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Exploring the Problems and Optimization Strategies of Class Teacher Management in Primary Schools

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Abstract: It is well known that the management of classroom teachers is of great significance to the building of classroom communities and the proper functioning of school affairs. The class teacher is not only the manager of the daily operation of the class, but also the facilitator of students' learning and healthy growth. However, in the actual practice of education and teaching, there are still many shortcomings in the classroom management of class teachers. This paper attempts to analyses the strategies of classroom teachers' management and improve the quality of their daily management through the interpretation of the meaningful value of classroom teachers' management and the analysis of problems in the process of classroom teachers' management.

Keywords: Classroom Management; Problems; Strategies.

1. Explanation of the Meaningful Value of Classroom Management in Primary Schools

Classroom management in primary schools mainly involves understanding and studying students, assessing their conduct, organizing and nurturing the classroom community and so on. In school life, the most direct impact of the management of primary school class teachers, whether good or bad, must fall on the students, and the impact on them must be the most direct. By combing through the research on the significance of classroom management by class teachers, different scholars have their own views: some scholars believe that scientific management methods and management concepts can not only develop students' abilities and intelligence, but also cultivate their own Some scholars believe that scientific management methods and management concepts not only develop students' abilities and intelligence, but also develop students' own sense of responsibility and improve their personal qualities. Some scholars believe that classroom teachers are not only the managers of the classroom but also the instigators of students' moral cultivation, and that the effective meaning of classroom teachers' work lies in helping students to establish good qualities; moreover, in the process of classroom management, if the teacher's classroom management methods are scientific, it is inevitable that they respect the students' subject status and therefore can promote the formation of a good relationship between teachers and students. If the system construction in classroom management is humanistic, it is more conducive to the formation of students' emotional world. Some scholars believe that the management style of the classroom teacher will have an impact on the quality of student learning. It is well known that there are authoritarian, democratic and permissive classroom management styles, and he believes that a democratic management style that respects the subjective status of students is a more scientific and healthy management style, so that students' interest in learning and even their ability will be enhanced, which will naturally improve the quality of student learning. Other scholars believe that the current educational environment is complex and that classroom teachers are indispensable for building a bridge between home and school, and that good classroom teacher management is conducive to the formation of home-school cooperation.

In summary, it is easy to see that classroom management is of vital importance. A scientific approach to management will have an impact not only on students' academic performance, but also on the formation of their character, their personal qualities and their growth and development. Of course, this influence is not only reflected in the students, but also in the parents, and a good management style is conducive to home-school cooperation.

2. Problems in the Classroom Management Process of Primary School Class Teachers

2.1. The Times Gap in Classroom Teacher Management Philosophy

Firstly, the class teacher is in an absolute leadership position. The traditional classroom management philosophy considers the classroom teacher to be the absolute leader of the class, and that everything is subject to the classroom teacher's direction. Students are put in a position of passive participation and their feelings are not taken into account at all. This inhibits students' motivation to participate in classroom management. Secondly, and in the belief that students are immature, they are treated as 'children' rather than as independent thinking individuals who can only do what the teacher tells them to do. Some classroom teachers do not see classroom management from the children's point of view, and children are left to passively accept classroom management rules.[5] The new era has put forward new requirements for the classroom teacher's management philosophy, such as the classroom teacher should have the concept of effectiveness, democratic style, rich ideological cultivation, etc., good at using the materialistic dialectic method, not to "see the students as dead and flat", take the initiative to examine and reflect on their own aspects, recognize that work cannot be done once and for all, rush to achieve, work with students The teacher is always on an equal footing with the students, loves them and is good at

coordinating all aspects of their work.

2.2. Stereotypical Single Classroom Teacher Management Model

Firstly, the classroom teacher has a single leadership style. There are three types of leadership models for classroom management: authoritative, permissive and democratic. The authoritative leadership model is characterized by the teacher "saying no" and the class teacher using his or her authority to suppress students, and when students do not obey, they will take corporal punishment and other means; while the indulgent model is the other extreme, the indulgent leadership model is characterized by the teacher taking a laissez-faire "Buddhist" attitude towards class management. "The indulgent leadership model is characterized by the teacher adopting a permissive 'Buddhist' attitude to classroom management and giving students a free hand when problems arise. The democratic leadership model respects students' opinions and subjectivity as much as possible. By describing the characteristics of the three modes of management we can easily see that the authoritative and permissive modes of management are unscientific. However, in educational practice, most teachers use the authoritative model of management. In contrast to the permissive model, because most teachers are still responsible and do not leave their students unattended. In contrast to democratic classroom management, authoritative classroom management is more efficient, disciplines students' behavior, disciplines students in a short time and improves classroom management efficiency in a short time. But true discipline does not depend on the external discipline of the classroom teacher, but on the internalization of discipline by the students.

In the primary school classroom management model, a number of class members are usually selected, and these are changed at least once a term and are therefore relatively fixed. In the long run, class members are likely to become detached from the general student body and this management model is not conducive to teachers listening to the students' voices. In the case of authoritative classroom management, the class members will inevitably also adopt a coercive management style to help the teacher manage the class. If there are students who are less able to control themselves, they will not like the authoritative management style of the class committee and the class teacher, and will therefore become rebellious, which will not only make class management ineffective, but will also lead to a deterioration in the relationship between students.

2.3. Lack of Experience in Daily Communication among Classroom Teachers

Communication is the conveyance of information between the two parties, the sender and the receiver of the information. Teacher-student communication is the link between the classroom teacher and the classroom management. With effective communication, both teachers and students can fully exchange their views. Some teachers ignore the views of their students. For example, some classroom teachers are young and have little experience in classroom management, so they do not have good classroom management skills, and they neglect to communicate with students in order to make results in classroom management and establish teacher prestige as soon as possible. In the long run, this will create a sense of distance between the teacher and the students. Not only will this cause a deterioration in the teacher-student relationship, but it will also make classroom management difficult to see results. Other teachers do not master the art of communication, and do not treat problem students in an appropriate manner. Instead, words hurt. Although the class teacher's starting point is good, in order to help the problem student to change his or her bad habits, it is necessary for the class teacher to adopt the appropriate art of language in order to get twice the result with half the effort. Language hurts, although it is a soft hurt, but it stabs the students in the heart.

Parents, like teachers, have always played an important role in the learning and growth and development of their students, so contact between class teachers and parents is essential. However, some teachers neglect to communicate effectively with parents, and even when they do, it may be because the student has got into trouble and the teacher has complained to the parents and asked them to discipline their children properly, rather than communicating with them to find out why the student is having problems.

3. Exploring the Strategies of Classroom Management for Primary School Class Teachers

3.1. Classroom Teachers Should Keep Their Management Philosophy Up-to-Date

Classroom teachers must update their classroom management philosophy in the process of classroom management. The traditional classroom management philosophy goes against the nature of students and has a negative impact on their learning and development. Firstly, the class teacher must respect the students' main position and fully respect their opinions in the management process, instead of the teacher asking the students to do something, a more humane class management model should be adopted.[5] Secondly, class teachers must realize that the higher level of classroom management is the self-management of students. Students' sense of self-management should be stimulated. The teacher should try every possible means to mobilize students' enthusiasm, cultivate students' strong sense of independence, self-management and self-management ability, and gradually complete the transition from teacher management to student management, with the class teacher only playing the role of a good guide and coordinator. Class teachers have to continuously improve their management level. Some of the management ideas of class teachers are likely to be heartfelt and therefore difficult to realize. If class teachers can improve their own management level and carry out management in response to the actual situation of the class, this will enable them to better manage the class in a real way. This requires teachers to be able to keep learning new management ideas according to the times, to learn more about classroom management examples, and to combine their theoretical knowledge with the actual classroom situation.

3.2. Classroom Teachers Should Insist on Diversified and Innovative Management Models

The traditional way of classroom management is that the class teacher manages the class according to his or her own way or with his or her own authority. This is a classroom management process in which many students do not recognize the teacher's management style and therefore

become defiant. The class teacher should adopt a brainstorming approach to management and involve students in class management, which will allow the class teacher to easily understand the students' ideas in order to make class management easier and more democratic. For example, before making decisions, class teachers can ask students to write down their ideas anonymously on slips of paper. After reading the slips of paper, the teacher will determine the appropriate class management plan according to the students' ideas, which will make the class management measures more democratic and more likely to be supported by students.

Innovative changes to the classroom management model are also required in the classroom management process. Class members are small helpers who assist the class teacher in carrying out class management. Firstly, in the appointment of class members, grades should not be used as the criterion for selecting class members, and students who are responsible and love the class should be appointed as class members. Secondly, in terms of the rotation of class members, we should overcome the two extremes, neither too frequent replacement nor rare replacement for a long time. For example, a class can be divided into several groups, and each group is assigned a group leader, who is replaceable for a month, and group members have the possibility to be group leaders. The group leader can convey the group members' opinions or suggestions on class management to the class committee, who can then convey them to the class teacher. Finally, the class members should develop a sense of service to the students and the class in their minds, and should not be complacent because they are class members.

3.3. Classroom Teachers Should Take the Initiative to Enrich Their Communication Skills

In the classroom management process, classroom teachers need to improve their communication, communication skills and carry out positive and effective communication with students and parents. Firstly, class teachers should improve their communication skills and master the art of speaking. It is important to take advantage of the situation, follow the instructions, and not use language that is sarcastic to students. Especially for depressed students who make mistakes, they should adopt a euphemistic approach to remind students, not directly, and fully respect the character traits of students. Secondly, students' opinions should be fully respected. Respect is a prerequisite for effective communication. As a teacher, you must put yourself on an equal footing with your students, rather than simply lecturing them through dialogue, and treat communication as a process of emotional exchange. Again, the teacher must listen carefully and not interrupt at will, giving students the opportunity to fully express their ideas and should not use their own subjective judgement to force students to accept their ideas. Finally, it is important to take the right approach to communication with parents. Respect for parents is also a prerequisite for effective communication with them. Communication with parents should also be conducted on an equal footing, and communication between classroom teachers and parents is not simply a matter of saying orders or making demands. In general, class teachers contact parents only after a student has got into trouble, but this is actually a misconception.

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