

A Study on the Situation of Self-Management in the Upper Primary School Classes

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Abstract: Class is the basic unit of school management, which is of great significance for the implementation of school management and the physical and mental health development of students. The quality of class management not only affects the academic performance of each student in the class, but also affects the formation of students' personality and character. Since the senior primary school students have a certain understanding of class management, this paper takes the self-management of the upper primary school class as the research topic, and the senior students of Wenchang Primary School as the research object. We deeply investigate and analyze the current situation of class management, and its existing problems. We proposes the participation of all the students, so that the students can be the little masters of the class.

Keywords: Upper Primary School; Class Self-management; Tactics; Wenchang School

The report of the 19th National Congress of the Communist Party of China pointed out that if a teacher only knows how to "teach" and "solve doubts", but does not "preach", it cannot be said that the teacher is completely competent, and at best he can only be a "teacher of scriptures" and "a teacher of sentence reading", not a "teacher of people". True education should not only pay attention to the cultivation of students' knowledge and literacy, but also pay attention to the shaping of personality and life. As educators in the new era, under the new educational background, according to the characteristics of the physical and mental development of children in the upper primary school, the self-management model should be implemented in the upper grades of primary school, so as to improve the comprehensive ability of senior students.

1. Questionnaire Design and Research methods

1.1 Questionnaire Design

At the beginning of this study, the author conducted a survey on 103 senior students in Wenchang Primary School who randomly distributed questionnaires, and 103 valid questionnaires were collected, and the effective rate of the questionnaires reached 100%, which met the requirements of scientific investigation.

1.2 Research Methods

1.2.1. Documentary Law

After making full use of books, periodicals, the Internet and other channels, I consulted the research results on class self-management at home and abroad, especially through the platform of "CNKI", read a large number of educational journal articles and master's and doctoral dissertations, and extensively understood the development of related research on this topic.

1.2.2. Questionnaire method

Through the collection of a large number of studies on class management and class self-management, the existing literature was carefully sorted out and analyzed, the basic connotation and related dimensions of class self-management were clarified, and according to the previous research results, the questionnaire of "Survey on the Current Situation of Class Self-management of Upper Primary School Students" was compiled, and the upper grades of Wenchang Primary School were taken as the object.

2. Problems in the Self-Management Of Classes in the Upper Grades of Primary School

2.1 Students' initiative is not Enough

In the survey of students in the upper grades of elementary school, we found that there are very few people who work in the class, and the

proportion of class leaders is less than one-third, and the class leader and deputy class leader are really in charge of class affairs. Obviously, only a very small number of students can make their own achievements in their work and contribute to the class, while the rest of the students do not have the opportunity to participate in the management of the class, so their strength will be increased, and those who do not have the strength will have a huge psychological gap. At the same time, there are also many students who want to run for class leaders, but because the homeroom teacher has arranged several traditional student management positions for them, and they are worried about their safety, they have never had the opportunity.

2.2 There is a Deviation in the Management Concept of the Class Teacher

The current school management also advocates student self-management, but most of it is a formality. There are also some excellent class teachers, they also want to be able to use them, but their learning style is too fixed and not adjusted according to the actual situation of the class, so once there is a management problem, they will immediately be regarded as unable to manage independently and be abandoned. However, if the class teacher only "supervises" in a timely manner, it will lead to the inability of students' management ability to be effectively cultivated, which will affect the students' future consciousness and autonomy.

2.3 Students Lack the Awareness and Ability of Self-Management

From birth, primary school students have an abundant material life, and they are born without worrying about food and clothing. This also leads to the lack of necessary goal setting and the uncertainty of self-planning and design of the senior students of Wenchang Primary School, which makes the sense of autonomy of the senior primary school of Wenchang School weaker. In the process of class management, discussion and coordination, some students in the upper grades of Wenchang School lack a sense of autonomy. There are also some Wenchang School students who are accustomed to being "managed" by teachers and others, and it is difficult for them to participate in class management independently. In order to solve the problems encountered in

the practice of class self-management, it is necessary to go through the indispensable process of discussion, coordination, decision-making, etc. These processes become a barrier to students' participation in class management and reduce students' willingness to manage themselves.

3. Implementation Strategies for Self-Management of Classes in the Upper Primary School

3.1 Improve Students' Awareness and Ability of Class Self-Management

First, Wenchang students need to set goals and achieve them as planned. Some students will say, "I have my own goals, I want to go to a good university, and live up to the expectations of my teachers and parents", and some students will say "my goal is to have a good job in the future, so that my parents will be satisfied". These goals are all big goals in life, and they are vague. Then it is important to set good goals, especially the short-term goals should be set clearly and completed step by step according to the plan. For example, in the self-study class, plan the completion time of each subject's homework, even if there is no teacher's supervision, you can complete the coursework efficiently, complete the small goals on time, get closer and closer to the big goal, and slowly develop the ability of self-planning, which is the process of self-ability improvement, so as to exercise the ability of self-management.

Second, the senior primary school students of Wenchang School need to summarize regularly and improve themselves. There are many problems and difficulties encountered by the senior primary school students in participating in class self-management, so in the process of challenging one difficulty after another, they need to constantly consider themselves, which is the process of growth. Therefore, the senior primary school students of Wenchang School must regularly make self-summaries, continue to accumulate lessons and lessons, and will continue to grow and improve themselves.

3.2 Improve the Class Self-Management System

The first is to elect the squad leader, and in the case of self-recommendation and other recommendation, several candidates for the

squad leader are produced. Candidates for squad leader are required to give several rounds of full competitive speeches. All students in the class vote and get more than 70% of the votes to be elected class president. Only one member of the class is elected as class president, and the term can be changed regularly, which can be long or short, depending on the situation.

The second is student evaluation, which can not only supervise and supervise the work of the class committee, but also an effective way to cultivate students' sense of "democracy". Attention should be paid to the following points in democratic evaluation: first, a democratic evaluation is conducted after each monthly examination; Second, the support rate of the class committee must exceed 80%; The third is that the class committee writes a reflection and reflects on the gains and losses in the work in the past month. Feedback the results of the review to the class committee in an appropriate form, so that the class committee can make appropriate work adjustments based on their own reflections.

3.3 Establish and Improve Supervision Mechanisms

Generally speaking, class management in the upper grades of primary school is a relatively tedious and systematic job. In the past management process, it showed a strong lag and could not meet the growth needs of senior students. In the future management process, teachers should strengthen and improve the management system, establish and improve the supervision mechanism, actively encourage and guide students to integrate into classroom teaching, let students actively participate in class management, so that students' will can be fully reflected, so that students' abilities can be fully played, so as to improve the quality of students at the same time, but also improve the quality of management.

4. Epilogue

The class is the main place for students to learn and live in the upper grades of primary school, and plays an important role in the formation of students' good behavior habits. However, many

unfavorable factors in class management have become the fetters of students' healthy development and hinder their all-round healthy development. The research of this paper finds that there are some problems in the current self-management of students in the upper primary school classes, such as low student participation, students' lack of awareness and ability of self-management, imperfect class self-management system, and deviation of the management concept of class teachers.

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