

# Research on Application Strategies of "Growth Bank System" in Junior High School Class Management

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**Abstract:** The application of class growth bank in classroom management can improve classroom management and enhance students' ability to manage themselves in school. As the most important person in classroom management in junior high school is the class teacher, the class teacher is not only the organizer of the class, but also the manager of the class. He/She is not only responsible for teaching and educating people, but also responsible for improving the students' ideology and morality. The junior high school stage is an important period for students to grow up, and their physical and mental development is extremely vigorous, and all the behaviors and habits developed during this period have a positive and profound influence on students' future development. The behavioral habits developed during this period have a positive and profound impact on students' future development. Therefore, this paper will focus on the practical application of the class growth bank system in junior high school class management. Therefore, this paper will focus on exploring the practical application of classroom growth bank system in junior high school classroom management.

**Keywords:** growth bank, junior high school, classroom management, application practice

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## Introduction

With the promulgation of the *2022 Compulsory Education Curriculum Standard*, the state has put forward clear requirements for the improvement of students' quality education, which has also become a practical problem for classroom teachers in classroom management. In order to improve the class management ability of the class and the students' ability to manage themselves during the school period, the class growth bank system, as a process of process evaluation, is used to find the appropriate countermeasures.

### 1. The significance of the growth bank system

On the basis of the students' original foundation and potential development possibilities, we consider the degree of achievement of the goals that the students should reach, stimulate the students' enthusiasm, participation and healthy competition, show the sparkling points of each student, and promote their better growth in the evaluation. In order to better realize students' self-management in school and lay a solid foundation for their healthy growth, the concept of bank operation is introduced into classroom management, and the deposit and expenditure of learning coins constantly stimulates the goal of students' self-management<sup>[1]</sup>.

## **2. Analysis of the current situation of classroom management in junior high school**

### **2.1 Age characteristics**

Most of the junior high school students are at the age of 13-15, this stage of students' physiological and psychological aspects are in rapid development, due to the fact that students can not really open their hearts and minds, their inner thoughts can not be communicated with their teachers and parents in time, so adolescent junior high school students are not willing to cooperate with the class teacher's management, and they can not actively participate in the class affairs, forming a unique self-consciousness, and they are not willing to cooperate with the class teacher's management, and they are not able to participate in class affairs. As a result, adolescent junior high school students are unwilling to cooperate with the class teacher, and cannot actively participate in class affairs, forming a unique sense of self<sup>[2]</sup>.

### **2.2 Single method**

Most of the class teachers think that only strict teachers can produce good students, so they use very strict rules and systems to manage students, resulting in students being extremely passive in the class, and less active and proactive. This kind of environment makes it difficult for students to form a sunny, optimistic and positive character traits, and this kind of strict way and method is also in urgent need of improvement.

### **2.3 Backward learning methods**

The rise of short videos in recent years has accelerated students' addiction to mobile phones. Junior high school students' age characteristics like adventure and novelty, so they are very easy to be confused by the network world, and are unable to correctly face the influence of the network world on reality, thus affecting their learning and growth<sup>[3]</sup>.

## **3. The application of the growth bank system in junior high school classroom management strategy**

### **3.1 Do not violate the principle of evaluation**

1. The principle of timely and present: reward and punishments are not overnight, and praise is given on the spot.
2. The principle of factual data: let the facts speak for themselves.
3. The principle of openness and transparency: no backroom operations, no power play.
4. The principle of fairness and impartiality: according to the system, not to the matter.
5. Principle of adapting to local conditions: improve the evaluation rules according to the characteristics of the class.

### **3.2 Individual students and study groups, common growth**

In order to better realize the independent management of the "Student Growth Bank", according to the existing number of 40 students in the class, the students will be divided into 5 groups (business department), each group (business department) set up a group leader responsible for the storage of growth coins of the students in the group, and at the same time, manage the daily routines of the members of the department and record the "personal account" of each student. "Individual account" of the "storage situation", every big week on Thursday for statistics, personal storage of the most top three get awards, the group of six students who ranked first in the total score are rewarded<sup>[4]</sup>.

### **3.3 Detailed regulations and clear standards to ensure the rigour of implementation**

In order to put the "Growth Bank" Implementation Plan of Qidi Foreign Language School into practice, so as to better cultivate students' self-management during the school period, and to truly achieve the system of management, people abide by the system, each student is not only the beneficiary of the system, but also the implementer of the system, and even more so, the system is the supervisor. We hereby make necessary reforms to the original system and

implement them gradually. The rules are as follows:

### **3.3.1 Reward**

#### **3.3.1.1 Learning**

(1) Posing questions is valuable. Students can proactively ask the teacher questions before and after class, or ask questions around the topic in class. According to the feedback from the teacher, one time will be rewarded 1 point of "Growth Coin".

(2) Be creative in problem solving. In class or during homework, students may have a special way of solving a problem, or have multiple solutions to a problem. According to the feedback from the teacher, you will be rewarded 1 point.

(3) Group cooperation is effective. Independent and co-operative group can show a good learning effect. According to the teacher's feedback, each member of the group can be rewarded with 1 point.

(4) Finish the homework with quality. If you complete your homework carefully and revise the wrong questions until you really understand them, you will be rewarded with 1 point according to the feedback from the teacher.

(5) The 10 students who recite the language text the fastest will be awarded 1 - 10 points according to the feedback from the teacher in charge of the class.

(6) In the weekly language test, 1 point will be awarded to students who improve their performance compared to the previous week's test. 2 points will be awarded to students who improve their performance by 10 points, 5 points to students who improve their performance by 15 points, and 10 points to students who improve their performance by 20 points or more.

(7) In the monthly, midterm, final and other large-scale examinations, if the grade ranking improves compared with the last examination, it will be rewarded 1 point if it improves 5 places; 2 points if it improves 10 places; 5 points if it improves 15 places; 10 points if it improves 20 places and above.

(8) Every big week's holiday homework, with quality and quantity guaranteed, completed on time, 2 points added.

(9) Learning in the language classroom. Actively answering questions and answering them correctly, plus 1 point. Participate actively in essay writing and calligraphy competitions, 1 point for participation, 2 points for the third prize, 5 points for the second prize, and 10 points for the first prize.

#### **3.3.1.2 Behaviour**

(1) Actively participate in various collective activities: class activities will be rewarded with 1 point; school activities will be rewarded with 2 points; activities organized by the departments of the county, district, municipal level and above will be rewarded with 5 points.

(2) Love and mutual assistance, all the students are teacher's little helpers, often help the teacher to check the homework, homework collection, etc., according to the circumstances of the award 1 point; regardless of the good deeds inside and outside the school, according to the circumstances of the issue.

(3) In the "10 good" students' one-day routine management quantitative assessment, good performance, no deduction in hygiene, the duty student of that day will be rewarded 1 point; other scores, the class teacher will be rewarded according to the actual situation. The class teacher will reward the students for other scores according to the actual situation.

(4) If a member of the dormitory is assessed as a civilized dormitory, the living teacher will reward him/her with 1 point. The living teacher can also reward the member with 1 point if he/she has a good performance in the dormitory.

(5) In the morning exercise, the first three students who arrive at the designated place at the earliest time will be rewarded 1 point; in the running process, the neat row of four will be rewarded 1 point; and the one who has the loudest class slogans will be rewarded 1 point.

(6) The students who queue up for meals after school, arrive at the designated place the fastest, and at the same

time observe the discipline without talking, will be awarded 1 point.

(7) If you find uncivilized behaviour in the class, you can stop it in time and report it to the class master, you will be awarded 1 point. 1 point will be awarded to the student who can stop the uncivilized behaviour in the class and report it to the class master.

### **3.3.2 Payment**

#### **3.3.2.1 Discipline**

If a student violates classroom discipline and is criticized by the teacher by name, he/she will be deducted 1 point from his/her "personal growth bank balance".

(1) Violation of classroom discipline, criticized by the teacher by name, will be deducted 1 point.

(2) Various disciplinary offence recorded by the class monitor, and approved by the class teacher, will be deducted 1 point.

(3) If you are criticised by the teacher for not completing your homework or for plagiarism, 2 points will be deducted.

(4) If your performance is very poor in the "10 good" competitions, such as sleeping, eating, running exercises, etc., and you are criticized by the teacher by name, you will be deducted 1 point.

(5) 2 points will be deducted for each disciplinary offence, such as insulting the teacher or classmates, or affecting classroom discipline.

(6) Bringing snacks and other prohibited items to school in violation of school rules will result in a deduction of 2 points.

(7) Bringing mobile phones, extracurricular books, electronic watches, earphones, IPAs and other non-study related items to school in violation of school regulations, 2 points will be deducted once.

(8) Talking about teachers behind their backs, abusing teachers, spreading negative and negative words, 5 points will be deducted once.

#### **3.3.2.2 Learning**

(1) If a student fails to complete his/her homework on time and is criticised by the teacher, 2 points will be deducted.

(2) Homework. If the quality of homework is not up to the standard or the writing is not standardized, and the teacher criticizes it by name, 2 points will be deducted once.

(3) If the error rate of dictation, mimeograph and other small tests in the classroom reaches 30% or more, one point will be deducted.

(4) In the weekly language test, if there is a decrease in the test score compared to the previous week, 1 point will be deducted for a decrease of 5 places; 2 points will be deducted for a decrease of 10 places; 5 points will be deducted for a decrease of 15 places; 10 points will be deducted for a decrease of 20 places or more.

(5) If the ranking of the grade in the monthly, midterm, or final exams decreases compared to that of the previous exam, 1 point will be deducted for a drop of 5 places, 2 points for a drop of 10 places, 5 points for a drop of 15 places, and 10 points for a drop of 20 places or more.

(6) For a drop of 5 places, 1 point will be deducted; for a drop of 10 places, 2 points will be deducted; for a drop of 15 places, 5 points will be deducted; for a drop of 20 places or more, 10 points will be deducted.

### **4. Conclusion**

All in all, the implementation of the class growth bank system requires the co-operation of class teachers and classroom teachers in order to build a positive and strong class group, so every teacher should have a clear purpose and determination to implement the system, and every student should fulfil his/her duties conscientiously, then the class growth bank system will surely produce positive effects.

### **Conflicts of interest**

The author declares no conflicts of interest regarding the publication of this paper.

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