

# SKILLS AND BEHAVIOR IN EFFECTIVE CLASSROOM TEACHING

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**Abstract**—The two main dimensions of effective teaching that emerge in studies are intellectual excitement such as enthusiasm, knowledge, inspiration, humor, interest viewpoint, clarity, organization etc. and interpersonal concern or effective motivation such as concern, caring, availability, friendliness, accessibility, helpfulness, encouragement, challenge etc. Other studies consistently identify Knowledge of subject matter, organizational skill, enthusiasm, clarity and interpersonal skills as marks of the effective teacher, teaching methods rather than school-level policies, should be at the forefront of national debate. Behavior management is an important aspect of effective teaching which includes how to motivate your students to learn, counseling the students and solving the student's problems with in the classroom or outside the class.

**Index Terms**—Effective classroom, Teaching, Behavior management, intellectual excitement.

## I. INTRODUCTION (HEADING 1)

How effective is your teaching? Are there any quick, simple steps you can take to make it even more effective? And how does teaching effectively serve to manage your pupils' behavior overall?

Most of them are basic commonsense, but it is surprising that many of the practitioners still fail to follow them [1].

**Encourage the Students to come Forward and Take up the Front Seats:** - Especially if it is a small group and the classroom is large; always ensure that your voice can be clearly heard, even by those at the back of the classroom; arrange for voice amplification to be set-up beforehand if it is a large classroom; do not talk too fast or too slow; maintain variation in the intonation and rhythm of your voice to make your speech captivating; use short pauses to create effect.

**Consolidate Previous Learning:** - Recapitulate what the students have learned in the last session. Better still approach the subject matter from another angle, and cast what they have learned in a new light. Ask the students for points that need clarification.

**Outline the Objectives of the Lesson:** - Give an outline of the territory to be covered, and highlight the objectives to be

achieved in the lesson to follow. This will raise the interest of the students and will also help in focusing their attention [1].

**Use of Examples and Anecdotes:** - Use examples as many as possible to illustrate your point, especially for more abstract and complicated principles and concepts. Tell a "story" if you can, as people tend to remember anecdotal information more than information based on general principles

**Have Frequent Eye contact with the Students:** - Avoid looking at any one student for a prolonged period of time; use suitable gestures to emphasize the key points in your lecture; avoid distracting mannerisms such as twirling your pen or jingling the keys in your pockets; also avoid verbal mannerisms such as overuse of "well", "ok", "you know", "obviously" etc. avoid sitting or standing at one place throughout the lecture.

**Change Your Posture and Position From Time to Time:**• Try to face the class at all times; avoid turning your back on the class for long stretches while writing on the chalk-board or whiteboard; ask questions from time to time to involve the Students in the learning process [2].

**Issuing Handouts:**- Try to issue your handouts for the lesson at the end of the lesson rather than at the beginning, otherwise the students will be reading the handouts throughout the lesson instead of listening to you. To prevent the students from madly scribbling notes, tell the students beforehand that future tests or exams will be fully based on the handouts given to them from time to time.

**Wrapping Up:** - A good Wrap-up is as important for a lesson as a good kick off, as people tend to have better memories of both the beginning and end of an event. During the wrap-up, try to re-capitulate what you have covered in the lesson, highlighting the key concepts and salient facts. To keep the student's interest, you can pose a question and ask the students to give you the answer in the next lesson. Lastly you can give a "taste" of what will be covered in the next lesson.

**Time Management:** - It is assumed that you have a teaching plan, no matter how detailed or simple, before coming to class. A general suggestion is not to over-ambitious or include too much in one lesson. Always allow time for questions and

answers. Stick to the planned time allocation as much as possible, and yet be flexible if the situation warrants [2].

## II. EFFECTIVE TEACHER TRAITS

The following characteristics have been observed in an effective teacher [3].

The teachers got right down to business. They began class promptly and were well organized.

- They taught at an appropriately fast pace, but stopped regularly to check student comprehension and engagement.
- They used a variety of instructional strategies rather than lecture alone.
- They focused on the topics and their instructional objectives and did not get side tracked.
- Their explanations were clear.
- They used humor that was in keeping with their individual styles.
- They practiced good classroom management techniques, holding the attention and respect of the group.
- They interacted with students by providing immediate answers to questions or comments and corrective feedback when needed. They provide student answers and used probing questions to extend the answers.
- They provide a warm classroom climate by allowing students to speak freely and by including personal humor or other attempts to relate to students as people.
- They used nonverbal behavior, such as gestures, walking around, and eye contact, to reinforce their comments.

## III. CLASSROOM ETHICS

Anger is often at the root of dysfunctional behaviour in schools, and an anger management approach can be of practical help in difficult situations. Anger is the 'fight' response to a perceived threat, and that it is used as a response to frustration, as a way of getting what we want and as a release of pent-up emotion, all things which may teacher will have encountered! Although we cannot control all the frustration and pent-up emotions of pupils, we can equip them with the skills to express anger effectively. These ideas may help to avoid the 'hit and hurt' culture [4]:

- Don't greet a pupil's anger with your own. A child that has lost or is losing control needs you to be calm and rational.
- Never go from cold to hot. Pupils need to be able to track your displeasure at their behavior. Be specific, not general, in reprimands.
- Offer pupils a chance to talk to you about how they are feeling, and give them the opportunity to engage their emotions through the work they do in your lessons.

- Encourage pupils to recognize their own positive behavior.
- Use genuine praises that is specific and targeted as much as possible.
- Think about how pupils gain your attention in lessons. Be sure that they know how good social behavior will be noticed.

Pay attention to the way in which the agreements are phrased, for example 'listen' carries a more positive message than 'don't talk'.

## IV. MOTIVATION TO LEARN

Distance learners are often highly motivated to learn the material of your distance-learning course, but these are always competing responsibilities in the lives of adult part-time students. Using techniques to assist in the maintenance of the motivation to learn can enhance student performance in your distance learning courses [5]:

- Vary the organization, sequencing, and presentation of course material to help maintain student attention and curiosity.
- Build relationships between the course content and objectives with the learner's needs, goals, and desires.
- Relate new knowledge to the student's existing skills and knowledge, using explicit language if necessary to show relationship.
- Use analogies or metaphors to connect the course material to processes, concepts, or skills that are already familiar to the learners.
- Give students the opportunity to satisfy important self-motives.
- Use personal language to stimulate human interest
- Use images, values and other features of the course materials that are similar to those of learners.
- Design the level of academic challenge neither too high nor too low.
- Make clear what knowledge and skills will be tested.
- Describe your course goals and performance requirements to help learners set realistic expectations for success.
- Provide learner options to promote an internal sense of learner control.
- Provide opportunities for your students to apply new skills in a meaningful way.
- Use positive feedback to your students following success at a challenging task; use congratulatory comments for performance that meets the criteria for success.

## V. COUNSELLING OF STUDENT

At some point, most teachers find themselves having to counsel their students on other than purely academic matters. For many, it is an awkward role and a more difficult one than

that of intellectual mentor. The following suggestions are offered as guidelines to effective counselling [6].

**Know Your Limits:-** Although you are not expected to act as an "amateur psychologist", you are supposed to function as a concerned and understanding helper to students. In case where you are uncertain about your ability to help a student, however, it is best to be honest about it. Trust your feelings when you think an individual's problem is more than you can handle and the help of a professional is warranted. You may want to consult with counselling and psychological services for advice or help in your efforts to assist a student.

**Clarify Your Role: -** When you assume or are placed in the counselling role, role conflicts are possible and must be understood. Some student may see you as a figure of authority, and this perception may make it difficult for you to be helpful. Other students will see you as a friend, which may make it difficult for you to act objectively in the academic or class management role [5].

**Listen Objectively: -** Listening has frequently been called an art, but it is also a skill that can be acquired with practice. To listen to some one is to refrain from imposing your own point of view, to withhold advice unless it is requested, and to concentrate on the feelings and thoughts of the person you are trying to help, instead of your own. Listening is probably the most important skill used in helping and can be facilitated by allowing the student enough time and latitude to express thoughts and feelings as much as possible.

**Help to Clarify Concerns: -** Clarification can be achieved by feeding back what you hear to a person mirroring the feelings and thoughts you perceive to be expressed, and defining the area of concern as precisely as possible. Honest, objective feedbacks can be most helpful in times of confusion, if it is desired by the student and offered with sensitivity and judgment).

**Offer Support: -** Support can be offered by expressing honest concern, understanding, identification or sympathy, and conveying an attitude of personal acceptance and regard for the student.

**Suggest Alternatives for Action: -** Alternatives are best generated by the person seeking them but you can help the student to assess and use both personal and other resources for solving problems. If requested, you can also suggest alternatives. Try to do so, however, only after the person in need has exhausted his or her ability to generate ideas, unless the problem is merely a need for information.

**Follow Up Your Efforts: -** If a person has made a decision or resolved a conflict with your help, check back a few days or weeks later to get feedback on what has happened. Such information can be rewarded if your help has been useful, and corrective if it has not.

## VI. DEALING WITH "PROBLEM" STUDENT

A sensitive approach to your work with your students can save you from many problems. If you phrase questions and

criticism carefully, you can generally avoid defensive or hostile response. If you are supportive, encouraging, and respectful of student ideas in class, then you can correct wrong answers, point out feeble arguments, or highlight weak points in a positive manner without discouraging your students. Rather than asking what is wrong with a written paragraph or a problem solution, ask how it could be improved. Instead of asking what the weak point of an argument is, ask how well it applies to or uses the material for the session. Rather than dismissing an idea immediately, ask the student to clarify it using the material for the session.

Don't on the other hand, respond to student questions with "good point" when the idea was in fact poorly presented. Always show students the courtesy of attending to their answers when they offer an idea; don't be writing on the blackboard or scribbling on a notepad. However careful you are, you may still run into some students who present problems. A few recurrent types-and ways to do with them-are 'discussed below [6]

**The Arguer: -** If a student insists that you are not "allowing him or his opinion" when you disagree with a statement he has made, point out that you disagree because the statement does not correlate well with the session's material. If the students begin to disrupt the discussion, offer to talk privately after class or during office hours. Remain calm and non-judgmental, no matter how agitated the student become s. Always use evidence when disagreeing with a student using the authority of your position as teacher rarely proves anything in a disagreement and can inhibit discussion. You can largely avoid having students feel that you are putting them down by not beginning critical statements with "I". Phrase criticism with reference to the material for the session or other commonly shared information from the course.

If a student is stubborn and refuses to postpone his disagreement until after class or office hours and completely disrupts a class, remain calm. If the student is agitated to point of being unreasonable, ask him or her to carry the grievance to a higher authority. Make apparent your willingness to discuss the issue calmly, but do not continue trying to reason with a student who is highly agitated. If you remain calm in the presence of the group, the student may sort become cooperative again. In a extreme case, you may have to ask the student to leave the classroom , or even dismiss, the section seek to make your response as calm as possible and • avoid making an issue out of a small incident. The hardest part of such a situation is to maintain your professionalism and not to respond as if personally attacked.

**The Over Talkative Student: -** Over talking students can deaden a class. If a student is dominating a section, try to elicit responses from other students. Call on someone else even through the over talkative student volunteers a response. Emphasize to the group that it is the quality, not the quantity, of responses that most interests you, make sure they see that you consider the group's project a communal and not a



competitive activity. If the student does not recognize the importance of listening to what other members of a group have to offer, talk with him or her about it privately. If the problem continues, talk to the student's advisor, dorm resident fellow, or both to try to develop a strategy for dealing with the over talkativeness. Do not ridicule an over talkative student or make comments to other students in the group, but try as tactfully as possible to keep the group's activity going without reinforcing the talkative behavior [8].

**The Silent Ones:**-The student who never speaks out in a class also presents a problem. By making sure that all members of class know each other by name and by trying to create a safe environment, you can sometimes overcome the silent student's fear of speaking. Occasionally small group activities-where the students discuss issues in pairs, for example- can also make it easier for a shy student to open. As with the over talkative student, do not ridicule or put the silent student on the spot but do try to elicit answers from him or her at first once every session and later more frequently when he or she begins to appear more comfortable responding [7].

Talking with the student privately can also help. Reasons for being silent may vary. One silent student may merely enjoy listening. Another may lack confidence to contribute. The latter is very common among, first year students. Some students simply have quiet personalities; others may be undergoing personal stresses that inhibit their speaking in class. Some may be unprepared. Even after you gently encourage them to speak, they may remain silent. This is their right, and ultimately you must respect their privacy.

Requiring all students in your sections to come and discuss with you during office hours at the beginning of the quarter and a second time during the quarter can help alleviate both over talkativeness and silence by putting students more at ease.

**The Grade Grubber:** - You may find that some students will unrelentingly pursue you if you give them a lower grade than they expected. Many faculty complain that they have had even A-'s vigorously! There are ways to minimize such incidents. Make it entirely clear from the beginning exactly what you expect in papers or tests. If possible, hand-out guidelines for a good essay or examples of a superior exam answers. When you do put the grade down, note in some detail weak or strong points of the work and suggestions for a better performance next time. With papers, you can give students the option of initially handing in a draft that you will not grade but you will criticize. When students actually come to you to contest their grades, indicate that when you reconsider their marks, you retain the right to adjust them up or down. Advise students that in the case of unresolved differences, the professor will make the final decision. When no resolution is

possible, brief the student on which office to turn to pursue an appeal

Although grade grubbers can discourage you appear to undermine the academic enterprise, remember that this generation of students is under pressures you may not have had as an undergraduate. Competition for graduate and professional schools is fiercer than ever before. You will have more success if you listen to and respond to their anxieties as well as their complaints [8].

## VII. CONCLUSION

Experienced teachers can avoid burnout and continue to improve throughout, stimulating their own thinking, by taking advantage of opportunities to learn new approaches to teaching through reading, attending workshops and conferences, observing colleagues, and joining book groups or seminars on teaching topics. Obtaining regular, systematic feedback on their teaching, reflecting on their teaching continually making changes based on those reflections. A good teacher is of such type that can motivate their students to learn solve their student's problems, counselling their students and is always available to their students either in the class or outside.

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