DEALING WITH DIFFICULT STUDENTS

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Annotation. All the instructors have prior experience in teaching, therefore they are quite motivated and enthusiastic to learn more about the strategies and ways of dealing with difficult students and involving them to the active learning process. According to Knowles, Holton and Swanson (2015) adult education is a process through which learners become aware of significant experience. Recognition of significance leads to evaluation. Meanings accompany experience when we know what is happening and what importance the event includes for our personalities. The prior experience with difficult students should be considered. Some of the learners are self-directed while the others expect clear explanation form the leader. The problem is faced everywhere and the ways of solving it is of great interest.
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1. Introduction

The teaching profession would agree that dealing with behaviorally challenging students is one of the most dreaded part of their job. Challenging behaviors can significantly change the climate of a classroom and present barriers to learning, particularly for the student demonstrating the behavior (Moreno & Bullock, 2015).According to Moreno and Bullock (2015) educators with little professional experience often have few measures and skills to assist students struggling with academics or demonstrating challenging behaviors. Therefore, success in dealing with behaviorally challenging students is possible if appropriate training is provided and the right strategies are used. We will address some of those strategies while focusing on two key areas: 1. academic and non-academic reasons why disputes occur between teacher and students: 2. strategies for engaging students and reducing volatile incidences.

2. Literary review

2.1 *Creating disputes*

First, the absence of desire can be one of the reasons that creates disputes. Brunt (J. & Brunt, 2010) noted that managing students who don't have desire appear to prefer to be any place other than the classroom. While it creates dispute in K-12 education, in university teachers think that, they are adults and should be responsible for their own motivation. An article from Focus on Effectiveness reported that, «students' beliefs about their ability to learn are shaped by messages and experiences at home, at school, and in the larger society» (Toppin & Pullens, 2015). Next comes, the sign of disengagement which is more evident in traditional learning process specifically among millennial learners. Therefore, these students have become confident with their technological tools such as mobile phones, tablets, computers…etc. and are easily feeling weary and impatient because they are unoccupied with the current activity and restricted from using those tools. According to Toppin and Pullen (2015) when the instructors unwilling to incorporate such tools into their pedagogy and restrict students from using them, they create an environment for disengagement. Turning to non-academic reasons financial pressures, family commitments, along with life's other demands can also make it difficult for the students to sustain a high level of engagement and can create some challenges (Toppin & Pullens, 2015).

This means difficult students come in all forms with a variety of attitudes and teachers deal with these students on a daily basis. The specific behaviors that are generally accepted as annoying, disruptive and dangerous. For instance, note passing, excessive talking, getting off the task, monkeying around, sleeping, using mobile phone, being rude and etc. Ultimately, these behaviors are all attempts to either monopolize or show disregard for the classroom and they can be irritating to faculty and other students. More importantly, they can negatively impact teaching and learning (Toppin & Pullens, 2015). Each of these attitudes require different types of responses based on the context of the behavior. Therefore, the students who show those behaviors can easily derail the learning process and create an unpleasant environment.

3. Study

3.1 *Needs Analysis*

According to andragogy, the critical element in defining the gaps is the learners' own perception of the discrepancy between where they are now and where they want and need to be (Knowles, Holton & Swanson, 2015). The basic need for the participants to acquire skills to basically manage the difficult students. This will be substantiated by training participants on how to become confidant to handle these students. According to Knowles, Holton and Swanson (2015) when learners understand how the acquisition of certain

knowledge or skills will add to their ability to perform better in life, they enter into even didactic instructional situations with a clearer sense of purpose and see what they learn as more personal. Considering an increasing number of young teachers in Azerbaijan, the research is carried out for supporting beginning teachers. Beginning teachers have a need for practical solutions to managing challenging students, and some strategies and techniques immediately in relation to specific situations. Knowles, Holton and Swanson (2015) state that adult learners acquire new information and skills in relation to problems and challenges arising from real world occurrences rather than formulating solutions based on theory. Therefore, a drastic shift from «how to» exploring new methods also needed to be initiated as continuation within the existing methods «what to».

According to the Hole educational objectives can be stated as the principles of action that are likely to achieve desired changes in the learner. According to andragogic theory, the learner is likely to resist unless he or she freely chooses them as being relevant to his or her self-diagnosed needs (Knowles, Holton, & Swanson, 2015). Maslow, with his conception of self-actualization as the ultimate aim of learning, also sees goal formation as a highly dynamic process occurring through the interaction of the learner with his experience. Therefore, at the end of the research the participant will gain the skills on building positive relationships with difficult students, fostering students' sense of responsibility for the classroom and their involvement in other students' learning as well as their own, implementing strategies to counter students' negative attributions and reputations within classroom, using praise and encouragement more effectively for targeted behaviors. Moreover, they will learn how and when to ignore the students' inappropriate responses. It is also aimed to change the perception of beginning teachers that not all disruptive students are difficult to handle.

4. Discussion

Various methods will be used in order to engage the learners and achieve the learning objectives (Knowles, Holton, & Swanson, 2015). First, short presentation will be followed by stimulating activities. For example, to think of difficult students and their problems to carry out the suggestions in their setting. Next comes, a more complex method «jigsaw» technique where different cases about difficult students are considered. The complete picture of the phenomenon should be taken into account.

Another flexible and useful method is perhaps the case or problem scenario presented to subgroups. The case method is depicted as a teaching method that requires students to confront with real life events and analyze, evaluate, and make recommendations about those events (Moore, 2010). To put it another way, a case is any situation or set of situations in which a person or persons are engaged in an activity that reflects real-life practice in a particular domain (Ozkan, 2002). The goal of this procedure is integration of knowledge, not the learning of skills (Knowles, Holton, & Swanson, 2015). McFarlane (2015) states that case studies can help reinforce concepts and understanding, develop critical and analytical skills, foster team efforts in developing solutions to problems and challenges simulating real world situations, and make lessons more interactive and memorable.

Then, fish bowl technique will be used which consists of a small circle of group members within a larger circle. Members of the inner circle «practice» by interacting through problem solving, discussing while the outer circle observes them and provides feedback. This structure provides an opportunity to practice judgment that is, evaluating the contributions offered by others. They will also be encouraged to generate as many solutions as possible but not to be critical of any of them. Each group passes its solutions on to another whose task is to critically examine the solutions offered for feasibility, cost effectiveness and to suggest ways that the various solutions might be tested. These teaching strategies provide students with high responsibility, critical thinking ability, progress, peer learning, collaboration with others, solving authentic problems (Stefaniak & Tracey, 2015).

Conclusion

Four-step model- reaction, learning, behavior and result evaluation by Kirkpatrick D. L. will be used in evaluaiton. The first level is reaction evaluation, getting data about how the learners are responding to a program as it takes place what they like most and least and what positive and negative feelings they have (Knowles, Holton, & Swanson, 2015). The learning will be assessed the earning through testing. In order to get an accurate measure of the impact of the work, all students have to be questioned. Thus, participants are overly optimistic. A delayed measure may provide a more accurate reflection of the teachers' satisfaction. Through doing this both result and behavior will be evaluated, the primary purpose of which is to improve teaching and learning not, as is so often misunderstood, to justify what we are doing (Knowles, Holton, & Swanson, 2015).

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