

It is emphasised that the introduction of virtual learning environments into informal education is a necessary condition for ensuring a high level of digital competence among future teachers.

The following theoretical and methodological approaches were used in the analysis of the material: systemic, competence-based, axiological, and information and communication.

It is problematised that, unlike formal education, in informal education, VLE acts not only as a channel for transmitting content, but also as a full-fledged environment for the implementation of individual educational trajectories.

The main components of digital competence are listed and analysed: information literacy; communication and collaboration in a digital environment; digital content creation; security; problem solving.

It is concluded that virtual learning environments in informal education are not only the technological basis for digital learning, but also an effective tool for organising a person-oriented, independent and research-oriented educational process.

It is concluded that the introduction of VLEs into informal education requires the creation of an appropriate digital ecosystem, which includes technical infrastructure, support from digital mentors, integration of cloud services and pedagogical support mechanisms.

Keywords: *development and application of virtual learning environments in the educational process, informal education, virtual learning environment, digital skills, distance learning, pedagogical support.*

DOI: <https://doi.org/10.31392/NZ-udu-163.2025.20>

УДК 371.384

Kobylianska I.

CLASSROOM MANAGEMENT AND MOTIVATION AS KEY FACTORS IN TEACHING ENGLISH

The article is devoted to the theme of classroom management and motivation as key factors in teaching English. Being able to organise a class is just as important as understanding rules about how language work or how language may be learned. Without basic classroom management skills, any lesson can quickly degenerate into chaos.

Interactive teaching methods are the actual way of teacher's work in classroom, group or any educational institution. Varying activities allows the teacher to cater for a range of different interests, needs and learning styles. This is likely to promote engagement and reduces the chance of issues such as boredom and frustration creating poor behaviour. Working in a group, students have improved communication skills, manifested as a team spirit, and the characteristics of a leader of some individuals.

The classroom management will achieve when it acquires the language motivation where is the most effective weapon in the interactions of every person in the world. Forming motivation is the main task in teaching foreign languages to students. Our brains can be motivated if we are in an appropriate emotional state. Our emotions greatly influence learning. Fear and stress are demotivators, and punishment and public reprimand negatively affect students' academic motivation. Teachers must provide students with the tools to control their emotions.

Attribution theory suggests that when a failure or success occurs, students analyze the situation to determine its perceived causes. Students need real evidence that effort will pay off, that setting a higher goal will not lead to failure, that they can improve and that abilities can be developed and teachers should help them with this.

The quality of relationships between teachers and students also influences learning process. Motivating students is possible only if we understand them and truly care about them as fellow human beings.

The kinds of assessments you use also influence attribution and thus motivation. Teacher can't give students a grade (evaluation) and expect it to motivate them. We can, however, tell them what is right and wrong and give them strategies to fix it (assessment), which will allow them to get better.

Keywords: *classroom management, teaching English, motivation, students, teacher, learning, relationships, foreign language.*

(статтю подано мовою оригіналу)

Classroom management refers to the ways in which student behaviour, movement and interaction during a lesson are organized and controlled by the teacher.

Classrooms cannot always be quiet. The learners should be doing most of the talking and engaging, and the teacher should be a secondary figure who facilitates the way students are communicating. Activities should incorporate student interests, and should cater to getting students actively involved. Learning to speak must involve speaking and if learners only speak to the teacher they won't get enough practice, and the practice that is provided will all be of one type (quite formal, and with an unequal power relationship between the participants). Interactive interaction is characterized by a high indicator of the intensity of communication of participants, their direct communication, change of used methods and forms of communication, which helps to diversify the perception of information, thereby improving its learning. Interactive teaching methods include: presentation, heuristic conversations, role plays, discussions, "brainstorming", competitions with practical tasks and their further discussion, design of technical plans, projects, carrying out of creative activities, the use of multimedia computer programs and the involvement of English-speaking professionals [3].

It is necessary to organize work in such way that it will allow students to demonstrate creative and intellectual abilities, achievement, develop creative thinking and learn to communicate with other people.

It is proved that group work is one of the effective methods of encouraging motivation while teaching foreign language for students. Group work gradually applied to the teaching of English as a foreign language, is one of the most important performance of students for the development of their communicative abilities. It refers to any classroom activity in which the entire group of students is divided into pairs or large groups. Studies have shown that the group work method is useful in learning foreign languages, as it helps students to participate in various types of interaction. It also supports a more favorable psychological and creative atmosphere in the classroom. So, A. Brown noted that "group work provides activities in which people help each other; it is a way to help groups as well as helping individuals; and this method can allow individuals and groups to influence and change personal, group, organizational and social problems" [1].

Teachers must provide some pair and group work but this can generate some noise. Teachers need to distinguish between useful noise and non-useful noise. Useful noise will come from people speaking the language, learners moving around

or just needing to release energy or frustration. If the teacher judges that the noise is serving no useful purpose, they need to try to reduce it, perhaps by changing activity. Most colleagues will be in a similar situation and will therefore be quite tolerant [2].

The methodology of the lesson is active when no student is left without attention and, in a favorable atmosphere, even passive students tend to be active participants. As a rule, working in a group, students have improved communication skills, manifested as a team spirit, and the characteristics of a leader of some individuals. Thus, it creates conditions for individual self-expression within the group, the ability to work in a team, develops a competitive spirit, which contributes to the motivation of students that helps medical students to enlarge knowledge and improve communication as well as verbal consolidation of their positions. This method teaches the student to search for an active independent answer, which is one of the main tasks of the Bologna process. Effective communication and cultural awareness are important elements of language teaching, as intercultural competence, ability to work in multilingual and multicultural teams, flexibility and good communication skills are highly demanded by the employers [5].

An essential feature of the exercises for working in pairs is that they, unlike the exercises of the frontal purpose, can not be focused on an “average” student. Such exercises should be absolutely feasible for all participants of training. If this requirement is not implemented, low-performing students become discreetly nonparticipants in classroom activity or make many mistakes [2]. At the same time, these exercises should not be too easy, i.e. focused on the low-performing students, because in this case they will not ensure the progress of the advanced students.

It should be also noted that interactive online learning is becoming popular. The benefits of using interactive online learning systems are accessibility, flexibility, absence of stress, quality of learning, personalized counselling, time and place for learning, time saving and improve computer skills [6].

Discipline is not usually a problem with most groups of students, although teachers sometimes report more difficulty if they are teaching large groups. The vast majority of learners understand the sort of behaviour that is, and is not, generally considered acceptable. There are several issues that can contribute to learners misbehaving. Boredom and frustration are both potential reasons and these can be heightened when a learner doesn't understand instructions and what they are expected to do, or if material is too easy or too difficult. Where a class is difficult to control, frequent changes of activity may be useful as behaviour tends to become worse as learners get bored or go off-task. Therefore, careful planning of lesson can help to promote good behaviour and reduce the likelihood of poor behaviour. However, teacher always need to be flexible and may need to divert from their plan in order to retain, or recreate, a harmonious, positive atmosphere and it is useful to develop a stock of short activities that can change the dynamic of the class. For example, if a class is overly boisterous, control can be re-established by using a short activity that is done individually and demands focus, such as a simple dictation

exercise. Choose a few lines from a text (perhaps one that has already been studied) and read it aloud, first at normal speed and then more slowly, pausing after each phrase so that learners can write it down. This activity has a pedagogic benefit (practising listening, writing and reinforcing grammar and vocabulary) as well as having a calming effect [4].

Teachers experience a range of emotions just like anyone else. However, even when teachers are frustrated or annoyed, it is important that they remain a model of polite, respectful behaviour in the classroom and are courteous to learners. Teachers may show disapproval or displeasure but it is important that it is done in a controlled manner. Also they need to monitor carefully and be aware of what is happening in their classrooms.

A group of experienced teachers were asked to write a list of tips for trainees on how to maintain effective discipline. Here are their ideas :

1. Learn all the learners' names.
2. Ask yourself why there is a problem and tackle the root cause.
3. Never embarrass a learner, even if they are misbehaving.
4. Don't ignore problems – deal with them.
5. If you sense an individual or a group of learners are beginning to misbehave, position yourself near them.
6. Be friendly to learners, treat them as individuals, take interest, but don't try to be friends.
7. Vary activities.
8. Be consistent and fair.
9. If you have a difficult class, negotiate some rules and write them on a noticeboard. Everyone (including the teacher) signs this so that it becomes a contract.
10. Find out the policy on discipline of the institution you are working in and be prepared to get support from senior staff.
11. Think about strategies you use if students are disruptive – what goes well and what doesn't – so that you learn from your experience [3].
12. The classroom management will achieve when it acquires the language motivation where is the most effective weapon in the interactions of every person in the world.
13. The classroom management will achieve when it acquires the language motivation where is the most effective weapon in the interactions of every person in the world.

The classroom management will achieve when it acquires the language motivation where is the most effective weapon in the interactions of every person in the world. Teaching motivated students is fun and exciting because such students find learning easier and worthwhile. Finally, teachers need to care because sometimes we will do everything “right” but still fail to motivate our students. We need to understand motivation well enough to realize that this occurs and then move on [2].

In order to motivate students teachers should provide them with meaningful

choices as to the topics they can study, the materials they can use, the strategies they can implement, and/or the students with whom they can work. As an example, students were more motivated when they were allowed to choose their collaborative learning partners than when their professor assigned them to groups. One more useful recommendation is to give students some control in developing or implementing class activities [3].

Our brains can be motivated if new ideas and tasks are in the classroom. Neuroscientists have found that novelty appeals to the brain. In studies of motivational classrooms, teachers encouraged curiosity and suspense, stimulated appropriate cognitive conflict, and encouraged students to try a wide range of strategies to accomplish tasks.

Our brains also can be motivated if we are in an appropriate emotional state. Sometimes, though, students get so wound up or are under so much stress that instead of getting brains going, we need to calm them down. Just as teacher can use exercise and movement to reinvigorate tired brains, you can use music, lighting, and brain tools to help get students into an optimum state for learning. Our emotions greatly influence learning. «Emotional states run our lives, including how we think, feel, remember, act, and dream» . One emotion, stress, seems critical for optimum learning. Occasional or moderate stress is, for the most part, a healthy state. A brief period of stress enhances memory. High stress, however, is not good for learning; it has been shown to kill brain cells and keep students from participating fully in class. «If the classroom is a fearful, unpredictable place and students seldom know where they stand, they are likely to be more concerned with security and less with learning». Fear and stress are demotivators, and punishment and public reprimand negatively affect students' academic motivation [1].

In addition, outside events that trigger emotions can influence motivation. If students are aware of disrespect toward culture or ethnicity, they can become demotivated. Students' home lives, their friendships, and incidental events can all tip motivation into demotivation. "You never know what happens in the hallways. At the start of class, students could still be reeling from an insult, a breakup with a close friend, a fight, or the loss of something valuable. You will not be able to – nor do you want to – keep emotions out of your classroom. Lack of emotion is just as bad as uncontrolled emotion. Instead, work to avoid both extremes. Just as we've seen with stress, moderate amounts of any emotion can enhance learning. Teachers must provide students with the tools to control their emotions [4]. Students, if taught, can learn how to self-regulate their own emotions using these tools. It is important that they know when and how they can help themselves become better learners.

Current brain research, though valuable as you plan strategies for classroom management, is not a cure-all that will make children perfect angels who gobble up knowledge each day. Brain research and the implications that stem from it require some action research on your part as well. Make it your mission to plan, try, reflect, and revise as you go. Making your room brain-friendly and motivational is not difficult. It only requires that you think about what makes learning easy. It's not hard to believe that being comfortable, having a drink of water, having time to think, and

being able to get up now and then will enhance learning. Perhaps the Golden Rule applies here: Treat your students as you would want them to treat you [5].

Researchers have found that motivation declines as students begin to show differences in abilities and place more emphasis on competition. Students begin to understand that others may have higher abilities in certain areas than they do. A key to influencing motivation is how you, as a teacher, deal with those realizations. If students begin to think that they don't have the ability to succeed at a task, they may decide not to try. Attribution theory suggests that when a failure or success occurs, students analyze the situation to determine its perceived causes. This theory is important to motivation and you as a teacher, because if students believe that they can never improve at a task or that their innate ability keeps them from obtaining a goal, they won't be motivated to continue. If we want to motivate students, we need to help them understand that ability is only one factor in successful learning. "Students need real evidence that effort will pay off, that setting a higher goal will not lead to failure, that they can improve and that abilities can be changed" [3].

Some researchers recommend that teachers promote effortful strategy use rather than merely effort. Effort alone will not help many students succeed and all students need strategies for learning and success. Simply telling your students to try harder is not good enough. You must help them gain strategies for future success. Teachers also can help set mastery goals for students who attribute success to ability. "Mastery goals orient learners to developing new skills, trying to understand their work, improving their level of competence, or achieving a sense of mastery based on self-referenced standards". In contrast, performance goals are more competitive and encourage students to focus on their ability by outperforming others in achievements or grades. When students are focused on trying to learn and understand the material and trying to improve their performance relative to their own past performance, this orientation will help them maintain their self-efficacy in the face of failure, ward off negative affect such as anxiety, lessen the probability that they will have distracting thoughts and free up cognitive capacity" [2]. Students can develop self-efficacy both by learning and by supporting others.

The quality of relationships between teachers and students also influences learning problems, retention, competence with peers, tolerance of frustration, academic and social skills, development and behavior. Motivating students is possible only if we understand them and truly care about them as fellow human beings. In other words, we must start by building relationships with them. Treat each students as if he or she is your favorite. Greet your students every day with a welcoming smile, whether you feel like it or not. Laugh or cry with them. Give them choices. Respect them, show and mean it. Help them see purpose in all they do [4].

Relationship with students don't have to be mushy or stringy. In other words, you don't have to buy students things, tell them they are great or try to be their friends. You don't have to meet with them outside of the classroom or stay in contact with them forever, but you should let them know that they are worthy, truly believe that they matter and be willing to support them on their journey of learning.

Teachers who are perceived as being nurturing, supportive and helpful will be developing in students a sense of confidence and self-determination which will be translated into the learning-oriented behaviors of the intrinsically motivated student. Teacher-student relationship is a critical factor in fostering a sense of competence and autonomy [5].

Although positive relationships sometimes keep problems from occurring, they are not the answer to every problem. There is a difference between having a relationship with students and using relationships to get them to do what we want. We don't want a group of children who are motivated to learn because they like the teacher. We want children who are motivated to learn because they are interested in the topic, have the tools to be competent and realize the importance of learning [6].

Relationships cannot be created when there is fear. "The simple truth is that most class-rooms today are managed by one thing and one thing only: fear. The teacher is afraid: afraid of looking bad, of not being liked, of not being listened to, of losing control. The students are even more afraid: afraid of being scolded and humiliated, of looking foolish in front of peers, of getting bad grades. Although fear may get children to do what we want, it will not help them learn or get them to do what they need when we're not there. If we form relationships so students can be good human beings but not just good students, we must help them understand productive, positive relationships rather than relationships of power and fear [7].

It is important that educators calibrate tasks and assessments so that success is attainable. Vygotsky believed that to operate successfully in the zone of proximal development, learners need to interact socially with peers who have a greater understanding of the subject [3].

The kinds of assessments you use also influence attribution and thus motivation. Rather than focusing on students achieving absolute standards, focus on individual progress. It is important to note here the connections between attribution and assessment. To do so, let's look at assessment versus evaluation and progress versus growth. Although it may be difficult to distinguish assessment from evaluation this root of the word assess (that is assidere, meaning "to sit beside, to sit alongside a judge) helps. Assessment means to work beside students, facilitate their learning, and plan the next step in the learning process – that is, to tell them what is right, what is wrong, and how to fix it. In contrast, to evaluate means to judge how well a student performs relative to a standard or to others' performance [2]. We must distinguish between assessment and evaluation with a metaphor comparing assessment to being a coach and evaluation to being a referee. A coach watches and then helps players improve by giving them strategies, things to work on, and so on. A referee just tells players how well they did in the game and doesn't give suggestions or help them improve. We can't give students a grade (evaluation) and expect it to motivate them. We can, however, tell them what is right and wrong and give them strategies to fix it (assessment), which will allow them to get better. In other words, we need to do a lot more assessing and a lot less evaluating [5]. Also teachers need to understand the difference between progress – how well a student

did in comparison to others in the class – and growth – how well a student did in comparison to his or her past work. For example, if a student gets a C grade, that tells us something about how he or she did in comparison to his or her classmates. If the student got an D on a previous test, however, he or she has grown tremendously. Motivating students requires measuring and celebrating both progress and growth [4]. Sometimes it is useful to have a slightly more objective and systematic measurement of progress and one of the easiest ways of doing this is to set the learners a test. A test is one method of assessment and has connotations of a controlled environment, right and wrong answers and learners working in isolation. However, this is only partially true. Productive skills (speaking and writing) are almost impossible to test with objectively scored correct answers. Instead, learners need to produce language, which is then subjectively assessed. While grammar and vocabulary can be tested with questions that are answered correctly or incorrectly (such as multiple choice items) it could be argued that these abilities are also best tested in an integrated way, seeing how effectively learners can communicate. As well as helping the teacher monitor progress, tests may motivate some learners to study and revise new language [7].

Teacher does not have to be an entertainer. The focus of the lesson should be more on the learners than the teacher. However, there are elements of performance in some aspects of teaching. At certain times teacher needs to be able to address relatively large groups and to do so confidently. We need to sense when learners are becoming bored and need a change of focus. Without these very basic performance skills, lessons may be unsuccessful, however well they have been prepared. This links with the role of motivator. Part of a teacher's job is to make decisions about sequencing activities and how long activities will last. We also need to control the classroom to ensure that a suitable learning environment is maintained, should aim to be polite but firm and ensure that learners follow basic rules [6].

Just as teachers need to be aware of influences that positively affect motivation, they also need to be aware of influences that negatively affect motivation. Almost all of the influences listed above have demotivational opposites. For example, fear, mindless tasks, performance goals, and low self-efficacy all influence motivation negatively. These influences hinder rather than help students in classrooms [4].

Conclusion. One of the key determiners in successful language learning is motivation. While some influences on this are beyond a teacher's control, there are things teachers can do to improve and maintain motivation, One way is to encourage learners to see the benefits of study (or the consequences of failure). Self-efficacy and self-worth are important constructs in motivation. Instead of teaching the student that he is bad or that you don't care whether or not he understands English, why not give him time to calm down, let him know you have had a similar experience and that throwing a fit isn't a good way to solve problems, and work together with him to find a solution? Students want to do a good job at university both academically and socially. We need to help them do so by listening

rather than telling, understanding rather than judging and being a part of the solution rather than denying there is an underlying problem.

References:

1. Borg S. Teacher cognition in language teaching : A review of research on what language teachers think, know, believe and do. *Language Teacher*, 36 (2), 2003. P. 81-109.
2. Boyd E. M., Fales A. W. Reflective learning: Key to learning from experience. *Journal of Humanistic Psychology*, 1983. 23(2). P. 99-117.
3. Kalaja P. Barcelos A.M.F. Beliefs about SLA: New Research Approaches (2nd edition) Springer, 2006. P. 55-79.
4. Morrison B. Self-directed learning modules for independent learning: IELTS exam preparation : Studies in Self-Access Learning, 2011. P. 37-90.
5. Watkins P. Learning to Teach English. :(2nd Edition), 2014. P. 168.
6. Ellis G., Sinclair B. Learning to Learn English : Cambridge University Press. 1989. P. 107-155.
7. Borg S. Teacher Cognition and Language Education : Research and Practice Continuum. 2006. P. 24-105.

КОБИЛЯНСЬКА І. В. Управління класом та мотивація як ключові фактори у викладанні англійської мови.

Стаття присвячена темі управління класом та мотивації як ключовим факторам у викладанні англійської мови. Вміння організувати клас так само важливо, як і розуміння правил мови та її вивчення. Без базових навичок управління класом будь-який урок може швидко перетворитися на хаос.

Інтерактивні методи навчання – це фактичний спосіб роботи вчителя в класі, групі чи в будь-якому навчальному закладі. Різноманітні види діяльності дозволяють вчителю враховувати індивідуальні інтереси, потреби студентів та стилі навчання. Це, ймовірно, сприятиме залученню та зменшує ймовірність виникнення таких проблем, як нудьга та розчарування, що призводять до поганої поведінки студентів. Працюючи в групі, студенти покращують комунікативні навички, що проявляються в командному дусі та лідерські характеристики певних індивідуальностей.

Управління класом досягне успіху, коли воно набуде мовної мотивації, яка є найефективнішою зброєю у взаємодії кожної людини у світі. Формування мотивації є головним завданням у викладанні іноземних мов студентам чи учням. Наш мозок може бути мотивований, якщо ми перебуваємо у відповідному емоційному стані. Наші емоції значною мірою впливають на навчання. Страх і стрес є демотиваторами, а покарання та публічна догана негативно впливають на академічну мотивацію студентів. Викладачі повинні надати учням інструменти для контролю своїх емоцій.

Теорія атрибуції стверджує, що коли трапляється невдача чи успіх, студенти аналізують ситуацію, щоб визначити її передбачувані причини. Студентам потрібні реальні докази того, що зусилля окупляться, що встановлення вищої мети не призведе до невдачі, що вони можуть вдосконалюватися, що здібності можна розвивати, і викладачі повинні допомогти їм в цьому.

Якість стосунків між викладачами та студентами також впливає на процес навчання. Мотивація студентів можлива лише тоді, коли ми розуміємо їх і, справді, піклуємося про них як про індивідуальностей.

Види оцінювання, які викладачі використовують також впливають на атрибуцію, а отже, і на мотивацію. Викладач не може ставити студентам оцінки і очікувати, що це мотивуватиме їх. Однак ми можемо підказати їм, що правильно, а що неправильно, і дати їм стратегії для виправлення (оцінювання), що дозволить їм покращити свої знання.

Ключові слова: управління класом, викладання англійської мови, мотивація, студенти, вчитель, навчання, стосунки, іноземна мова.