

Classroom Management

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Abstract

This paper aims to reflect an effort to identify the problems associated with the educational learning process, as well as its function to express some inherent considerations to the most effective forms of the classroom management. Mentioned in this discussion are ways of management for various categories of students, not only from an intellectual level, but also by their behavior. Also, in the elaboration of this theme I was considering that in addition to other development directions of the country, an important place is occupied by the education of the younger generation in our school environments and especially in adopting the methods of teaching and learning management with a view to enable this generation to be competitive in the European labor market. This, of course, can be achieved by giving this generation the best values of behavior, cultural level, professional level and ethics one of an European family which we belong to, not just geographically. On such foundations, we have tried to develop this study, always improving the reality of the prolonged transition in the field of children's education. Likewise, we have considered the factors that have left their mark on the structure, cultural level and general education level of children, such as high demographic turnover associated with migration from rural and urban areas, in the capacity of our educational institutions to cope with new situations etc. In the conclusions of this study is shown that there is required a substantial reform even in the pro-university educational system to ensure a significant improvement in the behavior of children, relations between them and the sound quality of their preparation. Used literature for this purpose has not been lacking, due to the fact that such problems are usually treated by different scholars. Likewise, we found it appropriate to use the ideas and issues discussed by the foreign literature that deals directly with classroom management problems. All the following treatise is intended to reflect the way of an effective classroom management.

Keywords: Classroom, Management

1. Introduction

Supporting the theory of learning or didactic, there are included the management aspects, which are vital to the development of the learning process. This was the reason that actually prompted me to optimize the treatment of the subject, trying to do an anthology selection of topics as well as the most important points, which relate to the current practice in our schools. This theoretical treatment includes basic criteria related to classroom management which should be possessed and applied by each teacher in the nowadays schools. Study deals with the running of the class, the formation of groups, the beginning and completion of the lesson, class' ecology, the class' climate, student's motivation, characteristics of teachers, their communication with the students, maintaining discipline in the classroom and other treatises that can be derived during the elaboration of this paper. Classroom management is a very broad topic and interesting to be studied. Management is the way how the class is organized and how it affects in the entire class' climate and student's behavior. The purpose of this paper is to understand what does an effective class management means and to identify which are the techniques that make it an effective organization of the class. The word "management" means leading, direction, organization, in this context, as part of the learning process. Theoretical treatment on classroom management and effective methodology for reflection about practical application in the classroom, are fundamental provisions which successfully teaching can be implemented with. It is true that the teacher faces every day of surprises, which happen out of blue, but the way how these problems can be avoided, which impede the normal development of the learning process, it depends on how he possesses the required skills and knowledge for managing the class, how does he coordinate and stabilize the object as an entirety of the development of learning. Of course, these problems are psychological, practical, objective and subjective properties which are treated by the teacher during the teaching process. Classroom management describes the process for the provision of regularly being in the classroom teaching, despite the

attitude of the students. Classroom management means the learning management, time management, especially, time management for successful learning. In the classroom management exist some aspects, such as:

- creation an atmosphere in the classroom,
- personality of the teacher in the classroom atmosphere and
- the teacher-student ratio.

To place a report, the teacher should be an expert of knowing the name of the students as soon as possible. In some other words, it is initially thought that the teacher should recognize a student's name rapidly. The teacher must work with a principle, there are no bad students, but good, better and much better. "Management" can be defined as the ability of teachers to collaborate, manage time, space, resources, roles of students, student's behavior and to ensure a climate that encourages learning. As we said before, it is true that the teacher faces daily surprises, although he did not foresee such cases, but the way how can he avoid these problems, which impede the normal development of the learning process depends on how he possesses the skills and class management knowledge, how does it coordinate and stabilize the objects as an entirety of the development of learning. Sometimes teachers and students have some inconsistencies in their perception related to the disciplinary problems. Mainly differences have their origin outside the classroom and this has its effect on student's own relationship with the teacher. In order to reduce these differences teacher must have the qualities of effective teachers and good students to learn. "Also in order to be effective, teachers must be active facilitators, managers imaginative class."¹

Theoretical interpretations of "teaching methodology" define management in this way: "Management of teaching deals with the management and organization of such learning, aiming to maximize the productive involvement of students in learning." Let's materialize this issue, reflecting the current situation in our schools, especially in the cities' ones. In the 9-year and secondary schools, the number of students in classrooms is the norm. According to the current situation, each class consists of 35-40 students at least, and there are rare times when a class has up to 45 students. In these classes the teacher happens to encounter students destabilization as a result of this major load. E.g. when the teacher is correcting the work of a student, helping him or giving any suggestions on teaching subject, the rest of the students may deviate from the preliminary stability, e.g.: students start a conversation, whisper, harassed each-other, laugh at anyone, while the others may be drawn to their observations of the windows outside, etc., where all of that bloating can be a result of the poor management by the teacher.² "The teacher is also a subjective factor, very important in training lessons, whose professional competence, preparing didactic and methodical plans, organizes and carries out all the work with the students, and enables the creation of the basic conditions for a successful completion of teaching work." Since the beginning of each school year, the teacher represents the teaching curriculum and required criteria, which are addressed to the students, and also should be said with persuasiveness, impact and sustainability to students, then they find their wider application in practice. Obviously, this regulative measure of the teacher is made for positive purposes and, in this context, it creates a kind of agreement with the students, which can give their proposals, but not out rules that govern the classroom and learning as an entirely. If these submissions, which are performed by the teachers, overtime suffer shaking, then this reflects adverse trends at the students, who may mistreat and nickname the teacher. This adversely affects the teacher, who has already lost the student's faith and trust, not being introduced with the dancing's pace at first. In this regard, the facetiousness, consistency and rationality, students will not only hate the teacher, but they will also hate the subject which he teaches. However, to avoid such deviations, then we should refer to constructive recommendation, which advises us successful teaching methodology, namely classroom management methods.

No matter which form of teaching work the teacher has decided to apply in class, he can also combine them in order to boost total activity among students. The two most important aspects of dealing with the beginning of punctuality and discipline are mental regulation. It is very important and very effective for the students if the teacher arrives in time to start the learning process, and punctuality, in this regard, would send the message to students that it is necessary, fair and rational, to respect the time and hours of learning. They are usually the first minutes of the preparatory period, because at a hand marks the teacher fills the register in, while, on the other hand, the students begin preparation for the material they will need during that hour of lesson. After completion of this procedure, the teacher should get up and put his own needed material up for specific educational unit. He sets the material before students and this way with a comprehensive vision "in

1 Niyazi Zylfiu "Office textbooks and teaching tools", Pristina. 1985. p.75

2 Bardhyl Musai. "TEACHING METHODS". Tirana: Pegi. 2003 p. 158

camera form," he should convey to the students that the hour of lesson is ready to start. Of course, he begins teaching by the day plan, which is written in the teacher's notebook, whose goal is always to present the hour making questions on students and sometimes answering them, which connect the last unit with the present. So, these are aspects that provide the teacher that the mental mobilization by students, is already secured.

2. Methodology

One of the biggest problems during these two decades of democratic development has been and continues to be our educational system, the education of the young generation, as a determining factor in preparing the future of the country and cultural and professional development of future generations. All these problems have arisen primarily from the opening after the long isolation, which was associated with the development of comprehensive democratic processes, but also the problems of the people, especially on the education of the younger generation, organization the education process in the new conditions, the improvement of school facilities and the extent of the achievements of technology in this system. During this work I have tried to analyze different issues associated with classroom management, trying to touch a wide field, both in terms of the attitude of the students, as well as defining the role of teachers, parents and students in management best possible learning process.¹ Of course, the room for improvement in this area is vast and requires, among other things, well-studied reforms and development perspective. Instruments used in the realization of this paper are related to relationship problems teacher-student in the learning process, with behavioral problems and learning of students, preparation of educational staff to meet the challenges of time in the educational process and a range of issues, which affect in the best management of the class. The whole theme of this study is more qualitative nature, directly related to the stability and professionalism of the teaching staff, with the right solution and qualitative problems that show students and the quality of the management class.² In methodological development of this paper I thought and I acted by analyzing the problems of teacher-student relations, aiming to jump some modest milestones to achieve fair outcomes for today in perspective. Of course the model set out in this study is only an attempt to analyze the problems of classroom management and the importance of this problem in the progress of teaching and educational process.

3. Management Class

3.1 Some considerations for classroom management

In this treatment, including basic criteria related to classroom's management, which must be possessed and applied by every teacher in the schools today. This deals with the running of the class, the formation of groups, the start and completion of the learning ecology of classes, class climate, student motivation, teacher characteristics, communication with students, maintaining discipline in the classroom and other treatises. With in the theory of learning or didactic aspects including management, which are vital to the development of the learning process. Classroom management is closely related to motivation, discipline and respect.³ Methodologies remain a matter of passionate debate among teachers; approaches depend on teachers trust on itself educational psychology.⁴ A large part of traditional classroom management is related to the behavior modification, although many teachers use behavior approaching only occasional simplistic behavior. Many teachers decide the rules and procedures at the beginning of the school year. According Gootman (2008), rules give students the right direction to ensure that our expectations will become a reality.⁵

3.2 Classroom management: Beginning of school year⁶

Targets	Ways
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1 Bardhyl Musai. " TEACHING METHODS". Tirana: Pegi. 2003 p. 210

2 Refik Halili "Looking pedagogy reform". Crown. 2007. F.73

3 <http://fsash-spash.com/Non-form-educ-manual.pdf>

4 Bardhyl Musai. " TEACHING METHODS". Tirana: Pegi. 2003 p. 210-212

5 Gootman, Marilyn E. The caring teacher's guide to discipline : helping students learn self-control, responsibility, and respect, K-6. 2008, p.36

6 Jackson's Class website Blog: Tips for Better Classroom Management

Organization of materials -	<ul style="list-style-type: none"> - Prepare sites for each subject - Bold color codes for each subject - Prepares the environment for the subjects / instructional templates - Create folder homework for each student - Environment for classroom - Environment reading class table - Places for students- clean tables, bags etc.
Routine located -	<ul style="list-style-type: none"> - Learn the students to organize materials and work - Hours class - Beware of noise (p.sh bell, clapping etc.) - Constantly repeated
Autonomy -	<ul style="list-style-type: none"> - Rules created with the student class - Agendas - The role of students - Problems related to teaching / learning
Class community -	<ul style="list-style-type: none"> - Creation of activities around me - History of discussions about cooperation, friendship, community - Rule placing benches class - Moment of learning-discussions / activities, social interaction within and outside the classroom - Project work in the classroom.

3.3 Classroom management standards

Management of teaching deals with the management and organization of such learning, aiming to maximize the productive involvement of students in learning." (Moses, 2003, f.201). Classroom management consists primarily of physical and social aspect of it, and it is the responsibility of teachers and pupils to ensure and protect it in order to be more effective for a more successful development of learning. Some key aspects of classroom management are:

- Well planned and interesting lessons;
- Develop positive relationships in the classroom;
- Motivating students to learn;
- The rules of the classroom;
- Positive discipline in the classroom;
- Good communication skills of teachers and students.

3.4 Approaches for motivation

Students learn and learn best when they are motivated. This happens when they:

- Are clear about the activities that they are carrying and the purpose they have
- Can work themselves relying on their own knowledge they have
- Participate actively in the development of activities by creating space to use language and their perceptions to understand.

In addition, students who participate in these classes will be more actively involved in the activities organized if they:

- Have an enabling environment that provides the opportunity to work together with others and also relieve pressure from the grade or error.
- Have a variety of options to chose what, when and how they want to learn
- Have time to think and reflect on what they have learned.

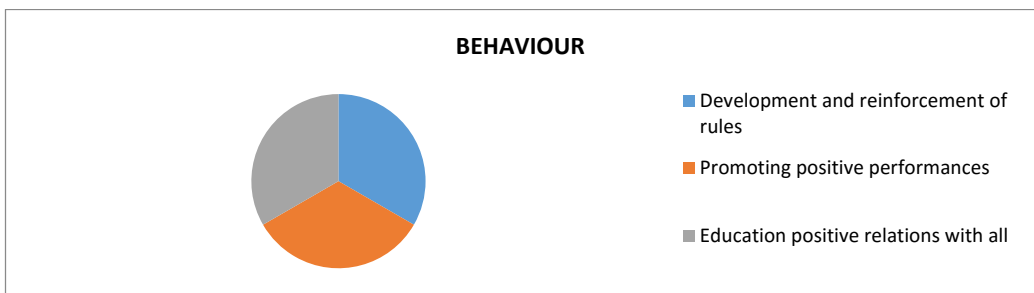
3.5 Systematic approaches

According to the founders, Dr. Richard Curwin and Dr. Allen Mendler, "Discipline with Dignity" is one of the most common practices in the world of philosophy of behavior management. Discipline with dignity, provides a deep and flexible approach to school management and effective class behavior management. With a powerful approach to the development of responsibility, it is a practical and comprehensive program that enables the provision of a student behavior through

responsible thinking, cooperation, mutual respect and the connection decision-realization. ¹A method for managing the class is the one which is based on teaching tools, created by Fred Jones in his explanatory instructions and in a series of books. Positive grades developed by Dr. Robert Di Giulio present positive classrooms management as a result of four factors:

- How teachers think about their students (the spiritual dimension)
- How do they stay in the classroom environment (physical dimension)
- How capable are they to teach the content (instructive dimension)
- How do they manage the behavior of students (managerial dimension).

Safe discipline is another different systematic class' management approach. This idea was developed by Tips and Marlene Canter in discussing the ideas of this approach in several books published by them. This refers to a high level of control of teachers in the classroom. She called the approach "taking control" of learning through the introduction of rules to control the class by the teacher strictly, but in a positive way. Approach schedules that the teacher can establish rules and guidelines. These rules must clarify the definition of acceptable and unacceptable boundaries of student's behavior, learning these rules, guidelines and requirements for the presence of parents or guardians when judged that this support is necessary in addressing student conduct. The main goal of this discipline is to allow the teachers to charge the students during the learning process without being interrupted by the rude students. Part of this approach is to develop a clear disciplinary plan in the class based on the rules that should be applied by the students all the time, positive knowledge that should be taken by the students through these rules and consequences when students choose not to implement these rules. These rules should be scaled when a student begins not to apply them more than once during some lessons. Finally, this treatment includes: rude students. Students may be forced to follow these arrangements. Teachers must be sensitive to the disrespectful students and must teach them correctly, and of course without interrupting the lesson. Penalties should be implemented to avoid the non-compliance of these rules and they require a positive pressure that encourages good behavior. Discipline without stress, punishment or reward? Discipline without stress is designed to educate young people about the value of intrinsic motivation. Its aim is to encourage and develop in young people a desire to become responsible, self-disciplined and to have a tendency to learn. The most significant features of discipline without stress is its lack becomes completely incorrigible (and unacceptable) and runs in the opposite behavior outsourcing mitigated reinforcing.²



3.6 The rules of modernization class

Classes and better schools often have very few rules of the way. A majority of the rules can be thought as an overload for students and can become a source of conflict, more than a guide to good behavior. We will mention only three basic opportunities for all students from a variety of rules and arrangements applied in different school classes. School staff and teachers should decide for students and parents of the school three basic rules of the way:

1. Respectful mutual treatment of everyone;
2. Appropriate usage of the school's tools and its equipment;
3. Application of the adults' guidelines.

1 Arthur-Kelly et al. (2006) "Classroom Management: Creating positive learning environments" 2nd edition. Thomson.

2 Discipline without Stress, Punishments or Rewards. Marshall, Dr. Marvin (2001)

All the rules of all the schools aim just to define the boundaries between what is regularly and what is irregularly in the classrooms. To be more effective, students' rules should be some way of simple, specific, clear and designed in terms as positive as possible. Avoid too much "not to do".

Other features regularly being successful in the classroom are:

- Rules of the way should be short.
- Rules of the way should be done in terms of the kind.
- Rules of the way should be used with distinct behavior.
- Rules of the way should be measurable.
- Rules of the way may be mandatory.

The difference between the rules which you can work with and those left by the time are described below:

THE RULES	
The effective rules	The ineffective rules
1. Try to as best for every task or duty.	1. Be good sometimes.
2. Work calm when you are directed.	2. Do not bother the others.
3. Be careful with installed equipment.	3. Apply a good citizen.
4. Do not shoot.	4. Behave properly at all time

Whatever the rules, they work best when students have their voice in shaping preservation of the rules. If all students are informed about the rules, teachers have one more reason to implement them in the best way possible. Teachers must submit obediently the rules of class. If someone signs for questions, or prayer room for negotiation, the rules will not be taken seriously. Obviously, even the best the rules in the world cannot work if the state of the class is boring and lessons are misplaced and. A part of the leadership helps the colleagues and associates to learn how to do their jobs better and more easily. This is the main role of discipline in the classroom. Teacher is the first connection in the school to protect from behavioral problems. If discipline is successful, it can be so only by what the teacher does, or what she does inside and outside the classroom.¹ Leaders serve as coach and supporter. There aren't recipes for public education, which teacher should at least be mentioned to discipline and to create a rule for the learning environment in the classroom. Problem is what a teacher makes while working in teaching and classroom management, which is a frustrating problem. The control elements of a good class are obviously visible, but the energy and dispersion requirements make them the largest real extract for every professional implementer.

4. The teacher-student relationship, as key factor in the class' management

4.1 Basis of relations teacher - student

Teachers who use positive discipline respect, nurture and support their children. They understand why a child behaves well or badly - as I know, and what the child thinks about himself, what could be the source of bad behavior and so on. They also point to the skills of the child and his family situation. The requirements a teacher has for a child are realistic, taking the child as it is, not as it should be. The teacher understands that misbehavior is an event, where lessons learned are constructive for the child, as well as his teacher and she is part of a natural, important development and not a threat to the authority of teachers. By building such a positive relationship on the basis of understanding and empathy, students have confidence in the teachers and evaluate their positions. When students respond to the positive nature of the relationship and consistent discipline, cases of misbehavior are reduced and further improve the quality of relationships. To achieve such objective, good role models are the best teachers, which the students who try to imitate to and go well with them.

4.2 Communication parents -teacher

¹ http://en.wikipedia.org/wiki/Classroom_management

Building a positive teacher - student relationship, the one that promotes good behavior and prevent misbehavior, also requires parental involvement in children's education. Two of the factors that can motivate the child to misconduct and dropout are not interested parents and their low requirements. The interest of the parents has a positive effect on the results of children and is the most accurate signal to a student's success in school. Some of the benefits that the interest of the family is associated with, are:

- Students achieve better results, irrespective of their socio-economic background of their ethnic or racial, the education of parents.
- Students regularly attend school.
- Pupils make regular tasks.
- Students exhibit more positive attitudes and behavior.

But to attract parents to be more concerned about their children's education, the teacher must show a big care for the child herself. Different studies show that parents use as a tool the teacher's knowledge on the child's personality or interests. They listen willingly comments on their child, if they see that the teacher know what is special about their child. This is one of the main reasons why knowledge of the child and his family is so important in the development of relations parents - teachers. In addition, children and especially those who chronically misbehave in class, a parent - teacher – student relation often ends the game their children play, contradistinguishing the school against the parents or the parents against the teacher.

4.3: Action Strategy; The same pupils, another behavior

Select a student in your class, whose behavior worries or frustrates you. Observe him regularly for a week, especially outside the classroom. Did he behave the same way in other classes or with other students, as it does in your class? If he behaves at school differently in different situations, why do you think that he hasn't decided to act as behave in your class? Consult with teachers who do not have problems with his behavior. What are they doing differently than you? Do not submit your requests in the form of questions (such as teacher Ms. above)? Do you have punished him, and therefore will not come to class? Do other teachers offer other alternatives and let him deal himself with the consequences? What can I do to help him in a positive way to become more responsible for his behavior? If we believe that each student chooses his own attitudes, we need to apply this approach to our reactions in the classroom and for all activities with students. We must ask ourselves about the choices we make for our actions, why do we make such choices, and show more care then how do we state the voice, and how do we gesture. The main objective of students' behavior is to satisfy the need of belonging. This belonging desire is a fundamental need, which is shared by children and adults. Each of us strives to find and maintain an important position, a place to belong. During our research, we select beliefs, feelings and attitudes, through which we think we win importance. Most students spend hours in school, so their ability to find their place in the group and school class, is of great importance. In addition, any method to select a student to achieve the target of belonging - whether with good manners or bad ones - this method is selected early in life and has become a way of life, characteristic for that person. Here's why you're an important player to help each child to choose a method that is socially acceptable. It will last a lifetime! Students need to meet these requirements, in order to experience a sense of belonging.

- They need to feel able to fulfill tasks in order to meet the requirements of the class and the school.
- They need to feel they can communicate successfully with teachers and classmates.
- They need to understand that their contribution is important to the group.

These three factors that affect students' abilities to meet these requirements and needs are:

1. The quality of the relationship teacher - pupil, based on trust, mutual respect and reason (not fear);
2. Climate that encourages the spirit of success in the classroom (e.g., all children feel that they are involved, their contribution is estimated and that the group can work effectively);
3. An appropriate structure in the classroom.

By finding ways to meet these three requirements together with these three factors, we can meet the needs of students to find their place in the group and avoid so misbehavior that may occur during attempts to meet such a need.

4.4 What might the causes that promote problematic behavior of students?

Can we do a grouping of the main causes that promote problematic behavior of students?

Reasons related to the personality traits of the students themselves:

Efforts to attract the attention of the others. Studies in this area show that a very high percentage of inappropriate classroom behavior by certain students become to attract the attention of the others (friends or peers). For a category of students, bringing "evil" may be the only way to attract the attention of others. Usually these are students who speak without permission, coming late in teaching, rejecting without any reasons, making noise etc. They can even ask for trivial things etc. They do everything to attract attention to themselves. **Seeking status fittest.** This happens when a student wants to be in control of things in the classroom. To achieve this status they can do evil, to confront, to show disobedience etc. They behave like this when they know they can gain audience and status. The need for power is expressed by refusing to respect preservation of the rule. Possible when they feel obliged to do what was required.

Retaliation against classmates or teachers, for various reasons.

They feel that this way they can hurt the others' feelings. There are times when this desire for revenge can pass the attacks not only of a psychological nature, but also physical. They can delight becoming aggressive and violent. These are students who write on the desks, threaten their weakest friends, strike, break-class facilities. Often such behavior comes when these students have failed in their efforts to attract the attention of others, or to be the fittest situation.

Lack of confidence. There are students who are discouraged by their position in the class or the poor results in the learning process, who have lost confidence in themselves and cannot accomplish things that the others (teachers, parents) expect from them. From the fear of failure they choose better not to try, so on the spot they find excuses typical of: "I cannot learn", "it was very difficult" and other expressions like these. Feeling not good with themselves, they believe they are bad and therefore behave just sorry. They think that they do not fulfill the adults' requirements, so they lock their selves and later they start to behave bad, pretending that they are impotent, miff and weak.

5. Conclusions

Based on the practice of our schools, we cannot be satisfied with aspects of classroom management. Lack of management skill causes problems as a result of this issue. Here we can mention the monotony, skipping classes, lies and other problems ranging from this condition. It is also time's necessity to pay attention to this issue. When we talk about classroom management and student achievement, we can compare this situation with the driver that needs to respond to the needs of passengers in order to ensure that they will reach their destination. Effective teachers professionally managed arrive to organize the class and then expect their students to contribute in a positive, productive and effective way. Classroom management summarizes "teacher's actions and strategies used to solve the problem of order in the classroom environment". Effective teachers use the rules, the procedures and the routine to ensure that students are actively involved in learning. Basically, they do not use these rules to control the management of student's behavior, but to influence and run it in a constructive way to set the stage for learning.

Classroom management is nothing but the implementation and usage of all the rules and procedures to ensure order, discipline and welfare insurance of the classroom students. Some techniques should be applied to the management, in order for it to be more effective and reflect good results. Classroom's management is closely linked to the behavior of teachers. For this, the teacher must be fair to students, must command the subject, must control his emotions, must help students if it is necessary, must follow the progress of students in the performance of his duties etc. Professional teacher should be pleasant and try to create a friendly atmosphere with the students in the class, must show she is consistent with everything that happens in the classroom. The teacher should try to include in teaching all students. Even when he works with individual students, he should be able to deal with many things at the same time. The teacher should reduce the use of punitive methods and add reinforcements. He should exactly use behavior management procedures by reinforcing positive behavior.

Management "can be defined as the ability of teachers to collaborate, manage time, space, resources, roles of students and student behavior to ensure a climate that encourages learning". Methodologies remain a matter of passionate debate among teachers; approaches depend on trust teachers on educational psychology itself. A large part of traditional classroom management is related to the behavior modification, although many teachers use behavior approaching only occasional simplistic behavior. Many teachers decide the rules and procedures at the beginning of the school year. According Gootman (2008), rules give students the direction to ensure that teacher's expectations become a reality. As a result of this study related to problem of the students' behavior in the classroom environments and their management by the teacher, the teacher should consider how to deal positively to this challenge and proactively, to prevent misbehavior before it starts, acting effectively to the challenges of unexpected and encouraging students to listen and cooperate in a class with learning realistic goals.

Another distinctive feature is the management perspective. I think it is the creation of a climate in class, teachers' full competence. He must show willingness, readiness and physical consistency to control and activate the students as an entirely. It would be constructive if the teacher appears joy, interest, sincerity and pleasure before and during the entire class.

Developing a plan disciplinary must be clear in the classroom, based in the rules that should be applied at students all the time, knowledge, positive should take students through these rules and consequences when students choose not to implement the rules of the way. The rules need to be escalated when a student begins not to apply more than once in some lessons.

It is the duty of teachers to recognize the features of psychological age of the students their own on the basis of previous knowledge of these characteristics, in the age group of the same, as there are conclusions, know how to orient the view, the logic of the students of today, without doubt they are much higher than their peers, a few years ago, to open new horizons before them rattling.

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