

Research on the Improvement Strategies of Classroom Teaching Management in Primary School Classes under the Background of "Double Reduction"

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Abstract: Under the background of implementing the "Double Reduction" policy, primary school classroom teaching management is confronted with changes in students' behaviors and teacher-student relationships, resulting in poor teaching quality. This study takes Longquan No.5 Primary School as an example. Aiming at the problems existing in classroom teaching management, it analyzes the possible causes from three aspects: teacher pressure, teacher management methods and student adaptability, and proposes corresponding improvement strategies. For schools, the work of teachers should be reasonably arranged and comprehensive training and support should be provided for them^[1]. And strengthen the construction of the classroom teaching management system and establish a reasonable incentive mechanism. For teachers themselves, it is urgent to change their inherent concepts and improve the relationship between teachers and students. Optimize teaching management and improve classroom efficiency; And actively participate in training to enhance classroom management skills. Through the implementation of these measures, a favorable teaching environment can be created and the effectiveness of classroom teaching management can be enhanced.

Keywords: "Double Reduction", primary school class, classroom teaching management, strategy.

Introduction

In July 2021, the General Office of the Central Committee of the Communist Party of China and The General Office of the State Council issued the "Opinions on Further Reducing the Homework Burden and Off-campus Training Burden of Students in the Compulsory Education Stage" (hereinafter referred to as the "Double Reduction" policy), which emphasizes that schools should improve the quality and efficiency of classroom teaching to ensure that students "learn enough and well" in class^[1]. The effectiveness of classroom teaching management directly affects the development of primary school classroom teaching. Only effective classroom teaching management can fully mobilize students' enthusiasm for learning, help students develop good learning habits, and enhance students' core literacy. Therefore, classroom teaching management is crucial for ensuring that students receive effective learning within the school.

Problems existing in classroom teaching management

With the implementation of the "Double Reduction" policy, a series of problems have emerged in primary school classroom teaching. From the perspective of teachers, first of all, due to the fact that some teachers have not adjusted their teaching concepts in a timely manner and still use traditional teaching methods, there is insufficient classroom interaction,

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which fails to effectively stimulate students' autonomous learning ability. Secondly, some teachers' classroom teaching management methods are relatively monotonous, mainly relying on disciplinary constraints and punishment measures, while neglecting the role of motivation and guidance. This poses an obstacle to cultivating students' good study habits. From the perspective of students, there is an imbalance in their participation. In group cooperative learning and inquiry-based learning, some students have a low participation rate, and even there is a "free-rider" phenomenon, which affects the overall learning effect.

1. Analysis of the Causes of Problems in Classroom Teaching Management

In response to the above-mentioned problems exposed in classroom teaching management, through in-depth communication with the front-line teachers of Longquan No.5 Primary School, a systematic review of the potential causes was conducted. To sum up, these problems mainly stem from three aspects: Most teachers are under considerable work pressure and find it difficult to fully devote themselves to the optimization of classroom teaching management; Some teachers still adopt relatively single classroom teaching management methods, failing to fully stimulate students' initiative and creativity. Most students have not yet fully adapted to the new learning methods, which has affected their participation and effectiveness in the classroom.

1.1. Most teachers have great working pressure

Under the background of the "Double Reduction" policy, the work pressure on primary school teachers has significantly increased, which has led to a series of problems in classroom teaching management. The problem of insufficient time and energy for primary school teachers has become increasingly prominent. Teachers need to ensure teaching quality while reducing students' after-school homework and off-campus training burden. This means that every class needs to be more efficient and fulfilling^[2].

1.2. Some teachers have a single method of classroom teaching management

For teachers, the teaching tasks and class management work are heavy, and time and resources are limited. In a tense working environment, they may not have enough energy to explore and try new classroom teaching management methods. Therefore, they tend to use the management methods they are already familiar with and accustomed to to ensure the teaching progress and classroom discipline, which often leads to monotonous teaching methods and dull teaching content.

1.3 Most students failed to adapt to the new learning methods

The implementation of the "Double Reduction" policy aims to alleviate students' homework burden and the burden of off-campus training, allowing them to have more time and energy to participate in classroom learning and achieve the improvement of classroom quality and efficiency. However, due to the reduction in the pressure of homework and off-campus training, some students may feel relaxed and free, but at the same time, their sense of urgency and responsibility for learning may also decrease. Primary school students often lack self-control. They may devote more time and energy to entertainment and leisure activities rather than to classroom learning^[3].

2. Improvement strategies for Classroom Teaching management

Classroom teaching management is the core element to ensure teaching quality and create a good learning environment. Facing the numerous problems existing in current classroom teaching management, both schools and teachers need to actively seek improvement strategies, enhance teaching quality and students' learning experience, and work together to adapt to the educational demands of the new era.

2.1. For schools

As an important place for education, schools should provide a series of services for teachers and students to ensure that their learning, growth and working environment is comfortable and efficient. In terms of improving classroom teaching management, schools should rationally arrange teachers' work, provide comprehensive training and support, strengthen the construction of classroom teaching management systems, and establish reasonable incentive mechanisms, thereby enhancing the quality of classroom teaching management. For example: Reasonably arrange teachers' work, provide comprehensive training and support, strengthen the construction of classroom teaching management systems, and establish reasonable incentive mechanisms, etc.

Schools should formulate a complete classroom teaching management system, strengthen supervision and inspection of classroom teaching management, and provide necessary support and incentive measures. Through the implementation of these measures, schools can ensure the standardization and effectiveness of classroom teaching management, creating a favorable teaching environment for both teachers and students.

2.2. For the teachers themselves

(1) Change concepts and improve the relationship between teachers and students

Teachers are the leaders of teaching work and the executors of classroom teaching management. Their understanding of management and the application of management methods will directly determine the direction and ultimate quality of classroom teaching management.

Understand students and know yourself and your enemy. As the guides and mentors of the class, primary school teachers need to get to know each student in the class as soon as possible in order to promote the growth and development of students more effectively. To this end, teachers can achieve the goal of "knowing oneself and the enemy" through various means^[4].

(2) Optimize management and improve classroom efficiency

When setting classroom rules, teachers should follow the following two principles: First, the rules should be jointly formulated by teachers and students. According to the "Rules on Educational Discipline in Primary and Secondary Schools", teachers should formulate classroom rules together with students. By giving the initiative to students, guide them to formulate a set of mutually recognized classroom rules. Since students participate in formulating the rules, a consensus is reached between teachers and students^[5]. Only in this way can students' willingness and execution ability to abide by the rules be stronger and the implementation be more effective. Second, rules should be simple, few and easy to enforce. We should formulate it based on the characteristics of primary school classrooms, such as not bringing food or drinks into the classroom, not damaging public property, being quiet when entering the room, learning to listen, and respecting others, etc. Therefore, both teachers and students should maintain an open mind, face challenges and changes positively, and work together to create a harmonious and orderly learning environment.

(3) Actively engage in research and training to enhance classroom management skills

With the continuous development of society, students are increasingly influenced by social trends, and the country has also put forward new requirements for education and teaching. Teachers must clearly recognize that self-development and keeping pace with The Times are extremely urgent. In daily work, teachers need to enrich their theoretical foundation, repeatedly refine it, and enhance their ability to manage and control classroom teaching. To enhance the learning efficiency of one's own students, one can start from the following two aspects.

3. Conclusions

In conclusion, the management of primary school classroom teaching should not merely rely on punishment as the sole management method. Instead, it is necessary to deeply understand the development needs of students, transform the concept of classroom teaching management, enhance teachers' own teaching skills and management techniques, and create a harmonious and vibrant classroom atmosphere. In teaching, create a classroom teaching management model with students as the main body and teachers as the leading role to achieve an equal dialogue between life and life between teachers and students.

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