

Teacher's Goal Setting for Classroom Leadership and Their Teaching Performance Towards Improved Instruction

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Abstract: Teacher leadership is the power of teachers through their own elements, such as teachers' tradition, position and seniority factors; Non-power elements, such as the teacher's own knowledge, ability, character and emotion, slowly affect the ability of other members of the school to achieve the common goal. It includes leadership outside the classroom and leadership inside the classroom. Teacher leadership based on classroom teaching is mainly influenced by teachers' non-power elements, that is, teachers influence students' ability to achieve teaching goals through their own knowledge, ability, character and emotion in classroom teaching. On the one hand, improving teachers' leadership is conducive to teachers' self-improvement, on the other hand, it can promote students' all-round development.

Keywords: Goal Setting; Classroom Leadership; Improved Instruction

Introduction

Classroom is an important place for students to learn, and the quality of classroom teaching will directly affect the learning effect of students. However, inefficient teaching exists in primary, secondary and even university classrooms. For example, teachers teach hard, students learn very tired, but students do not get due progress and development; Students' class attendance rate is low, participation consciousness is not high, and even some students read novels, talk, sleep and so on in class. Teachers are the organizers and participants of the whole teaching activities, and they have unshirkable responsibilities for inefficient teaching. Therefore, this paper attempts to analyze the relationship between teacher leadership and teaching improvement from the perspective of teachers.

1. Aspects of teachers' classroom leadership performance

Leadership is a kind of influence, its essence is a kind of ability to change, everyone has potential and real leadership. Teacher's leadership, it is not only the ability to lead or as a leader in some capacity, but the embodiment of the teachers' sense of direction and sense of worth, it is a kind of changing oneself and students, encourage the ability of the teachers and students grow together, the key is to stand on the position of students effectively help students grow rapidly, is the identity of the organizers and leaders to meet and lead the students to complete the set goals^[1].

1.1 The ability to understand textbooks

The ability of transparent teaching materials is the basic requirement for teachers' leadership. Transparent teaching materials and understanding teaching materials are the basis of preparing good lessons and the premise of good lessons. Is based on the study and master the teaching outline, combined with the student's knowledge and ability level, and the need of social reality and the life actual, carefully tailored to the content of the teaching material, carding and adjustment, including the combination of the arrangement of the structure, system, content, interpretation should increase or decrease, practice to explore, class hour distribution adjustment, etc. It should be adjusted according to the actual situation of the classroom, such as students' cognitive level, cognitive law and cognitive degree. The transparent teaching material must also be carried out on the basis of understanding students, only clear students' knowledge level, cognitive level, acceptance ability, cognitive

differences, in order to reform the teaching material according to the actual situation of students, take its essence to discard its dross, in order to better determine the key and difficult points, complete the teaching task successfully.

1.2 Ability to organize classroom teaching

Organization of classroom teaching ability is the basic requirement of effective teaching, classroom teaching activity is not only a cognitive process, but also the process of interaction between students and teachers, teacher is not only a imparter of knowledge, solutions, and is the facilitator of knowledge, guide, students is not only the knowledge of the recipient, copy, and is the discoverer, users, the creator of knowledge.

1.3 Classroom teaching strain ability

Classroom teaching is not only a process for students to acquire knowledge, but also a process for students to construct, expand and generate knowledge and ability. Teachers' adaptability in classroom teaching, especially the ability to adjust the preset and dynamically generate the preset in classroom teaching, is an important factor to improve the efficiency of classroom teaching. The presupposition of the teaching process refers to the teacher' s overall planning and design of the classroom teaching before class, while the generation of the teaching process refers to the new understanding or conclusion that students gradually construct through the interaction between teachers and classmates in the teaching process, such as learning experience, experience, results, etc.

2. Teacher leadership and Improving teaching

The role of the traditional teacher is to guide the knowledge learning, implement the course materials, education and teaching manager. In the new course teaching, teachers become the organizer, guide and cooperator of classroom teaching. As an organizer, teachers help students determine the learning content, guide students to find the best way to learn, guide students to form good learning habits, create a vivid and effective learning situation, induce students' learning initiative, and serve for students' learning. As a guide, the teacher is the bridge and link between learning and textbooks. In teaching activities, the teacher gives play to his intelligence and wisdom to stand at a certain height, leading students into the textbook, the book read thick, thick and then read thin, giving students a relatively large space for thinking, guiding students to master knowledge. Teachers, as a partner to go into the students' learning activities, and students study together, to explore, to listen, in the process of participation, teach students to learn and communication skills, implement classroom interaction in the true sense, create real democracy, equality, comfortable and harmonious learning environment, let the students feel in the environment is harmonious, safe, free to move, Can have an equal dialogue with classmates, teachers, and even textbooks.

2.1 The teacher penetrates the teaching material power and improves the teaching

The so-called "transparent textbook" means to understand the textbook thoroughly. Teachers should have a comprehensive and specific, comprehensive and detailed, overall and partial, high and basic understanding and mastery of the subject knowledge they teach. Master the teaching materials in a general way, understand the knowledge content system of the whole learning period in high school or junior high school, grasp the knowledge structure of each grade, grasp the content of each chapter, do have a clear mind, and make the teaching goal clear; Part of the detailed mastery of each chapter of the specific teaching content is the guarantee of the completion of teaching objectives. New curriculum puts forward the knowledge and ability, process and method, emotional attitude and values of 3 d object, three dimensional goal of the first target is the knowledge and ability, knowledge is the foundation, and left far from ability and the quality enhancement of knowledge, ability is in the process of knowledge, internalization, utilization, and quality is the accumulation of knowledge and sublimation. Let students understand knowledge, master knowledge, learn knowledge, teachers grasp knowledge is the premise. To grasp teaching materials from a certain height means that teachers should make good use of teaching materials from the perspective of students' future development, jump out of their grade and learning period, combine teaching materials

with the development of science and technology and society, combine teaching materials with today's life, promote students to put what they have learned into practice, and cultivate students' innovative thinking and innovative ability. Transparent teaching materials must also understand students, find out the knowledge and ability of students, grasp the degree of students' cognition. Understanding students and fully considering their reasonable development needs is conducive to promoting students to learn systematic knowledge step by step, systematically and completely, developing ability and improving classroom efficiency.

2.2 The organizing power of teachers' classroom teaching and improving teaching

The quality of a class, the realization of teachers' classroom teaching design, and the efficiency of classroom teaching depend on the organization of classroom teaching, so the organization of teachers' classroom teaching is very important. Organization is a comprehensive force that integrates command, control, appeal, cohesion and coordination. Organization is different from control. In traditional classroom teaching, teachers often take the position of authority to give orders, which is control. Good classroom teaching organization can straighten out the classroom teaching order, mobilize students' enthusiasm for learning, stimulate students' inner learning motivation, active participation and positive thinking. Teachers' organizing ability of classroom teaching first depends on teachers' language expression ability. Good teaching language can not only accurately convey the information and content of teaching, but also stimulate students' interest in learning, arouse students' enthusiasm and initiative in learning, make students participate in teaching activities better and more consciously, achieve the organic combination of teaching and learning, and improve the efficiency of classroom teaching. The teaching process is a bilateral activity process of teaching and learning. Without the teaching of teachers or the learning of students, the teaching process will not be complete. The organization of classroom teaching directly affects the teaching and learning efficiency. With the change of the new curriculum objectives, the relationship between teachers and students has changed accordingly. The teacher-student relationship is no longer the traditional unidirectional teacher-student relationship of lecturing and listening, active and passive. The new teacher-student relationship should be a new type of active cooperation and bilateral interaction based on democracy, equality, understanding and respect. Teachers from the knowledge disseminator into mentor, personal knowledge, emotion, experience, the values will be activated, will increase the proportion of teachers and students interact to produce new knowledge, the teacher is not only the knowledge dissemination intermediary, or student learning source and guide, the teacher should by knowledge disseminator, porters to promoters and director of the teaching process. Teachers change from managers of student learning into cooperators. The new curriculum advocates the learning methods of autonomy, cooperation and inquiry, so that students can acquire the autonomy and initiative of learning and become the master of learning. In the whole process of learning, teachers should play a leading role in equality, provide support and services for students' learning, and create a learning platform for communication and cooperation.

3. Conclusion

With the progress of The Times, people pay more and more attention to education, and the requirements for teachers are also higher and higher. Someone said "there is no bad students, only will not teach the teacher", this sentence has certain rationality, at least, points out that the teacher has great influence to the student, it also suggests that in order to develop the comprehensive development of students, teachers should constantly improve the self, change teaching idea, be a leader of student, give full play to teachers' leadership. Teacher leadership is essential in the classroom teaching, teacher leadership is based on classroom teaching students because teachers' knowledge, ability, character and emotion to the teacher's respect, convincing and affinity, and on the basis of the formation of a conviction, attraction and cohesion, the role of it for students to create more extensive, lasting and effective than the general teachers. The classroom that gives full play to teacher leadership should be like this: teachers and students share the same learning vision, teachers can formulate accurate and reasonable teaching goals, teachers invest sincere feelings, teachers have the noble character of being a teacher, classroom interaction is effective and in-depth, teachers reasonably control teaching time and teaching resources, and teachers have teaching wit.

These are the concrete embodiment of teachers' leadership in classroom teaching, but the general lack of teachers' leadership leads to students' inability to agree with them intellectually and get close to them emotionally. In order to realize the development of teachers, but also the all-round development of students' body and mind, teachers should work hard, constantly improve themselves, to achieve self-value.

References

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