

Учень Б (емоджі “лють” 😡): ... Але раптом він відчув лють, коли зрозумів, що його друг забув принести каблучки на церемонію ...” [1].

Отже, сторітелінг на основі емоджі (Emoji Cave Painting, Emoji Chain Story) веде до творчого самовираження, інтеграції мови, критичного мислення, навичок спілкування та говоріння цільовою мовою. Крім того, учні вчаться розуміти і поважати різні інтерпретації, розуміючи, оскільки різні комбінації емоджі передають унікальні історії.

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DEVELOPING CLASSROOM MANAGEMENT SKILLS OF NOVICE TEACHERS AS A TOOL FOR TEACHING EFFECTIVENESS

Central to the process of learning to teach is the concept of effective teaching trying to define the competencies needed to be an effective teacher has long occupied the thoughts of professional educators. Instructional expert, classroom manager and psychologist are the roles assigned to this job these days. This is a tall order for beginning teachers.

According to R.D. Moore, “... the first and most notable role performed by a teacher is that of instructional expert; the person who plans, guides and evaluates learning. This role, serves as a core role that the others tend to support” [4, p. 5].

Nevertheless, novice teachers express confidence about their EFL and their teaching skills like lesson planning or syllabus design but classroom management skills are perceived by them as a significant challenge. Talking about the most difficult problems they experience in their first years of teaching, classroom management and discipline consistently rank among the most difficult. Although many guidelines of classroom management are provided in the pedagogical college, beginning teachers continue to feel insecure about maintaining their first classrooms.

Thus, the goal of this article is to outline some aspects of classroom management a novice EFL teacher has to keep in mind providing them with practical ideas to enhance their initial encounter with teaching. Three important elements we are going to highlight are lesson planning, classroom routines and conflict strategies.

The importance of classroom management cannot be overestimated. Managing a classroom is a difficult but essential task the teacher must perform well in order to teach effectively. Attention to such aspects will result in a smoother running classroom and will prevent most of the problems encountered in a classroom.

‘A demanding job in a complex setting’ – this is how teaching profession can be defined nowadays. Even for experienced teachers the challenge is always present. Obnoxious children’s behaviors such as a back talk, ignoring instructions, sauntering late in the class, fooling around, calling names, defying orders and requests, leaving seat without permission, little or no concentration, and deviation from the class principles; cameras off, background noise and distracting screen background in on-line sessions are the misbehavior teachers very often encounter during the class period. All that interferes with instructional time.

No wonder, classroom management is rated as one of the strongest stressors for beginning teachers. Inexperienced teachers feel stressed frustrated even resenting their students. There is more to it, the lack of classroom management skills negatively affect the roles novice teachers assume, their self-esteem, sense of self-efficacy, and ultimately, their permanence in the profession.

The importance of classroom management can hardly be exaggerated. Managing a classroom is a difficult but essential task the teacher must perform well in order to teach effectively.

M. Davis claims “... the teacher’s responsibility here is to deal with negative attitudes trying to make them positive. A classroom must have an effective leader and must be orderly, and discipline must be maintained in order for learning to take place. Attention to such aspects will result in a smoother running classroom and will prevent most of the problems encountered in a classroom. Thus, good classroom management is essential if you are to be a successful teacher” [3, p. 30].

Having at their disposal straightforward, practical advice and some adaptable guidelines for facing the problem, teachers will be able to respond adequately and make positive choices.

One initial step in supporting novice teachers’ knowledge of classroom management is her/his awareness of the vitality of teacher’s preparation for the class.

It is a common knowledge that bored students equal trouble. If the lesson is poorly planned, there is often too much talking and telling from the teacher and not enough hands-on learning and discovery by the students. One aspect to take into consideration is efficient and engaging lesson planning and preparation for the lesson.

K.D. Moore suggests “...over preparing is strongly suggested, especially for novice teachers. Getting materials ready beforehand (e.g., hand-outs, photocopies, movies, audio files), knowing how the equipment works, and deciding how learners will interact/ work at different points in the lesson (e.g., group work, pair work) will enhance teachers' confidence and keep the pace of the class” [4, p. 30].

We all know engaging lessons take both serious mind and time to plan. But they are certainly worth it – for many reasons. Actually, if learners are engaged in learning and interested in what they are studying, they are unlikely to misbehave. However, you may still need to remind learners of the classroom rules and expected behavior.

A persistent problem facing all teachers in many settings is how to get their students' attention. Effective teachers use a variety of strategies to attract and maintain their students' attention strategies

We strongly believe that a teacher must have his own repertoire of attention getters, which may facilitate smooth transitions from activity to activity or get learners back if they are distracted or reset a noisy classroom.

As far as straightforward recommendations are concerned, with younger students, the teacher tries clapping hands three times and teaching the children to quickly clap back twice. This is a fun and active way to get their attention and all eyes on the teacher. Classroom chants (e.g. “– Class! – Yes! – Banana split! – Yes, we know how to sit! e.g. “– Class! – Yes! – Flat tire! – Shhhhhh!”) are some oldies but goodies. It could also be something the teacher does routinely to let them know they have three minutes to finish an assignment or clean up, etc.

Being a psychologist in communicating with younger generation of students is another aspect to consider for a novice teacher. Being confident, organized, reflective and flexible will help the novice teacher stay calm even if the disruptions occur despite careful planning.

P. Anderson reminds “...teachers who lose their tempers and yell at such pupils, or attempt to quell their misbehavior by using cutting sarcasm, are likely to escalate the conflict”. “Do not accuse the child of anything. Act as if you do care, even if you have the opposite feeling at that moment. Ask naïve questions such as, “How might I help you?” The student will usually become disarmed because she/he might be expecting you to be angry and confrontational” [1, p. 38].

L. Brown claims that “... effective classroom managers demonstrate a ethos of “warm demander”, that is teachers signify to all that they care for their students and simultaneously hold high expectations for their academic, social and overall continued success” [2, p. 460].

Being flexible in order to be efficient presupposes that the teacher can give in in negotiating with students. It can happen when students ask the teacher to do one activity instead of the other.

According to M. Davis”...a wise negotiator is not engaged in a confrontation with the whole class in order not spend time arguing and not to lose face. Instead, make sure the students know they need to compromise and will have to do the activities the teacher had planned as homework so the class does not fall behind. Be explicit about your rules and the consequences of breaking them, ensuring that these guidelines are both fair and consistently enforced. When students understand what is expected of them, they are more likely to meet those expectations. Remember to acknowledge and reinforce positive behaviors just as much as you correct the negative ones” [3, p. 26].

As a result, if novice teachers enter the classroom with a basic set of techniques and practices, they will have more confidence in initially approaching teaching. The benefits of

mastering the classroom management skills consist in decreasing the likelihood of teacher stress and burnout the prevention of chaotic classroom environments, the establishment of a culture of respect and carte inside the classroom, and the effective time management.

Remembering that every teacher was once a beginner, and with the right strategies, a novice teacher can skillfully handle behavior issues and create a classroom where every student feels valued and engaged.

Finally, the awareness of classroom management strategies will contribute to equip inexperienced teachers with procedures and strategies that can be translated and adapted to their teaching situation and ease the transition from student-teacher to being in charge of a classroom on their own.

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ВИКЛИКИ ТА ПЕРСПЕКТИВИ ФОРМУВАННЯ МІЖКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ У МАЙБУТНІХ ВЧИТЕЛІВ

Міжкультурна компетентність є ключовим елементом професійної підготовки майбутніх вчителів НУШ, де культурне розмаїття учнів стає нормою. Міжкультурна компетентність стає невідемним елементом професійної підготовки у контексті полікультурного суспільства. Ця компетентність включає здатність розуміти культурні особливості інших, будувати діалог, толерантно ставитися до різних точок зору та культурних норм. Однак процес формування міжкультурної компетентності має свої труднощі та виклики, які потребують комплексного підходу та ефективних рішень.

Основні перешкоди формування міжкультурної компетентності:

1. Відсутність усвідомлення важливості міжкультурної компетентності

На етапі професійної підготовки її не всі майбутні вчителі розуміють необхідність міжкультурної компетентності, що зумовлено недостатнім досвідом спілкування з представниками інших культур, а згодом зниженням мотивації щодо розвитку цих навичок. “Багато майбутніх вчителів не бачать зв’язку між міжкультурною компетентністю та своєю професійною діяльністю, що значно ускладнює процес формування цієї компетентності” [1, с. 45]. Для подолання цього бар’єру важливо інтегрувати приклади з практики, де міжкультурні знання сприяли вирішенню освітніх проблем.