Lesson Planning By The Teacher, Discipline Avoids The Problems Of The Students In The Class

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Abstract
This study presents the results of research, which aims at highlighting, the importance of good planning by the teacher of the class to avoid discipline problems that may arise in the classroom of students during the class. The aim of this study is to reflect the real situation of work that teachers do in terms of planning the lesson, not only to provide new information about a particular topic, but also in terms of managing the best hour learning to inclusion of students in learning, while avoiding discipline problems of students during class. To prove this hypothesis, we established research question: Why is it that in some cases students who create noisy situations, conflicting situations of disciplinary problems in the classroom? What can the teacher does to prevent and manage such problems? These questions have been able to find answers through interview with schoolteachers "Abdulla Hida", in Elbasan. From their answers, we were able to understand that, when teachers planning every stage of the class, using methods and teaching techniques contemporary, the focus of which is the inclusion of students, minimize discipline problems, making student learning be more productive.

Key words: Planning Classroom Management, Student Discipline

INTRODUCTION
In the classroom learning process takes place through the inseparable duo: Teaching + Learning. It can not be conceived none of these links, without the other half. As appropriate, as be selected on teaching strategies from the teacher, the more successful it will be and the learning outcomes desired by the students. Teaching is a process in which, as in every other link social, problems arise from the general to the more specific. The most essential problem could be considered by the teacher's classroom management problems during class. Classroom management is concerned with the direction and organization of such learning, aiming to maximize the productive involvement of students in learning. (Musai, 2003, 201)

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The main management goals are: to promote the inclusion and cooperation of students in all class activities, and create a productive working environment. These are the main goals of the work of teachers in classroom management.

Here the question arises: Is it easy to come to class management during the learning process? Of course, it is not always easy. What to take into account the teacher to achieve this goal? According to Professor Bardhyl Musai (2014), the main task of the teacher is to build learning activities that meet achieving learning outcomes contained in objectives, paying planning learning a considerable amount of time deciding what and how students learn. (Musai, 2014, 130)

Timely planning of activities makes to avoid disciplinary problems of students during class. If the teacher is caring for planning the learning objectives, methods to be used during class tools that will be needed to realize educational activity, obviously this will have a positive impact on the behavior of students in class and then bringing positivists in their learning. This is because student engagement in the classroom is the maximum.

Planning learning from the teacher is very important, not only for teachers but also for students. Careful planning of each link that has to do with the successful implementation of a class, ranging from the precise definition of the learning objectives to be achieved by the students of different levels of learning at the end of class about a certain topic addressed during a lesson; Planning a clear structure with relevant activities, effective methods of implementation of each activity, determining the time required for each educational activity, planning the measuring instrument for the assessment of students by teachers, guarantees success of the class.

The management of the classroom by teachers, positively affecting the behavior of students during class, as the students all the time are engaged in various activities, taking advantage of all their potentials in favor of learning them about the subject matter and not create space occurrence of various disciplinary problems, because the more engaged in learning to be a student, the better it will behave.

In a way, the students are the main judge teachers. Teachers should be models of thinking, speech, organization, presentation of a given topic, the use of information and communication technology. Students not only receive the information transmitted by the teacher, but during the whole class together with the teacher and with each - other. So, the teacher must have the ability to be rational in full symphony with the student. (Kaza, 2006 104)
At the core of his work planning class, reflected in daily plan or diary, every teacher designs activities to be carried out in collaboration with students. So, instructor in planning builds cooperative relationships with them. During class, he encourages students to understand:

• to evaluate and accept the opinions of others,
• as the reason for making decisions,
• site assessments, to influence each other,
• how to exchange views
• how to be active members of society. (Trandafili 2008, 6)

According to the manual "Metodat e mësidhënies" (1999), to manage the class, the teacher must be a connoisseur of teaching material that will teach students; be able to practice a great number of models and effective teaching techniques; to recognize the needs and interests of students of different abilities and features, the features of the different age groups. (Metodat e mësidhënies, 1999, 59) So, teaching success achieved thanks to a management right pedagogical and psychological by the faculty of psycho - social problems of the school and learning management, which aims to maximize productive involvement of students in learning. (Bardhyl Musai, 2003, 201)

There are three moments of distraction to students in the classroom, during the beginning of class, transitions or transition from one activity to another and the end of class.

Management of the time scheduled for each hour during class is very important. Start time of the class means to educate students' sense of respect for the time, the accuracy of their duties. Equally important is the completion of the class. Completion of the events planned ahead of time (45 minutes the hour learning creates space for noise), while the completion of planned activities beyond 45 minutes the class creates stressful situations to students through fatigue, loss of interest and attend, boredom. Such activities, unplanned correctly, can cause problems and disrupt discipline in the classroom.

The beginning of the class through methods such cooperative, such as tree view, brainstorming etc, techniques and teaching attractive avoid monotony, avoiding the emergence of conflict situations.

Even the end of the lesson should be well planned, either as regards the activity signal for completion of the class, whether in terms of planning the exact time.
Settlement of conflict situations in school by teachers requires a range of skills, as conflicts are different in nature. Conflicts achieved through conversation, understanding and tolerance. Teacher contemporary is the one who not only owns the matter scientifically, but the teacher has in his mission education in school, to see ourselves as a problem solver, thanks to its formation of versatile methods of teaching, prudence, patience, reflecting communication skills and listening to students at any moment, where required, both such needs, the attention of the younger generation that everyone knows that the work group everyone has the right, duty and responsibility.

The aim of research

The main goal that led us to tackle this problem is that the exercise of the teaching profession, almost every teacher is faced with unpleasant situations during the learning process. It caused either by poor layout of the class of teachers in advance.

Methodology of Research

During the research of this paper, we used the method qualitative interview, semi-structured, through which we have researched this problem quite significantly, generalized and analyzed thesis about the impact that the planning of the class by the teacher, to avoid problems of discipline of students during class.

Empirical data were taken by the method of semi-structured interview, the teachers of the school "Abdulla Hida" in Elbasan. The study selected 6 teacher, who teach in secondary school: one teacher of Albanian Language, one Math teacher, one teacher of Biology, one Chemistry teacher, one English teacher, one teacher of History. They were selected teachers who teach in secondary education schools, because these teachers teach in different classes.

We raised the hypothesis that: “Maintaining discipline in the classroom depends on how the teacher plans class”, to investigate the problem,

From the survey data, we have issued the final results of the teachers interviewed by themes specified by the most vulnerable.

Practical findings

Findings from theory help us to orient and focus on findings from work cases. Based on interviews, these findings lead us, which contribute to the confirmation of the hypothesis that maintaining discipline in the classroom depends on how the teacher plans class. It noted in that what they say.
Asked if they are satisfied by the teaching profession, all teachers interviewed said they were satisfied. "I am satisfied with the work I do. The greatest satisfaction is when you look at the end of class, she planned what has been achieved. So, when you see that learning by students is reached". (Mathematics teacher)

Asked when a class is more productive, they said that teachers become more productive when learning is achieved by students.

*When the student has come to realize the new teaching material, as this material the student is able to apply through practical activities (exercises).* (Chemistry teacher)

Asked how important it is to plan lessons, all said that the preliminary planning of the class is very important, because the time managed easily, because every activity is well planned.

*You can not enter the class without being prepared. Planning the class begins the day before, even by themes, could begin a few days ago. It depends how they are teaching related topics.* (History teacher)

*Planning the lesson begins at the outset. Categories come about with logical and principled one - another. More detailed planning begins a day earlier, reflecting any activities that will develop the journal. Also taking with them the educational tools and plans for the class.* (Language teacher)

*I do not care to go without being prepared in class. Student teacher should be a model. Prepare not only does not punished by the superior (director), but makes you feel good throughout the class. This is because every detail you have planned. If you are prepared for the class, do not lose time to think about what activity will develop all hours and students are involved in teaching and learning is productive.* (English teacher)

*Every time I get prepared for learning. It happened to me once, that I had planned it develops outdoor theme, but that day it rained and was forced to Develop in classroom teaching. Although they planned lesson on the spot, not yet reached by the planned targets. I had problems with time management because I had planned on activities at the moment. Students were distracted, less noisy.* (Teacher, Biology)

Asked when a class goes wrong is the fault of the students or the teachers, the teachers interviewed stated that:

*The teacher is the conductor of the class. Despite the use of modern methods, student-centered, yet the teacher is the one who gives direction to learning, to pre-
plan where to stand and what will be achieved at the end of class. The student is in school to learn, to be educated. (English teacher)

No good students and bad. There are teachers prepared and not so prepared to "hewn" model student become tomorrow's proper. Learning time depends on the work of teachers. Despite being in classrooms and students with disciplinary problems, a good teacher management would ensure that everything went properly and classes to achieve its productivity. (Mathematics teacher)

When asked how they manage cases of disciplinary violations to the students in class, the teachers interviewed stated that:

More problems with student behavior observed during the early or learning, or at the end of the lesson. It happens that when you get into the classroom, the student finds scattered throughout the classroom, without opening the books, without settled things. While drawing remark, advising that short 5- minute break serve to prepared for the subsequent hour, or methods such attractive as brainstorming or cluster, makes the situation will not be repeated below. (Mathematics teacher)

That saves time by management and that creates space for student behavior problems at the moment is the end of class. I've had because of that case, when an analysis of literary works, planned to escape time, imperceptibly. There are students who do not care and taller than 2-3 minutes after the end of class. It happens to students passionate about literature. But few students learn, become noisy if the class is extended, even for one minute. (Albanian language's teacher)

For young of their age, because of the desire to be in the spotlight, students times times exaggerate their behavior as regards the use of a dictionary unethical in class or outside it, in the school environment; problems with violence between one another etc. For such students, as happens in class, it draws attention, including in a cooperative activity, after school and speak separately, warning and advised. (Albanian language's teacher)

Analysis and interpretation of research results

Through this research, analysis of the data shows that all teachers who have planned in advance learning, reflected in their journals, have managed to manage better teaching and student learning has been more productive. Therefore, next, we will try to bring this problem to illustrate the data collected from respondents:

➢ The importance of learning from teachers planning
During the learning process at school, one of the culminating moments of the work of teachers is the lesson planning. The main task of the teacher is to build learning activities that meet achieving learning outcomes contained in objectives, paying planning learning a substantial part of the time, deciding what and how to teach students (Bardhyl Musai 2014). Once, as the teachers say "you can not get into a class without being prepared. Planning the class begins the day before, even by themes, could begin a few days ago. It depends how they are teaching topics related "and" taking with them the educational tools, and plans for a class.

It is very important to be taken seriously by teachers preparing daily, as teachers (Kaza, 2006) should be models of thinking, speech, organization, presentation of a given topic, using information technology and communication. These findings support the theory through interviews with teachers interviewed: "Teacher Student should be a model. Prepare not only does not punished by the superior (director), but makes you feel good throughout the class. This is because every detail you have planned."

- Planning learning and its productivity

Planning classroom teachers directly affects the results of student learning. Teaching successful (Moses, 2003) achieved thanks to a management right pedagogical and psychological by the faculty of psycho - social problems of the school and learning management, which aims to maximize the involvement productive student learning. A class is more productive, "when a student has come to realize the new teaching material, as this material the student is able to apply through practical activities (exercises)". Productivity is the result of management time from the teacher, because every element is well planned to happen: "If you are prepared for the class, do not lose time to think about what activity will develop and pupils are all hour involved in teaching and learning is productive "after the loss of non-planning time, as in the interview:" I had problems with time management because I had planned on activities at the moment. Students were distracted, a little noisy."

- Avoiding disciplinary problems in the classroom through lesson planning

During the day of his preparation, the teacher should consider three key moments of distraction to students in class: starting and finishing the transition from a learning and teaching in other activities. The beginning and end of class through cooperative methods such as tree view, brainstorming etc, and attractive learning techniques avoids boredom, distraction, avoiding the emergence of conflict situations. Theoretical findings in interviews with teachers, "such attractive
methods as brainstorming or cluster, that such situations do not recur in the following" ... "For students problem when the class is distraction, the draws attention, including in a cooperative activity, after school and speak separately, admonishing and advising "

CONCLUSIONS

Planning of the class by the teacher is very important in the learning process at school, who:

- Guides the teacher to better use teaching methods and techniques appropriate to the class;
- Guides the teacher to appropriate learning activities in class;
- Brings better management of time by the class teacher;
- Avoid student discipline problems in the classroom;
- Provides the more productive learning students.

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