



CLASSROOM MANAGEMENT AS A SHARED PROCESS IN TASK-BASED LEARNING

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Annotation:

This article presents classroom management as a two-way process, where effective learning depends not only on the teacher's organization and guidance but also on students' responsibility and participation. It discusses how shared rules, mutual respect, and open communication create a productive learning environment. Instead of seeing management as control, the paper argues for a cooperative model in which students become partners in maintaining discipline, engagement, and academic progress. When both sides actively contribute, classroom management becomes more balanced, more flexible, and ultimately more successful.

Key Words: Classroom management two-way process cooperation shared responsibility learner engagement mutual respect interactive learning

Classroom management has long been regarded as one of the central components of effective teaching. Traditionally, it was interpreted as a set of teacher-led strategies aimed at maintaining discipline, ensuring order, and maximizing instructional efficiency (Harmer, 2015). In this view, the teacher acted as the sole manager, while students were positioned as passive participants expected to comply with established rules and routines.

However, in contemporary pedagogy, particularly in communicative and task-based language teaching, this view has evolved significantly. Management is now seen as a shared, interactive process that involves the mutual participation of both teacher and learners. Rather than a top-down system of control, classroom management becomes a collaborative effort to create and sustain an environment conducive to active, responsible, and meaningful learning.

The concept of shared management reflects a shift from authority to agency. According to Scrivener (2012), effective teaching occurs when "control is balanced with freedom," allowing learners to take responsibility for their behavior, participation, and learning outcomes. Similarly, Dornyei and Murphey (2003) emphasize that successful classroom interaction depends on group dynamics, where both teacher and students contribute to the organization and regulation of classroom life.

This shared nature of management manifests itself on several interrelated levels:

- on the organizational level, the teacher structures the lesson, defines objectives, and ensures a safe and inclusive environment. Students, in turn, manage their group work, distribute roles, and maintain focus on the task. The process thus combines teacher guidance with student self-regulation;
- on the communicative level, the balance between Teacher Talk Time (TTT) and Student Talk Time (STT) becomes a key indicator of shared control. When students are given opportunities to initiate, question, and lead discussions, they participate in managing the flow of communication, transforming the classroom into a space of co-created dialogue (Nunan, 2004);
- on the affective level, rapport, respect, and empathy form the emotional foundation of shared management. The teacher's support encourages openness, while students' mutual respect and



collaboration help maintain a positive atmosphere. In such conditions, behavioral control is replaced by self-discipline and group responsibility;

- on the reflective level, shared management also extends to reflection and evaluation. Both teacher and learners analyze what worked well, what challenges arose, and how classroom interaction could be improved. This joint reflection promotes metacognitive awareness and empowers learners to take a managerial stance toward their own learning.

In this sense, classroom management is not simply about control, it is about cooperation and co-regulation. The teacher becomes a facilitator of conditions for learning, while students become co-managers who contribute to the success of the educational process. As Ellis (2003) notes, in task-based classrooms, “management is jointly constructed through interaction,” highlighting that the quality of learning depends on how effectively these shared responsibilities are distributed and enacted.

Thus, the modern classroom can be viewed as a micro-community, where management functions are shared dynamically: teachers guide and support, students participate and self-direct. This management dual fosters engagement, autonomy, and a sense of ownership over learning - qualities essential for both language development and lifelong learning.

The principles of shared classroom management can be clearly observed in task-based learning environments, where communication, cooperation, and reflection are central to the learning process. One example that clearly demonstrates this is the classroom task informally known as “The Museum of Oblivion.”

This creative activity was designed for upper-intermediate and advanced language learners to engage them in meaningful communication and critical thinking. The scenario places students in the future, where they act as curators preparing an exhibition entitled “The Museum of Oblivion.” The exhibition displays everyday objects from the early 21st century - such as a smartphone, a plastic bottle, or a printed book - that have supposedly disappeared from human life.

As for the Task Design, it consists of three main stages:

1. Pre-task stage. In this phase the teacher introduces the concept of the museum and invites students to brainstorm objects that might belong in it. The discussion is open-ended and imaginative, encouraging negotiation and idea sharing. At this point, the teacher’s role is to initiate and scaffold, while students already begin to co-manage the learning space by proposing, justifying, and selecting ideas.

2. Main task stage. Here, the students work in groups, choosing one object to “exhibit.” Each group prepares a short presentation where one student acts as a museum guide, explaining the history, cultural meaning, and disappearance of the chosen object. Other students in the group act as visitors, asking questions and adding comments. During this stage, the classroom becomes student-managed: students negotiate roles, manage time, and ensure cooperation. The teacher moves around, monitoring the process, offering support when needed, but largely remaining a facilitator rather than a controller.

3. Post-task stage. In this, last stage, each group presents its “exhibit” to the class. After presentations, the teacher leads a reflective discussion, focusing on both the linguistic and managerial aspects of the activity - how groups communicated, how they organized their work, and what helped or hindered effective collaboration.

The “Museum of Oblivion” task demonstrates shared management in several key dimensions. They are the following ones: a) Rapport and Classroom Climate. From the beginning, the task



promotes trust, humor, and creativity. The teacher builds rapport through openness and encouragement, while students maintain it through respectful listening, collaboration, and mutual support. Positive emotional tone replaces discipline-based control, fostering self-regulation; b) Balance of TTT and STT. The structure of the task naturally minimizes Teacher Talk Time. Students manage most of the interaction themselves: they discuss, question, and present. The teacher's interventions are limited to clarification and language feedback, showing that control of communication has shifted toward the learners; c) Monitoring and Feedback. Monitoring in this context is non-intrusive and supportive. The teacher observes and provides individualized feedback after the activity, while students also engage in peer feedback. Thus, both sides contribute to evaluating performance, exemplifying shared monitoring; d) Instruction and Autonomy. Although the teacher provides the initial framework, students take full responsibility for interpreting the task and designing their exhibits. Their decision-making reflects autonomous learning behavior, which is one of the goals of modern classroom management; e) Interaction and Seating. The arrangement of the classroom, groups or clusters, encourages interaction and collective responsibility. Each group becomes a "mini-classroom," managing its own discussion space within the larger classroom community; f) Board Work and Visuals. Students may use the board or create drawings to illustrate their "exhibits." Visual support, while initially modeled by the teacher, is later produced by learners, symbolizing a transfer of managerial and creative control.

The analysis of the "Museum of Oblivion" task shows that effective classroom management is not achieved through teacher dominance but through distributed leadership and shared responsibility. The teacher ensures structure and emotional safety; students take charge of communication, creativity, and collaboration.

Such activities help learners develop meta-cognitive and managerial awareness - they learn not only what to say but how to organize interaction, manage group roles, and reflect on outcomes. This awareness is a core indicator of shared classroom management, where both sides become co-authors of the learning experience.

The analysis of the described activity demonstrates that effective classroom management is not an end in itself but a means of enabling learner self-management. When the teacher organizes the classroom with clarity, trust, and flexibility, students naturally assume responsibility for regulating their own interaction and learning. In this way, the teacher's management and the students' self-management become two interdependent dimensions of the same process.

In the Museum of Oblivion task, the teacher's role was to design the learning environment, provide structure, and sustain rapport. Once these conditions were established, learners were able to organize their work independently, distribute roles, negotiate meaning, and monitor progress without direct control. This illustrates that teacher management, when appropriately balanced, leads to student autonomy and collaborative self-regulation. Such transformation - from externally guided activity to internally managed cooperation - is one of the key indicators of successful teaching. It reflects the principle that classroom management should evolve from direction to delegation, allowing learners to gradually take over organizational and communicative responsibilities.

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