

Research on Strategies to Improve the Effectiveness of Middle School Class Management under the New Situation

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Abstract: As an important component of the teaching process, class management plays an important role that cannot be ignored. The traditional class management methods can no longer meet the requirements of the current education reform. The new curriculum reform requires the implementation of the teaching concept of “student-centered”. Class teachers should always apply this concept and principle to class management and strive to do a good job in class management. Based on this, this article analyzes and explores effective strategies for improving middle school class management.

Keywords: class management; junior high school Effective strategy

The responsibility of a homeroom teacher is not only to teach, but also to focus more on “educating people”. The homeroom teacher is like the ‘second parent’ of students, responsible for their lives and caring for their growth. To better promote the comprehensive growth of students, class teachers must start from an objective environment, take students as the main body, and promote their comprehensive growth through comprehensive management of the class. Through this approach, students can grow comprehensively under the influence of a good objective environment, and also under the guidance of teachers, better reflecting the effectiveness of teaching implementation. In the new curriculum reform, class teachers should focus on students, apply appropriate class management methods based on their specific situations, guide students on the right path, and establish correct life values.

1. Student centered class management concept

In the new situation of education, as the organizer and manager of the class collective, the class teacher should apply the student-centered class management concept to class management. In this situation, the homeroom teacher can better mobilize students’ subjective initiative. This requires the homeroom teacher to pay attention to analyzing students’ learning experiences, communicate with them in an equal manner, and encourage students to ask the homeroom teacher questions about their doubts during the learning process, in order to receive timely answers. In addition, the student-centered teaching philosophy can help students strengthen their thinking and improve their innovative thinking abilities. At the same time, if a homeroom teacher wants to manage the classroom with a student-centered teaching philosophy, they must apply management skills, understand the needs and preferences of each student, and adopt different evaluation methods in the face of different subjects, in order to enable students to achieve comprehensive development. In class management activities, not only should we focus on imparting subject knowledge to students, but more importantly, we should consciously cultivate students’ moral qualities through the teaching of textbook knowledge, and guide them to establish a correct outlook on life, values, and the world. Adhere to the educational nature of teaching and strive to improve students’ humanistic literacy and moral awareness.

2. Current Situation of Middle School Class Management

The lack of student subjectivity in the class. Middle school class management should pay more attention to the subject status of students, allowing them to fully immerse themselves in class management during this stage of development, thus laying the foundation for improving class cohesion and students’ comprehensive literacy. However, currently, most homeroom teachers are still quite serious in managing students, always considering themselves as representatives of authority. In order to give themselves more authority and discourse power in class management, strict methods are generally adopted for class management. This behavior is a reflection of neglecting students’ subjective status. Over time, students’ subjective status will no longer exist, and class management work will become increasingly difficult and difficult to carry out smoothly.

Class activities are too formal. Class activities are an important component of class management and an effective way to promote student development and improve the effectiveness of class management. However, in actual class activities, the class teacher’s organization and management of the activities are not in place, often with ideas such as “responding to the call” and “ensuring student safety”. These ideas often overlook the subjectivity of students, the activities become mere formality, and students participate very little, resulting in the meaning and purpose of class activities being unable to be implemented, affecting students’ level of collective education.

The content of class management is too one-sided. For a long time, under the influence of traditional teaching, grades have become the “yardstick” of class management, and the pursuit of grades and enrollment rates has become the main goals of class management. When

evaluating students, they are always evaluated based on their academic performance, neglecting their physical and mental development. If one-sided class management is not changed, the development of students' moral, intellectual, physical, aesthetic, and labor skills will be severely affected, and even limit their ability to innovate and develop their personalities. Overall, class management activities are not scientific and do not contribute to the achievement of educational goals.

3. Effective Strategies for Improving the Quality of Middle School Class Management

Establish common values and unite the class collective. If we want all students to enjoy the fun of learning, we must find a breakthrough from the students, establish a good class atmosphere and style, cultivate students' sense of collective responsibility, and improve class cohesion and Centripetal force. For example, a homeroom teacher can guide students to set goals, including personal goals and shared beliefs in the class, and think about how to strive to achieve this goal, thereby achieving continuous efforts and improvement for students. In addition, the homeroom teacher should guide students to establish their own stage goals and life dreams, encourage students to overcome difficulties and challenges, help students gain a sense of achievement in the process of constantly approaching their goals, improve their academic performance knowledge, thereby increasing class cooperation and strength, and achieving the goal of establishing an excellent class collective.

Give full play to students' subjectivity and exercise their self-management. Self management is not about letting students go, but about setting up class cadres in a reasonable manner. Class cadres can serve as communication links between students and their homeroom teachers, thereby fully exerting the students' main role under the guidance of their homeroom teachers. In the construction of the class cadre team, the class teacher should focus on the following aspects: first, optimizing the selection method, second, clarifying the responsibilities of class cadres, and third, strengthening the training of class cadres. Establishing a class cadre team can serve as a powerful helper for the class teacher to assist in daily class management .

Establish an assessment system to standardize class management. In the long-term development process of the class, specific and strict rules and regulations can not only encourage students to engage in independent management, but also improve their self-restraint ability. To establish management systems through democratic means, it is necessary to strengthen communication with students, listen to their opinions, and provide timely feedback. Instead of simply criticizing, we need to ensure that the democratic supervision system can be smoothly promoted, thereby promoting the gradual formation of good behavior habits among students and comprehensively improving their self-restraint ability and level.

Strengthen communication between teachers and students to establish management awareness. A good teacher-student relationship is an important foundation and guarantee for ensuring the implementation of class management work. The homeroom teacher should communicate and exchange with students in a timely manner in class management work, help the student group correctly understand the importance of management work, and strengthen the management awareness of the student group. This measure can help students better cooperate with teachers to guide specific work in management work, and help promote the implementation effect of management work.

Integrating humanistic care into class management. When optimizing class management, the homeroom teacher should clarify that class management is also an emotional management. To break away from the traditional "authoritative" management model, it is necessary to base oneself on the growth and psychological development characteristics of junior high school students, integrate a lot of humanistic care into the class management process, put one's true feelings into management, and understand every student with heart and treat every student equally. Warming every student with love is conducive to building a scientific class management model and a warm class collective.

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