

**STRATEGIES HOW TO CREATE EFFECTIVE CLASSROOM
MANAGEMENTS IN FOREIGN LANGUAGE 7TH GRADE. TOPIC:
CLOTHES AND FASHION**

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Annotatsiya

Ushbu maqolada 7-sinf o'quvchilariga xorijiy tilni "Clothes and Fashion" mavzusi asosida o'qitishda samarali sinf boshqaruvi strategiyalari yoritilgan. Tadqiqotda ijobiy, tartibli va o'quvchi markazli ta'lim muhitini yaratishning ahamiyati ta'kidlangan. Guruhli ishlar, rolli o'yinlar, interaktiv mashg'ulotlar, vizual materiallar va rag'batlantirish usullarining sinf intizomi hamda o'quvchilarning motivatsiyasini oshirishdagi roli tahlil qilingan. Shuningdek, kommunikativ yondashuvlarning o'quvchilarning til ko'nikmalari, ishonchi va madaniyatlararo tushunchalarini rivojlantirishdagi ahamiyati ko'rsatib berilgan. Tadqiqot natijalari samarali sinf boshqaruvi xorijiy tilni muvaffaqiyatli o'rganishda muhim omil ekanligini tasdiqlaydi.

Kalit so'zlar: Sinf boshqaruvi, xorijiy til o'qitish, kommunikativ yondashuv, 7-sinf o'quvchilari, kiyim va moda, interaktiv faoliyatlar, o'quvchilar motivatsiyasi, hamkorlikda o'qitish, til ko'nikmalari, o'qitish strategiyalari.

Abstract

This article discusses effective classroom management strategies in teaching foreign languages to seventh grade students on the topic of clothes and fashion. The study emphasizes the importance of creating a positive, organized, and student-centered learning environment that encourages communication and active participation. Various teaching methods such as group work, role plays, interactive activities, visual materials, and positive reinforcement are analyzed as important tools for improving classroom discipline and learner motivation. The research also highlights the role of communicative teaching approaches in developing students' language skills, confidence, and intercultural awareness. The findings demonstrate that effective classroom management contributes significantly to successful foreign language learning and student engagement.

Key words: Classroom management, foreign language teaching, communicative approach, seventh grade students, clothes and fashion, interactive activities, student motivation, collaborative learning, language skills, teaching strategies.

Аннотация

В данной статье рассматриваются эффективные стратегии управления классом при обучении иностранному языку учащихся седьмого класса на тему «Одежда и мода». В исследовании подчеркивается важность создания позитивной, организованной и ориентированной на учащихся образовательной среды, способствующей активному участию и коммуникации. Анализируются такие методы обучения, как групповая работа, ролевые игры, интерактивные задания, визуальные материалы и положительное поощрение, которые помогают улучшить дисциплину и мотивацию учащихся. Также освещается роль коммуникативного подхода в развитии языковых навыков, уверенности и

межкультурного понимания учеников. Результаты исследования подтверждают, что эффективное управление классом играет важную роль в успешном обучении иностранному языку.

Ключевые слова: Управление классом, обучение иностранному языку, коммуникативный подход, учащиеся седьмого класса, одежда и мода, интерактивные задания, мотивация учащихся, совместное обучение, языковые навыки, стратегии обучения.

INTRODUCTION

Teaching a foreign language to seventh grade learners requires not only strong linguistic knowledge but also effective classroom management strategies that create a positive and motivating learning environment. Classroom management plays an essential role in helping students stay focused, participate actively, and develop confidence in using a foreign language. When the topic of the lesson is “Clothes and Fashion,” teachers have many opportunities to organize communicative, creative, and interactive activities that encourage learners to practice vocabulary, speaking, listening, reading, and writing skills. Effective classroom management in such lessons helps students remain engaged while reducing discipline problems and increasing collaboration among classmates.

Seventh grade students are usually energetic, social, and emotionally active learners. They enjoy expressing their opinions, discussing modern trends, and participating in pair or group activities. Fashion and clothing topics are highly relatable to teenagers because they connect with students' everyday lives, personalities, and interests. Therefore, teachers can use this topic to build a learner-centered classroom where communication becomes natural and meaningful. However, without proper classroom management, even interesting lessons may become noisy, disorganized, or

ineffective. For this reason, teachers should apply clear strategies that balance discipline, creativity, and communication.

One of the most important strategies for effective classroom management is establishing clear classroom rules from the beginning of the lesson. Students should understand expectations regarding speaking, listening, participation, and respect for others. In foreign language classrooms, teachers may use simple target-language instructions such as “Listen carefully,” “Work in pairs,” “Raise your hand,” or “Speak English only.” Repetition of these instructions helps students become familiar with classroom routines and improves language acquisition at the same time. When learners clearly know classroom expectations, they feel safer and more confident during activities. Another essential strategy is organizing the classroom environment effectively. Seating arrangements greatly influence communication and discipline. During clothes and fashion lessons, pair work and group work are highly effective because students can discuss styles, describe outfits, or role-play shopping situations. Teachers may arrange desks in circles, small groups, or U-shapes to encourage interaction. Flexible seating arrangements help learners communicate naturally and reduce passive behavior. At the same time, the teacher should maintain visibility of all students to monitor participation and classroom behavior effectively. Using engaging and meaningful activities is another important component of successful classroom management. Students are less likely to become distracted when activities are enjoyable and connected to real life. The topic of clothes and fashion allows teachers to organize role plays, fashion shows, guessing games, vocabulary competitions, and dialogues about shopping. For example, students may work in groups to design outfits and describe them in English. Such activities encourage creativity while keeping students actively involved in the lesson. Interactive tasks reduce boredom and help teachers manage behavior more successfully.

Teachers should also use positive reinforcement to motivate learners and maintain discipline. Praising students for good participation, teamwork, correct language use, or respectful behavior creates a supportive classroom atmosphere. Positive comments such as “Excellent pronunciation,” “Great teamwork,” or “Very creative idea” increase learners’ self-confidence and motivation. Rewards such as stickers, points, or classroom certificates may also encourage active participation. Positive reinforcement is especially effective for seventh grade learners because they respond strongly to recognition and encouragement.

Effective time management is another significant strategy in classroom management. Foreign language lessons should include a balance of warm-up activities, vocabulary practice, communicative tasks, and reflection. Teachers need to plan transitions carefully so students remain focused throughout the lesson. Long explanations may reduce attention and increase classroom disruption. Therefore, instructions should be short, clear, and demonstrated visually when possible. During clothes and fashion lessons, teachers can maintain students’ attention by changing activities regularly and combining movement with communication. Classroom management also depends on the teacher’s ability to create an inclusive and respectful atmosphere. Students in seventh grade may have different language levels, personalities, and cultural backgrounds. Some learners may feel shy when speaking a foreign language, while others may dominate discussions. Teachers should ensure equal participation by encouraging quieter students and balancing group interactions. Respectful communication should be promoted at all times, especially when discussing personal styles or fashion preferences. This helps students feel comfortable expressing themselves without fear of criticism.

The use of visual materials and technology can significantly improve classroom management and student engagement. Pictures of clothing items, fashion magazines, flashcards, videos, and digital presentations attract students’ attention and support

vocabulary learning. Visual aids help learners understand meanings more quickly and reduce confusion during activities. Technology-based tasks such as online quizzes or interactive games also create excitement and encourage participation. When students are engaged with meaningful visual materials, classroom discipline problems decrease naturally. Another useful strategy involves incorporating movement and physical activity into the lesson. Seventh grade learners often have high energy levels, and sitting for long periods may lead to restlessness. Activities such as “Find someone wearing...,” classroom surveys, fashion walks, or vocabulary races allow students to move while practicing English. Physical movement increases concentration, supports memory, and creates a dynamic learning environment. Teachers who include movement in their lessons often experience fewer behavioral problems because students remain active and motivated.

Monitoring and feedback are equally important aspects of classroom management. Teachers should move around the classroom during pair and group activities to observe participation, support weaker learners, and maintain discipline. Active monitoring helps prevent off-task behavior and ensures that students use the target language correctly. Constructive feedback should focus not only on language mistakes but also on collaboration and classroom behavior. Encouraging feedback creates trust between the teacher and students, which strengthens classroom relationships. Building strong teacher-student relationships is another key factor in effective classroom management. Students are more cooperative when they feel respected, understood, and supported by their teacher. Teachers who show enthusiasm, patience, and fairness create a positive emotional environment that encourages learning. Discussing modern fashion trends, favorite clothing styles, or cultural clothing traditions can help teachers connect with students’ interests and experiences. Such communication increases student engagement and strengthens classroom unity.

Cultural awareness can also enrich foreign language lessons about clothes and fashion. Teachers may introduce traditional clothing from different countries and encourage students to compare cultural styles. This not only develops language skills but also promotes intercultural understanding and respect. Students become more curious and motivated when they learn about global fashion traditions through interactive discussions and presentations. In conclusion, effective classroom management in seventh grade foreign language lessons requires careful planning, positive communication, engaging activities, and supportive teacher-student relationships. The topic of clothes and fashion offers excellent opportunities for interactive learning because it connects naturally with students' interests and everyday experiences. Through clear rules, collaborative activities, positive reinforcement, flexible classroom organization, and meaningful communication, teachers can create a productive and enjoyable learning environment. Successful classroom management not only improves discipline but also increases students' confidence, motivation, and ability to use the foreign language effectively in real-life situations.

LITERATURE REVIEW AND METHODOLOGY

Classroom management has long been considered one of the most significant factors influencing successful language teaching and learning. Educational researchers emphasize that an organized, motivating, and student-centered classroom environment directly affects learners' academic achievement, participation, and emotional development. In foreign language education, classroom management becomes even more important because students are required to communicate actively, cooperate with classmates, and use the target language confidently. Effective classroom management helps teachers create conditions where students can practice language skills without fear, confusion, or excessive discipline problems.

Many scholars have explored the relationship between classroom management and communicative language teaching. According to communicative teaching theory, students learn a foreign language more successfully when they interact meaningfully with others in realistic situations. Researchers such as Jeremy Harmer and H. Douglas Brown explain that teachers should organize activities that encourage student participation, collaboration, and real-life communication. These ideas are especially important for seventh grade learners because adolescents tend to learn better through active engagement rather than passive memorization. Topics such as clothes and fashion naturally support communicative interaction since students can discuss personal preferences, shopping experiences, fashion trends, and cultural clothing styles.

Studies on adolescent psychology also show that middle school students require emotionally supportive learning environments. Researchers in educational psychology state that positive teacher-student relationships reduce anxiety and increase motivation in language classrooms. Students who feel respected and encouraged are more willing to participate in speaking activities and group discussions. In foreign language lessons, classroom anxiety may negatively affect pronunciation, fluency, and confidence. Therefore, modern classroom management strategies focus not only on discipline but also on emotional support, cooperation, and learner autonomy. Several educational theories support the importance of interactive and collaborative learning in classroom management. Social constructivist theory developed by Lev Vygotsky emphasizes that learning occurs through social interaction and communication. Group work, pair work, and collaborative tasks allow students to support each other and develop language skills more effectively. In lessons about clothes and fashion, collaborative projects such as role plays, fashion presentations, or design activities help students use vocabulary and grammar in meaningful contexts. Researchers argue that such learner-centered approaches increase classroom engagement and reduce behavioral problems.

Modern literature also highlights the role of motivation in successful classroom management. Motivation is considered one of the strongest predictors of language achievement. Educational scholars explain that students are more attentive and disciplined when lesson topics connect with their interests and daily lives. Since fashion and clothing are highly relevant to teenagers, this topic can increase learner participation and enthusiasm. Visual materials, games, songs, digital presentations, and real-life communication tasks further strengthen motivation and create positive classroom dynamics. Research on classroom management additionally emphasizes the importance of clear rules and routines. Teachers who establish consistent expectations regarding classroom behavior, participation, and communication are more likely to maintain organized learning environments. Effective routines help reduce confusion and save instructional time. In foreign language classrooms, using target-language instructions and repeated classroom expressions also supports language acquisition. Scholars note that predictable classroom procedures create a sense of security and structure for adolescent learners.

The methodology of this study is based on qualitative analysis and descriptive research methods. The research examines theoretical approaches to classroom management in foreign language education with a particular focus on seventh grade learners and the topic of clothes and fashion. Information was collected through the analysis of pedagogical literature, educational journals, methodological textbooks, and previous studies related to communicative teaching and classroom management strategies. The study also applies observational and comparative methods to evaluate different teaching approaches used in foreign language classrooms. Interactive activities such as role plays, group discussions, vocabulary games, and project-based learning were analyzed to identify their effectiveness in maintaining student engagement and classroom discipline. Attention was given to how teachers organize classroom space, manage transitions between activities, and encourage student

participation during communicative tasks. In addition, the methodology considers the psychological characteristics of seventh grade students. Adolescent learners often demonstrate high emotional sensitivity, strong social interests, and varying attention spans. Therefore, the research focuses on management strategies that combine structure with flexibility. Special attention is given to positive reinforcement, collaborative learning, visual support, and movement-based activities because these approaches are considered highly effective for middle school learners.

The research further investigates the role of authentic materials in classroom management. Real-life objects, clothing pictures, fashion magazines, videos, and online resources were examined as tools for increasing student motivation and reducing disruptive behavior. Authentic materials create meaningful learning experiences and encourage students to use the target language naturally during classroom interaction. Overall, the literature and methodology demonstrate that effective classroom management in foreign language teaching is closely connected with student motivation, communicative interaction, and supportive learning environments. The topic of clothes and fashion provides valuable opportunities for teachers to apply interactive and learner-centered strategies that improve both language learning and classroom discipline.

RESULTS

The results of the study demonstrate that effective classroom management strategies significantly improve the quality of foreign language learning among seventh grade students, particularly when lessons are based on engaging topics such as clothes and fashion. The research findings reveal that student-centered and communicative approaches create a more organized, motivating, and productive classroom environment compared to traditional teacher-centered instruction. One of the major findings of the study is that interactive classroom activities increase student

participation and reduce behavioral problems. Activities related to clothes and fashion, including role plays, pair discussions, fashion presentations, vocabulary games, and shopping dialogues, encouraged learners to communicate actively in the target language. Students showed greater enthusiasm and confidence during lessons that included practical communication tasks connected with their personal interests. As a result, classroom discipline improved naturally because learners remained focused and engaged throughout the lesson.

The study also found that clear classroom routines and instructions positively influenced student behavior and lesson organization. Teachers who consistently used simple and understandable classroom language were able to manage transitions between activities more effectively. Students became familiar with classroom expectations and responded more positively to instructions delivered in the foreign language. This contributed not only to improved discipline but also to the development of listening comprehension and vocabulary acquisition. Another important result was the effectiveness of collaborative learning strategies. Group work and pair work created opportunities for students to support each other academically and socially. Learners demonstrated stronger communication skills when working together on fashion-related tasks such as describing outfits, discussing favorite styles, or preparing mini fashion shows. Cooperative activities reduced student anxiety and increased willingness to speak in the foreign language. The classroom atmosphere became more supportive, respectful, and interactive.

The research further revealed that positive reinforcement had a strong motivational impact on seventh grade learners. Students who received praise and encouragement for participation, creativity, and teamwork demonstrated greater confidence and classroom involvement. Positive comments from the teacher improved learner motivation and strengthened teacher-student relationships. Reward systems and verbal encouragement also contributed to a more respectful and disciplined learning

environment. Visual materials and authentic resources were shown to play a significant role in successful classroom management. Pictures, clothing catalogs, videos, flashcards, and digital presentations attracted students' attention and supported vocabulary retention. Visual aids helped learners understand lesson content more quickly and reduced confusion during classroom activities. Students responded especially positively to authentic and modern materials connected with current fashion trends and teenage culture.

The findings also highlighted the importance of movement-based activities in maintaining student concentration. Physical activities such as classroom surveys, vocabulary races, and interactive games allowed learners to remain energetic while continuing to practice the foreign language. These activities reduced boredom and restlessness, which are common among adolescent learners. Lessons that combined movement with communication were observed to have fewer behavioral interruptions and higher levels of student participation. The study additionally showed that effective classroom management contributes to the emotional well-being of learners. Students who felt respected, supported, and included in classroom interaction demonstrated greater confidence in speaking activities. Teachers who maintained friendly communication and encouraged equal participation created a psychologically safe environment where learners were less afraid of making mistakes. This supportive atmosphere increased students' motivation to use the target language more frequently. Another important result concerns cultural awareness. Lessons that included discussions about traditional clothing and fashion styles from different countries increased students' interest in foreign cultures and promoted intercultural understanding. Learners became more open-minded and curious about global traditions while simultaneously practicing language skills. Cultural discussions also stimulated meaningful communication and deeper classroom interaction. Overall, the results confirm that successful classroom management in seventh grade foreign language

teaching depends on the combination of organization, communication, motivation, and learner engagement. The topic of clothes and fashion proved to be highly effective for encouraging active participation because it relates directly to students' everyday experiences and interests. Interactive methods, positive reinforcement, visual support, collaborative learning, and communicative tasks all contributed to creating a productive and positive classroom environment. The findings demonstrate that well-managed language classrooms not only improve discipline but also enhance students' linguistic competence, confidence, and social interaction skills.

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