

ANTICIPATING PROBLEMS IN THE CLASSROOM: STRATEGIES FOR MANAGING DISRUPTIVE BEHAVIOR

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Effective classroom management is essential for fostering a productive learning atmosphere. A major difficulty educators encounter is disruptive behavior, which can hinder both teaching and learning. By foreseeing potential issues before they arise, teachers can handle classroom dynamics more efficiently. This article aims to explore common classroom challenges and outline strategies teachers can use to prevent and control disruptive behavior. The research employs qualitative approaches such as classroom observations, teacher reflections, and a review of relevant literature on classroom management. The findings reveal that proactive measures—like setting clear rules, using engaging instructional methods, nurturing positive teacher-student relationships, and enforcing consistent discipline—greatly reduce disruptive actions. Overall, the study concludes that anticipating challenges and implementing preventive measures enable teachers to build a more supportive and effective learning environment.

Introduction

Disruptive behavior is when students do things that stop the teacher from teaching and make it hard for others to learn. This can include things, like talking when they should not listening to the teacher using their phone or bothering their classmates. These problems do not just affect how much students learn they also make the whole class less effective. Teachers need to be able to anticipate problems that might happen in the classroom. If teachers can think ahead and plan what to do they can keep the class in order. Make it a good place to learn. So it's really important for teachers to understand what common classroom problems are and how to deal with them effectively to be successful.

Literature Review

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Classroom management and disruptive behavior have been widely studied in educational research. Scholars emphasize that effective classroom management requires teachers to anticipate potential problems and implement strategies that prevent disruptions before they occur.

One of the foundational studies in classroom management was conducted by Jacob S. Kounin (1970). Kounin introduced the concept of “withitness,” which refers to a teacher’s awareness of everything happening in the classroom. According to his research, teachers who demonstrate strong classroom awareness are more capable of preventing disruptive behavior. Kounin also emphasized the importance of smooth lesson transitions and maintaining group focus. His findings suggest that when teachers effectively manage classroom activities and remain attentive to student behavior, disruptions can be minimized.

Another important contribution to the field was made by Emmer and Sabornie (2015), who examined various classroom management strategies in their handbook on classroom management. Their research highlights that establishing clear classroom rules, expectations, and routines is essential for maintaining discipline and promoting student engagement. They argue that proactive classroom management strategies are more effective than reactive disciplinary actions. Teachers who clearly communicate expectations and maintain consistency in classroom procedures create an environment that reduces the likelihood of disruptive behavior.

Research by Robert J. Marzano (2003) also emphasizes the significance of effective classroom management in improving student achievement. Marzano states that teachers who apply research-based classroom management strategies are more successful in maintaining order and increasing student participation. His work suggests that structured lesson planning, clear behavioral expectations, and positive reinforcement can significantly improve classroom discipline. Furthermore, Marzano highlights that effective teacher–student relationships play a crucial role in preventing behavioral problems.

A systematic review conducted by Oliver, Wehby, and Reschly (2011) examined the impact of classroom management practices on disruptive and aggressive student behavior. Their study analyzed multiple research findings and concluded that well-implemented classroom management strategies significantly reduce disruptive behavior in educational settings. The researchers also found that teachers who consistently apply preventive strategies, such as monitoring student behavior and providing positive feedback, can improve both student behavior and academic engagement.

In addition, Meister (2010) discusses the relationship between effective teaching practices and classroom management. According to the study, successful teachers combine instructional strategies with behavioral management techniques. Meister argues that careful lesson planning, engaging teaching methods, and clear communication of expectations help teachers prevent classroom disruptions. The research also suggests that teachers who build

supportive relationships with students are more likely to maintain a positive and productive classroom environment.

Overall, these studies highlight the importance of proactive classroom management and the need for teachers to anticipate potential problems. Establishing clear rules, maintaining classroom awareness, using effective teaching strategies, and building positive teacher–student relationships are key factors in preventing disruptive behavior and creating a successful learning environment.

Method

This study is about looking at the problems that happen in classrooms and what teachers can do to stop behavior. The people doing the study used a few ways to get information:

1. Classroom Observation. They watched what students do during class to see what makes them act up.

2. Teacher Reflection. They talked to teachers about what they do when there are problems in the classroom.

3. Literature Analysis. They read about what other people have found out about managing classrooms and dealing with behavior.

During the classroom observation, several aspects related to disruptive behavior and classroom management were analyzed. The observation focused on how teachers anticipate possible classroom problems and how they manage students’ behavior during the lesson.

Classroom observation questions

1. How does the teacher prevent potential disruptive behavior before it occurs?
2. What types of disruptive behavior are most common during the lesson?
3. What strategies does the teacher use to manage disruptive students?

They looked at all the information they got to see if they could find any patterns in how students behave in class. They also wanted to find out what works for teachers when they try to stop problems before they start. The study is really, about classroom problems and what teachers can do to manage behavior in the classroom and deal with classroom problems.

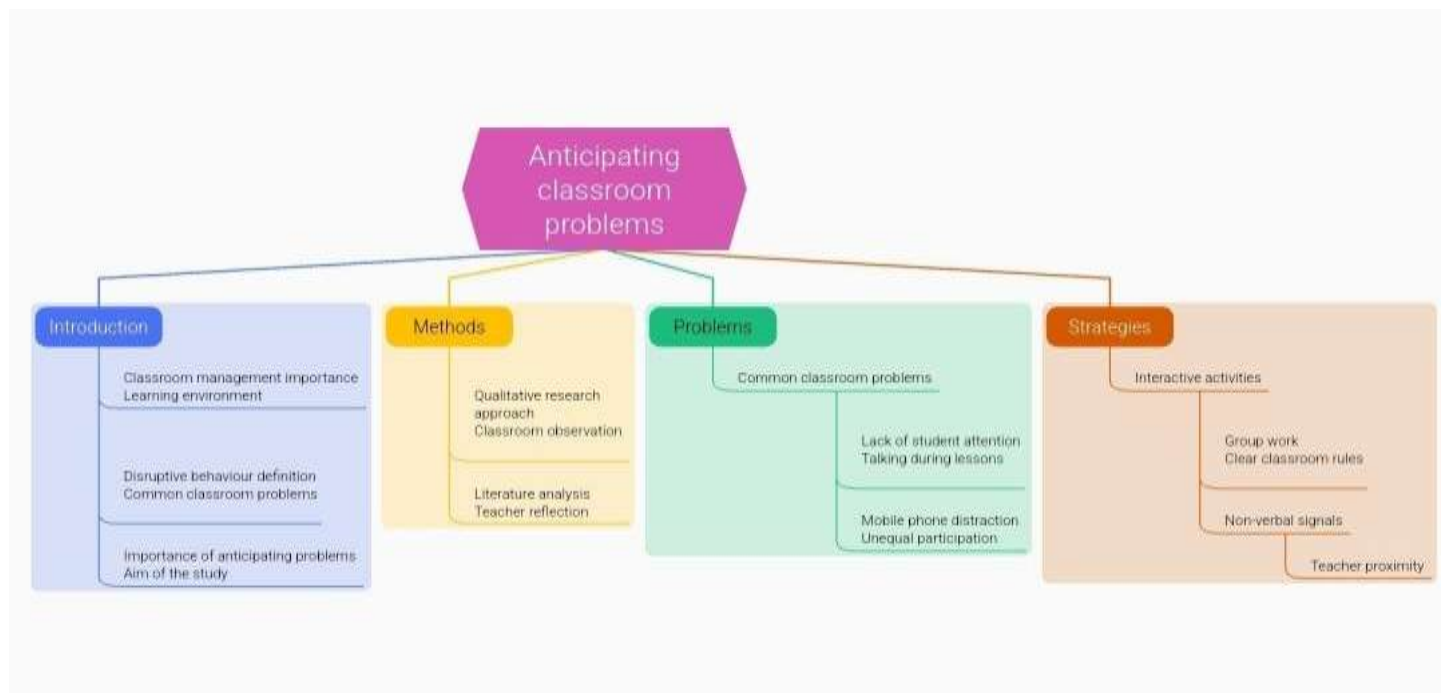
Results

The analysis revealed several common problems that teachers frequently face in the classroom. First one is lack of student attention. Students may lose concentration during long explanations or repetitive activities. This often results in disengagement and disruptive behavior. Possible solutions include using interactive teaching methods, incorporating group work and discussions, and changing activities regularly to maintain students’ interest and attention. Second one is talking during lessons. Students sometimes talk with their classmates while the teacher is explaining the lesson, which can interrupt the learning process. Possible solutions include establishing clear classroom rules, using non-verbal signals such as eye contact to warn students, and moving closer to disruptive students to manage their behavior effectively. Third one is mobile phone distractions. Mobile phones

can distract students and reduce their focus during lessons. To address this problem, teachers can set clear rules regarding phone usage, integrate technology into learning activities in a meaningful way, and limit phone use during class time. Last one is unequal participation. In many classrooms, some students tend to dominate discussions while others remain passive. Teachers can encourage balanced participation by organizing pair and group work, asking direct questions to quieter students, and carefully managing speaking time during classroom discussions. Apart from that there are observation results. The classroom observation revealed several important findings related to disruptive behavior and classroom management. First, the teacher attempted to prevent potential problems by establishing clear classroom rules at the beginning of the lesson and explaining the tasks clearly. This helped students understand what was expected from them and reduced confusion during activities. Second, the most common disruptive behaviors observed during the lesson were students talking to their classmates while the teacher was explaining and a few students losing attention during long explanations. These behaviors slightly interrupted the learning process. Third, the teacher used several strategies to manage disruptive behavior. These strategies included maintaining eye contact with disruptive students, moving closer to students who were talking, and asking questions to re-engage inattentive students. These techniques helped restore students' attention without creating conflict in the classroom. Overall, the observation showed that proactive classroom management strategies and teacher awareness can significantly reduce disruptive behavior and maintain a productive learning environment.

Discussion

The results show that thinking about classroom problems before they happen is really important for managing a classroom. Teachers who carefully plan their lessons and think about what might go are better at keeping students in line and making sure they pay attention. Classroom management is about being prepared. Teachers who are prepared can keep their students engaged. When teachers plan their lessons carefully and think about what might go they can stop problems before they start. Things like having rules doing fun activities and getting along well with students really help to cut down on bad behavior. These things do not just stop problems they also help to create a classroom where students feel supported and want to work. The results also show that stopping problems before they start is better than punishing students when they do something. When teachers focus on being respectful and encouraging behavior students are more likely to follow the classroom rules. Classroom management is about preventing problems and keeping students engaged and teachers who do this well are really good, at their jobs.



Conclusion

Anticipating classroom problems is an essential skill for effective teaching. Teachers who think ahead about possible issues and plan appropriate strategies are more likely to prevent many disruptions before they occur. By establishing clear classroom rules, using engaging and interactive teaching methods, and maintaining positive communication with students, teachers can reduce the likelihood of disruptive behavior. These practices contribute to creating a supportive and productive learning environment. However, further research is needed to explore how different teaching styles and classroom contexts influence the effectiveness of strategies used to manage classroom disruptions.

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