

BUILDING DISCIPLINARY BEHAVIOR IN EDUCATION

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Today's generation of learners is surrounded by various challenges that test their reactions to a situation which can result in a positive or negative result. The result is a response that has an impact on the learner's intellectual and affective ability to manage acceptable behavioral responses. Empathy is more important than ever in the classroom. Adults who are highly conscious of the provocative emotions generated by unfavorable conditions impacted by society's overwhelming events are required for students. Students should assume and embrace strong empathy frameworks from teachers. Without compromising expectations, empathy in the school setting must support teachers in understanding their students and their feelings. Empathy is the highest level of knowledge because it shifts the attention of a person's points of view and allows people to work together as a learning community.

Considering that the world belongs to everyone is a major milestone for many. Teaching students the importance of seeing others' perceptions, evaluating someone's feelings, and learning how to respond appropriately is essential for learners to gain skills and knowledge that go beyond content approaches. When teachers teach the value of people's experiences and respect their points of view without extracting a defensive response from them, they activate an enthusiasm to equip those students who are overlooked and marked as problem initiators.

A disciplined classroom is necessary for both students and teachers to succeed. A loud, undisciplined class is not beneficial to successful learning. The best way to maintain a respectful and educational atmosphere is to improve your classroom management

skills. A little skill and planning, as well as getting students to understand expectations and the implications of their actions, will pay off in terms of concentration span and overall involvement in classroom discussions.

Students who develop empathy engage in nurturing instincts, caring for and enjoying life with others, all of which contribute to the development of discipline to trust those around them. Students gain confidence, which leads to security as they prepare to acquire knowledge and skills. The communal effects of emotional intelligence connected to self-discipline create space for involvement and recognition of what learners know and need to understand. Students can make friends from a variety of backgrounds. This also results in classrooms that can truly transform into learning communities exercising favorable disciplined actions.

Teachers constantly look for strategies to instill and model respect to foster good discipline behavior in future generations of students. To instill disciplinary responses in students, teachers have traditionally taught children to recognize diverse beliefs and ideologies. However, with standards to follow and fear dominating civic education, there is little opportunity to educate students to respect differing beliefs and ideologies.

As teachers and shapers of our country's future, we must continue to learn and implement strategies that praise our jobs, accomplishments, and credibility. A better outcome can be obtained by changing our relationship with facts and encouraging students to discover their expressions of learned actions to be disciplined community members.

As much as teachers would like to avoid the stress that can accompany serious discussions about sensitive issues, students frequently come to class with ideas about what's going on in the world. Furthermore, the classroom is where students are most likely to meet people from a wide range of diverse ideas. This is a fantastic opportunity to create good discipline and collaborative learning communities.

Teachers can direct students to parent-approved activities where they can communicate about whatever topics they find appealing. Teachers may also allow students to give feedback on a specific issue. A teacher may also guide students' active listening skills on how to disagree while still maintaining friendships.

When students learn to understand the underlying motivations behind individual interactions, they are more likely to exercise good discipline. Reaching an agreement will help to build not only a stronger, more unified learning community, but also stronger communities outside of institutional boundaries.

Teachers can monitor their own opinions as moderators to look critically at all sides of issues, particularly those that are personally important to them. They must not wear their political thoughts on their sleeves. This is difficult when they are fed news that conforms to their standards and confirms their pre-existing beliefs. Furthermore, by reading and responding to some social media posts, they reinforce the barriers to avoiding making unnecessary comments that may negatively affect the teaching of good discipline.

What students read and hear after school, on the other hand, either strengthen their ability to react neutrally to different points of view or encourages them to react in a way that prevents them from regulating classroom discourse on sensitive issues. That inability to act moderately may also impede teacher-student relationships, negatively impacting student outcomes.

Finally, don't give students the impression that they can ignore every hot topic. It is the responsibility of the teacher to teach students how to argue in a civil manner, which is necessary for a free and unified society. Teach students that almost anything can be addressed as long as everyone agrees to it respectfully using the learned disciplinary responses.

References:

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