



MONITORING CLASSROOM MANAGEMENT STRATEGIES AND LEARNER ENGAGEMENT IN UZBEK EFL CLASSES

Fayziyeva Diyora Akmal kizi

Karshi city secondary school 23, English teacher

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ABSTRACT

This study investigates how English as a Foreign Language classroom management techniques and student participation in Uzbekistan EFL classrooms get evaluated through its complete literature review and its analytical examination. The study shows that teachers need to possess both communicative competence and lesson organization skills and ability to create personalized learning paths for their students to achieve successful classroom management.

Introduction

Classroom management serves as a vital element which determines how learning activities succeed in today's educational environment. The field of classroom management includes two primary components which focus on maintaining discipline and creating effective academic environments to motivate students while they participate in learning activities and build positive relationships with their peers [1]. The process of teaching English as a foreign language requires teachers to maintain classroom order because students need to practice their language skills through direct interaction and continuous learning activities [2]. The educational system of Uzbekistan has recognized English language instruction as essential because its importance has increased since recent years, which has created a pressing need for effective methods of classroom control to be developed and used in schools. Presidential decrees which aim to enhance foreign language teaching standards have concentrated their efforts on three main areas, which include teacher professional development, the adoption of new teaching methods, and the development of students' ability to communicate [3].

Methodology and literature review

This research study uses literature review as its research method to evaluate academic publications about classroom management and student engagement and EFL teaching methods which local and international researchers have published. The concept of classroom management has been extensively studied in the field of pedagogy, and various scholars have proposed differing definitions. Marzano and his team defined classroom management as all the methods which teachers use to establish suitable learning conditions in their classrooms because teacher-student relations and rule systems and disciplinary methods are essential to this process [1]. Harmer identified the teacher's communicative skill, the ability to organize group work, and an individualized approach to learners as the principal elements of

classroom management in English language lessons [2]. The Krashen theory of second language acquisition states that learners need a comfortable psychological space to succeed in their language acquisition process because classroom management determines their emotional state which either hinders or supports their language learning progress [4].

Russian academic research has dedicated extensive study to the topic of classroom management. Podlasiy particularly emphasized the importance of the teacher's organizational and communicative competencies in managing the pedagogical process, arguing that the success of classroom management largely depends on the teacher's personal qualities and professional expertise [5]. Passov established the theoretical basis which proves that the communicative approach holds vital importance in foreign language teaching methods while showing that classroom interaction serves as the main component of language acquisition [6]. Among Uzbek scholars, Jalolov studied how English language instruction differs in Uzbekistan by analyzing traditional and contemporary methods used to control classrooms in local educational institutions [3].

The three-dimensional construct of learner engagement according to Fredricks and his team includes three types of engagement which are behavioral engagement through classroom activity participation and emotional engagement through learning interest and attitude assessment and cognitive engagement through in-depth material analysis [7]. In EFL teaching environments teachers need to apply different interactive teaching techniques to boost student participation which includes using pair and group activities together with situational exercises and role-playing and project-based learning methods [8]. Brown showed that effective classroom management skills require teachers to control their classroom environment in order to succeed with their students in active classrooms which teach communicative language [8]. The relationship between management strategies and engagement levels has been studied by Dörnyei who showed that teacher classroom management skills create the motivational dimension which teachers bring into their classroom teaching to maintain student interest and participation throughout the learning process [9].

In the Uzbek context, classroom management possesses distinctive characteristics, among which large class sizes, disparities in learners' language proficiency levels, insufficient availability of technical resources, and the continued prevalence of traditional teacher-centered approaches deserve particular attention [10]. At the same time, the process of transitioning to the communicative approach has accelerated in Uzbekistan in recent years as part of educational reforms, and this process necessitates a re-examination of classroom management strategies [3].

Results and discussion

The results of the literature review indicate that a robust theoretical connection exists between classroom management strategies and learner engagement. The analysis demonstrates that effective classroom management comprises three principal components: first, the teacher's communicative competence, which encompasses the ability to establish effective communication with learners, to provide clear instructions, and to create a positive classroom atmosphere; second, lesson organization skill, which involves the efficient allocation of lesson time, the balanced planning of diverse activity types, and the smooth

execution of transitions between activities; and third, an individualized approach to learners, which entails taking into account each learner's language proficiency level, learning style, and specific needs [1, 2, 8]. The influence of each of these components on all three dimensions of learner engagement, namely behavioral, emotional, and cognitive, has been theoretically substantiated in the literature [7].

A number of factors influencing the effectiveness of classroom management in the Uzbek EFL context can be identified. According to the author's analysis, local teachers frequently encounter difficulties in transitioning from the traditional teacher-centered approach to the communicative approach, which negatively affects the effectiveness of their classroom management strategies. In the traditional approach, the teacher occupies a central position as the transmitter of knowledge, and the active participation of learners is limited, whereas the modern communicative approach places the learner at the center and assigns the teacher the role of facilitator [6, 8]. Moreover, large class sizes represent one of the most serious challenges to classroom management in Uzbekistan's EFL classes, as implementing an individualized approach and ensuring the active participation of all learners under such conditions requires considerable skill [10]. Dörnyei's work further supports the view that motivational strategies, which are closely intertwined with management practices, must be adapted to the specific sociocultural and institutional realities in which teaching takes place [9].

The question of integrating modern pedagogical technologies into classroom management is also of significant importance. The literature review demonstrates that the application of digital technologies, multimedia resources, and online platforms creates substantial opportunities for simplifying classroom management and enhancing learner engagement [10]. However, in the conditions of Uzbekistan, the insufficiency of technical infrastructure and the disparities in teachers' levels of digital literacy impede the full realization of these opportunities. According to the author's analysis, improving the effectiveness of classroom management strategies requires the enhancement of teachers' qualifications, their familiarization with modern methods and technologies, and the development of their practical skills. It is essential that professional development programs address not only theoretical knowledge but also the practical application of classroom management techniques that are responsive to the realities of Uzbek educational institutions.

Conclusion

This article has examined the issue of monitoring classroom management strategies and learner engagement in Uzbekistan's EFL classes on the basis of a literature review and analytical discussion. The results of the analysis indicate that the effectiveness of classroom management is directly related to the teacher's communicative competence, lesson organization skill, and ability to adopt an individualized approach. In the Uzbek context, the transition from traditional teaching approaches to the communicative approach necessitates a fundamental re-examination of classroom management strategies. The integration of modern pedagogical technologies into classroom management represents a promising direction for enhancing learner engagement. Future research should focus on conducting empirical investigations of this topic, studying the practical effectiveness of classroom management strategies, and developing specific recommendations adapted to the Uzbek EFL context.

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