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The Educational Management Strategies of Class Teachers in Rural Primary Schools

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Abstract

With the deepening of education reform, the management of rural primary education is facing a series of challenges. As the manager and instructor of the class, the class teacher plays a vital role in the growth and development of students. Class management is not only the guarantee of students' comprehensive learning, but also the epitome of the whole school management. The quality of primary school class management is directly related to the orderly development of all aspects of school education, and then affect the growth and development of pupils. At the same time, the role and strategies of class teachers are particularly important when facing the challenges and constraints unique to rural areas. Deepen the understanding of students' individual differences and needs, formulate clear and reasonable class rules and regulations, establish a harmonious and positive relationship between teachers and students, strengthen communication and cooperation with parents, and pay attention to cultivating students' autonomy and responsibility. These strategies not only help to improve students' academic performance, but also promote their all-round development, laying a solid foundation for the long-term development of rural primary education.

Keywords: Rural primary schools, The class teacher, Educational management

Introduction

Rural primary education is an important part of China's education system, and the head teacher plays a crucial role in rural primary education. With the deepening of the education reform, the educational Management strategy of the head teachers in rural



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primary schools has been widely concerned. Primary education is the foundation of the development of national education, and plays a particularly important role in the educational Management of a school. It is the key to improve class quality, improve children's personality, and help students form a correct world outlook, outlook on life and values. When rural head teachers carry out educational management work, on the one hand, they should respect the main learning characteristics and psychological development of students in rural areas, and carry out class management and guidance work according to the educational forms in rural areas. On the other hand, teachers should respect the psychological and personality characteristics of junior middle school students, be good at grasping the interests, hobbies and inner needs of rural students in junior middle school, and adjust the way of individual education guidance according to the needs of students. Only in this way can the quality and efficiency of class educational Management be further improved (Xing Mimi, 2022).

Theoretical research of class management

Motivation theory

Motivation Theory, translated into English as Theory of motivation, is a theory that studies the relationship between motivation factors, motivation and behavior, and motivates people to work hard to achieve goals through motivation. Since the 1920s, through the application and improvement of various incentive theories in management practice, different theoretical factions have been formed, and it is found that reinforcement theory and comprehensive incentive theory are widely used in education and teaching management.

Based on Skinner's operant conditioning theory, reinforcement theory maintains that reinforcement has a moderating effect on human behavior. It holds that after good behavior results appear, the corresponding behavior frequency will increase; otherwise, the behavior frequency will weaken or fade. Therefore, as long as the results of the behavior are controlled, the purpose of controlling and predicting human behavior can be achieved. In the course of class management, reinforcement theory is often used to regulate and restrict students' behavior and cultivate students' good behavior habits.

From the viewpoint of comprehensive motivation theory, motivation consists of the following aspects: first, people, namely the subject and object of motivation; The second is the method and content of incentive; The third is time and space, that is, the occurrence and development process of incentives and the environment. In fact, the theory of comprehensive motivation is that all members motivate each other, teachers and students



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motivate themselves, use various means and ways to motivate, and motivate in the whole teaching and class management process (Xu Chaohui, 2005).

Caring theory

In view of the current education too much emphasis on knowledge learning, while ignoring the emotional needs of students and the cultivation of learning ability and individual differences, Stanford professor Nell. Noddings put forward the caring theory. He believes that the concept of "caring" is highly consistent with the connotation of class management, both of which have the same goal: to pay attention to the development of students, serve the growth of students, solve the problems of students in the process, and ultimately achieve the overall development of students' morality, intelligence, physical fitness, the United States and labor. A large number of survey data show that teachers who have a good relationship with students also have exceptionally good teaching and management effects. Therefore, in contemporary class management, teachers and students should have a democratic and equal relationship in study and life, so that they can care for each other and learn from each other, and emotional care courses are added in schools. The wide application of caring theory is conducive to the all-round development of students' physical and mental health (Xing Mimi, 2022).

Multiple intelligences theory

The theory of multiple intelligences was developed by Harvard University psychology professor Howard. Dr. Gardner, who believes there are at least eight different types of intelligence in individuals. These eight kinds of intelligence include verbal intelligence, logic-mathematical intelligence, visual-spatial intelligence, motor intelligence, musical intelligence, interpersonal intelligence, self-knowledge intelligence, and cognitive nature intelligence. Eight different types of intelligence are organically combined within an individual to determine the different ways in which an individual perceives the world (Linda Campbell, 2001).

Self-education theory

The famous Soviet educator Sukhomlinsky put forward the theory of self-education, and he believed that the education that promotes self is the real education (Wang Tianyi, 2003). The point of view of this kind of education is to emphasize that students consciously educate themselves, that is, independent education, and the ultimate goal of education is



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the unity of personal goals and social goals. Self-education has high requirements for students and is generally applicable to advanced education. Self-education plays an indispensable role in the entire education process and has strong requirements for control. It is necessary to cultivate the consciousness of self-education from an early age, form the habit of self-education, and through self-education, you can have a correct understanding of yourself and an objective evaluation of all aspects of yourself (Xing Mimi, 2022).

Research on the status quo of class management

Class management in foreign countries is quite different from that in China. In many foreign countries, the class teaching system is adopted, there is no concept of class teachers, and there is no special position of class teachers, but some teachers assume the role of similar class teachers, such as consulting workers in the United States (that is, tutors). In the United States, teachers are fixed, students do not have a fixed class, students according to the class schedule to their own class, equivalent to the class form of our university. The position of head teacher does not appear in the class, foreign countries pay more attention to the cultivation of students' independent ability and innovative consciousness, and the management mode is relatively diversified (Carol, S.W, 1998). Although there are some differences between the Western homeroom system and the "tutor system" in the assignment of responsibilities in class management, there is still some consistency, for example, both have the same class goal, both are for the national educational goal and both hope to achieve the goal while allowing students to develop their abilities. In addition, there are some content differences between the western class management and the Chinese class management, the western class management only includes some management related to class activities, but there is one thing in common with the Chinese class management is that teachers often have to teach in addition to managing the class. All primary and secondary schools in our country adopt the class teacher responsibility system, which is responsible for more content, in addition to the management of class activities, students' learning management, safety and health management, parents' work management and so on. At present, there are mainly two forms of organization in the primary school stage in China. Schools in remote and poor areas where teachers are scarce or the number of students is small adopt the contracted class system, and the contracted class teachers are responsible for the teaching and class management of most subjects of the class. Most schools adopt the subject system, that is, the head teacher is only responsible for the teaching and class management of a certain subject of the class (Xing Mimi, 2022).



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Literature review

The article "Rural Primary School class Management Strategy" pointed out that, first of all, the class teacher needs to fully understand the learning and living conditions of students, formulate rules and regulations in line with the actual class, and strictly implement them. Secondly, the head teacher should actively communicate with the parents of the students and participate in class management. At the same time, the head teacher also needs to pay attention to cultivating students' self-management ability and let them develop good habits. The implementation of these strategies is helpful to improve the effect of class management in rural primary schools.

The article "My Opinion on the work of class Teachers in rural primary Schools" emphasizes the importance of the work of class teachers in rural primary schools, and puts forward some specific work strategies. First of all, the head teacher should pay attention to the construction of class culture and create a positive class atmosphere. Secondly, the head teacher should pay attention to the students' mental health, find and solve the students' psychological problems in time. In addition, the head teacher also needs to cultivate the students' teamwork spirit and self-management ability to promote the all-round development of students (Sun Dezhen, 2010).

The article "The Status quo and Countermeasures of homeroom work in rural primary schools" analyzes the status quo of homeroom work in rural primary schools, and puts forward improvement strategies. The article pointed out that there are some problems in rural primary schools, such as the low quality of rural parents, most of the children are left-behind children, and the facilities are not complete. In order to solve these problems, this paper puts forward some improvement strategies, such as setting an example, caring for every student, being student-oriented, being loving, patient, confident, and treating students fairly and justly (Liu Wei, 2014).

To sum up, these documents discuss the educational management strategies of the head teachers in rural primary schools from different angles. By understanding students' learning and living conditions, formulating rules and regulations in line with the actual class, communicating with students' parents, paying attention to the construction of class culture, paying attention to students' mental health and other aspects of the work, rural primary school teachers can better perform their duties and promote the all-round development of rural primary school students. At the same time, strengthening their own learning, seeking leadership support and home-school cooperation are also important ways to improve the effect of rural primary school headteachers.



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The educational Management strategy of the head teacher in rural primary school

Student-oriented, concerned about the overall development of students

The head teachers in rural primary schools should always adhere to the student-oriented education concept and pay attention to the all-round development of students. In the process of management, we should respect the personality differences of students, pay attention to the emotional needs of students, and strive to create a relaxed, harmonious and democratic class atmosphere. At the same time, we should pay attention to cultivating students' self-consciousness and self-management ability, and guide students to realize self-growth in the process of participating in class management.

Establish a good relationship between teachers and students, enhance the effect of education

Good teacher-student relationship is the foundation of educational management. The head teacher of a rural primary school should strive to establish a good interactive relationship with the students, and win the trust and respect of the students through sincere care and patient guidance. On this basis, the head teacher can have a deeper understanding of the inner world of students, and carry out education work more targeted, so as to enhance the education effect.

Strengthen communication and cooperation with parents to form a joint educational force

Family education is the extension and supplement of school education. Head teachers in rural primary schools should strengthen communication and cooperation with parents and pay attention to the growth of children. Through regular parent meetings, the establishment of parent contact groups and other ways, timely feedback to parents about students' performance at school, understanding of students' study and life at home, guiding parents to establish correct educational concepts, and forming a good situation of home-school co-education.

Innovate management methods and improve management efficiency

Facing the increasingly complex education environment and the diversified needs of students, the head teachers in rural primary schools should actively innovate management methods and improve management efficiency. For example, we can adopt democratic and scientific management methods to guide students to participate in class management decisions and enhance students' sense of ownership. We can use information technology to



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establish a class management information platform to realize the comprehensive attention and timely feedback on students' study and life. We can also learn from the concept and method of team building in enterprise management to strengthen the construction of class team cohesion (Xing Mimi, 2022).

Conclusion

The educational Management strategies of head teachers in rural primary schools have an important impact on improving the quality of education and promoting the all-round development of students. In the future educational practice, the head teachers of rural primary schools should continue to deepen the research and exploration of educational management strategies, constantly summarize experiences and lessons, innovate management methods, and strive to contribute wisdom and strength to the development of rural education. The level of class management directly affects the quality and effectiveness of teaching and educating people. We should attach great importance to the problems such as lack of power, lack of external support and outdated management methods in the class management of novice class teachers in rural primary schools, and strive to find strategies for the class management of novice class teachers in rural primary schools to break through the difficulties, so that the class management of novice class teachers in rural primary schools will go on the right track. At the same time, more scholars and class teachers are expected to pay attention to the educational Management of class teachers in rural primary schools, and jointly promote the sustainable and healthy development of rural primary education.

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