

Research on the Improvement Measures of Teaching Management Methods in Junior High Schools under Large-Class Teaching in China

Xinyu Peng

School of Literature, Capital Normal University, Beijing, China

20183114005@stu.qhnu.edu.cn

Abstract:

At present, the issue of education management in China has received widespread attention, but there is still a lack of research on the adverse effects of large-class teaching on education management, especially on the specific teaching management issues in particular school stages. This article analyzes the problems and causes of the current teaching management methods in junior high schools with large class sizes and proposes solutions. This article analyzes the issues in junior high school teaching management caused by large class sizes, including poor teaching environments, single teaching methods, and limited student participation. The poor teaching environment includes both physical environment and equipment deficiencies. In response to the above three problems, this paper analyzes the causes of the issues, namely, teachers' high work pressure, students' low enthusiasm for learning, and poor classroom discipline. To solve the above problems, this article proposes two suggestions to improve teachers' professional quality and change teaching management ideas to improve the quality of teaching management.

Keywords: Junior high school; large class teaching model; teaching management

1. Introduction

Junior high school is a key stage for forming students' three views and learning habits. From a psychological point of view, junior high school students are in adolescence, rebellious, and begin to form their values. From the perspective of cognition, the cognitive level of junior high school students has

been significantly improved compared with primary school students, and they can receive more difficult knowledge, which is a key period for the formation of learning habits. To sum up, how teachers conduct teaching management is particularly important in this period.

With the rapid development of the economy and population growth, the problem of shortage and

imbalance of educational resources is becoming increasingly obvious. In this social background, due to the lack of sufficient educational resources in many schools, such as teachers and classrooms, most schools adopt the method of increasing the number of students in a unit class to ensure students' educational opportunities, and the large-class teaching model is widely used. At present, although China's population has experienced negative growth for the first time, from the long-term development point of view, large-class teaching is still the main teaching mode of junior middle schools in China. At the same time, China is still in a high-speed period of economic development, under the pressure of exam-oriented education to select talents, the pressure of class teaching and management is increasing day by day, and how to train high-quality talents for the country is particularly important. In 2019, China put forward the concept of "three-whole education", namely, whole-person education, whole-process education, and all-round education, which put forward new requirements for teaching management. Under this proposal, researchers pay special attention to how to improve the quality of teaching management in large classes, but there are few studies on how to improve the quality of teaching management in middle and junior high schools. Based on the above situation, this paper analyzes the problems, causes, and solutions of the current teaching management of large class sizes in junior middle schools from three perspectives, to improve the teaching management quality by improving the teaching management mode, to improve the quality of students and cultivate high-quality talents for the country.

2. Problems Existing in the Teaching Management Mode of Large Class Sizes in Junior Middle School

2.1 Poor Teaching Environment

Due to the large class size, teachers' management in class is restricted and challenged by many factors, among which the poor teaching environment is mainly manifested in the poor physical environment and the lack of equipment. Poor classroom environment refers to the physical environment of the classroom. Many students limited space in the classroom, resulting in the students' safety becoming more and more serious. Students in and out of the classroom are not convenient, often collision and other situations. At the same time, with the outbreak in recent years, many teaching status quo of the space is little cause indoor air turbidity and infection situation. During the high epidemic period, some schools will suspend classes if the

number of influenza cases exceeds five, which greatly affects the coherence of teachers' teaching and leads to the stagnation of classroom teaching progress [1].

Lack of equipment is an important factor affecting teachers' teaching. In today's modern development, most schools have realized modern teaching, such as playing presentation documents on a large screen to help students understand knowledge, using multimedia to help students broaden their knowledge, more in-depth understanding of knowledge and application of knowledge. But at the same time, in some remote areas or second - and third-tier cities, the lack of or even backward hardware facilities of schools leads to the reduction of teachers' teaching efficiency in the teaching of large classes. Taking Yan 'an as an example, the proportion of national education funds in GDP is small, which affects the investment and use of hardware facilities [2]. The lack of equipment is particularly significant in junior high school science teaching. During the interview with several junior high school physics teachers, it was found that the teachers believed that the core reason affecting students' participation was that the equipment could not meet the needs of each student. Under this condition, teachers can only make students participate in the class by giving demonstrations on the platform, selecting students for demonstrations, and conducting experiments in groups [3]. Such teaching methods not only reduce the quality of teaching but also affect the equity of education to a certain extent. It is not guaranteed that every student has an equal opportunity to participate in the class. On the one hand, it will affect the class participation of students, and on the other hand, it will lead to an unbalanced psychology of students, that is, they think that teachers are biased towards some students, and thus have opinions on teachers, which is not conducive to teachers' teaching management.

2.2 Single Teaching Method

The junior middle school stage is an important period in the development of students, students' emotional ups and downs in this period of work, lack of holistic view, not a single to listen to the teacher in charge's suggestion, having their own independent, this feature adds difficulty to teaching management. In this critical period of teaching, how to innovate teaching methods to effectively guide students becomes the top priority [2].

Under the teaching mode of large class sizes and the pressure of taking exams, teachers spend more energy on how to better prepare lessons to improve students' scores. In a survey, 6.1% of teachers changed their teaching methods and models only during open class hours, while 3.66% of teachers had no time to think of ways to change the status

quo due to the large number of students in large class sizes [3]. Under such realistic conditions, teachers only take the completion of teaching tasks as the priority and do not pay attention to whether students' abilities have been effectively improved. In Chinese teaching, for example, most of the teachers' teaching will be the key content of teaching materials only teach students, due to time limits and even seldom effective interaction, this way of teaching deprived of many of the students thinking. At the same time, the solidification of teaching methods makes students' thinking mode lack flexibility and only reflects the teacher's will without their thinking when thinking, which is especially obvious in the examination. Students can only answer one class of questions efficiently, but they can't if the questions are flexible. Thus, a large amount of teaching management modes for teaching methods innovation [2].

2.3 Limited Student Participation

The teaching management mode of large class sizes greatly limits the participation of students. Under the influence of exam-oriented education, teachers need to impart a large amount of knowledge in one lesson, and the teaching situation of large class size makes it difficult for teachers to take into account the learning status of each student, and even can only unilaterally teach and fail to form effective interaction with students. Take a physics class in junior high school as an example. In the interview, the teacher said that students' participation in physics class showed polarization, and interest became the core factor affecting their participation. Students who like to learn physics have higher participation in class, while students with a weak physics foundation or who are not interested in physics rarely participate in class [4]. To better complete the teaching progress, teachers can only answer a few questions raised in class. However, due to the large number of students in the class, it is difficult to explain all students' questions clearly in class, which further affects students' interest in learning and reduces class participation.

3. Reasons for the Formation of Teaching Management Problems

3.1 Teachers Work under Great Pressure

Teachers' work pressure is the key reason for the formation of the teaching management model of large class sizes in junior middle school. In good teaching interaction, teachers play a leading role, which is a key part of teacher-student interaction. If teachers work under great pres-

sure, it will undoubtedly affect their teaching quality, thus affecting the effect of students' absorption of knowledge.

Under exam-oriented education, many schools take the enrollment rate as the whole standard when evaluating teachers' work, and the background of teaching management with large class sizes makes a teacher face 40-50 students, and the different learning situation of students makes the teaching pressure of teachers rise sharply [5]. Faced with the multiple pressures of student discipline management, homework correction, and job evaluation, teachers tend to be too busy at work, and their energy in improving teaching management is extremely limited.

At the same time, families are also one of the main sources of pressure on teachers. How to balance family and school work is a compulsory course for teachers, teachers are prone to depression and anxiety after a day of complicated teaching, and this emotion is easy to bring home family conflicts. Especially in the context of junior and third-grade teaching, the pressure of entering school increases the work intensity of teachers and makes their ability to resist pressure face great challenges in this year, and their time spent with the family will be greatly reduced. This phenomenon is prone to cause disharmonious family relations, thus affecting teachers' emotions and hurting their dedication to teaching.

Under the double pressure of school and family, teachers' satisfaction with their work is greatly reduced, which is concentrated in the class teacher group. Most class teachers are not satisfied with their positions. In a survey, 75.86% of class teachers are dissatisfied with the teaching industry. When assessing the impact of class teachers' work on teachers, it is found that the negative impact is more than positive. Studies have shown that the lower the degree of job satisfaction of class teachers, the lower their willingness to improve teaching management [3]. Such a mentality to a large extent affects the enthusiasm of teachers in education management, making their teaching methods undiversified, thus affecting the quality of teachers' teaching and management.

3.2 Low Enthusiasm for Learning

The low learning enthusiasm of students is an important reason for the poor teaching effect in the teaching management mode of large class sizes, especially in the participation of students in class.

From the perspective of internal factors, the physiological characteristics of junior high school students have a great impact on their learning enthusiasm. Compared with primary school students, junior high school students have a stronger sense of autonomy and are no longer completely subordinate to the authority of teachers. Junior high

school students in adolescence often have a rebellious tendency and have serious rebellious psychology toward teachers' teaching. At this age, the level of cognition, personality characteristics, and behavioral activities have qualitative changes from the accumulation of quantity, but they are quite unstable and have strong plasticity [6]. Proper guidance, also means that if the teacher's students broke out in a very strong learning potential, it has a lot to improve academic performance. On the contrary, if the teacher is only blindly preaching and scolding, it is often counterproductive and even makes the students tired of learning and other psychological, which seriously affects their learning enthusiasm.

From the perspective of external factors, teachers' work pressure causes their teaching mode to be single, which hinders students' interest in learning. During this critical period of junior middle school student's interest in learning, and interested in things in ways that tend to stay on the surface, such as a teacher because of like and love this subject. If there aren't many education teachers in teaching enthusiasm, even due to the large pressure leading to job burnout, will influence students' listening to a great extent, and affect their learning interest in the subject. At the same time, to explore students' interests, teachers need to invest a lot of energy in observing students to understand their thinking modes, learning methods, interested fields, etc. All these need to be realized under the positive educational attitude of teachers. If teachers are too busy with their teaching, they can not take care of students' learning interests, which will affect the effect of their education management.

3.3 Classroom Discipline

Poor student discipline is a typical problem in large-class teaching. In the face of 40-50 students, how to carry out effective teaching management becomes a problem teachers face. One physics teacher said in an interview that the difficulty of classroom management was the biggest obstacle to his teaching. Students in the rebellious period do not form good learning habits, leading to improper behavior in class, and often disturb the class order. In this case, the teacher had to frequently rectify discipline, thus affecting the teaching schedule, and making teaching tasks can not be done on time [4].

4. Measures Analysis

4.1 Improve the Professional Quality of Teachers

At present, there are a lot of junior high school teaching

management methods that are not scientific, and the level is not high [7]. The improvement of teachers' professional quality includes their management ability under the large-class teaching mode and their psychological adjustment ability.

In many economically backward areas, head teachers are mostly part-time, and ordinary teachers have hardly received professional training, so they lack work experience and theoretical basis. At the same time, the large amount of teaching management models of successful cases also makes novice teachers without warning, hurt the education management mode [3].

In promoting teachers' teaching management ability, the school should play its leading role. First of all, the school should pay enough attention to the concept. School teaching management should be put in an important position, can regularly ask professional personnel to communicate with front-line teachers, share its front-line teachers in the teaching management of confusion to make professional personage answer, to help first-line teachers to improve their ability of teaching management. At the same time, front-line teachers should mobilize their enthusiasm to participate in this training and improve their teaching management ability in the activity to get out of the education misunderstanding, to help them realize the optimization of education management.

Schools should play an important role in helping teachers to make psychological adjustments. In addition to paying attention to the healthy development of students, teachers' mental health is also an important subject for schools. Only teachers' mental health can cultivate all-round excellent students. Schools should first change the evaluation rules and change the evaluation criteria of teachers from a single enrollment rate to multiple evaluations, such as educational enthusiasm, educational innovation, energy invested in teaching, etc., to reduce the teaching pressure on teachers and enable them to devote themselves to teaching in a relatively peaceful state of mind. Secondly, teachers should take positive care of their mental health. Teachers should try to avoid the situation of teaching while sick, which will not only hurt themselves but also hurt the education of students. When teachers find themselves under too much pressure, they should actively seek the help of psychological doctors, and actively take adjustment measures to better invest in teaching.

4.2 Change Teaching Management Ideas

Changing the thinking of teaching management of large class sizes, can reduce the pressure on teachers and improve the teaching quality. For example, teachers should adjust their homework mode to form an effective knowl-

edge evaluation system. Correcting homework is one of the important sources of teachers' workload. In this case, the appropriate adjustment of the form of homework can play a dual role in reducing the pressure on teachers and promoting students' learning interests [8]. Teachers can change the traditional single form of paper homework and combine it with modern technology to achieve innovation in the form of homework. Studies have shown that adopting an active learning style in learning has a positive impact on students' acquisition of knowledge [9]. Nowadays, modern education technology is booming and becoming more and more mature. Teachers can encourage students to submit homework by taking photos and uploading them. Teachers can correct students' homework online, and give timely feedback on existing problems directly on the education platform to raise questions and suggestions for improvement. In this way, students can only receive effective feedback from teachers in school. At the same time, teachers can innovate various forms of homework, such as grouping students according to their learning level and designing different teaching content and homework for them respectively. After students complete the task through group division of labor, teachers will evaluate each group member according to their input and completion quality. This adjustment can reduce the workload of teachers to a great extent, and at the same time cultivate junior students' sense of group cooperation and their interest in learning.

The teacher should help the class to establish a good class atmosphere and make class treaties. Given students' poor class discipline, it is very important to establish a good class style. Class teachers can carry out themed class meetings, encourage students to participate in the formulation of class conventions, and abide by them together so that they have a sense of ownership and take the initiative to regulate their behavior, to establish a good learning atmosphere in the class.

Teachers should respect students. A good relationship between teachers and students is the basis of a large amount of teaching management, teachers respect the students is the premise to establish a good relationship. Junior high school students have a strong independent consciousness, so teachers should put students' views on the position of equality, equality in teaching management, fully respect the students' personality and interest in learning, and based on its characteristics and learning situation to carry on the education management, thereby improving the quality of education management [10].

5. Conclusion

Under the large amount of junior high schools in China

based on teaching management mode as the breakthrough point, according to the characteristics of the junior middle school students analyze the current problems in a large amount of teaching mode. Through interviewing junior middle school teachers and consulting relevant papers, it is found that the large class size teaching results in excessive pressure on teachers, resulting in a series of problems such as single teaching methods and poor participation of students. The problems caused by the teaching of large class sizes are a great hindrance to the promotion of teaching management. Therefore, this paper analyzes the causes of the issues and tries to propose solutions to solve the problems by establishing and improving the quality of teachers, innovating the teaching evaluation system, and establishing a good relationship between teachers and students to improve the quality of teachers' teaching management. As China is still in a period of rapid development, the teaching management mode of large class size will exist for a long time, and how to effectively manage and teach under such circumstances is particularly important to improve the teaching level of China, which is also the value of this paper. By promoting teachers' professional quality and change of teaching ideas, teachers can largely make up for the problems existing in a large amount of teaching and, to some extent, realize personalized teaching, to help students grow.

References

- [1] Xie X. Research on Classroom Management Strategy of „Large class size“. Minzu University of China, 2019.
- [2] Zhang M. Research on the current situation and countermeasures of teaching students according to their aptitude under the condition of large class sizes in urban middle schools in Yan ,a City. Yan'an University, 2017.
- [3] He Y. Research on model analysis of hierarchical teaching management for large class size in junior middle school to improve teaching achievement. East China Normal University, 2022.
- [4] Chen P. Research and Practice of stratified physics teaching in junior middle schools with large class sizes. Luoyang Normal University, 2021.
- [5] Zheng X. Strategies and discussion on improving junior Middle School Teaching Management. Huaxia Teachers, 2019, (07): 85-86.
- [6] Wang S. On the problems and strategies of junior middle school teaching Management. New Wisdom, 2019, (02): 44.
- [7] Li A. Strategies for improving junior Middle School Teaching Management. Shaanxi Education (Teaching Edition), 2022, (05): 21-22.
- [8] Wang Q. Research on problems and Countermeasures in junior middle School teaching Management under the

background of new curriculum Reform. Chengcai, 2023, (14): 73-74.

[9] Carpenter J M. Effective teaching methods for large classes. Journal of Family & Consumer Sciences Education, 2006, 24(2).

[10] Ding J. The application of graded teaching pattern in college English classroom teaching. Creative Education, 2017, 8(02): 272.