



THE TEACHER’S POSITION IN THE CLASSROOM, THEIR ABILITY TO CREATE A POSITIVE ATMOSPHERE, AND THE ORGANIZATION AND REGULATION OF STUDENTS’ DISCIPLINED BEHAVIOR IN CLASS

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Abstract

This article discusses Jan Amos Comenius’s work “The Great Didactic”, which emphasizes that education is created for every individual and that teaching and upbringing should be carried out in harmony. The work contains a separate chapter dedicated to school discipline. It mainly highlights the high importance of order and discipline and explains the formation of students’ appropriate behavior.

Keywords: School discipline, immorality, knowledge, kindness, education and upbringing.

Introduction

In this work, Comenius pays special attention to moral education, the stages of teaching and , and school discipline. “An undisciplined school is like a mill without water” [p. 199]. This proverb of the Czech people carries a deep meaning. Just as a mill stops working when flowing water ceases, if discipline is broken in a school, the processes of teaching and upbringing inevitably fall into disorder. In addition, the work presents the example of a tree and wild grass: “If a tree is not



pruned, it will not bear fruit, and as a result, wild grass and unnecessary branches will increase” [p. 200]. However, this does not mean beating students, shouting at them, or humiliating them in front of others. On the contrary, it requires treating them kindly and educating them with patience and perseverance. Naturally, teachers bear a great responsibility. In today’s modern, digital age, teachers are expected to be vigilant and attentive, as well as to possess comprehensive pedagogical and psychological knowledge. Moreover, they are required to participate in various high-level seminars and events. Teachers are taught how to resolve issues of discipline when order is disrupted by students, which methods to use in cases of inappropriate behavior, and how to organize the educational process step by step. First of all, moderation plays a key role. Strict disciplinary measures are applied to children with severe behavioral problems to prevent the recurrence of negative situations. However, when maintaining discipline, it should not be accompanied by negative emotions such as anger, hatred, rage, or cruelty; rather, moderation and sincerity should prevail. “Immorality is more complex than academic shortcomings; therefore, students who demonstrate immoral behavior should be given stricter punishment. This is because the educational process is well and exemplary organized by the teacher, and students’ attention is drawn through certain interactive methods” [p. 202]. The new version of the Law “On Education” was signed by President Sh. Mirziyoyev. This revised law was adopted by the Legislative Chamber of the Oliy Majlis on May 19, 2020. One of the main aspects of the law is that special attention is paid to education and upbringing, the integration of national and universal values, and the formation of moral qualities in an orderly manner. Discipline is considered an organizing principle that regulates pre-established rules. Discipline itself is not a goal; rather, it serves as a means to achieve a goal by using various tools. School discipline is connected with the successful organization of the educational process and reflects students’ behavior, manners, and moral conduct. Effective classroom management at the university level relies on a balanced use of preventive and corrective discipline strategies. Preventive discipline focuses on anticipating and minimizing behavioral problems before they occur, while corrective discipline addresses inappropriate behavior after it has taken place. Both approaches are essential for maintaining an organized and positive learning environment. Preventive discipline strategies aim to create conditions that naturally encourage appropriate student behavior. These strategies include establishing clear



classroom rules, communicating expectations at the beginning of the course, and maintaining consistent routines. When students understand what is expected of them, they are more likely to act responsibly. Additionally, fostering respectful teacher–student relationships, encouraging active participation, and creating an inclusive classroom atmosphere can significantly reduce disruptive behavior. Preventive discipline emphasizes guidance, motivation, and mutual respect rather than punishment.

In contrast, corrective discipline strategies are applied when preventive measures are insufficient and inappropriate behavior occurs.

Corrective discipline involves addressing misconduct promptly and fairly to prevent its recurrence. At the university level, this may include verbal warnings, private discussions with students, or the application of institutional policies when necessary. Effective corrective discipline should be proportionate, consistent, and focused on helping students understand the consequences of their actions. Rather than being punitive, corrective strategies should promote self-reflection and personal responsibility.

A well-managed classroom integrates both preventive and corrective discipline approaches. Preventive strategies reduce the need for corrective action, while corrective measures reinforce established norms and expectations. Together, these strategies support a structured, respectful, and productive learning environment that benefits both teachers and students.

An important factor influencing students' disciplined behavior in the classroom is the relationship between teachers and students, which serves as a fundamental criterion. If it is necessary to encourage and motivate, it is better to achieve this not through corporal punishment, but through other means, sometimes by reprimand and public criticism, and by praising others. However, at certain times, setting others as an example may also lead to negative consequences, as it can influence the intellectual and emotional development of the student. The well-known Uzbek educator Abdullah Avloni wrote: "For us, education is a matter of life or death, salvation or destruction, happiness or disaster." These ideas are considered extremely correct and significant [p. 137].

President Shavkat Mirziyoyev has paid special attention to the upbringing of youth, stating that educating young people based on national traditions and ancestral heritage is essential for their future role in society.



Order and discipline begin within the family. To raise children as physically healthy and morally mature individuals, due attention must be given to discipline in upbringing [p. 530].

Conclusion

This article has examined the essential role of the teacher in establishing a positive classroom climate and managing disciplined student behavior at the university level. Comenius’s work “The Great Didactic” is considered a leading source of education that retains exceptional significance for modern education and upbringing. It highlighted the significance of the teacher’s position as a leader and role model, the importance of creating a supportive and respectful learning atmosphere, and the effective organization and regulation of student behavior through appropriate classroom management strategies. Particular attention was given to the distinction between preventive and corrective discipline and their complementary roles in maintaining an orderly and productive learning environment. The findings emphasize that effective discipline in higher education should be balanced with positive teacher–student interaction. While clear rules and corrective measures are necessary to address inappropriate behavior, preventive strategies grounded in communication, respect, and student engagement are more effective in promoting long-term responsible behavior. A positive classroom atmosphere encourages mutual respect, motivation, and active participation, reducing the need for frequent disciplinary intervention. The implications for university teaching practice are significant. Instructors are encouraged to adopt proactive classroom management approaches that prioritize prevention, fairness, and consistency while maintaining supportive relationships with students. By balancing discipline with positive interaction, university teachers can enhance both academic performance and students’ personal development, contributing to a more effective and meaningful learning experience.

References

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