

# A Study of Behavior Management of Common Classroom Problems for Lower Primary School Students

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**Abstract:** The problem behavior of primary and secondary school students in the classroom directly affects the quality of classroom teaching. Studies have shown that problem behavior in the classroom of elementary school students can have many adverse effects on teachers' classroom teaching and student development. As a teacher, managing students' classroom problem behaviors is one of the trickiest things to do and a major source of professional stress. Therefore, the author adopts questionnaire survey method, observation method and literature research method to investigate from multiple dimensions, and puts forward some methods and strategies for behavior management of common problems in the classroom of younger students.

**Keywords:** Junior students; Common problems; Behavior; Management research

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## 1. Introduction

The classroom is the main place where teachers teach and students learn. In the lower primary school students, the learning requirements and environment have changed greatly compared with before, and students need a certain amount of time to adapt to school life, so problem behaviors are common in the lower primary classrooms. Therefore, how to effectively help lower students correct classroom problem behaviors is worth exploring and studying. Therefore, the research on the current situation of classroom problem behavior and teacher management strategy of lower primary school students can further enrich and expand the research on solving students' classroom problem behavior and improving teachers' classroom management, so as to stimulate front-line teachers to pay attention to classroom problem behavior, learn relevant classroom management theories and reflect on practice.

### 1.1 Research Background and Significance

Lower grade students are in a young period in terms of physical development and thinking development, attention is easily distracted, and mood swings are large, self-control is worse than senior students, it is difficult to discipline themselves in accordance with the teacher's classroom behavior norms, so the classroom problem behavior of younger students is quite prominent. Therefore, this paper selects younger students for research, which is conducive to further deepening the theoretical research on the classroom problem behavior of younger students, and enriching the countermeasures to improve the problem behavior of students in the classroom. This study explores the causes of classroom problem behaviors and proposes targeted improvement countermeasures by understanding the current situation of classroom problem behaviors of younger students. From the perspective of teachers, it is conducive to teachers deepening their understanding of classroom problem behaviors and enriching the methods for improving classroom problem behaviors.

## 2. Effective Management of Coping Strategies for Common Classroom Behaviors of Younger Primary School Students

### 2.1 Formulating and Implementing Classroom Behavior Norms Around "Classroom Problem Behaviors"

#### 2.1.1 With the Theme of "Classroom Problem Behavior", formulating Clear Classroom Behavior Norms

A good class spirit and order is based on the discipline and norms of the class, which students must know what behaviors can and cannot be done in the classroom, so for younger friends.

It is important that you have a sense of classroom norms. The cognitive development of students in the lower grades is not yet perfect, so it is a bit difficult to get them to participate in the formulation of norms at first, and after discussing with the classroom teacher, they

can follow it

Their level of development and characteristics develop classroom behavioral norms. Due to the limited cognitive level of low-level primary school students, there may be situations where they cannot understand some behavioral regulations, at this time teachers can give full play to the role of multimedia, through the form of picture display and animation playback, the behavior norms are intuitive and visualized, so that students can understand the specific performance of problem behavior, and emphasize that such behavior is wrong and not allowed in the classroom, and can also let students say what are the impact and consequences of these problem behaviors, and finally the teacher will organize the students' answers into rules and advocate everyone to abide by them.

If the classroom code of conduct is not effectively implemented, it is a waste paper pasted on the wall, so the establishment of the classroom code of conduct does not mean that it is done, more importantly, how to make the classroom norms deeply rooted in the hearts of the people, penetrate into the students, and take root in the hearts of each student, this process requires teachers to spend a lot of time constantly repeating, emphasizing, let students know the normative system, when students internalize the rules, there will be a "tacit understanding" between teachers and students. Flexibly deal with new problems and adjust classroom behavior students are constantly evolving, with some classroom problem behaviors occurring more frequently at the beginning of the semester, others concentrated at the end of the semester, and some classroom problem behaviors occurring more frequently in grade 1 and may decrease dramatically in grade 2. The classroom problem behavior of students in different grades and different periods of time is different, so the formulation of classroom behavior norms is a dynamic process that is constantly changing, and in view of the problems that arise and the actual situation of students' classrooms, continuous adjustment, change, revision and reflection can formulate effective classroom norms, promote classroom learning in a better direction, and achieve the purpose of student development.

## **2.2 Strengthening Teacher Collaboration and Home-School Communication to Achieve the Goal of Educating People**

### **2.2.1 Interpreting the Needs of Problem Students and Improve the Pertinence of Classroom Problem Behavior Management**

When teachers manage students' classroom problem behaviors, they should regard students as the main body of management, students are subjective, active, and living individuals, and teachers should fully respect students' wishes and personality development in the process of management. First of all, teachers should take the initiative to establish good interpersonal relationships with students, take the initiative to communicate with students, and establish an equal and harmonious teacher-student relationship. In the classroom, teachers should timely and effectively intervene and stop students' classroom problem behaviors, but this does not mean that the problem solving is completed. After class, be sure to understand the reasons why students frequently have classroom problems, understand what happened and the psychological state of students. If teachers do not understand the reasons behind students' classroom problem behaviors, they adopt some more drastic management measures for students, which is easy to cause students' resistance and may lead to more serious problem behaviors. Only by understanding the reasons for the frequent occurrence of students' problem behaviors can we take the right treatment and take active and effective solutions. Secondly, after understanding the facts, adopt positive and practical methods to change the current situation of students, adjust students' psychological state, and sometimes a positive look, a short word of encouragement, and an opportunity to speak can change students' problem behavior. Finally, teachers should fully trust students, look at students with a developmental perspective, boldly delegate power to students for self-management, create an equal and harmonious teacher-student relationship, win the respect of students, and consciously obey management.

### **2.3 Clarifying Management Requirements Among Teachers and Maintain the Sustainability of Classroom Problem Behavior Management**

Classroom teaching is jointly completed by class teachers and subject teachers, so the management of students' classroom problem behaviors should also be jointly undertaken by the two, if the class teacher is the leader of student problem behavior management, then the subject teacher is a strong support for student problem behavior management. On the one hand, if only the class teacher is responsible for the management of students' classroom problem behavior, the workload and time required by the class teacher will be greatly increased, which will not only bring excessive burden to the class teacher, but also affect the management effect. On the other hand, if the classroom norms jointly formulated by teachers and students are only implemented in the class teacher's classroom, but not implemented in the classroom of other teachers, and the norms cannot be effectively implemented, in the long run, students will confuse the rules and neglect to implement them, resulting in a great reduction in the management effect of classroom behavior norms, and will make students

resistant to class teachers and classroom norms. Therefore, the subject teachers themselves should also change their management attitude, enhance management awareness, communicate between the subject teachers and class teachers in a timely manner, have a unified identification and implementation of classroom norms, keep pace in step, and let students clearly abide by the classroom behavior norms no matter which teacher is in the classroom.

### 3. Conclusion

Due to the immaturity of students' physical and mental development, classroom problem behaviors are unavoidable in primary school, teachers must face and manage problems, and students' problem behaviors are easily affected by the environment, teachers and other factors, so they are often unpredictable and accidental. This makes it more difficult for teachers to manage students, which puts forward higher and newer requirements for teachers' management methods and management attitudes, and requires teachers to pay more time, effort and wisdom. By investigating and analyzing the common classroom behaviors of younger primary school students, this study puts forward relevant suggestions for the common classroom behaviors of young primary school students. Due to the limited scope of the investigation conducted by the author, it is inevitable that there will be omissions. In the future, research in this area will be more comprehensive and rigorous.

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