

# Exploration of Strategies for Optimizing Classroom Behavior Management under the New Curriculum Concept

Jiixin Su

College of Foreign Languages and Literature, Northwest Normal University, Lanzhou, Gansu Province, 730000, China

**Abstract:** This article focuses on classroom behavior management under the new curriculum concept and deeply analyzes its importance. It discusses in detail the current problems of classroom behavior management, such as outdated management concepts, single management methods, neglect of emotional communication, and imperfect evaluation mechanisms. Subsequently, comprehensive and targeted optimization strategies are proposed from multiple dimensions, including establishing a student-centered management concept, strengthening emotional communication, adopting diverse management methods, establishing a diversified evaluation system, improving teachers' classroom behavior management ability. It is expected to provide practical and feasible reference for improving the effectiveness of classroom behavior management and promoting the overall development of students.

**Keywords:** new curriculum concept, classroom behavior management, optimization strategies

## 1. Introduction

Under the wave of new curriculum reform, educational ideas and teaching models have undergone profound changes. The new curriculum concepts takes students' development as the core, emphasizing the cultivation of students' self-learning ability, innovative spirit, practical ability, and is committed to shaping comprehensively developed talents who meet the needs of the times. As the main venue of teaching activities, classroom behavior management plays an important role in it. Effective classroom behavior management can not only create an an orderly teaching environment and ensure the smooth implementation of teaching activities, but also stimulate students' interest and potential in learning, and promote the coordinated development of students' knowledge, abilities, emotions, and other aspects.

However, in the actual teaching process, classroom behavior management still faces many difficulties and challenges. Some teachers have failed to adapt to the requirements of the new curriculum concept in time, and there are many shortcomings in classroom behavior management, which leads to problems such as chaotic classroom order, low motivation of students to learn, and poor teaching effect. Therefore, exploring optimization strategies for classroom behavior management under the new curriculum concept has become an important issue to be solved in the field of education, which is of great practical significance for improving the quality of education and teaching, and promoting the in-depth development of education reform.

## 2. Current Problems in Classroom Behavior Management

### 2.1 Lagging management concepts and neglect of student agency

Some teachers are deeply influenced by traditional educational concepts, overly concerned about the external performance of students in the classroom, so that students can form a unified classroom behavior, which has become the goal of their classroom management.<sup>[1]</sup> Under this management concept, teachers often require students to abide by

classroom rules in a commanding tone, while ignoring student agency and individual differences. Students are regarded as passive recipients, lacking opportunities and rights to actively participate in classroom behavior management, and their self-management awareness and abilities are difficult to effectively cultivate. For example, in some classrooms, teachers stipulate that students must keep quiet and sit upright, and once students move a little, they will be severely criticized without considering the reasons and needs behind their behaviour. This kind of management concept seriously restricts students' personality and creativity, which is not conducive to their long-term development.

## **2.2 Single management methods lacking flexibility and differentiation**

Many teachers employ monolithic management tactics—such as criticism and punishment—in classroom behavior management. When students violate classroom discipline, teachers often directly criticize or punish them without delving into their behavioral motivations and psychological needs. This simple and rude management method can not only solve the problem fundamentally, but also cause students' rebellious psychology, leading to tension in the teacher-student relationship, and affect the teaching effect. For example, some students may exhibit behaviors such as distraction and talk due to lack of interest in the learning content, but teachers only criticize them without attempting to attract students' attention by changing teaching methods or increasing the fun of teaching content. In addition, there are differences in classroom behaviour among students of different ages and personalities, but teachers often fail to take these differences into account in the management process, adopting a unified management method that lacks flexibility and differentiation.

## **2.3 Neglecting emotional communication makes the teacher-student relationship unharmonious**

In the process of classroom behavior management, some teachers only focus on controlling students' behavior and neglect emotional communication with students. Teachers do not pay sufficient attention to students' emotional changes and psychological needs, and students can't get timely care and help when they encounter difficulties or setbacks. This lack of emotional support in management creates a sense of distance between students and teachers, making it difficult to form a good teacher-student relationship, which is also not conducive to the development of students' psychological health. For example, some students may make mistakes in answering questions in class due to nervousness. Instead of encouraging and comforting, teachers criticize them, which will make students feel more inferior and nervous and have a fear of learning. In fact, good classroom order should not stem from one party's one-way oppression of the other, but from communication between both parties.<sup>[2]</sup> Good teacher-student relationship is the foundation of effective classroom behavior management. Only when students feel the care and support of teachers, will they be more willing to abide by classroom rules and actively participate in teaching and learning activities.

## **2.4 Imperfect evaluation mechanisms fail to comprehensively reflect student performance**

Current classroom behavior management evaluation mechanisms predominantly focus on assessing behavioral outcomes while overlooking the evaluation of behavioral processes. These mechanisms employ overly simplistic criteria, primarily using compliance with classroom discipline as the measurement standard, without adequately considering students' classroom participation, collaborative skills, innovative thinking, and other dimensions. Such incomplete evaluation systems fail to comprehensively and objectively reflect students' classroom behaviors, thereby undermining incentives for behavioral improvement. For instance, students who maintain discipline but demonstrate low engagement, passive thinking, and limited innovation often go unnoticed in teacher evaluations. Furthermore, the predominance of teacher-centered assessment—with minimal student self-evaluation or peer assessment—results in low acceptance of evaluation outcomes, ultimately diminishing their motivational and guidance functions.

# **3. Strategies for Optimizing Classroom Behavior Management under the New Curriculum Concept**

## **3.1 Establishing a student-centered management concept**

The new curriculum concept emphasizes student-centered approach, which requires teachers to update their management concepts and establish a student-centered management concept in classroom behavior management. Teachers should fully recognize that students as the main participants of classroom behavior management, respect students' individual differences and student agency, and pay attention to their needs and development. In the management process, it is necessary to guide students to actively participate in classroom behavior management, cultivate their self-management ability and sense of responsibility. At the same time, teachers should be good at absorbing students' reasonable needs and ideas in the dialogue process, promoting the transformation of students' identity from being managed to participating in

management, reshaping students' correct understanding of classroom management, and promoting the awakening of student agency.<sup>[3]</sup> For example, teachers can work with students to make rules of classroom behavior, so that students can participate in the process of rule making. Before making rules, teachers can organize discussions among students, allowing them to express their requirements and expectations for classroom behavior, and then jointly discuss and formulate reasonable rules. The rules formulated in this way can not only enhance students' sense of identification with the rules and their consciousness of obeying them, but also cultivate students' democratic consciousness and cooperation ability. At the same time, teachers should encourage students to self-supervise and self-evaluate, allowing them to regularly reflect on their behavior and performance in the classroom, identify problems, and make timely improvements. In addition, teachers should also pay attention to individual differences among students and adopt different management methods for students with different learning abilities and personalities to meet their personalized needs.

### **3.2 Strengthening emotional communication**

The object of classroom management is the living subject, and people-oriented should be the basic concept of classroom teaching management. The corresponding concept practice needs to respect and maintain human dignity and value, and should take into account human survival, development, and happiness, with a certain humanistic sentiment.<sup>[4]</sup> Teachers should strengthen emotional communication with students, care about their learning and life, respect their opinions and ideas, and establish equal, trusting, and friendly relationships with them. In the classroom, teachers should encourage students with positive words and expressions, timely praise students' merits and progress, and let students feel the care and support of teachers. For example, when students answer a question correctly, teachers should give sincere praise and affirmation, such as "Your answer is very wonderful and your thinking is very clear" or "You have innovative thinking, and this idea is very unique". When students answer questions incorrectly, teachers should not rush to criticize. Instead, they should encourage students to think positively, such as "It's okay, think again, you will definitely find the right answer" or "Some of your thinking is partly correct, it would be even better to improve it". Through such encouragement and guidance, students' confidence and sense of accomplishment can be enhanced, and their interest in learning can be stimulated. At the same time, teachers should also be good at listening to their students' thoughts. When students encounter problems, they should patiently communicate with them, understand their needs and difficulties, and help them solve problems. For example, some students may experience emotional fluctuations due to family reasons or academic pressure. Teachers should find and talk to students in time, providing them with care and comfort, and making them feel the warmth and support of teachers. Only by valuing emotional communication can a harmonious teacher-student relationship be established, thereby reducing the occurrence of inappropriate classroom behavior.

### **3.3 Adopting diverse management methods**

Under the new curriculum concept, teachers should adopt diverse management methods. In addition to traditional methods such as criticism and punishment, teachers can also use positive management methods such as praise, motivation, and guidance. When students exhibit good classroom behavior, teachers should give timely praise and affirmation to enhance students' confidence and sense of accomplishment. For students who exhibit poor classroom behavior, teachers should use a guiding approach to help them analyze the causes of the problem, guide them to recognize their mistakes, and encourage students to actively correct them. For example, teachers can establish a reward mechanism to give small prizes or honorary certificates to students who perform well in the classroom, such as the "Best Speech Award" and "Best Collaborative Group Award". Meanwhile, teachers can use teaching methods such as role-playing and group competitions to stimulate students' interest and participation in learning. In role-playing activities, students can play different roles, understand knowledge through personal experience, and improve learning effect. In group competitions, students will actively participate in learning and abide by classroom rules for the honor of the group. In addition, teachers can also use nonverbal means such as hints and eye contact to manage classroom behavior. When students are distracted or talking, teachers can remind students with their eyes or gestures to avoid criticizing them directly in class, which may affect their self-esteem.

### **3.4 Establishing a diversified evaluation system**

Perfect evaluation mechanism is an important guarantee for optimizing classroom behavior management. When the subject of classroom management shifts from teachers to students, in order to make the evaluation targeted, it is necessary

to focus on student management in the evaluation content.<sup>[5]</sup> Teachers need to establish a diversified evaluation system, which not only evaluates students' behavioral outcomes but also their behavioral processes. The evaluation criteria should be comprehensive and objective. In addition to considering whether students abide by classroom discipline, attention should also be paid to their participation, cooperation ability, innovative thinking, and other aspects of their performance in the classroom. A combination of teacher evaluation, student self-evaluation and student mutual evaluation can be used to involve students in the evaluation process and enhance their awareness and ability of self-evaluation. For example, at the end of each lesson, teachers can let students carry out self-evaluation and reflect on their performance in class, including strengths and weaknesses. Then, teachers organize students to conduct group mutual evaluation, so that students can evaluate each other's performance in class, and put forward strengths and suggestions. Finally, the teacher conducts a comprehensive and objective evaluation of the students based on the results of their self-assessment and mutual evaluation, combined with his own observations and evaluations. Through the diversified evaluation system, students' classroom behavior can be comprehensively and objectively reflected, motivating them to actively improve their behavior and promoting their comprehensive development.

### **3.5 Improving teachers' classroom behavior management ability**

The classroom behavior management ability of teachers directly affects the effectiveness of classroom behavior management. Schools should strengthen the training of teachers and improve their classroom behavior management ability. Training content can include knowledge and skills in the new curriculum concept, educational psychology, and classroom management skills and so on. For example, schools can invite education experts to hold lectures on the new curriculum concept for teachers, so that teachers can have a deeper understanding of the requirements of the new curriculum concept for classroom behaviour management and transform their traditional management concepts. At the same time, schools can also organize teachers to attend training courses on educational psychology, so that teachers can master the laws and characteristics of students' psychological development in order to better cope with students' classroom behaviour problems. In addition, schools can also carry out classroom management skills training activities, through case analysis, simulation teaching and other ways, to enable teachers to learn effective classroom management methods and skills, such as how to deal with classroom emergencies, how to guide students to actively participate in classroom activities, etc. By strengthening teacher training, teachers' classroom behaviour management ability can be improved, which provides a strong guarantee for optimizing classroom behavior management.

## **4. Conclusion**

The new curriculum concept has brought new opportunities and challenges to classroom behaviour management. Optimizing classroom behaviour management is an important guarantee for improving teaching quality and promoting students' all-round development. In the future teaching practice, continuous exploration and innovation are needed to further improve the methods and strategies of classroom behavior management, in order to meet the requirements of the new curriculum reform and promote the development of education. At the same time, schools, families and the society should form a synergy and pay attention to the management of students' classroom behavior, so as to create a favorable environment for their growth and development. Only in this way can the objectives of the new curriculum concept be truly realized and well-rounded talents with innovative spirit and practical ability be cultivated.

## **References**

- [1] Zhang, D. Z. & Wang, H. W. 2020. From Extension to Connotation: The Transformation of Classroom Management Ideas in the New Era. *Theory and Practice of Education* 40(17): 11-14.
- [2] Cheng, Y. & Pang, G. X. 2020. From Management to Governance: Reconstruction of Classroom Order in the Basic Education Level in the New Era. *Contemporary Education Sciences*, (04): 48-52.
- [3] Yu, L. J. & Fu, C. H. 2020. The Transformation of Classroom Management Vision from Control to Care. *Teaching & Administration*, (09): 39-41.
- [4] Gao, C. Q. & Zhu, J. H. 2020. The Combination of Rationality and Sensibility of Classroom Management. *Teaching & Administration*, (34): 18-20.
- [5] Hu, X. Y. 2019. The Mechanism Transformation of Classroom Management from External Regulation to Self-discipline. *Theory and Practice of Education*, 39(02): 25-27.