

A study on the value and implementation strategies of autonomous management in elementary school classrooms

Cheng Qian

College of Education and Sports Sciences, Yangtze University, Jingzhou, Hubei, 434023, China

Abstract: *Primary school class management as an important part of elementary school education. Currently, classroom self-management, as a new model of classroom management, has somehow broken through the traditional model of classroom construction, taking students as the main subjects and giving full play to their subjective initiative and creativity. This paper discusses the value of classroom self-management in elementary school and proposes effective strategies for implementing student self-management in elementary school classroom management, so as to lay the foundation for the generation of students' core literacy and their own growth and development.*

Keywords: *classroom management in elementary school; self-management; strategies*

1. Introduction

With the new round of educational reform steadily bringing new demands for classroom management, the classroom self-management model, which is characterized by fostering students' creativity and giving full play to their initiative, has naturally received widespread attention and research. This classroom management model focuses on students' independent participation, turns management into an educational tool and leads students to participate in it, leading them to develop freely and independently, and the cornerstone of the whole education is at the primary education stage, so it is of practical significance to explore the strategies of classroom self-management in elementary school.

2. The meaning of classroom self-management

"Classroom self-management is to let students be the protagonists of classroom management, to give full play to students' enthusiasm and creativity in self-education and self-management, so that students can learn to be self-reliant, autonomous, organized and cooperative in classroom self-management, and thus know and develop themselves."^[1] The level of its development directly affects students' initiative and enthusiasm in self-management. The level of self-management awareness has a significant impact on students' self-management skills. Self-management ability is gradually developed under the guidance of self-management consciousness, which is the ability of students to decide and control their own words and actions on their own in order to achieve specific goals^[2]. More specifically, autonomous management in elementary school classes refers to the process of classroom management in which classroom teachers carry out student-oriented classroom activities, fully integrate students' initiative, subjectivity, motivation, enthusiasm and creativity, stimulate and mobilize them, and then better carry out classroom management activities, so as to cultivate students' awareness of autonomous management and autonomous management ability, and enable students to obtain the needs of individual growth and development^[3].

3. Exploration of the value of independent management in elementary school classrooms

(1) To meet the growth and development needs of individual students in order to promote their overall development

In today's social environment, independence has become one of the important qualities that every citizen must have, and only with good self-management can one obtain more of the other good qualities of society. If one lacks autonomy, it is difficult to become a truly positive, optimistic, creative and developing individual in society. Therefore, schools and teachers should consciously cultivate students'

self-management from an early age in primary education, so as to develop their autonomy comprehensively, reduce their dependence and build their good quality of self-management.

Elementary school is a crucial period for students to develop their autonomy and foster their self-management. At the elementary school level, both from the perspective of personal development and from the perspective of the totality of education, students at the elementary school level show a strong curiosity and the ability to accept new things, as well as a high degree of plasticity, which makes them the focus of independent learning, teachers' and parents' attention. The causes of students' lack of self-management ability can be manifested as follows: in the process of self-development, students do not set clear goals to strive for and are unable to self-manage; in the aspect of communication and interaction with others, there are problems such as lack of communication skills, lack of skill in handling interpersonal relationships and lack of cooperation; in the aspect of personality characteristics, they have independent personalities, refuse to interact with others, lack creative thinking and are unable to self In terms of time management, we cannot ignore the importance of time, nor can we let our children rely excessively on their parents, not to mention the lack of the most basic self-management skills; in terms of self-control, they cannot regulate their emotions and behaviors well, and cannot adapt to the changed environment; in the process of learning, they lack the ability to think independently. Therefore, the self-management ability and self-management awareness of primary school students need to be improved urgently because they need more precious time to make full use of and manage; they do not realize that they have responsibilities as a person to the society and others. In the current elementary school classroom management in China, the students' self-management situation is worrying, so the study of self-management in elementary school classrooms is of great significance to the growth of elementary school students themselves, which cannot be ignored.

(2) The need to ensure that core literacy is effectively implemented

With the continuous advancement of education reform, what modern education seeks is to cultivate students with comprehensive development and independent and sound personality, as well as a strong sense of enterprise and the pursuit of excellence. Therefore, the teaching process must be based on the principle of respecting human subjectivity, so that each student can be fully developed and become a person who can adapt to the needs of society. In order to achieve this goal, contemporary education emphasizes the teaching of students according to their abilities and promotes the development of their self-management, self-learning and self-life skills. Teachers should guide students to establish a correct outlook on life, values and worldview and to develop a healthy and positive attitude toward life. Education should stimulate the inner potential of each student and enhance their self-decision making ability, self-confidence and self-actualization. This requires teachers to place emphasis on guiding students to personalized learning and promoting their healthy growth in teaching. As a result, schools are gradually building a student-centered core literacy system that aims to promote the holistic development of individuality and autonomy and sets higher expectations for students' overall quality level.

An individual's core literacy is a fundamental prerequisite for ensuring that he or she is adaptable in future society, promoting lifelong learning and achieving all-round development. As a school that cultivates people, it is important to focus on quality education and comprehensive quality improvement for students in order to better cultivate talents with high quality and ability for the country. With the continuous development of education in the new era, traditional classroom management methods can no longer meet the needs of students' core literacy, so classroom management must be conducted on this basis. Classroom teachers under core literacy should pay more attention to the cultivation of students' abilities in various fields and the improvement of their overall quality. Globally, there is a consensus that the future development of students is driven by developing their core literacy. The core literacy of moral education covers various aspects such as social interaction, civic ethics, physical health, moral cultivation, thinking skills, and values. Classes are an important place for schools to implement quality education and the main channel for cultivating students' comprehensive quality. Integrating classroom management with core literacy can maximize its nurturing function, continuously deepen students' humanistic literacy, enhance their self-management ability, and strengthen their sense of social responsibility at the same time.

(3) Contribute to the professional development of teachers

Classroom self-management is a good way of classroom management, and classroom teachers need to change their usual concepts and correctly handle the power relationship between classroom teachers and other classroom members. Class teachers should train and guide capable students to become class leaders and master class management skills, so as to create a management atmosphere of "everyone for me and me for everyone". Classroom teachers should also focus on the interaction between students and themselves, and value the role of classroom teachers and parents in students' development. Classroom

teachers can take the initiative to differentiate their roles, clarify their service, guidance and collaboration, and assist students to achieve self-management. At the same time, classroom teachers need more time and energy to pay attention to students' personality, ability and psychological development, and become a guide and good partner that students like. In this way, classroom self-management can be better promoted and practiced.

4. Effective strategies for autonomous classroom management in elementary school

(1) To stimulate students' awareness of self-management and improve their self-management skills

The famous Soviet educator Sukhomlinsky elaborated in the field of self-education, "Education is true only if it can inspire students to educate themselves." It is only through this that education can take root within students and be reflected in their actions, thus truly motivating them to grow and achieve. Therefore, as teachers, we need to assist students in establishing scientific classroom management methods and efficient classroom self-management systems in order to raise their level of classroom self-management awareness and ability, further cultivate their self-management, teamwork and innovative and enterprising spirit, and ultimately achieve students' self-development.

Teachers should recognize the subjective status of students in teaching and management, further develop students' good self-management skills, and encourage them to actively participate in autonomous classroom management, including the following four aspects: First, teachers should make students clearly understand the important value of autonomous classroom management and the management requirements corresponding to it. Second, teachers should fully recognize students' developmental characteristics and provide them with more comprehensive self-management solutions in the context of their learning needs and life situations. For example, students should be helped to set clear and specific goals and then develop a detailed plan based on the identified goals. Third, in order to develop students' awareness and ability of self-management, teachers should adopt a gradual approach and gradually guide students to actively participate in various classroom self-management activities, so as to achieve a steady and steady effect. For example, when guiding students to clarify their struggle goals, teachers should consciously cultivate students' self-discipline in their teaching. Fourth, we must start with the smallest details to achieve the best results. In the process of carrying out classroom self-management work, teachers should actively play their role to create a good learning atmosphere for them so that students can devote themselves to all self-management practice work. In daily classroom teaching activities, teachers should constantly emphasize the indispensability and indispensability of classroom self-management work, and guide students to deeply understand the actual value of self-management and classroom self-management. Fifth, they should guide and supervise students to carry out their own management work. Only when students regard the class as their own exclusive domain, class affairs as their own responsibilities, and class management as their own management goals.

(2) Class management activities to create a self-managed classroom culture

The formation of classroom culture is the result of the joint efforts of class teachers, subject teachers and all students, and it is a spiritual product of self-cohesion and self-affiliation. Class culture construction requires the creation of a good atmosphere, and class management and class culture are inseparable. To make students identify with and internalize class culture, it needs to be realized through students' own experience and active participation. Class activities include ideological and moral education activities, cultural learning activities, scientific and technological activities, cultural and artistic activities, labor activities, game activities, and comprehensive activities, etc. However, in order to let students have real experiences and feelings, special attention should be paid to the following three aspects: First, class cultural activities reflect their own educational nature. The class teacher should boldly let go of the students' hands and feet, creatively carry out class activities suitable for the actual situation of the class and the age characteristics of the students, and integrate the educational purpose into them, in order to make the educational effect be sublimated and summarized in the activities. Second, focus on the guiding nature of the activities. Class teachers should make full use of various educational resources, seize educational opportunities, focus on students themselves, curriculum learning, educational resources, etc., and encourage students to develop and implement activity programs independently, while class teachers are responsible for supervision and guidance. Third, focus on the effectiveness of the activities. When planning activities, classroom teachers should take into account the overall development process of the class and students to ensure the novelty, flexibility and operability of the activities and avoid blindly carrying out time-consuming and ineffective activities.

Class spiritual culture is the value pursuit, beliefs, and orientations commonly recognized by every member in a class, which is crucial in a class. It is the foundation for the formation and development of a class, and plays a great role in restraining the thoughts and behaviors of each class member. Therefore, in order to guide students to manage their classes independently, classroom teachers should focus on building classroom spiritual culture, and in the process, cultivate students' enthusiasm, sense of honor and responsibility for the classroom community. In addition, classroom teachers should strengthen the construction of classroom material culture and mobilize students' enthusiasm for independent classroom management, for example, when building classroom blackboards and book corners, they should pay full attention to the role they play in students' participation, actively create a relaxing and pleasant atmosphere to stimulate each student's enthusiasm for participation, and create a clean and comfortable classroom environment for students to show their real growth. The students' main role should be maximized.

(3) Sound classroom self-management system, selection and training of class cadres

In order to ensure the smooth running of any activity, a relatively well-developed management system must be established as an effective disciplinary measure. A class management system is a code of conduct and guidelines developed and followed by class members with the participation of class members, aiming to ensure that the behavior of class members in learning and life conforms to the norms. The establishment of a class management system needs to start from the following three aspects: First, the content of the class management system. First, the content of the class management system should be legal, to ensure that the content of the class management system is legally recognized and to protect the legitimate rights and interests of the class members; second, the content of the class management system should be democratic. The content of the class management system should take into account the actual situation of the class and should not be simply copied or solved at once; finally, the content should be effective. The formulation of class management system should also pay attention to the combination of form and effectiveness, and must be formulated according to the actual situation of the class to meet the needs of the class rules and regulations. Second, the process of class management system. First, teachers must have a scientific design and perfect implementation procedure for the development of class management system; second, in the process of developing class management system, students' opinions should be fully respected, because students are the masters of the class, and only by respecting their opinions can they be guided to effective self-governance. Third, the development and implementation of class management system. First, the implementation must have the qualities of fairness and flexibility to ensure the fairness and adaptability of classroom management; second, the development of classroom management system should reflect the principles of democracy, science, and feasibility.

In improving the classroom self-management system, the classroom teacher alone cannot achieve the classroom management goals, but must train effective classroom cadres to help achieve them. Therefore, the selection of class cadres must be careful, and the selection and training of class cadres can adopt the principles of autonomy, voluntariness, fairness and comprehensiveness. Specifically: first, through scientific management of the post, the responsibilities of the post and the characteristics of students organically combined, so that each student in the class initiative to participate. Second, the implementation of class cadres incentive mechanism to stimulate the enthusiasm of work. The use of promotion, reward and other ways to stimulate the enthusiasm of student cadres to work. Third, the strict implementation of education supervision mechanism. Supervision and inspection of student cadres is an important way of education and management of student cadres. Establish various supervision channels to realize the whole process of supervision on student cadres' character, ability, attendance, achievement and learning life and working style; to combine supervision and assessment organically, through strict assessment and review of students in the same class and dormitory, to promote assessment by evaluation.

(4) Seeking a scientific and reasonable multiple evaluation system

Evaluation is a conscious activity carried out by people in practice, and its purpose is to recognize and summarize the past practice, find out the existing problems, improve the work continuously, and set new goals to promote the development of the cause^[4]. A reasonable evaluation body has a guiding and directional role in the development of things, and in classroom management, we should achieve "full participation in evaluation, individual supervision and management". The purpose of classroom self-management evaluation is not to make value judgments about the past work, but to make students find the problems in classroom management and in themselves, and to correct them, and at the same time, students will find their own work ability in the process of value judgment, and the exercise and training of their own ability in classroom management, which also has an important motivational value for students' development. In order to obtain more comprehensive evaluation results, the subjects of evaluation should include students' self-evaluation, special evaluation groups, and collective class evaluation^[5].

In our traditional classroom management model, classroom teachers and classroom teachers play the leading role in evaluation, while students usually do not have the opportunity to participate in evaluation. This kind of evaluation is actually based on the teacher's subjective and one-sided viewpoint, and the evaluation criteria are often single and lacking in objectivity, focusing more on the results and neglecting the process, and paying more attention to the achievements and less to the efforts. This kind of evaluation is not good for the healthy growth and all-round development of all students in the class, and may even become a violent tool to suppress and destroy students. Therefore, to improve the level of classroom self-management, we should develop a scientific and reasonable evaluation system. Firstly, the system should highlight the subjective characteristics of class students; secondly, the evaluation criteria should be developed in the direction of diversification; again, the evaluation methods should also be diversified and should not over-emphasize the results and achievements while neglecting the recognition and affirmation of the process and efforts. In this process, we should also guide students to conduct objective, in-depth and scientific and reasonable self-evaluation and mutual evaluation to enhance students' self-discovery and self-education ability. This way of evaluation can maximize the enthusiasm of class students to manage their learning and life independently, and it is also conducive to creating a good atmosphere of positivity, unity and cooperation, common progress and mutual competition within the class.

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