grade 8A students.

Participants:

The participants were Grade 8A students and the teacher who observed my lesson.

Data Collection Tools:

I used several tools to collect data:

My own written reflections after the lesson

Reflective writing by students

Notes from a critical friend/teacher observer

Classroom observations

Procedure: I taught lessons on topics such as Daily Routines and Weather. After each lesson, I reflected on students' behavior, participation, and difficulties. Students also wrote short reflections about what they liked or disliked. My teacher gave feedback about lesson organization, participation, and areas for improvement.

Results

Reasons for misbehavior: The collected data showed several reasons why students misbehaved during lessons:a)some tasks were difficult for several students; b)instructions were not always clear enough;c)some students were not directly involved in activities: d)energetic students became noisy when they lost focus: e)a few students needed more support to complete tasks.

Effective Techniques to Reduce Misbehavior: The following strategies were found effective: a)warm-up activities increased motivation from the beginning: b)songs made lessons fun and helped vocabulary learning; c)pair work improved communication and cooperation; d)topic-related games increased participation; e)observation tasks kept non-participating students busy and focused; f)clear explanations and examples reduced confusion.

Influence of Classroom Management: When the lesson was organized well and activities were interesting, most students participated actively, including usually passive students. However, when some learners were ignored or left without tasks, they became noisy.

Discussion

The findings suggest that student misbehavior is often connected not to bad intentions, but to lack of engagement, unclear instructions, or unsuitable task difficulty. This means teachers can prevent many discipline problems through better planning and classroom management.

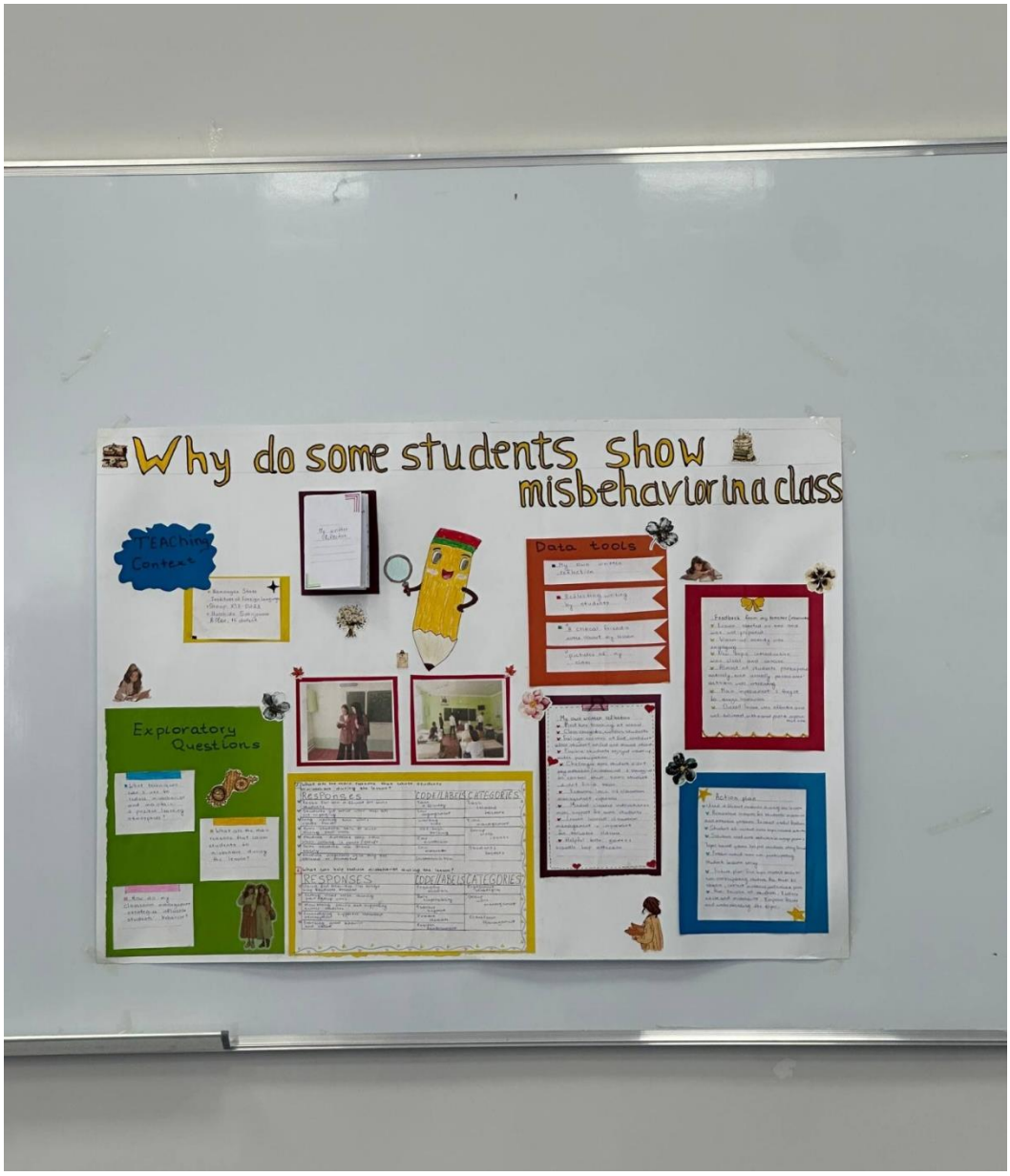
Interactive and student-centered methods were especially successful. Songs, games, and pair work encouraged learners to take part in the lesson. This supports the idea that students behave better when they are interested and actively learning.

Another important finding was the need to involve all learners. Even students who were not directly participating needed a role in the activity. Observation tasks, peer correction, and evaluation responsibilities can help keep everyone focused.

Conclusion

This research helped me understand that effective classroom management depends on student engagement, clear communication, and inclusive teaching strategies. Misbehavior can be reduced when lessons are interesting, well-structured, and all students have a clear role.

In the future, I want to become a teacher who creates a supportive and motivating classroom atmosphere. I plan to continue using interactive methods, reflecting on my teaching, and improving my classroom management skills so that students can learn more effectively and enjoy the learning process.



References

1.Brown, H. D. Teaching by Principles: An Interactive Approach to Language Pedagogy. 2nd 1Edition. – New York: Pearson Education, 2000. – 491 p.
2.Harmer, J. The Practice of English Language Teaching. 4th Edition. – Essex: Pearson Longman, 2007. – P. 153–165.
3.Richards, J. C., & Rodgers, T. S. Approaches and Methods in Language Teaching. 2nd Edition. – Cambridge: Cambridge University Press, 2001. – 410 p.
4.Scrivener, J. Learning Teaching: The Essential Guide to English Language Teaching. 3rd Edition. – Oxford: Macmillan Education, 2011. – P. 82–95.
5.Ur, P. A Course in Language Teaching: Practice and Theory. – Cambridge: Cambridge University Press, 1996. – 375 p.
6.Dörnyei, Z. Questionnaires in Second Language Research: Construction, Administration, and Processing. – New Jersey: Lawrence Erlbaum Associates, 2003. – 156 p.
7.Richards, J. C., & Lockhart, C. Reflective Teaching in Second Language Classrooms. – Cambridge: Cambridge University Press, 1994. – 220 p.
8.Schlechty, P. C. Working on the Work: An Action Plan for Improving Student Engagement. – San Francisco: Jossey-Bass, 2001. – 256 p.