

Research on the strategy of daily class management of college class teachers

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Abstract: This study explores the daily class management strategies of college class teachers, aiming to understand and analyze the application and effect of effective class management strategies in practical operation. Through in-depth research on theory and practice, this paper proposes an effective theoretical framework for class management, which includes communication and communication strategies, motivation and guidance strategies, and normative and discipline strategies. The field study revealed how class teachers implemented these strategies in practice, and conducted in-depth analysis and solutions to the problems encountered in them. The results show that when these strategies are implemented effectively, they can significantly improve class order, enhance students' motivation and achievement, and also improve student and class teacher satisfaction. These findings are of great significance for promoting the development and improvement of class management theory and guiding the practical operation of class teachers.

Keywords: class management; Tactics; Higher education; Student development

Introduction

In higher education settings, the role of the head teacher gradually shifts to that of mentor and coordinator, not just a teacher in the traditional sense. Class management has become an important part of the role of class teachers, and its quality directly affects the quality of education and teaching and the stability of the class. Effective class management strategies can not only maintain good class order and improve teaching efficiency, but also help stimulate students' enthusiasm for learning and promote their personal development and growth. However, in practice, many class teachers lack effective coping strategies when facing complex class management problems, which often affects the teaching effect and

atmosphere of the class. Especially in the stage of higher education, with the maturity of students' ideas and the increasing prominence of personality, the traditional class management model has been difficult to meet the needs of modern education. In view of this, in-depth study of the class management strategy of class teachers in colleges and universities is of great significance to improve teaching quality, improve student satisfaction, and improve class teachers' own education and teaching capabilities. This paper will explore and research effective class management strategies for the daily class management of college class teachers, aiming to provide some theoretical support and practical guidance.

1. Current situation and challenges of class management for class teachers

In the university environment, class teachers face challenging class management. First of all, with the rapid development of society and technology, students' needs and expectations are constantly changing, which requires class teachers to adapt and meet these new needs, such as more personalized education, wider learning resources, more effective learning methods, etc. At the same time, for class teachers, how to find a balance in many educational tasks, such as professional teaching, class management, student counseling, etc., is also a big challenge. Secondly, with the enhancement of students' independence and individual needs, class teachers need to give more consideration to how to respect and develop students' individuality in class management. This requires class teachers to have sufficient educational wisdom and skills to unleash the potential of each student, rather than simply following a set of rules or processes. In addition, how to create an open, inclusive and innovative teaching environment while maintaining class order is also a challenge that class teachers often face in class management. Overly strict management may stifle students' creativity, while overly lax management may lead to chaotic class order. Finally, class teachers in colleges and universities are also faced with the problem of how to effectively manage classes in a highly information-based educational environment. This includes issues such as how to use technology tools to improve teaching efficiency, how to maintain a good class atmosphere in the digital environment, and how to keep students safe in the online environment. All of the above constitute the current situation and challenges of class teachers in class management in colleges and universities, which require in-depth exploration and research by educators.

2. Theoretical framework for effective class management strategies

In theory, an effective class management strategy can be summarized into the following three key elements:(1). Communication

and communication strategies: In class management, it is important to establish a good communication and communication mechanism. Effective communication can help class teachers understand students' needs and expectations, while also keeping students informed of class rules and expectations. In addition, an open communication environment can encourage students to participate in class activities, promoting their initiative and motivation.

(2) Motivation and guidance strategies: In higher education, students have high independence and initiative, so class teachers need to use effective motivation and guidance strategies to mobilize their enthusiasm and enthusiasm for learning. Specifically, a range of incentives can be used, such as reward systems, fair and equitable evaluation systems, and various learning opportunities. At the same time, through the guidance of students, help them establish correct learning attitudes and behavior habits. (3). Norms and Discipline Strategies: Norms and discipline are the foundation of class order. Class teachers need to set clear and reasonable class rules and ensure that these rules are followed. This includes not only behavioral norms, but also study norms, such as homework submission time, exam discipline, etc. At the same time, violations of the rules should be corrected and dealt with in a timely manner to maintain class order. The above three strategies are not isolated, they interact with each other in class management, and together constitute the theoretical framework of effective class management strategies. Only when these three strategies are effectively implemented can effective class management be truly achieved.

3. Field research on the implementation of efficient management strategies by class teachers

Field research is a key complement to theoretical research and helps to reveal how class teachers implement effective class management strategies in real-world situations. Specifically, this part can be carried out in two steps. First, through in-depth interviews, observations, and document analysis, the practical operation of class teachers in daily class management is studied. For example, for communication and communication strategies, you can study how class teachers can establish effective communication channels with students, how to deal with students' feedback problems, etc. For motivation and guidance strategies, you can study how class teachers set incentive mechanisms and how to provide personalized guidance to students. For normative and disciplinary strategies, it is possible to study how class teachers develop and enforce class rules, how to deal with violations, etc.. Secondly, in view of the problems encountered by class teachers in class management, explore and analyze the causes and solutions. Then, based on the analysis results, improvement strategies are proposed, such as adjusting the incentive mechanism and improving the ability of class teachers to understand students' needs. The above analysis can provide some specific and practical class management strategies for class teachers, and also help to promote the development and improvement of class management theory.

4. The implementation effect of efficient class management strategies

The implementation effect of efficient class management strategy is mainly reflected in the following aspects:

(1).Improvement of class order: When class teachers implement effective discipline and discipline strategies, class order will be significantly improved. Specifically, students' behavior is more standardized, their sense of discipline is improved, and the learning environment and atmosphere of the class are improved as a result. (2). Increased motivation to learn: Through motivation and guidance strategies, students' motivation to learn will be improved. They have greater initiative in learning, are more willing to participate in class activities, and have higher expectations for personal growth and development. (3). Improvement of students' grades: Under the influence of a good class environment and order, students' learning efficiency is improved, and their academic performance will also be improved. At the same time, through targeted guidance, class teachers can also help students improve their learning methods and improve their learning effects. (4). Increased student satisfaction: Good class management meets students' expectations for education, so students' satisfaction with the management of class teachers and the learning environment will increase. (5). Improve class teacher job satisfaction: The implementation of efficient class management strategies can make class teachers' work smoother and reduce work pressure, thereby improving job satisfaction. In general, an efficient class management strategy can not only improve class order, increase students' learning enthusiasm and achievements, but also improve the satisfaction of students and class teachers, so as to achieve the overall improvement of education and teaching.

Conclusion

This study discusses the daily class management strategies of class teachers in colleges and universities, puts forward the theoretical framework of efficient class management, and analyzes and discusses these strategies through field research. The results show that communication and communication strategies, motivation and guidance strategies, and discipline and discipline strategies are the keys to building effective class management. When these strategies are effectively implemented, class order is significantly improved, students' learning motivation and performance are improved, and student and class teacher satisfaction is also improved.

However, the process of implementing these strategies is not simple. Class teachers need to flexibly apply and adapt these strategies to specific class settings and student needs. Therefore, future research can further explore the implementation details and methods of these strategies, and how to better adapt these strategies to different class environments and student needs. In general, effective class management strategies are essential for the work of class teachers, not only to improve the class environment, improve students' learning outcomes, but also increase class teachers' job satisfaction. Therefore, the research and implementation of these strategies has important theoretical and practical significance.

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Fund Project: Changsha Normal University 2022 School-level Teaching Reform Project.

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