

Exploration on the Effectiveness of Primary School Classroom Management Under the Core Literacy

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Abstract:

In the context of the current education reform, the cultivation of core literacy has become an important goal of primary education. This paper discusses in depth the key role of primary school classroom management in promoting the development of students' core literacy, analyses the current problems in classroom management, such as loose discipline, insufficient motivation to learn, weak independent learning ability and teachers' management skills to be improved, and puts forward corresponding solution strategies. By creating a positive classroom atmosphere, stimulating learning interests, cultivating independent learning ability and improving teachers' management skills, the quality of classroom management can be effectively improved to promote students' comprehensive and personalised growth. The implementation of these strategies has a significant impact on improving the core literacy of primary school students and the effectiveness of classroom management, providing practical guidance and theoretical support for primary school educators.

Keywords:

Core Literacy, Primary Classroom Management, Classroom Discipline

1. Introduction

Against the background of the current deepening education reform, the concept of core literacy education has become an important guideline for basic education, and at the primary school stage, as a critical period for students' growth, the effectiveness of classroom management is crucial to the overall development and comprehensive quality of students. The Compulsory Education Curriculum Standards emphasise the need to focus on the cultivation of students' core literacy and to promote their all-round development. However, the traditional classroom management mode often pays too much attention to the maintenance of discipline and order, neglecting the play of students' subjective status and the cultivation of their comprehensive abilities, which is a certain deviation from the goal of core literacy education. In the following, we will explore the effectiveness of classroom management in primary schools from the perspective of core literacy, analyse the main problems existing in the current

classroom management, and put forward corresponding improvement strategies to provide practical guidance for frontline teachers, and to promote the improvement of classroom management and the comprehensive development of students' core literacy.

2. Analysis of the Importance of Classroom Management in Primary Schools Under Core Literacy

In the context of core literacy education, primary classroom management is of great significance to the overall development of students, and classroom management under core literacy is not only to maintain classroom order, but also the key to promote students' active participation, independent learning and comprehensive quality development. Effective classroom management can create a good learning environment, stimulate students' interest in learning and improve learning efficiency. The effectiveness of classroom management has a direct impact on students' learning attitudes and behaviours, and good classroom management can help students establish good learning habits and self-discipline, thus enhancing their learning effectiveness and comprehensive quality. Core literacy education emphasises the holistic development of students, including the comprehensive cultivation of knowledge, abilities, attitudes and values, and classroom management, as an important part of education and teaching, needs to provide a strong guarantee for the holistic development of students. Through effective classroom management, teachers can better stimulate students' motivation and interest in learning, so that students can be more active in the classroom and participate in learning activities, thus improving learning results. At the same time, good classroom management can also promote the cultivation of students' independent learning ability and co-operation ability, so that students not only master knowledge in the learning process, but also learn how to learn and improve their independent learning ability.

3. Analysis of the Problems of Classroom Management in Primary Schools Under Core Literacy

3.1 Problem of loose classroom discipline management

Under the background of core literacy education, some teachers' management of classroom discipline is loose, which leads to classroom disorder and affects the teaching effect. Lax management of classroom discipline will cause students to be distracted in the classroom, unable to concentrate on listening to lectures, which in turn affects the learning effect. Classroom disorder not only makes it difficult for teachers to carry out effective teaching activities, but also affects the learning experience and emotions of other students, leading to the deterioration of the overall classroom atmosphere. In an environment where discipline is lacking, students are prone to lazy, non-compliant behaviour, which not only affects their academic performance, but is also not conducive to the cultivation of good behaviour and character. In the classroom, if the discipline is not strictly managed, students may talk to each other, walk around casually, or even fight, etc. These behaviours not only interfere with the process of classroom teaching, but also waste valuable teaching time and reduce the efficiency of the classroom. Being in a loosely disciplined environment for a long time, students' self-management ability and self-discipline will also be affected, and they may develop the habit of relying on external constraints rather than self-restraints, which is contrary to the goal of fostering students' independent learning and self-management ability as emphasised in the core literacy education [1].

3.2 Students' lack of motivation and interest in learning

In the context of core literacy education, students' lack of motivation and interest in learning is a common problem, and many students lack interest and motivation in learning, resulting in low classroom participation and poor learning results. The reasons for students' lack of motivation and interest in learning are varied and may be related to the difficulty of the teaching content not being adapted to the cognitive level of the students. If the teaching content is too simple or too complex, it will cause students to become bored or frustrated, thus reducing their interest in learning. A single and boring teaching method will also make students feel that the learning process is boring and lacks freshness and challenge, making it difficult to stimulate their desire to learn. The influence of the family and social environments should not be ignored. The way of family education, parents' expectations and level of support, and peers' attitudes towards learning will all have an important impact on students' motivation to learn. In addition, students' personal psychological factors, such as low self-confidence, lack of a sense of achievement, and scepticism about their own abilities, will also weaken their motivation and interest in learning. Lack of motivation and interest in learning will have a significant impact on students' learning effectiveness. Firstly, students have low participation and low motivation in the classroom, and they are prone to distraction and distraction, and are unable to concentrate on the lectures, which leads to unsolid knowledge mastery and poor learning results. Secondly, students who lack motivation tend to lack initiative and self-motivation in the learning process, and it is difficult to develop good learning habits and improve their academic performance. Long-term lack of interest and motivation in learning may also lead to students' negative emotions towards learning and even anorexia, affecting their overall development [2].

3.3 Insufficient independent learning ability of students

In the context of core literacy education, the problem of insufficient independent learning ability of students is particularly prominent, although core literacy education emphasises the independent learning ability of students, in practice, many students lack the necessary independent learning skills and habits. Students' lack of independent learning ability is mainly manifested in the lack of a clear understanding of learning goals, the inability to reasonably plan study time, the lack of effective learning strategies and methods, and the lack of problem-solving ability and perseverance when encountering difficulties. Many students are accustomed to relying on the guidance and supervision of teachers and parents in their daily study, and lack the awareness of making study plans and self-management independently. They are difficult to consciously carry out pre-study, review and complete homework independently, and they tend to passively accept knowledge rather than actively explore and think about it in the process of learning. In the process of independent learning, students are easily disturbed by the outside world, unable to focus on the learning tasks, with low learning efficiency, unable to form good learning habits and time management skills. In addition, students with insufficient independent learning ability often lack sufficient self-confidence and perseverance in the face of learning difficulties and challenges, and are prone to fear of difficulties and lack of determination to persevere to the end, which also makes it difficult for them to effectively seek resources and solutions to problems when they encounter bottlenecks in their learning.

3.4 Teachers' classroom management skills need to be improved

In educational practice, teachers' classroom management ability needs to be improved is a problem that needs to be solved urgently. Some teachers' classroom management ability is insufficient, and they lack effective management strategies and skills to cope with various challenges in classroom management. This lack of ability is mainly manifested in various aspects, the first is the weak ability to maintain classroom order, the lack of effective and timely response to students' bad behaviour and classroom discipline problems, resulting in a diffuse classroom atmosphere, making it difficult for students to concentrate on their studies. Teachers also have difficulties in managing students' attention and participation, and are unable to fully mobilise students' enthusiasm and initiative, resulting in the phenomenon of inattentive listening and insufficient positive interaction in the classroom. In addition, teachers often lack flexibility and innovation in classroom management, relying too much on traditional management methods and means, unable to adjust and optimise according to the actual situation of students and individual differences, resulting in the learning needs and psychological needs of some students are not effectively met [3].

4. Effective Strategies for Classroom Management in Primary Schools under Core Literacy

4.1. Create a positive classroom atmosphere

A positive learning environment can stimulate students' interest and motivation in learning, enhance their sense of participation and belonging, and thus improve classroom efficiency and learning effectiveness. When students feel support and recognition from teachers and classmates, they are more likely to be actively engaged in learning and show greater self-confidence and autonomy. A positive classroom climate not only contributes to students' academic progress, but also promotes their mental health and emotional development, enabling students to grow in a caring and understanding environment. When creating a positive classroom atmosphere, teachers should focus on establishing a good teacher-student relationship, respecting and trusting each student, as well as managing the classroom order effectively, encouraging co-operation and mutual help among students, and creating a harmonious and positive learning environment [3].

By praising and encouraging students, teachers can specifically achieve these goals in the theory. For example, when students perform well in class or make progress in a project, teachers give timely positive feedback and praise, which can greatly enhance students' self-confidence and sense of achievement. Praise is not only a recognition of students' efforts, but also an affirmation of their behaviour. Through such positive motivation, students will be more willing to participate in classroom activities and challenge new learning tasks. When a student successfully solves a complex problem in a maths class, and the teacher praises him in public and points out his unique approach and thinking in solving the problem, it not only makes the student feel proud and honoured, but also shows other students the power of role models and motivates them to study harder.

4.2. Stimulate students' motivation and interest in learning

Stimulating students' motivation and interest in learning is an important goal in educational practice. Theoretically, motivation is the internal driving force for

students to carry out learning activities spontaneously, while interest is their positive emotional response to the learning content. Research has shown that motivation and interest are important factors that influence learning outcomes and can significantly improve students' attention, comprehension and memory. A high level of motivation can prompt students to explore and think actively, enhancing their problem-solving ability and sense of innovation. In order to stimulate students' motivation and interest in learning, teachers need to design interesting teaching contents and adopt diversified teaching methods to satisfy students' curiosity and desire for knowledge, so that they can experience the joy of success and a sense of achievement in the learning process. By creating a dynamic and challenging learning environment, students will participate more actively in classroom activities and gradually develop an intrinsic motivation to learn, thus sustaining their enthusiasm and commitment to learning [4].

For example, diversified teaching methods are used to stimulate students' motivation and interest in learning. Teachers can flexibly use game-based learning, project-based learning, cooperative learning and other teaching methods in the classroom to adapt to the learning styles and needs of different students. In mathematics teaching, teachers can stimulate students' interest by designing mathematical games and fun competitions, for example, using puzzle games to explain complex mathematical concepts, so that students can learn and play while they are playing, thus feeling the charm and fun of mathematics. Through cooperative group learning, students can work in groups to complete some practical projects, such as scientific experiments or social surveys, which not only enhances their teamwork skills, but also allows them to understand and apply what they have learnt in practical operations.

4.3. Cultivate students' independent learning ability

Cultivating students' independent learning ability is an important goal of modern education. Independent learning ability means that students are able to plan, execute and evaluate their own learning process independently without external coercion, and can make adjustments and improvements as needed. This ability not only contributes to students' academic success during school, but also lays a solid foundation for their lifelong learning. Theoretically, the cultivation of independent learning ability requires students to have the ability of self-management, self-monitoring and self-evaluation, which requires them to be able to clearly define their learning goals, formulate practical learning plans, make effective use of all kinds of learning resources, and have problem-solving strategies when they encounter difficulties. When developing students' independent learning ability, teachers should focus on guiding students to develop good learning habits, stimulating their intrinsic learning motivation, and providing appropriate support and guidance, so that students can gradually learn to think independently and learn on their own, thus gaining more initiative and a sense of achievement in learning [5].

For example, students are provided with the necessary learning methods. Teachers can help students master scientific learning methods and skills through teaching demonstrations and individual counselling. For example, in reading teaching, teachers can teach students how to do effective pre-reading and reviewing, how to quickly find the main idea and key information of the article, how to take notes and organise information. Through specific case studies, teachers can show students how to apply these methods to improve their learning efficiency. In the study of mathematics, teachers can instruct students to use problem-solving steps and mind maps to help

them clarify their ideas and steps for solving problems, and gradually develop their ability to solve problems independently through repeated practice and feedback.

4.4. Improving teachers' classroom management skills

Improving teachers' classroom management ability includes their comprehensive ability to control classroom order, maintain students' attention, handle emergencies and create a positive learning atmosphere. Effective classroom management not only helps to improve teaching efficiency, but also enhances students' sense of participation and self-discipline in the classroom, making the teaching process smoother and more productive. Research has shown that teachers' classroom management skills have a direct impact on students' academic achievement and behaviour. When teachers are able to organise and manage classroom activities effectively, students are able to concentrate on learning in a well-organised environment with fewer distractions and interruptions. In addition, good classroom management can promote interaction and communication between teachers and students and enhance students' motivation and interest in learning. In order to enhance teachers' classroom management skills, efforts need to be made in a number of areas, including upgrading teachers' professional knowledge and skills, strengthening teachers' self-reflection and continuous learning abilities, and enhancing teachers' emotion management and communication skills.

Professional training is one of the important ways to enhance teachers' classroom management skills. Through professional training, teachers can systematically learn and master advanced classroom management theories and practical skills. For example, teachers can attend special classroom management training courses to learn how to design and implement effective classroom rules and procedures, how to use positive behaviour management strategies to motivate students, and how to deal with conflicts and problematic behaviours in the classroom. In these trainings, teachers can not only acquire theoretical knowledge, but also enhance their practical skills through practical activities such as simulated teaching and role-playing.

5. Conclusions

Enhancing students' independent learning ability and teachers' classroom management ability are two crucial aspects of education. By analysing existing problems and proposing corresponding strategies, this paper provides practical management suggestions for teachers to enhance the effectiveness of classroom management and promote students' comprehensive quality development. Future research should delve deeper into the impact of personalised teaching and technology-assisted learning on the enhancement of these two competencies, while continuous professional development and innovative teaching methods should be encouraged in educational practice to adapt to the ever-changing educational needs and challenges.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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