

**M.G.Kadirova**

*English teacher of Tashkent Academic Lyceum N0 2 of the Ministry of Internal Affairs of the Republic of Uzbekistan.*

**Annotation.** *Method of punishment as a factor of effectiveness* Having decided to carry out our professional work on the general theme of punishment, we had to frame the theme more precisely. It was after that that we chose the precise theme of the use of punishment, questioning me about its effectiveness. Once my theme had been chosen, it was then essential to build a theoretical basis, to first put the use of punishment into context. It was then important to confront the various definitions as well as to see any differences with the term sanction. After reading the different points of view in the literature, I set up a data collection method allowing me to confirm or not the statements of the different authors as well as my hypotheses.

**Key words.** *Frame, punishment, sanction, behaviors, educational purpose, classmates, school consumers, hypotheses.*

**Introduction.** To do this, I wrote an interview guide for elementary school teachers. I then wrote a questionnaire intended for the students of these teachers, thus making it possible to confront the two stakeholders in the use of punishment. Then, on the basis of the questionnaires and on the interviews carried out, I made an analysis taking up various points of the literature which allowed me to know if a punishment is concretely effective or not, as well as the practical criteria that it must include to achieve the intended objectives.

Nowadays, both parents and teachers have high expectations for children. At school, we expect students to have the appropriate behaviors in each situation. This is obviously not the case, for various reasons, but it leads teachers to punish certain overflowing behaviors. The use of punishment, which used to be corporal punishment, is now a subject of discussion. After choosing to focus on the topic of punishment, I asked myself a few questions, such as for example: Do teachers all use punishment? For what purpose do they punish? How did they present the punishment to their students? Do they use so-called stupid punishments, without an educational purpose, or do they favor so-called intelligent punishments for an educational purpose? These questions prompted me to focus my interest on the effectiveness of punishment. Indeed, its effectiveness is sometimes questioned. I really want to know if the punishment allows to achieve its ends or not. Each teacher is free to use punishment in his class or not, the teacher is also free to punish as he sees fit. Note, however, that criminal restrictions are present, for example corporal punishment is prohibited by law. This therefore implies divergent methods according to the teachers, and consequently different opinions, different convictions as well as a variable potential effectiveness. In addition, I would like to

know if there are any particular strategies or methods to be put in place so that the punishment can be effective. It is also important to be aware of the possible risks or consequences of a poorly understood or poorly given punishment. It seems to me essential to know how to give a punishment so that it is effective, if possible, so that, as a teacher, I can do the best so that the students concerned can finally adopt the expected behavior. To carry out this work and be able to answer my different expectations as well as my different questions, I started by building a theoretical background on this subject. Through various readings I confronted the different opinions. To find out what is happening on the ground in our canton, I decided to do interviews to get the opinion of the people in the field, namely the teachers. To complete these interviews, I wanted to write questionnaires for the students of the teachers interviewed. In this way, we can have the feelings and opinions coming from both sides of the punishment, the one who gives it and the one who does it. The subject of my research being the use of punishment in primary school, I will use my readings and interviews with teachers, to question myself on the effectiveness of punishment. I mean by effectiveness, the fact that the punishment is beneficial for the student and for the people who are in the same environment as him, that is, his classmates. There are several types of punishments and I just want to compare these different types in order to better understand the use that is attributed to them. I would like to find out if there are one or more punishments that are really beneficial for the student, and that we can then talk about effective punishment. Through the various professional practice internships that I have carried out, I have been able to observe that each teacher uses punishment as it seems most appropriate to him. I have often questioned my internship masters on the subject, and everyone was able to argue their choice. According to Allanfranchini (2014, course 1) for a didactic method to work, it is enough that the teacher who puts it into practice is convinced by it. Is it also applicable for the use of punishment? Or are there methods that are really more beneficial for the student and that make it possible to modify a behavior? As Prairat (2002) says, "school attitudes and behavioral norms are no longer the object of a consensus" (p.20). This idea is shared by Prost (1995, p.34) who affirms that "the school is in an unprecedented situation because it must, in order to function, begin by creating the conditions that make this very functioning possible [...]" (quoted by Prairat, 2002, p.21). Which means that the school no longer works as it used to. "In many situations, it is necessary to redefine the rules of the game, renegotiate the limits of what is acceptable and reiterate the work requirements." (Prairat, 2002, p.21). New problems have therefore emerged from this evolution in the functioning of the school. So it will be interesting to see what these new problems are, what exactly are their cause and consequences. Prairat (2002) affirms that punishments and sanctions are more and more often sources of conflicts with parents. He therefore proposes to better integrate the parents. Still according to Prairat (2002) "the sanction is really formative only if it has a future, only if it thinks the rehabilitation or the reintegration of the

guilty subject". This means that it must not fall out of nowhere, that it must have a direct link with the fault committed (Viairon, 2007). So the problem is to find the right punishment for each transgression. The interest of this research is not to draw up a list of sanctions to be given for this or that transgression, but to understand how to use a punishment so that it is beneficial for the student and his entourage. Through this research, I also wish to focus on the fact that, as they say (Jeffrey & Simard, 2000, p. XI) "The subject has become embarrassing for educational theorists, school authorities and teachers. The very word bothers.» . According to (Jeffrey, 2000, p.12) "The authority must practice consistency. He can't tell one that it's okay and the other that Authority in the classroom is all the more difficult to assume because parents can challenge the teacher's decisions.» . Is it because parents are more involved in the schooling of their child(ren) that punishment has become taboo? Teachers may sometimes feel powerless in the face of the protests of parents, who according to Maulini (2001), have become real "school consumers". That is to say, they want the school to take much more account of their requests, whether concerning schedules, educational content or evaluations. This change means that they can be much more intrusive in the functioning of the classroom, whether it is simply by seeking information or by criticizing what is being done and said. It is important to note that not all parents are intrusive, and that a teacher-parent partnership is sometimes easy to maintain