**3. CLASSROOM MANAGEMENT**

Classroom management encompasses an instructor's strategies and actions to foster a productive learning environment that supports effective teaching. This includes organizing the classroom, planning activities, and managing students' expectations and behavior. At UZSWLU, in B2-C1 level classrooms, effective classroom management involves understanding each student’s strengths, weaknesses, interests, and goals to build trust, enhance academic learning, and support personal development. Key strategies for successful classroom management include setting up a well-organized learning environment, implementing clear procedures, creating a motivating atmosphere, optimizing instructional time, maintaining engagement, teaching life skills and good study habits, being inventive, and employing project design and management techniques. For further information: https://uzswlu.uz/en/foreign-language-and-literature

Communicating and maintaining behavioral expectations within the classroom involves a multifaceted approach that includes clear communication, consistent enforcement and positive reinforcement. Course designers should detail behavioral expectations in the course syllabus and teachers should discuss these expectations on the first day of class to ensure all students are aware of them from the beginning. Moreover, teachers explain the rules, routines and procedures during the initial class meetings using concrete examples to illustrate acceptable and unacceptable behaviors. To maintain behavioral expectations, Instructors should model the behaviors they expect from students, such as punctuality, respect, and preparedness and apply rules consistently and fairly to all students to prevent any perceptions of favoritism or bias. (Lawbook of Manners of Uzbekistan State World Languages University// Approved at №11 University Council Meeting on June 27, 2024)

Language learning involves active participation, communication and interaction, making effective classroom management even more vital. To encourage positive student behavior, the teacher's role changes into a facilitator or a motivator by establishing rules (speak in the target language as much as possible during class activities, wait for your turn to speak and listen actively when others are speaking, etc.), procedures (begin each class with a 5-minute vocabulary review using flashcards or a language app, submit homework assignments in the designated tray or upload them to the online platform before the start of class, etc.) and positive reinforcement (award stars or points for using the target language effectively, which can be redeemed for small rewards or privileges, recognize students who have shown exceptional effort or improvement in their language skills during the weekly class meeting).

Addressing behavioral challenges in a B2-C1 level language classroom requires specific strategies tailored to the students' advanced proficiency and unique needs. At this level, students are often more mature and capable of self-regulation, but they can also face specific challenges related to language learning that can impact behavior. These challenges within the classroom require a proactive, consistent, and culturally sensitive approach. Immediate Response to Behavioral Issues is one of the most effective ways to manage and address behavioral challenges as Private Feedback (Address issues privately to avoid embarrassing the student in front of peers. This respects their maturity and maintains a positive classroom atmosphere) and Encouraging self-reflection (Implement behavioral journals where students can document and reflect on their classroom behavior and set goals for improvement). Cultural Sensitivity and Understanding can influence behavior and teachers must be aware of these differences and how they might impact student interactions.

In B2-C1 level language classrooms, teachers employ a range of classroom management practices to facilitate student engagement and participation. The primary focus is on implementing a communicative approach, where students are actively encouraged to use the target language in meaningful exchanges, discussions, and interactive activities, such as role-plays, debates, and problem-solving exercises. Teachers also provide appropriate scaffolding and differentiation to support learners at various proficiency levels, ensuring that all students can actively contribute and participate according to their abilities. Collaborative learning opportunities, where students work in pairs or small groups to practice the language and learn from each other, are integral to the classroom dynamic. Teachers foster a positive and inclusive classroom climate where students feel comfortable taking risks and making mistakes without fear of judgment, promoting active participation. Incorporating authentic language materials and tasks that mirror real-world language use, as well as integrating technology-based learning tools, enhances the relevance and engagement of the learning experience. Formative assessment strategies, such as regular check-ins and self-reflections, help teachers monitor student progress and adjust instruction to meet their needs better, ultimately enhancing student engagement and participation in the language classroom. One critical approach is using communicative, student-centered activities requiring learners to engage with the target language actively. This includes role-plays, debates, problem-solving exercises, and information-gap activities, where students must use the language to communicate, share ideas, and collaborate with their peers. By designing learning experiences that mirror real-world language use, teachers can enhance the relevance and appeal of the content, thereby increasing student motivation and participation. Teachers incorporate formative assessment strategies, such as regular check-ins, self-reflection, and peer feedback, to monitor student progress and adjust instruction accordingly. This helps identify and address individual learning needs and empowers students to take ownership of their language development, enhancing their intrinsic motivation and engagement. Integrating technology-based learning tools, such as online discussion forums, video conferencing, or language learning apps, can further facilitate active participation and collaboration. These digital resources provide additional opportunities for interactive language practice, peer-to-peer engagement, and personalized learning, fostering a dynamic and inclusive learning environment.

In the context of higher education at UzSWLU in 2024, there is a comprehensive appeal procedure in place to address students' concerns regarding their grades and academic evaluations. This structured process reflects the institution's commitment to academic integrity and student satisfaction. A comprehensive appeal procedure has been established to ensure fair and transparent evaluation for all students. If students are dissatisfied with their grades, they can first discuss the issue informally with the instructors. If unresolved, students may submit a formal written appeal to the department head within 24 hours after the results are released, detailing their grievance and providing supporting documentation. The chair of the department organizes the appeal commission including the teachers of the department within two working days. All proceedings are conducted with confidentiality, and retaliation against students who file appeals is prohibited. This structured process reflects this commitment to academic integrity and student satisfaction, ensuring a fair resolution for grade-related concerns. Throughout this process, all proceedings are conducted with confidentiality, and retaliation against students who file appeals is strictly prohibited. This ensures a fair and transparent resolution for grade-related concerns. Additionally, the institution provides students with access to various counselling resources, including on-campus counselling services, mental health professionals, and referrals to external support networks. This holistic approach aims to support students in addressing any personal or interpersonal challenges that may be impacting their academic performance or overall well-being. The comprehensive appeal procedure and the availability of counselling resources at UzSWLU demonstrate the institution's commitment to fostering a supportive and equitable academic environment for its students. Confirmation of the Regulations on the System of Monitoring and Evaluating Students’ Knowledge in Higher Education Establishments (Registered by the Ministry of Justice of the Republic of Uzbekistan on September 26, 2018, Reference No. 3069)

Based on article 28. Graduates who are dissatisfied with the grade given during the final state attestation process have the right to appeal to the appeals commission within three days from the date of publication of the final state attestation grades.

Regulation on the final state certification of graduates of higher educational institutions of the Republic of Uzbekistan (approved by the Order of the Ministry of Higher and Secondary Special Education dated 22.05.2009 No. 160, registered by the State Government on 05.06.2009 No. 1963);

<https://nrm.uz/contentf?doc=180867_o%E2%80%98zbekiston_respublikasi_oliy_talim_muassasalari_bitiruvchilarining_yakuniy_davlat_attestaciyasi_to%E2%80%98g%E2%80%98risida_nizom_(av_tomonidan_05_06_2009_y_1963son_bilan_ro%E2%80%98yhatga_olingan_oliy_va_o%E2%80%98rta_mahsus_talim_vazirligining_22_05_2009_y_160son_buyrug%E2%80%98i_bilan_tasdiqlangan)&products=1_vse_zakonodatelstvo_uzbekistana>

<https://uzswlu.uz/universitet-talabalar-odob-axloq-normalari>

Classroom Environment: In a B2-C1 level language classroom, the environment is structured to promote a positive learning atmosphere through flexible seating arrangements, clear organizational zones and enhanced comfort features. Seating is adaptable, from traditional lecture rows to group work clusters, fostering interaction and engagement. The classroom includes designated areas for specific activities, such as resource centers for independent learning and discussion areas for verbal practice. Ergonomic furniture, proper lighting and climate control ensure student comfort and focus. Visual aids and calming aesthetics enhance the learning environment, while technology integration and interactive spaces keep students engaged. This holistic approach creates a dynamic, inclusive and supportive setting conducive to advanced language acquisition.

The Uzbekistan State World Languages University's approach to classroom management demonstrates a strong commitment to creating a learning environment that is conducive to academic success and personal growth for its students. The university recognizes that effective classroom management involves understanding the unique strengths, weaknesses, interests, and ambitions of each individual student. By taking the time to learn about their students, instructors are able to build trust and tailor their teaching strategies to best support student learning and development. By consistently implementing these comprehensive classroom management strategies, the Uzbekistan State World Languages University is able to create a learning environment that is both academically rigorous and personally enriching for its students. This holistic approach to classroom management aligns with the university's mission to develop well-rounded, highly skilled graduates who are prepared to succeed in their future endeavors.