

Student Teachers' Conceptions of Classroom Control

Introduction

The current study is aimed at exploration of classroom control and management developed from the position of teachers' propositional knowledge. The article discloses the principle conceptions of control investigated through classroom management. The article highlights the study of student teachers classroom approaches directed at identification and development of standard teacher education program.

Study Analysis

The principle goal of the study was to determine the conceptions of the student teachers' management and compare them to those being taught in teacher education programs. The basic study covered the participation of 85 student teachers being involved in two principle tasks of eliciting their thinking as to dominance, rule-based and nurturance methodologies of classroom management.

The study appeared to reflect strong management approaches and conceptions used in standardized education system through the examination of various possible alternatives to be introduced in their training.

Analyzing the article *Student Teachers' Conceptions of Classroom Control* by Johnson (2001), it is important to take into account the methods used in the study conducted. The basic element of critical study analysis was expressed through the description of propositional knowledge having the form of control conceptions. The study was conducted in the period of fall semester; the author managed to combine two methods covering the following ones:

- Open-ended questions;
- Rating scale.

The main goal of this mixed method usage appeared to be the consistency determination between student teachers' conceptions and knowledge presented to them in training. The aim of highlighting management held by teachers during their training experience was reached by means of the principle research questions, such as: What are basic ways of classroom control maintenance and means of its establishment?

Theoretical study was worked out on the basis of perfect classroom management analysis which is identified as one maximizing student engagement in academic activities and minimizing possible misconduct. The conceptions highlighted in the study are described as rule-based conceptions emphasizing the significance of creating and enforcing class regulations and monitoring the behavior of students for the purpose of misbehavior prevention. Besides, dominance conceptions were especially stressed aimed at teachers' authority and personal power emphasizing; rules are considered to be of great importance in comparison with instructions and lessons of insignificance value. Nurturance conceptions described in the study were aimed at underlining warm personal relationships in education process between student and teacher. It is important to note that teacher education program covers courses in sciences and art demonstrated through instructional strategies and developed methods. Special attention is to be paid to the used instrument being paper and pencil questionnaire and comprising two different tasks: managing students scale and open ended questionnaire which has been piloted on definite simple groups before administering it to elementary student teachers' group in 1991 (Evans, 2007).

The analysis of the study results has shown that they were presented in relation to the research questions identified above. The findings pointed out

disclosed the fact that rule-based conceptions were especially dominating in propositional knowledge of the most elementary student teachers; while nurturance conceptions expressed weak influence on the education study process and appeared to interfere with above ones only slightly.

It should be pointed out that the study strong conclusion is connected with the fact that teachers demonstrate deep concern as to managing students' behavior and individual student differences.

Conclusion

The analysis of study *Student Teachers' Conceptions of Classroom Control* appeared to highlight the basic principle of student teachers' conceptions developed for education system to identify the principle peculiarities of classroom management development and its role.

The study conducted gave an opportunity to strengthen teaching atmosphere and pay special attention to the conceptions type identification. Teachers' training contributing to pedagogical thinking development was centralized through scientific conceptions description for elementary student teachers.

References

Evans, A. (2007). *Methods in psychological research*. CA: Sage Publications.

Johnson, V. G. (2001). Student teachers' conceptions of classroom control. *Journal of Educational Research*, 88(2), 109-117.