

HOW TO ADDRESS DISCIPLINE PROBLEMS IN PRIMARY SCHOOL EDUCATION

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Annotatsiya (Аннотация Abstract): *This study looks at practical ways to address discipline problems in primary school education by using positive reinforcement together with interactive teaching methods. The research involved 14 fourth-grade students from Secondary School No. 44 in To'raqo'rg'on district, Namangan region. Over five months, I collected data through questionnaires and regular classroom observations. During the intervention, I introduced a simple point-based reward system for good behaviour, homework completion, and active participation. At the same time, different interactive activities such as games, group work, role plays, and collaborative discussions were used regularly in lessons. The results were quite encouraging. Students showed better discipline, took part in lessons more willingly, and became more motivated. Disruptive behaviours decreased a lot, while on-task behaviour and classroom engagement improved noticeably. Overall, the study suggests that combining these two approaches can help create a more supportive and productive learning environment for young learners.*

Kalit so'zlar (Ключевые слова Keywords): *discipline problems, primary school education, classroom management, positive reinforcement, interactive teaching methods, student behaviour, primary education*

KIRISH (ВВЕДЕНИЕ INTRODUCTION)

Discipline problems are one of the biggest challenges that teachers face in primary school education nowadays. Things like students talking out of turn, having trouble paying attention, not participating, leaving their seats without permission, or even small conflicts can really disturb the whole lesson. When these issues continue, they affect not only academic progress but also make teaching stressful and create an uncomfortable environment for everyone. On the other hand, when the classroom is well-managed, children can concentrate better, join activities actively, and develop in both studies and social skills.

Many teachers still depend mostly on punishment and very strict rules to control the class. However, research shows that this kind of approach usually gives only short-term results and sometimes even makes students more disengaged or resentful. Korpershoek et al. (2016) did a big meta-analysis and found that good classroom management strategies have small but meaningful positive effects on students' achievement, behaviour, emotions, and motivation. Postholm (2013) also points out that real discipline comes from having clear routines, consistent expectations, and strong relationships between teachers and students rather than just punishment.

From theory side, B.F. Skinner's operant conditioning explains how positive reinforcement like praise, rewards, and recognition can make good behaviours happen more often. Vygotsky (1978) believes that social interaction through group work and collaboration helps children develop self-regulation and stay more engaged. Deci and Ryan's Self-Determination Theory adds that external rewards can be useful at the start, but long-term improvement happens when students feel autonomy, competence, and connection, which builds internal motivation. Even though there are many studies on this, discipline problems are still very common in primary schools, especially in places with large classes and limited resources. That is why this study tried to see how combining positive reinforcement with interactive teaching methods could work in a real primary classroom in Uzbekistan.

- Metodologiya (Методология Methodology)

This research used a mixed-methods design, combining numbers from questionnaires with real observations from the classroom. This way, I could get both measurable changes and deeper understanding of students' behaviour, participation, and motivation. The participants were 14 fourth-grade students at Secondary School No. 44 in To'raqo'rg'on district, Namangan region. I chose them through convenience sampling because the class was easy to access and the students had common discipline issues like short attention spans, low participation, and occasional disruptions.

I used two main tools for collecting data. First, a questionnaire with closed-ended questions was given at the beginning and end to learn about students' feelings toward classroom rules, their motivation, difficulties they face, and which activities they like. Second, I did regular classroom observations during the five months using a checklist to record on-task behaviour, disruptions, participation, and general classroom atmosphere.

The study had two main parts. After the initial assessment, the intervention started. I introduced a simple point-based reward system. Students could earn points for coming on time, finishing homework, helping others, participating actively, and following rules. They could later exchange points for small privileges like choosing a game or getting praise certificates. Along with this, I used interactive teaching methods almost every day — educational games, pair and group discussions, role plays connected to the lesson, and creative group tasks.

I observed lessons at least three times a week and wrote detailed notes. Questionnaire data were analysed with simple percentages and frequencies. Observation notes were studied to find common patterns. Before starting, I informed students and their parents about the research purpose. Participation was voluntary, everything was kept confidential, and data were used only for academic purposes

- Natijalar (Результаты Results)

The intervention brought clear and positive changes in the classroom. The findings are presented in two phases:

Phase 1: Diagnostic Assessment (Before Intervention)

At the beginning, the situation was quite difficult. About 78% of students said they often or sometimes had trouble staying focused. Many children were frequently off-task

— talking with friends, losing concentration, or walking around without permission. Very few participated actively unless the teacher reminded them again and again. These problems caused frequent disruptions and made lessons less effective.

Phase 2: Post-Intervention Outcomes

After five months of using the new strategies, things improved a lot. The number of students who stayed on task increased from around 35% to 82%. Participation became much better, with about 79% of students now happily joining group work, discussions, and role plays. Disruptive behaviours like talking out of turn decreased noticeably. Students seemed more motivated by the points and really enjoyed the interactive activities. At first some cared only about collecting points, but later many started showing real interest and better self-control. The classroom felt calmer, more cooperative, and much more positive overall.

- Muhokama (Обсуждение Discussion)

These results show that combining positive reinforcement with interactive teaching methods can be a good way to address discipline problems in primary schools. The reward system gave students clear feedback about what behaviour was wanted, which fits with Skinner's ideas. Meanwhile, the interactive activities based on Vygotsky's theory kept students busy and interested, so they had fewer chances to misbehave out of boredom.

The findings match Korpershoek et al. (2016), who found that management approaches focusing on relationships and engagement work better.

The move from external rewards to more internal motivation also supports Deci and Ryan's theory. In practice, I noticed that when lessons became fun and students felt involved, they behaved better naturally.

Of course, it was not perfect — some students needed more time to get used to it, and keeping everything consistent was not always easy.

Still, the overall progress in discipline, participation, and motivation was encouraging, especially for primary age children who respond well to encouragement and active learning.

- Xulosa (Заключение Conclusion)

This study tried to find practical ways to address discipline problems in primary school education.

The results after five months clearly showed improvements in students' behaviour, participation, and motivation.

The combination of positive reinforcement and interactive methods worked well in creating a better classroom climate.

The research confirms that good discipline should not depend mostly on punishment.

Instead, teachers can get better and longer-lasting results by building a positive, structured, and engaging environment that supports students' needs and encourages good behaviour naturally.

This kind of approach helps solve immediate problems and also supports children's longterm social and academic growth.

Practical Recommendations

Based on the findings and my experience during this study, here are some recommendations for primary school teachers:

Use a simple, fair, and clear positive reinforcement system such as points, praise, certificates, or small privileges to recognise good behaviour

Include different interactive activities like games, role plays, group discussions, and collaborative tasks in daily lessons to keep students interested.

Set clear classroom rules and routines from the first days and review them with students regularly.

Give specific and genuine praise often, trying to have more positive comments than corrections.

Balance external rewards with activities that help build internal motivation and self-regulation.

Build strong, supportive relationships with students by listening to them and showing care and respect.

Observe the class carefully, think about what is working, and adjust strategies when needed.

Share successful ideas with other teachers to create a more consistent approach in the whole school.

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