

Case observation and analysis of senior grade classroom management in Mazhang Second Kindergarten

Jiayi WEN

Lingnan Normal University, Zhanjiang 524048, China

Abstract: For early childhood education, the level of classroom management directly affects children's overall development and personality shaping. The classroom is the main place for young children in the process of learning, growth and socialization. Therefore, with the continuous progress of educational concepts and the increasing social demands on the quality of early childhood education, scientific and effective classroom management is becoming an important subject for every preschool teacher. On the basis of school curriculum, the author conducted a one-week qualitative study on Senior Class One of Mazhang Second Kindergarten in Zhanjiang City from May 20 to 24, 2024, using the observation and interview methods. Focusing on the actual classroom management of Senior Class One, through in-depth observation and analysis, the paper aims to explore the problems, challenges and suggestions of classroom management for Senior Class One of Mazhang Second Kindergarten. The investigation report are as follows.

Key words: classroom management; children-centered; classroom atmosphere; opinion expression; emotion processing

1 Introduction

Kindergarten classroom management is crucial to the children's safety and health, which mainly focuses on children's behavior and emotion, and should be child-centered. Effective classroom management can not only ensure the orderly conduct of activities, but also develop good habits and stimulate children's interest in learning and exploration. By establishing proper classroom rules and atmosphere, teachers can better pay attention to the needs of each child, promote the friendly coexistence and teamwork among children, laying a solid foundation for the all-round development of children.

Mazhang Second Kindergarten has distinctive characteristics and good reputation, and takes children's subjectivity, all-round development, and home-kindergarten education as its educational concept. The Senior Class One cultivates children's basic cognitive ability, emotional attitude and social skills, and actively explores the appropriate mode of classroom management.

2 Background

2.1 Mazhang Second Kindergarten

2.1.1 Basic information

The kindergarten is a public kindergarten affiliated to the education bureau, located at No. 58 Jinkang West Road, and mainly provides care and education services for preschool children.

2.1.2 Personnel

According to the teacher recruitment brochure for 2024, required positions include headteacher, class teachers, and life-guide teachers, who are required to have appropriate professional background, academic background and qualification certificates.

2.1.3 Facilities

The kindergarten covers an area of 4,000 square meters, with a total construction area of 5,271.9 square meters, and 2,500 square meters for outdoor activities. It has 12 classes and accommodates 360 children. According to the provincial standard, it has complete infrastructures including libraries, rooms for music and sports.

2.1.4 School philosophy

Adhering to the concept of cultivating integrity for natural growth, with the purpose of awakening the power of children's self-growth, the kindergarten constructs natural, life-oriented and game-based curricula for children's comprehensive and coordinated development.

2.1.5 History

Founded in 1988, it was promoted as a provincial-level first-class kindergarten in 2000, and provincial model kindergarten in 2015. Adhering to the strategy of giving priority to education, Mazhang District steadily promotes the construction of public schools to meet the expectations of the masses from attending school to attending good school.

2.2 Senior Class One of Mazhang Second Kindergarten

The class has a total of 38 children, 1 headteacher, 1 teacher, and 1 childcare worker.

3 Case study

3.1 Case exposition

In one of the independent game design classes, the teacher asked the children's ideas and divided them into groups.

Teacher: What are you going to build with Lego today?

Children: Cake, train tracks, castle.

Teacher: Good. Raise hand to tell me if you have other ideas.

Repeating several times and getting no response, the teacher divided the children into groups.

Teacher: Discuss in groups and draw your idea. Those who didn't raise hand come together in a group and discuss the theme.

In the process of drawing, a girl didn't discuss the cake drawing with the group members, and wanted to build it by herself. The teacher didn't agree with her, and questioned her. The girl cried and calmed down following the teacher's comfort.

Design drawing finished, children were allowed to go outside and build their Lego based on the drawing.

During the building, the same girl asked to build by herself. The teacher criticized her, told her that she was given the chance to express ideas, but she refused; she should integrate into the group. The girl cried with her head down, and finally stopped crying and joined the group building in the last ten minutes thanks to the teacher's comfort.

3.2 Problems

3.2.1 Children's participation and opinion expression

Teacher's practice seemed stiff and fails to correctly deal with the disputes when the girl asked to build by herself. Criticism and questioning hurt her self-esteem and enthusiasm, which goes against the problem-solving.

3.2.2 Group cooperation and collective consciousness

In this case, the girl wanted to build her own work alone, which reflects special needs in group cooperation. However,

the teacher didn't consider the girl's individual needs and feelings, resulting in poor education effects.

3.2.3 Deal with individual differences

The teacher didn't notice the individual differences, nor did she guide the girl to effectively express her needs and ideas. The teacher directly negated the girl's practices.

3.2.4 Emotion processing

The girl was introverted, shy, sensitive, and lachrymose. Moreover, the teacher criticized her when she was in depressed mood, coupled with stiff education methods and words, which worsened her discontent.

4 Suggestions

4.1 Create children-centered, collaborative, positive and warm class atmosphere

Starting from the physical and mental initiative of children, teacher should create children-centered, harmonious atmosphere, in which children can feel respect and happiness in the class, get positive emotions, integrate into class, and interact with teachers and peers, to achieve good classroom management effects [1].

In the case, the teacher should patiently and carefully listen to the girl's needs, try to understand her feelings, intervene in her negative emotions timely, find the reason and give appropriate comfort and guidance. The girl should be told that as a member of the class, she should actively participate in collective activities, discuss together, and learn to express her needs and feelings.

4.2 Fully respect the subjectivity of children and adjust flexibly

Teachers should pay attention to the characteristics of children's physical and mental development, follow their growth laws, and implement reasonable educational strategies in classroom management. When children are not interested in or have difficulty in participating in an activity, teachers should adjust the plan in time. The activity should be combined with children's life experience or interest.

In this case, when children had expressed their ideas, the teacher could make preliminary groups, give some time for the group members to communicate. If children are not suited to the group theme or atmosphere, the teacher should intervene promptly, identify the reasons, and make flexible adjustments.

4.3 Change role and ideas, and guide children to participate in classroom management

In the *Guidelines for Kindergarten Education*, teachers are required to transform from traditional knowledge transmitters to supporters, and children can be the leader. Teachers play the role of guides and coordinators.

In classroom management, teachers are required to change from authority to service figures. For the design and organization of classroom activities, teachers should boldly delegate power, and let children participate in the formulation and implementation of class rules to cultivate their sense of responsibility and belonging. For example, some management positions can be offered, such as duty students, administrators, etc.

4.4 Respect children's individual differences and pay attention to emotion processing

The people-oriented classroom management concept requires teachers to fully understand each child's individual characteristics and current psychological state, formulate different teaching plans and management plans for the individual differences, communicate with children, and guide them to establish self-confidence and self-esteem [2].

In this case, the girl was sensitive and emotional. Therefore, teachers should be more meticulous and sensitive when dealing with her emotions. The girl should be given enough time to express feelings, not be criticized and questioned. Children can experience, perceive and develop good behavioral habits in various activities and interactions under the guidance of teachers [3].

4.5 Strengthen communication and cooperation with parents

Teachers should strengthen communication and cooperation with parents to gain a better understanding of children's family background, needs and expectations, as parents are the first educators. This collaborative management helps to build positive home-school partnerships that promotes the well-rounded development of children and ensures that they are supported both at school and at home [4].

Collaborative management can facilitate the sharing of information. Teachers and parents can mutually share the performance and feedback of children. Parents should be encouraged to participate in classroom activities, such as parent-teaching assistants, parent-child games, which will enhance mutual understanding and trust.

5 Conclusion

In short, the case tells us that children-centered classroom management requires teachers to focus on children's individual differences and needs, change the role and ideas, guide children's participation, create nice classroom atmosphere, teach children to express their feelings and cooperate with others, and strengthen communication and cooperation with parents.

Conflicts of interest

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

References

- [1] Zhang T. 2023. Analysis on ways to improve the effectiveness of kindergarten class management. *Contemporary Family Education*, 18: 91-93.
- [2] Wang XQ. 2023. Analysis on innovative strategies of kindergarten class management. *Good Parents*, 38: 37-39.
- [3] Han SJ. 2024. Research on innovative strategies of classroom management of kindergarten headteacher. *Questions and Research*, 8:113-115.
- [4] Ma XF. 2023. Research on optimization strategies of children-centered kindergarten class management. Chongqing Innovation Education Institute, Education and Teaching Forum Under the New Horizon, 156-157. DOI: 10.26914 / c. cnkihy. 2023.087688.