

The Basic Connotation and Specific Strategies of Class Management in Primary and Middle Schools

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Abstract: *Class management in primary and secondary schools is a multi-directional educational practice involving students, teachers and schools. In the basic connotation of class management in primary and secondary schools, the core concept of class management in primary and secondary schools is to adhere to the student-centered approach. Dealing with the relationship between teachers and students and the relationship between classmates is the main content of class management in primary and secondary schools. Cultivating ideal personality is the fundamental purpose of class management in primary and secondary schools. This paper analyzes the current situation of class management, and analyzes the three influencing factors, and then puts forward improvement countermeasures.*

Keywords: *class management in primary and secondary schools; student oriented; present situation; countermeasure*

1. Introduction

Class is the cell of school education body, the organizational carrier of students' comprehensive and free development, and the natural laboratory for teachers' professional growth. Class management in primary and secondary schools is a multi-directional educational practice involving students, teachers and schools, which is a hot issue in educational research. However, the research literature on class management in primary and secondary schools focuses on the simple summary and rough sorting of the first-line teachers' experience in class management in primary and secondary schools, lacking universal guiding significance. It is urgent to upgrade the rich experience in class management in primary and secondary schools to the theory of class management in primary and secondary schools under the guidance of multidisciplinary theories such as pedagogy, psychology and management. This paper intends to study the problem of class management in primary and secondary schools from the perspective of teachers, clarify the basic connotation of class management in primary and secondary schools, and propose specific strategies for class management in primary and secondary schools [1-2].

2. The Basic Connotation of Class Management in Primary and Middle Schools

2.1 Core concept: Insist on student-centered

Class management in primary and secondary schools is the core part of school education. In traditional education habits, school education educates students according to the authoritative standards of the adult world, and shapes students according to the unified standards of the parts factory. In other words, School education "As far as the content is concerned, the purpose is to clearly instill the students with a value system that is not their own, but only a social standard. As far as the form is concerned, under the plan and control of a group of well-trained teachers, not only the same pre packaged group of knowledge and values are provided for different people internally, but also the myth that only teaching can lead to the most reliable and best learning externally, so as to maintain this system Self interest ". In this context of educational logic, class management in primary and secondary schools is mainly a kind of forced management that ignores the subjectivity and focuses on external control, resulting in limitations such as hierarchy, closeness and formality. In order to correct the deviation of traditional education management, teachers should abandon the class management model of primary and secondary schools that despises, enslaves and fetters people. Therefore, it is necessary to establish the educational concept of "student-centered" in the class management of primary and secondary schools. The Outline of the National Medium and Long term Education Reform and

Development Plan (2010-2020) points out that "we should take students as the main body, care about each student, and promote the active and lively development of each student." The professional standards for preschool teachers and primary and secondary school teachers formulated by the Ministry of Education clearly put forward the basic education concept of "student-centered". The student-centered education concept means that our education should proceed from the reality of students, pay attention to the leading role of teachers, attach importance to the social function of education, focus on the development of students, and enable students to achieve comprehensive, active and personalized sustainable development. Specifically, starting from the development of students is the logical starting point of the "student-centered" education concept; To enable students to achieve all-round and harmonious development is the qualitative stipulation of the "student-centered" educational concept; To let all students develop is the quantitative requirement of the "student-centered" education concept; Let students actively develop is the true meaning of the "student-centered" education concept; It is the era characteristic of the "student-centered" education idea to let students' personality be fully developed; Let students achieve sustainable development is the ultimate goal of the "student-centered" education concept; Giving full play to the leading role of teachers is the necessary condition to realize the "student-centered" educational concept; Giving full play to the social function of education is the social requirement of the "student-centered" educational concept.

2.2 Main content: deal with the relationship between teachers and students and the relationship between classmates

"Human essence is not an abstract inherent in a single person. In its reality, it is the sum of all social relationships." The development of students is realized in relationships. "The quality of relationships reflects the state of student development; the development of relationships means the development of students." Students construct a rich variety of relationships in the daily life of the class, including the relationship between people and people and the relationship between people and things, in which the relationship between people plays a decisive role, mainly including the relationship between teachers and students and the relationship between classmates. The main content of class management in primary and secondary schools is to guide students to learn to handle the relationship between teachers and students and the relationship between classmates. The relationship between teachers and students is the core of class management in primary and secondary schools. The teacher-student relationship should not be the "subject object" relationship of instrumental rationality, but the "subject subject" or "I you" communication behavior based on value rationality. The value of teachers as teachers is shown in the lively teacher-student relationship, that is, "real teachers are born to students". [5] In order to realize the educational value of teachers' behavior, teachers must base themselves on the living relationship between teachers and students, choose reasonable teachers' actions, cut into the process of students' development, and help students solve problems in development. The relationship between classmates is the "highest" relationship in the class management of primary and secondary schools. Due to the similarity or similarity of time and space, the time continuity and contact closeness of classmate relations exceed that of teacher-student relations. Even if the teacher is not present, this kind of relationship still remains present, which has a direct generative effect on student development. The relationship between students in the same class has achieved brotherly and sisterly friendship among students, equal coexistence among students, mutual creation among students, and mutual learning among students[3-4].

3. Basic Problems of Class Management in Primary and Middle Schools

As for the current education, Professor Qian Liquan of Peking University pointed out pointedly that our education "is cultivating some 'sophisticated egoists' who are highly intelligent, secular, sophisticated, good at performing, cooperative, and better at using the system to achieve their own goals. Once they have mastered power, these people are more harmful than ordinary corrupt officials". There is a profound crisis in our education - education focuses on the cultivation of intelligence, while ignoring the improvement of personality. Education has lost the ideality of transcending the real society. Such education takes "things" instead of "people" as the starting point and destination, so that people are "materialized" and lose "personality". Specifically, there are three main problems in the current class education management of primary and secondary schools:

3.1 The educational theory of class management is weak, and the head teachers need to strengthen their study of professional theories

Class management involves a wide range of disciplines, including pedagogy, psychology and management. However, few teachers have mastered such professional knowledge. Many scholars in China have investigated and studied the professional theoretical literacy of the head teachers. The data studied by scholars such as Luo Shuhong and Zhou Weihong shows that the number of teachers with rich knowledge of pedagogy, management and psychology accounts for 23.8%, 11.4% and 3.8% of the total number of teachers. It can be seen that the head teachers lack the theoretical knowledge of class management, and their professional knowledge is far from meeting the needs of our modern education and the needs of modern students' physical and mental development. With the diversified development of society, students have a wider range of knowledge and more diverse channels to obtain information. Students' thoughts, behaviors and other aspects have exceeded the traditional cognition of the head teacher. This contradiction will inevitably lead to estrangement between teachers and students, thus hindering the healthy development of students' body and mind. Our country has implemented "exam oriented education" for a long time, and high promotion rate and high scores are the only criteria to measure the performance of a school and its head teacher, so that school leaders do not pay attention to the professional theory training of the head teacher, and they also ignore the study of professional theory and the development of their own specialty [5].

3.2 The application of the class teacher's method in the daily behavior management of the class needs to be changed urgently

In the daily behavior management of primary school classes, the traditional education methods and management methods are still favored by the teachers in charge of the class. The new education concept based on student development has not been reflected. The traditional critical education still dominates the class management, and corporal punishment, discipline, and beating and scolding are common occurrences. In the eyes of the head teachers, the traditional criticism education takes less time and takes effect quickly, but at the same time, they ignore that the criticism education will cause students to resist and be bored with teachers, thus affecting the normal relationship between teachers and students, weakening students' enthusiasm and initiative in learning, and even affecting students' physical and mental health. As a primary school teacher in charge of a class, they are faced with primary school students with immature self-control ability, and there is still a large age gap between the teacher in charge and the students. Students cannot abide by the various codes of conduct proposed by the teacher in charge one by one, and it is inevitable that there will be violations of organizational norms. In addition, the children in primary school are not mature. They often "make mistakes but don't know". In the face of this situation, the head teacher still blindly adopts the way of criticism and education, which will undoubtedly increase the probability of students making mistakes.

3.3 The dominant position of students in class management needs to be strengthened

The reason why students' subjectivity should be emphasized in class management should be analyzed from the concept of class management. Li Weisheng defined class management in Class Management as follows: "Class management is a dynamic process, which is an organizational activity in which teachers, according to certain purposes and requirements, take certain means and measures to lead the whole class to plan, organize, coordinate and control various resources in the class to achieve educational goals." It can be seen that class management is an organizational activity process. It reflects the two-way activities between teachers and students, which is an interactive relationship. Both parties involved are teachers and students. However, in the primary school class teaching or activity management, because the physical and mental development of pupils is not perfect and their abilities in all aspects still need to be improved, the head teachers often dominate the formulation of class goals, the organization of class activities and other aspects. They regard themselves as the controllers, decision-makers and supervisors in the class management, and students are the controlled, implementers and bystanders. This positioning of the head teacher undoubtedly weakens the students' dominant position in class teaching or management, and violates the concept of humanistic values in class management. Moreover, the class development goals, class rules and regulations or various activities organized by the head teacher with this kind of high-pressure means will undoubtedly attract students' dislike and lead them to perfunctory coping. Because in this process, the middle school student is a spectator rather than a participant. As Dewey wrote in his *Democracy and Education*, "The spectator is like a prisoner who is in a prison and watching the rain outside the window. For him, it is

the same whether it rains outside the window or not. The participant is like a person who plans to go on an outing, and the rain will frustrate his outing". It can be seen that the attitudes of the bystanders and the participants on the same matter are quite different. However, in our current primary school class management, students appear as bystanders rather than participants, which makes students have a bystander attitude towards the development goals, rules and regulations, and various activities carried out in the class, lacking enthusiasm for active participation. Without the active participation of students, the head teacher will lose his enthusiasm for class management, which is very unfavorable to the development of the class[6-7].

4. Concrete strategies of class management in primary and secondary schools

The Professional Standards for Primary and Secondary School Teachers (Trial) clearly puts forward that students' development should be the foundation, education should be the foundation, and moral education should be the priority to promote the all-round development of students. As the most direct influencer of students' development, the head teacher shoulders the important responsibility of cultivating students. Therefore, teachers should be strict with themselves, set an example, and strive to be good guides and guides for students' healthy growth. As the constructor, designer and organizer of a class, the head teacher should undertake the important task of organizing and building a good class, promote the formation of a good class atmosphere, and then promote the healthy development of young people. In order to better build the class and effectively manage the class, the head teacher should change the traditional leadership identity and make efforts from the following aspects:

4.1 Strengthen the professional training of class managers and increase theoretical accumulation

Through the analysis of the current situation of class management in primary schools, we find that it is urgent for class managers to learn professional theoretical knowledge. In order to carry out better education and management for students, the head teacher must have profound professional knowledge, and must constantly update it. Only in this way can we meet the diversified needs of modern students' physical and mental development, the head teacher can work with ease, truly grasp the law, and educate people scientifically. Therefore, school leaders should attach importance to the professional training of class managers, and emphasize that class managers should learn professional theoretical knowledge such as pedagogy, psychology and management, so as to increase theoretical accumulation. And the head teacher should also pay attention to improving his own professional quality, strengthen the research on class management, pay attention to a lot of contemporary knowledge, seek scientific educational management methods according to the new characteristics of the times, learn to use professional theories to analyze various problems in class management, and scientifically organize class management.

4.2 Breaking through traditional concepts and innovating educational management methods

To improve the quality of class management, we need not only scientific theories to guide, but also innovative educational methods and management methods. Therefore, class managers should strengthen the in-depth study of class management, be good at breaking through their own traditional concepts, change the traditional way of critical education, and propose new educational methods. For example, psychological counseling is a method that modern education pays more and more attention to. It is normal for students to make mistakes in the daily management of the class, especially for the primary school students who are not yet mature in ideology and morality. At this time, the head teacher should not just scold, physically punish and punish students, but should talk with students, communicate with them, understand their thoughts, find out the root causes of their mistakes, and solve problems from the source. More importantly, the head teacher should set an example and pay attention to the guidance from the behavior. Pupils have strong imitation ability and great plasticity. Every word and deed of the teacher will affect their physical and mental development. Therefore, the head teacher should pay attention to improving their knowledge, ability and personal accomplishment, establish a good outlook on life and values for students, and pay attention to educating and influencing students through their own performance and personality charm in the daily behavior education process, so as to help students learn to control their own behavior, Learn to correctly evaluate people and things, improve the ability to distinguish between right and wrong, so as to promote the healthy development of students' body and mind. The example demonstration method is also a common method in the daily management of primary school classes. The head teacher can select some students who are excellent in

words, deeds, behavior and other aspects as examples for other students in the class. Because these excellent students live with all the students day and night, and are close and familiar with the family, they are more likely to attract students' attention and learning. In this way, other members of the class can take the example as their benchmark, thus forming a correct code of conduct [8-9].

4.3 Emphasize the main position of students in the class

4.3.1 Establish a correct outlook on students

In order to effectively organize and build a good class, and better promote the all-round development of students, the head teacher should first establish a correct view of students, clarify the main position of students, regard students as people in the development process, and have great potential for development. Students should not be evaluated according to their previous practices, marginalized or labeled because of their past mistakes, It is not allowed to grade students. We should adhere to a comprehensive and objective evaluation of students and a comprehensive view of students. We should not only see the advantages of students to praise and encourage, but also see the shortcomings of students to point out and correct. There is a huge difference between students and adults. They are people in the process of development and have great potential for development. Therefore, the head teacher should be strict and merciful. They should not only protect students, but also strictly require students. They should look at students with a developmental perspective, treat students with a appreciative attitude, give students full autonomy and sufficient guidance, and constantly improve themselves to form their own unique charm, so that students can take the initiative. Actively learn from the head teacher and establish a harmonious teacher-student relationship, which helps teachers and students to jointly manage the class and participate in the specific affairs of the class. While setting up a correct outlook on students, the head teacher should also pay attention to the students' life, learning and ideological conditions in a timely manner, care for all students, fully respect their personality, treat each student equally and fairly, and at the same time, set an example, influence students with their own practical actions, and set a good example for students to learn. In addition, the teacher in charge of a class should also adhere to the principle of seeking truth from facts, being objective and fair, dynamically look at the development of students, comprehensively evaluate students, fully affirm their progress, and appropriately point out their shortcomings; We should look at students in an all-round way. We can't judge students simply by their academic achievements.

4.3.2 Establish a student-centered class management system

The traditional leadership style of the head teacher lays particular stress on the arbitrariness. The head teacher decides all the affairs of the class. This leadership style ignores the development of the students as the main body, and also ignores the basic requirements of the students. Even there is a problem that students cannot be treated fairly and equally. Under this class management system, most students often appear as bystanders. They rarely have the opportunity to participate in class affairs. Without participating in class affairs, they do not have enough right to speak, and it is difficult to think about the specific situation of the class independently, let alone express their own opinions. This leadership style with the head teacher as the core will result in the lack of collective consciousness, innovation spirit and creativity of students. Therefore, the head teacher should change his role as a leader and establish a student-centered class management system. Only when the head teacher is always aware of this, pays attention to the purposeful cultivation of students' independent participation in class management, takes students' development as the fundamental purpose, and establishes the students' dominant position in the class, can we make better progress Class management. In the daily class construction, the head teacher should let the students fully participate in the specific affairs as much as possible. For example, in the aspects of classroom environment construction, daily health work, etc., the head teacher should play a guiding role, guide the students to build the class by themselves rather than the teachers themselves, so that the students can play their own subjective consciousness in the actual operation, and cultivate the students' sense of ownership, Make them understand that they are the real meaning of the class owner, which is conducive to the formation of collective consciousness and deep feelings for the class.

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