

Exploring the Management of High School Classroom Teaching under the Background of the New College Entrance Examination

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Abstract: The comprehensive reform of the college entrance examination is a profound transformation in the field of education in China. In the comprehensive reform of the college entrance examination, course selection and class arrangement is the core link of the reform of the examination and enrollment system. It is a fundamental change in the talent selection methods of universities and an important measure to implement the fundamental task of cultivating morality and talent. How to scientifically arrange teaching content to maximize learning benefits for students within a limited time has become a focus of attention for the education department. The article analyzes the problems and confusions in the implementation process of course selection and classroom teaching, and proposes measures to optimize course selection and classroom teaching.

Keywords: New college entrance examination; Selecting courses and taking classes; Teaching management

Class walking is an important teaching reform under the background of the new college entrance examination. It is not only a new teaching model under the new college entrance examination policy, but also an important content of deepening the reform of basic education curriculum. With the continuous implementation and deepening of the “double reduction” policy, course selection and classroom teaching has become a hot topic of concern for school leaders, subject teachers, and even various sectors of society. To meet the personalized development of students and the future talent needs of society, we should start with optimizing the teaching mode of high school education and actively promote the reform of course selection and class teaching.

Class based teaching is a new type of educational model that breaks the limitations of traditional fixed classes and allows students to freely choose subjects based on their interests and strengths. This educational model not only helps to reduce subject discrimination and promote educational equity, but also allows students to interact with more teachers and classmates, broaden their horizons, and improve their overall quality. Class based teaching helps to reduce disciplinary discrimination. In traditional education, some subjects are considered as “main subjects” while others are considered as “secondary subjects”, which often leads to varying degrees of emphasis on different subjects by students. The class based teaching system allows students to freely choose subjects based on their interests and strengths, allowing them to treat different subjects more equally and reducing disciplinary discrimination.

(1) Establish a sound management system

Schools should establish a sound management system to ensure the standardization and scientificity of class based teaching. Firstly, clarify the objectives, principles, and processes of the class based teaching system, including how to arrange courses, manage students, and evaluate teaching quality. These regulations must be clear and understandable, so that all relevant personnel can understand and comply with them. At the same time, schools should also establish corresponding supervision mechanisms to supervise and evaluate class based teaching, including regular inspections of teaching plans, curriculum settings, teaching quality, etc., to ensure that teaching meets the school’s requirements and standards. If problems are found, the supervision mechanism should report them in a timely manner and take corresponding measures to solve them. In addition, schools should strengthen the training and management of teachers, enhance their professional competence and teaching ability. Teachers should understand the characteristics and requirements of the class based teaching system, master corresponding teaching methods and skills, and ensure teaching quality. Finally, schools should establish effective feedback mechanisms to enable students and parents to provide timely feedback on teaching situations, propose improvement suggestions and suggestions. This helps schools to continuously understand the problems and shortcomings in teaching and take corresponding measures to improve.

(2) Strengthen the construction of the teaching staff

Teachers are one of the key factors in the classroom teaching system, and their professional competence and teaching ability directly affect the learning effectiveness and growth of students. Therefore, high schools should strengthen the construction of the teaching team and enhance the professional competence and teaching ability of teachers. Firstly, strengthen the training and further education of teachers, enhance their professional competence, including updating subject knowledge, improving educational teaching methods, and learning educational psychology. Through regular training and further education, teachers can continuously update their knowledge and skills, improve their teaching level and abilities. Secondly, encourage communication and cooperation among teachers, promote mutual learning and progress among teachers, and exchange among teachers can include sharing teaching experience, exploring teaching methods, and sharing teaching resources. Through communication and cooperation, teachers can learn from each other, learn from each other, and jointly improve their teaching level and abilities. In addition, establish an evaluation and incentive mechanism for teachers to stimulate their work enthusiasm and enthusiasm. Evaluation can include student evaluations of teachers, peer evaluations among teachers, and evaluations from school leaders. The evaluation results should be promptly feedback to teachers, helping them understand their strengths and weaknesses and improve their teaching work. At the same time, schools should also establish corresponding incentive mechanisms to encourage teachers to continuously improve their teaching level and abilities.

(3) Implementing personalized teaching

Class based teaching is a student-centered teaching method that emphasizes personalized teaching based on the actual situation and needs of students. The school implements “course selection and class arrangement” in the high school department, setting up a total of 135 teaching modules in three categories: compulsory, elective, and comprehensive practice, and stratifying them based on difficulty levels. At the same time, when choosing courses, students need to comprehensively consider the advantages of the subject, interests in their profession, tendencies in their abilities, the advantages of the school, and the needs of society. Choosing subjects related to one’s career planning can better unleash one’s potential and contribute to future development. For the preferred subject, students should choose courses rationally based on their professional interests and subject abilities. For re selecting subjects, factors such as professional interests, subject abilities, subject rankings, and exam subject scheduling can be considered. The “3+1+2” course selection and class teaching model not only provides students with more choices, but also poses new challenges to their subject selection ability and career planning awareness. For first-year high school students, the school uses up to a month to help them analyze and position themselves, understand social professions, analyze academic majors, and simulate course selection combinations. How to make scientific decisions is very important. Students have already experienced a month of high school learning and life, combined with their own interests, to better understand relevant policies and help individuals make scientific decisions.

(4) Strengthen student management

Students are one of the main subjects of the classroom teaching system, and their learning status and behavior are directly related to the quality and effectiveness of teaching. Therefore, schools should strengthen student management, establish a sound student management system, regulate student behavior and learning attitudes. Firstly, schools should establish a sound student management system, including regulations on student discipline, attendance, exams, etc. The regulations should be clear, specific, easy to operate, and strictly enforced; Schools should also establish student files to record their learning and behavioral performance, promptly identify problems, and take corresponding measures. Secondly, schools should strengthen students’ ideological education and psychological counseling. Classroom teaching may bring some psychological pressure and confusion, such as subject difficulty, learning progress, and student relationships. Schools should help students establish correct values and learning perspectives, enhance self-confidence and adaptability through ideological education and psychological counseling. In addition, schools should also focus on cultivating students’ self-learning and self-management abilities. Class based teaching requires students to have higher self-learning and self-management abilities, as they need to arrange their own learning time and progress, and solve problems encountered in learning on their own. Schools can help students improve their abilities through various forms

of self-directed learning activities and self-management training.

Finally, schools should strengthen communication and cooperation with parents. Parents are one of the important influencing factors for the growth of students. Schools should maintain close contact with parents, provide timely feedback on their learning situation and behavioral performance, and jointly pay attention to their growth and development.

Course selection and classroom teaching are the necessary paths for teaching innovation in the context of the new college entrance examination. From a holistic perspective, the “walking class system” teaching model can better meet the talent needs of modern social science and technology development, giving students full autonomy and allowing them to make choices based on their own interests and strengths regarding their college entrance examination subjects and future career choices. Therefore, in order to achieve personalized development of students and meet social needs, we should start with optimizing the teaching mode of high school education and promote the reform of course selection and class teaching.

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