

Management of Discipline in an Inclusive Classroom with the Involvement of Scientific and Non-scientific Knowledge by the Teacher

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Keywords: Discipline, Discipline Education, Inclusive Education, Inclusive Class, Teacher of Inclusive Education, Scientific Knowledge about the Ways of Establishing Discipline, Non-Scientific Knowledge about Pedagogical Reality.

Abstract: The article summarizes domestic and foreign studies on the problem of establishing discipline, including in inclusive classes that include students with special educational needs. The paper reveals features of discipline education in conditions of inclusion: the more significant role of the emotional and sensory sphere of the relationship between the teacher and students, the relevance of identifying individual causes of violations and stimulating individual motives for discipline compliance by specific students, the need for a clear definition by the teacher together with the students of the basic rules of behavior, the understanding of the need for children to comply with them, constant reminder of the rules. The key problems of violation of discipline in the inclusive class are identified: insufficient development of students' personal qualities and skills relevant to the discipline (empathy, tolerance, moral and volitional qualities, sense of community, skills of self-regulation of emotions and behavior, patience, etc.); insufficient level of inclusive competence and inclusive culture of the teacher (incorrect understanding of the essence and goals of discipline education, negative attitude to inclusion, rejection of its values, emotional rejection of individual students, low motivation to work with them, difficulties in building pedagogical communications and inability to resolve them). The results of diagnostics of the components of the inclusive culture of teachers, influencing the upbringing of discipline, are given. It is shown that for a more effective solution of problems with discipline in an inclusive class, it is advisable for the teacher not only to apply scientific, pedagogical and psychological knowledge, but also to refer to non-scientific knowledge about pedagogical reality (spontaneous-empirical, artistic-figurative, spiritual-practical, mythological), to carry out their pedagogical understanding. The examples of such use of knowledge are given. Particular attention is paid to school-themed feature films.

1 INTRODUCTION

The establishment of discipline in school and class, the education of discipline, the desire and ability to observe social and moral norms in behavior and building relationships is the most important factor of high-quality education in school, professional and life success of its graduates. Modern conditions of education (features of modern children as representatives of generation Z (hyperactivity, clip thinking, difficulties in maintaining attention, fascination with gadgets, selfishness, etc.);

enhancement of market orientations in education, stimulating the consumer attitude of students and parents to teachers, reducing their social status; high pressure on teachers, leading to emotional burnout, etc.) significantly aggravate problems with discipline.

Problems with discipline are aggravated in inclusive classes that unite students with various difficulties: with disabilities, with emotional and behavioral disorders, deviant forms of behavior, poor command of the language in which instruction is conducted, and the dominant culture (migrants, foreign speakers, representatives of national

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minorities), who are in a difficult life situation or socially dangerous situation, orphans and those left without parental care. Such children often find it difficult to control their emotions and behavior, to show empathy and tolerance. Teaching them to comply with the accepted norms and rules of behavior at school, in the classroom, takes a lot of time and effort from the teacher and does not always lead to the desired results.

One of the reasons for problems with discipline that teachers have in inclusive classes may be a low level of inclusive culture of the teacher, expressed in a negative attitude to the values of inclusion, emotional rejection of individual students, low motivation to work with them, inability to understand their individual difficulties and problems, and help in their resolution, the presence of significant difficulties in building pedagogical communication with children with special educational needs.

An increase in the inclusive culture of a teacher and a more successful resolution of emerging problems with discipline can be helped by a teacher's appeal not only to scientific, but also to non-scientific knowledge about pedagogical reality - spontaneous-empirical, artistic-imaginative, spiritual-practical, mythological, their pedagogical understanding. Such knowledge is presented in fiction and films about the school, the experience of colleagues, folklore and folk pedagogy, religion and morality, social and personal mythology. However, teachers do not often turn to such knowledge in solving problems with discipline.

The objective of this article is to study problems with discipline in the inclusive class, their reasons, associated with the insufficient level of development of the inclusive culture of the teacher, ways to solve them by the teacher with the involvement of scientific and non-scientific knowledge about the pedagogical reality.

2 RESEARCH METHODOLOGY

To achieve this objective, the following tasks were solved using appropriate methods:

The generalization of domestic and foreign sources on the problems of discipline education in the class and in the inclusive class, identification of the features and problems of discipline education in the inclusive class was carried out using methods of analysis of scientific literature and generalization.

The study of the level of inclusive culture of teachers was carried out with the use of a set of methods: a method for diagnosing the motivation of teachers to work with various categories of children

with special educational needs created by M.A. Maznichenko, a method of "Social-Perceptual Attitude of Teachers Towards Children with Special Educational Needs" (T.D. Dubovitskaya), a method of "Pairs of Statements" (M.A. Maznichenko), a method of identification of difficulties in building pedagogical communications with children with disabilities (T.D. Dubovitskaya). The diagnostic procedure was attended by 130 teachers aged 20 to 65 years, with various pedagogical experience (from 1 year to 45 years), occupying various positions (resource teacher (special teacher), primary school teacher, subject teacher, tutor, educator, social teacher, resource teacher, educational psychologist). The largest share in the sample (53.8%) is represented by resource teachers. Teachers represent various types of educational organizations: secondary schools (33.8%), pre-school educational organizations (25.4%), gymnasiums, lyceums (10.4%), institutions of additional education for children (3.4%), private educational organizations (1.5%), special schools (0.8%).

Elaboration of practical recommendation for teachers to turn to scientific and non-scientific knowledge about the pedagogical reality to solve problems with the discipline in inclusive classes was carried out using methods of classification of types of pedagogical knowledge, analysis of their capabilities in solving problems with the discipline, pedagogical understanding of movies about school.

During the study, we relied on humanistic methods of pedagogical research, an expanded understanding of inclusive education as a joint (integrated) education of various categories of children with special educational needs (gifted, disabled, with disabilities (HIA), foreign speakers and migrants, representatives of minorities, children with deviant behavior, in difficult life situations, etc.) together with neurotypical children (Carrington and Elkins, 2002; Corbett, 1999; Khitryuk, 2015), on existing psychological and pedagogical research on the problems of establishing and educating discipline in the classroom and in the inclusive class.

3 LITERATURE REVIEW

Scientific research examines the disciplinary strategies of teachers in different countries (Lewis et al, 2005; Lopes and Oliveira, 2021), in a multicultural environment (Sit, 2017), in relation to different categories of children with special educational needs, for example, refugees (Mendenhall et al, 2021). Strategies based on the

introduction of rules and consequences for non-compliance with them, concluding an agreement with students, resisting negative forms of behavior, and studying interpersonal relationships are described (Polat et al, 2013).

A direct correlation between the effectiveness of discipline management and the level of development of the teacher's emotional intelligence, the ability to manage emotions (Valente et al, 2019), the degree of technical equipment of the classrooms (Kayıkçı, 2011) was revealed.

Gender and other differences in the use of discipline management strategies by teachers in the classroom are described. For example, a research of Rahimi, Hosseini (2012) found that female teachers more often than male teachers turn to disciplinary strategies based on aggression, judgment and punishment and less likely to strategies based on appreciation and encouragement; strategies based on punishment and aggression are more often used in public schools than in private schools.

Inconsistencies between teachers' ideas about the methods of disciplinary actions on students and the actual practices of such actions were revealed (Öztürk, Gangal, 2016).

Inadmissibility of the use of disciplinary practices based on violence and exclusion of students in inclusive education is explained (Soodak, 2003).

Methods of discipline management in the classroom, such as modeling the behavior of students based on the theory of complex systems, are proposed (Zhao et al, 2011).

The research of U. Gidlund, conducted on a sampling of teachers from 15 countries, revealed the opinion of teachers about the unsolvability of problems with discipline in an inclusive class, in which children with emotional and behavioral disorders are taught, without creation of special conditions (involving other specialists, reducing the number of children in a class, reducing the time sheet of teachers etc.). Teachers believe that inclusion of such children in a regular class creates unsolvable difficulties, threats to the health and safety of the teacher and other students.

In linguistic studies, the content of the teacher's discussion with students of emerging discipline problems was studied (Margutti, Piirainen-Marsh, 2011).

It is shown that the reason of problems with discipline may be a biased perception by teachers of the actions of students, regarded as a violation of discipline, a discrepancy in the understanding of discipline by the teacher and students (Makarova et al., 2014).

4 RESEARCH RESULTS

Many problems with discipline in the inclusive class are connected with emotional rejection of individual children (categories of children) with special educational needs by the teacher and his or her unwillingness to work with them.

Diagnostics of the motivational component of inclusive culture using the author's methodology showed that teachers have the lowest motivation to work with foreign children and migrants who are vulnerable as a result of HIV/AIDS and deviant behavior (see Table 1).

Table 1: Motivation of teachers to work with children with special educational needs.

Categories of children with special educational needs	The degree of teachers' motivation to work with children				
	no	probably no	probably yes	yes	very motivated
Migrants and foreigners	16.9	34.6	27.7	20	0.8
Vulnerable as a result of HIV/AIDS	16.9	32.3	33.8	16.2	0.8
With deviant behavior	16.2	43.8	27.7	11.5	0.8
Representatives of minorities	13.1	19.2	37.7	29.2	0.8
Having unique psychophysical development	5.4	17.7	45.4	30.8	0.8
Disabled children	5.4	14.6	38.5	40.8	0.8
In a socially dangerous situation	4.6	10.8	38.5	45.4	0.8
Children with health limitations	2.3	7.7	40.8	48.5	0.8
Gifted and talented	4.6	10.8	28.5	55.4	0.8
In a hard life situation	2.3	3.8	36.9	56.2	0.8
Orphans and those left without parental care	3.8	3.1	32.3	60	0.8
Normal (healthy, socially well-off)	2.3	7.7	22.3	66.9	0.8

Another reason of problems with discipline is negative and inadequate assessments of children with special educational needs by teachers (see Table 2).

Table 2: Negative characteristics of children with special educational needs that are given by teachers.

Characteristics of students	All	Majority	Half	Minority	Very few	None
Need constant monitoring	25.4	44.6	19.2	6.2	3.8	0.8
Can act only according to the instruction	4.6	37.7	31.5	19.2	6.9	0
Can not master certain elements of educational programs	3.8	35.4	25.4	21.5	10.8	3.1
Do not want to do anything during lessons	0.8	19.2	28.5	30	21.5	0
Do not want to study	2.3	16.2	31.5	25.4	20	4.6
React only to criticism	1.5	6.9	16.9	30	31.5	13.1
Do not react to teachers' demands	0	10.8	24.6	26.9	31.5	6.2
Irritate by their behavior	0.8	6.2	6.9	16.2	34.6	35.4

The third reason is the erroneous ideas of teachers about children with special educational needs and inclusive education (see Table 3).

Table 3: Erroneous ideas of teachers about children with special educational needs and inclusive education.

Idea	Percentage of teachers, %
Inclusion reduces the quality of education of neurotypical children, taking away the time and effort of the teacher for students with special educational needs	27.7
It is better to teach children with special educational needs in specialized institutions and classes	25.4
I have a fear of inclusive education as an unknown and incomprehensible phenomenon	19.2

Inclusive education is a utopia: good intentions but the idea is impossible to implement	16.9
A child with health limitations is weak, unwise, inexperienced, and only an adult can and should teach and educate him or her	15.4
Inclusive education slows down the professional and personal development of the teacher, takes away his or her strength and time	14.6
In some cases, it is impossible to establish productive communication between neurotypical children and children with special educational needs	13.1
I am convinced that inclusive education is harmful for all its participants	10.8
Joint education of children of different nationalities, religions and cultures increases the risks of conflict	7.7
A child must meet the requirements of the school, "adapt" to them	4.6

Another reason is the difficulty in building pedagogical communications with children with special education needs, based on humanistic norms and values (see Table 4).

Table 4: Difficulties of teachers in building pedagogical communications with children with special education needs.

Aspects of communications	Very hard	Hard	Sometimes hard
To calmly accept criticism	0.8	8.1	44.4
To take responsibility for failures and problems of a student during lessons	0.8	4.8	38.7
To be demanding and strict	0	4.8	38.7
To be calm and patient	0	3.2	38.7
To organize group educational interaction, communication of children with health limitation and neurotypical children	0	7.3	37.1
To encourage active work in the classroom	0	3.2	34.7
To publicly admit mistakes	0	3.2	33.1
To be ready to discuss different questions, "uncomfortable" ones too	0	3.2	33.1
To arouse interest in the presented material and the subject	0.8	1.6	32.3
To stay calm in a hard/conflict situation	0	4	31.5
To manage one's mood, desires, actions and emotions	0	6.5	30.6

Table 4: Difficulties of teachers in building pedagogical communications with children with special education needs (cont.).

Aspects of communications	Very hard	Hard	Sometimes hard
To deal with conflict situations	0	4	29.8
To engage students in work during lessons		0.8	29
To take into account emotional state of a student	0	0	29
Not to play hardball	0	1.6	27.4
To show understanding regardless of the actions performed	0	2.4	21
To inspire respect	0	3.2	18.5
To engage with the manner of behavior and communication	0	0	18.5
To do everything so that a student is proud with the achieved results	0	0.8	17.7
To get feedback (to be interested in students' opinion)	0	0	16.9
Not to demonstrate excellency	0	2.4	15.3
Not to offend a student with a word, an action	0	1.6	14.5
To cheer up in a hard situation	0	0.8	12.1
To notice first of all the good things, successes and achievements	0	0	12.1
To believe in the possibility of achieving success by a student	0	0	12.1
To get satisfaction from communication with a student	0	3.2	10.5
To show affection for a student	0	0	9.7
To listen attentively to a student	0	2.4	8.9
To openly express joy, gratitude and praise a student during communication	0.8	0	5.6
To encourage a student to express his or her point of view	0	0.8	3.2
To call a student/child by name	0	0	4
To be polite	0.8	0.8	2.4

5 DISCUSSION OF RESULTS

Educating discipline in an inclusive class, the teacher must pay special attention to the joint formulation of the rules with the students and understanding the

meaning of their compliance, constant reminder of the need to comply with the rules (with the help of posters, cards, symbols, verbal reminders not only of the teacher, but also of the students to each other).

The organization of group educational work in the lesson is productive, when children develop collective rules of behavior and help each other to comply with them.

It is important to pay special attention to the reasons of violation of discipline that are related to mental, physical and somatic disorders of children.

A positive attitude of the teacher towards students with special educational needs has a significant impact on the education of discipline in the inclusive class. In order to form such an attitude, it is necessary to promote the values of inclusion, training and informal communication of the teacher with "difficult" students and their parents.

In solving problems with discipline in the inclusive class, it is advisable for the teacher to turn to various types and sources of knowledge about pedagogical reality.

The generalization of scientific literature allowed us to distinguish five types of such knowledge: scientific, spontaneous-empirical, artistic-figurative, spiritual-practical, mythological.

Scientific knowledge gives the teacher a theoretical understanding of school discipline as a manifestation of the ability to self-regulate, the ability to obey collective norms and requirements, to comply with established norms and rules, to fulfill the requirements of the teacher and the class team (Gmurman, 1958). They offer ways to establish discipline by recognizing the true motives of its violation by a student (attracting the attention of the teacher and peers, asserting their power, authority, revenge on the teacher or expressing resentment, avoiding failures) (Muzalkov, 2001), transferring them into a constructive channel through the implementation of supportive strategies.

Spiritual and practical knowledge provides examples of building such relationships with a child, the natural consequence of which is discipline. It is a relationship based on love (Belukhin, 2006), tenderness (Shchurkova, 2014) and respect. The value basis of such relationships can be the Christian principle "Love your neighbor as yourself", the Christian understanding of love, expressed in the First Epistle to the Corinthians of St. Paul.

Turning to spontaneous empirical knowledge can be expressed in the use of pedagogical intuition, the study and understanding of the experience of colleagues, folklore and folk pedagogy. Websites of schools, professional Internet communities of

teachers ("Infourok", "Pedsovet", "Nsportal", etc.) contain many materials from the experience of teachers, offering specific rules and techniques for establishing discipline: do not shout, do not humiliate, do not get angry, formulate rules of behavior during lessons, involve children in conducting lessons in elementary grades, impose additional responsibilities on violators, ignore children who break the rules (do not ask those who do not raise their hand); involve the noisy and restless children as teacher assistants; organize a "minute of silence", etc.

It is possible to attract mythological knowledge through pedagogical reflection of mythological constructs, social and personal mythology.

Artistic and imaginative knowledge about the pedagogical reality of the teacher can learn from novels about education, school stories and movies about school.

In domestic and foreign cinema, a wide layer of so-called "school movies" can be distinguished, in which the action takes place at school, and the characters are teachers, students and their parents. In many of them, one of the central themes is the teacher's discipline, constructive interaction with students in a "difficult" class, gaining authority: "Till Monday" (Russia, 1969), "Big School-Break" (Russia, 1973), "Night School" (the USA, 2018), "Freedom Writers" (the USA, 2007), "The Ron Clark Story" (the USA, 2006), "The Chorus" (France, 2004), "Renaissance Man" (the USA, 1994), "Detachment" (the USA, 2011), "Dead Poets Society" (the USA, 1989), "The Class" (France, 2008), "The Teacher" (Russia, 2015), "The Geographer Drank His Globe Away" (Russia, 2013), "Dear Yelena Sergeevna" (Russia, 1988), "Correction Class" (Russia, 2014) etc. No less interesting in this matter are literary works, primarily novels about upbringing and school stories: "The War with an Axiom" by L. Insarova, "Flags on the Battlements" by A.S. Makarenko, "Kondouit and Schwambrania" by L. Kassil, "The Republic of ShKID" by G. Belykh, L. Panteleyev, "Essays on the Bursa" by N.G. Pomyalovsky etc.

The movie "The Chorus" shows that the methods based on the "carrot and stick" approach, training do not work for "difficult" teenagers - a more effective way is to involve them in activities that the teacher himself is keen on. One of the characters of the movie (the director of a boarding school for difficult teenagers) advocated the "action-reaction" method, but did not succeed, and for the other one (music teacher Clement Mathieu), discipline became a natural consequence of involving students in the thing that the teacher loved himself, which were music

lessons, singing in the choir, which allowed many of the students to become worthy people.

In the movie "The Ron Clark Story", the main character began his work with a difficult class by putting up posters with rules that can make your stay at school more pleasant: "We are a family", "School should awaken feelings", "We respect each other", "Go in and out of the class in turn", "Throw gum in the bin", etc. It is true that during the first lesson these posters were torn down by the students, and the rules were broken. However, gradually, by explaining the importance, the personal significance of following these rules in order to successfully pass the exam, graduate from school, become the best class, and building friendly relationships with students through showing interest in their hobbies (for example, a teacher asked children to teach him to jump through a rubber band), Ron Clark managed to achieve both discipline and high learning results. At the same time, Ron did not punish his students because he knew that they would start protecting themselves and the connection with them will be lost. He did not accuse children of not understanding something or not being capable to do yet. He did not treat worse those teenagers who stole, sold drugs etc. He created success situations, visited families, convinced parents that their children needed to learn.

In the movie "Freedom Writers", Miss Grewel, a young teacher, managed to cope with a difficult class of African-Americans, many of whom had committed crimes, by showing them the prospects of a different life. Sure, she had to spend a lot of time, money and patience on this: she bought books for them, took them on excursions, talked to them patiently.

Such movies as "The Key That Should Not Be Handed On", "Detachment", "Big School-Break", "Renaissance Man", "Dead Poets Society", "The Class" can serve as an example of establishing discipline through the assertion of personal authority, charisma, building informal, human relationships between teachers and students. And, on the contrary, such movies as "The Teacher" (Russia, 2015), "Dear Yelena Sergeevna" (Russia, 1988) shows those qualities of teachers that diminish their authority in the eyes of the students and lead to violations of discipline ("softness", liberalism, ignorance of interests of modern youth). One of the ways that a teacher can gain authority among teenagers and high school students is to experience an extreme situation together, in which they supported each other, "did not back down". In the movie "The Geographer Drank His Globe Away", the main character tried to create such a situation, but the addiction to alcohol did not allow him to adequately withstand the test.

In a plot of "Yeralash" - "40 Devils and One Green Fly", some techniques are presented for the teacher to assert leadership in conditions when students give him or her a "test of strength": to find an informal leader (the instigator – in the movie it is Goretsky), to do something better than him, to show his inconsistency in something, to transform his activity into a useful channel. The psychological mechanism of the action of the hero of this video is as follows: first, the teacher joins the children and shows that he or she is at one with them, thanks to which he or she becomes an authority for them, and then gradually begins to lead them. By these actions, the teacher actually said to the children in the words of Mowgli: "We are of the same blood - you and I". "He is like us," - the children realized. - "He can do something that we can do but even better!". We see the similar mechanism in the actions of Ron Clark in the movie "The Ron Clark Story", where the teacher started to play "rubber bands" with the children.

6 CONCLUSIONS

This study allowed us to draw the following conclusions:

Problems with discipline are exacerbated in the context of inclusive education.

Discipline education in the inclusive class has the following features: the more significant role of the emotional and sensory sphere of the relationship between the teacher and students, the relevance of identifying individual causes of violations and stimulating individual motives for discipline compliance by specific students, the need for a clear definition by the teacher together with the students of the basic rules of behavior, the understanding of the need for children to comply with them, constant reminder of the rules.

The reason for the teacher's problems with discipline may be an insufficient level of inclusive culture, which is expressed in low motivation to work with certain categories of children with special education needs, emotional rejection of individual students, endowing them with negative or inadequate characteristics, the teacher has erroneous ideas about children with special education needs and about inclusive education, the presence of difficulties in building pedagogical communications.

For a more effective solution of problems with discipline in the inclusive class, it is advisable for the teacher to involve both scientific and non-scientific (spontaneous-empirical, artistic-figurative, spiritual-practical, mythological) knowledge about

pedagogical reality, carrying out their pedagogical understanding. Movies about school have significant opportunities in this regard.

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