

Research on the Issues of Time Management in Middle School English Classroom Teaching and Its Countermeasures

Zhiyuan Qi

School of Foreign Languages and literatures, Chongqing Normal University, Chongqing, China

Abstract: Classroom teaching time is an important resource for students' learning and growth. During the junior high school stage, students enter a crucial period of growth. On the one hand, they need to continuously learn basic knowledge and skills of culture and science. On the other hand, they begin to show strong personalities. To promote the comprehensive and personalized development of students, junior high school teachers must effectively manage classroom teaching time. In addition, the management of classroom teaching time also has a positive impact on teachers' professional development and personal lives. However, in actual teaching, due to various factors, many teachers have many problems in the allocation and use of classroom time, which directly restricts the improvement of teaching quality. This article analyzes the existing problems in the time management of junior high school English classroom teaching, combines educational theories and practices, and proposes corresponding countermeasures and improvement measures. The aim is to provide practical suggestions for English teachers, helping them optimize classroom time management and improve teaching effectiveness.

Keywords: Junior High School English; Classroom Teaching; Time Management.

1. Introduction

In the modern education system, the effective management of classroom teaching time not only affects students' learning outcomes but also is related to the improvement of teachers' teaching quality. Especially in English teaching, considering the subject characteristics and individual differences of students, junior high school English teachers face the important problem of how to make rational use of classroom time. They need to not only ensure the imparting of knowledge but also enhance students' language application ability. However, in actual teaching, many teachers have improper time management. Classroom time is often wasted or unevenly distributed, affecting teaching effectiveness. Therefore, studying the time management problems in junior high school English classroom teaching and proposing countermeasures has important theoretical and practical value.

2. The Importance of Time Management in Junior High School English Classroom Teaching

The classroom is the main place where teachers carry out teaching work. Classroom time resources are those that teachers need to focus on controlling and utilizing, and they are also important time resources for students during their school study. Therefore, managing classroom teaching time well is beneficial to both teachers and students.

2.1. Improving Classroom Teaching Efficiency

Classroom teaching time management essentially mainly refers to the management of unit classroom teaching time, covering aspects such as the allocation and utilization of teaching time. The goal of classroom teaching time management is to carry out the most meaningful teaching activities within the limited classroom time to meet the

development needs of individuals and society [1]. For students, classroom time is a crucial period for them to learn knowledge and develop abilities. Rational and effective classroom time management can make full use of every minute and second of the classroom, effectively improve teaching efficiency, and promote students' development.

2.2. Promoting Teachers' Professional Development

Reasonable planning and utilization of teaching time help improve teachers' classroom management ability, teaching quality, and their own teaching level. Teachers' classroom teaching time management ability is an important part of their professional qualities. To ensure that teaching achieves the expected results and teaching quality is guaranteed, teachers need to continuously optimize classroom designs, the content and arrangements of classroom activities, and flexibly adjust according to specific situations in actual teaching. In this process, teachers' classroom management ability can be fully exercised, and their teaching levels will also be continuously improved.

2.3. Improving Students' Learning Effects and Promoting Their All - round Development

From the students' perspective, effective classroom teaching time management can help them acquire knowledge efficiently and improve their learning effects. Students' attention span in the classroom is limited. Reasonably arranging teaching activities and content according to students' attention levels and interests can significantly improve learning effects. The junior high school stage is a crucial period for students to give play to their subjective initiative and develop their hobbies. Reasonable classroom teaching time management can reserve more autonomous time for students, allowing them to develop their hobbies outside of classroom learning, achieve personalized development, and thus promote students' all - round

development [2].

3. Problems in Time Management of Junior High School English Classroom Teaching

Although more and more teachers have come to realize the importance of time management in classroom teaching, there are still many problems in the time management of junior high school English classroom teaching.

3.1. Imbalance in the Proportion of Reception Learning and Inquiry - based Learning Time

In the actual teaching process, some teachers place the main body of the course on themselves, spending a lot of time on course explanations. They mistakenly equate teachers' output with students' input, ignoring the students' dominant position and initiative, and failing to provide students with sufficient opportunities for independent communication and cooperative inquiry. The quality of a course does not lie in how much is taught, but in how much students actually absorb. Students' knowledge learning ability and mastery level should be what we focus on in education. The "Compulsory Education English Curriculum Standards (2011 Edition)." clearly states that attention should be paid to the cultivation of students' autonomous learning ability and cooperative inquiry ability. Although this requirement does not completely deny receptive learning, it clearly emphasizes that teachers should pay attention to the development of students' independent thinking and learning abilities in teaching and give students enough time and space for inquiry - based learning [3].

3.2. Low Utilization Rate of Classroom Teaching Time Caused by Monotonous Teaching Methods

In many classrooms, single - form explanations and repetitive drills have become the main form of teaching. Long - term grammar indoctrination or boring vocabulary memorization often makes students gradually lose their interest and enthusiasm for language learning. Some teachers do not really choose teaching methods comprehensively and flexibly according to the actual situation of classroom teaching. The monotony of teaching forms leads to low student participation enthusiasm, poor overall knowledge acceptance, and low teaching efficiency. In the pursuit of time - use efficiency in classroom teaching, these teaching methods ignore teaching effects. In addition, in junior high school English classrooms, students' language foundations and learning abilities vary widely. Some students have already mastered most of the basic knowledge and are eager to improve further, while others may have difficulties in certain aspects and urgently need targeted guidance. If teachers cannot reasonably plan classroom time and adjust teaching content and methods according to students' individual differences, students at different levels will find it difficult to receive effective support and improvement, thus weakening the overall teaching effect.

3.3. Classroom Discipline Problems Affect Time Utilization

Classroom discipline problems significantly affect

teachers' effective use of classroom time and have a profound negative impact on teaching effects. In teaching practice, when classroom discipline problems occur, teachers often have to invest a lot of time and energy to deal with them. This not only takes up the time originally intended for teaching and skill training but also seriously disrupts classroom discipline, interrupts the continuity of course teaching, and affects the smooth implementation of teaching plans. Moreover, if the problems are not handled properly, it will not only reduce teaching efficiency but also affect the learning atmosphere of the entire class [4].

4. Countermeasures for Time Management in Junior High School English Classroom Teaching

Based on the problems existing in the time management of junior high school English classroom teaching, the author analyzes relevant literature and proposes the following countermeasures combined with the actual situation.

4.1. Highlighting the Dominant Position and Role of Students in Teaching Activities

Guided by the humanistic learning theory, the management of classroom time should take "student - centered" as the core concept. In current classroom teaching, although the "teacher - leading and student - dominant" theory still dominates, emphasizing the teacher's leading role in teaching, the management of classroom teaching time should fully highlight the students' dominant position. Teachers, as the organizers and managers of classroom teaching, are responsible for controlling the arrangement, rhythm, sequence, and density of classroom time to ensure the effective progress of teaching activities. However, the ultimate goal of teaching activities should be oriented towards the comprehensive development of students, ensuring that students can fully participate, actively interact, and obtain the best learning experience during the teaching process [5].

4.2. Optimizing Classroom Activity Forms

Teachers should design diverse classroom activity forms according to students' learning interests and needs. Different types of classroom activities can not only enhance students' sense of participation, mobilize their enthusiasm but also improve their comprehensive language application ability. Specifically, teachers can design activities such as role - playing, situational performances, and group discussions. In addition, only by teaching students in accordance with their aptitudes and paying attention to the unity of differences and standards can teachers better enable students to receive clear learning instructions and tasks. Only in this way can students show higher enthusiasm and initiative in the process of completing specified tasks, improve themselves, achieve the goal of teaching and learning promoting each other, and enhance the quality of the curriculum.

4.3. Strengthening Classroom Management

Classroom management refers to the measures taken by teachers during the teaching process according to the actual situation of the classroom to attract students' attention, promote students' participation in course discussions, and create a positive classroom atmosphere. Good classroom management can not only help students more effectively understand and master knowledge and skills to achieve the

established teaching goals but also improve the effectiveness and efficiency of teachers' teaching activities and ensure the smooth progress of teaching activities. To create a good classroom discipline, first of all, teachers need to establish their authoritative image. When dealing with things and problems, they should be decisive. For classroom discipline problems, they should be dealt with in a timely manner, with clear prohibitions. For students who violate classroom teaching order, relevant punishments should be clearly given. Secondly, teachers should adhere to the principle of fairness and create a just image. Based on facts, they should treat every student fairly without favoritism. This can not only win the respect of students, establish a harmonious teacher - student relationship but also set a good example for students and create a safe and orderly learning environment for them [6].

5. Conclusion

This article has explored the importance, existing problems, and countermeasures of time management in junior high school English classrooms. Effective time management can not only improve teaching efficiency and promote teachers' development but also enhance students' learning effects. However, currently in classrooms, there are problems such as teachers dominating too much time, single teaching methods, and classroom discipline issues, resulting in insufficient utilization of time. To address these issues, the following countermeasures are proposed: First, teachers should be student - oriented and make full use of students' autonomous

learning time. Second, optimize classroom activities, teach students in accordance with their aptitudes, and ensure that every student has learning opportunities. Third, strengthen classroom management, ensure discipline, and improve the efficiency of time utilization. In general, scientific time management is crucial for improving the teaching quality of junior high school English. Teachers should continuously optimize classroom designs and flexibly respond to different situations to better serve students' learning.

References

- [1] Jia Xue, Song Yan. Journal of Sichuan Polytechnic, 2022, 32 (02): 25-28.
- [2] Luo Xiaoqing. Guangxi Normal University, 2020.
- [3] Sun Dandan. The current situation and optimization strategy of teaching time in primary school mathematics classroom[J]. Western Quality Education, 2022,8(03):196-198.
- [4] Lie, Jin Yule. Problems and improvement of time management in junior high school classroom[J].China Education Journal, 2008,(04):45-48.
- [5] Luo Shasha, Zheng Jiafu. The dilemma and countermeasures of high school teachers' classroom teaching time management [J]. Educational Exploration, 2017,(03):26-30.
- [6] Li Dequan, Yang Zhengqiang. On the Classroom Teaching Time Management Strategy[J].Course. Teaching materials. Sharia, 2014,34(03):26-31.