

Research on Strategies for Solving Common Classroom Problem Behaviors of Lower Grade Students in a Primary School in Ningxiang City

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Abstract: For primary school teachers, facing classroom teaching and students is a highly challenging and stressful aspect. The current teachers lack the most experience in teaching and classroom management. It is necessary for teachers to conduct sufficient research and understanding of students' problematic behaviors before truly entering the job, ensuring that they can quickly and accurately judge students' classroom behavior and make corresponding countermeasures to ensure normal teaching and completing teaching tasks Adapt to the environment. Therefore, the author adopts questionnaire survey method, observation method, literature research method, and proposes some coping strategies for common classroom problem behaviors of lower grade students in a primary school in Ningxiang City based on the current situation of common classroom problem behaviors.

1. Introduction

The classroom is the main place for teachers to teach and students to learn. In classroom teaching, teachers hope to achieve teaching objectives on time, ensure teaching quality, enable students to achieve good learning outcomes, and engage in positive interaction between teachers and students. A good and orderly classroom is the prerequisite and guarantee for achieving these expectations. Elementary school students in the lower stage, during the transition period from kindergarten to primary school, have undergone significant changes in learning requirements and environment compared to before. Students need some time to adapt to school life, so problem behaviors are commonly present in the lower stage of primary school classrooms^[1]. Therefore, attention should be paid to the classroom problematic behavior of lower level students. How teachers can reasonably view the classroom problematic behavior of lower level students, and how to effectively help them correct classroom problematic behavior are all worth exploring and researching. On the one hand, students' classroom problematic behavior is an unavoidable and widely existing problem in teacher classroom management. It accompanies teachers' classroom teaching and exists in classroom teaching activities for a long time. It is one of the main factors that hinder the improvement of classroom teaching quality, especially in the primary school stage. On the other hand, with the changes in various factors such as primary school students' learning environment, learning methods, and family education, the manifestations of classroom problematic behavior among primary school students have become diverse and complex. Faced with numerous and complex classroom

problematic behaviors, if teachers do not take reasonable management measures in a timely manner, these classroom problematic behaviors will have a certain negative impact and hinder the development of teachers' teaching, students' learning, and behavioral habits. Therefore, studying the current situation and teacher management strategies of classroom problematic behavior among low grade primary school students can further enrich and expand research on solving students' classroom problematic behavior and improving teacher classroom management. This can stimulate frontline teachers to attach importance to classroom problematic behavior, learn relevant classroom management theories, and reflect on practice^[2].

2. Survey methods and survey objects

The survey methods used in this article mainly include survey method, literature review method, and observation method. Survey method and observation method are the key research methods used in this study. This study collected relevant journals, master's and doctoral papers, etc. on CNKI, and determined the content of this study based on the problems of classroom problematic behavior among lower grade students in actual classrooms. During the one-year internship, the author observed the classroom problem-solving behavior of first and second grade students through attending and attending classes. This article conducts a comprehensive survey on the types, frequency, causes, and teachers' and students' understanding of problematic behavior in primary school students' classroom through a self-designed survey questionnaire. Adopting these methods can provide some practical and theoretical support for the article^[3].

The survey subjects of this article are mainly first to second grade teachers. A questionnaire survey was conducted on teachers at Xinkang Primary School in Yutan Street. Among them, the teacher actually collected 107 questionnaires, eliminated 0 invalid questionnaires, and obtained 107 valid questionnaires.

Table 1: Basic information of the teachers

project	option	number of people	Percentage (100%)
of school age	1~5 Years	69	64.29%
	6~10 Years	22	20.56%
	11~20 Years	12	11.21%
	More than 21 years	4	3.74%
Teaching grade	first grade	50	46.73%
	second grade	57	53.27%
course	Chinese	40	37.38%
	mathematics	26	24.3%
	Other disciplines	41	38.32%
The head teacher or not	yes	40	37.38%
	fault	67	63.62%

Table 2: Basic information of the students

project	option	number of people	Percentage (100%)
grade	first grade	581	54%
	second grade	495	46%

From Table 1, it can be seen that the distribution proportion of school teachers' teaching experience is relatively young and short. We can also see that the distribution of the number of first grade and second grade teachers is relatively uniform. In terms of the distribution of subject teachers, there are 40 Chinese language teachers, 26 mathematics teachers, and 41 other subject

teachers. From Table 2, it can be seen that the students in my survey are all lower grade students.

3. Strategies for Effectively Managing Common Classroom Problem Behaviors of Lower Grade Elementary School Students

Through observation of actual teaching classrooms in lower primary schools and teacher questionnaires, it can be seen that students tend to engage in problematic behavior to some extent, whether in the classrooms of excellent or ordinary teachers^[4]. Therefore, students' classroom problematic behavior is an unavoidable problem in teaching practice and a long-term and wide-ranging problem. Faced with the endless occurrence of classroom problematic behavior among lower level students, teachers should actively take measures, Prevent and handle students' classroom problematic behaviors, and guide them to form good classroom behavior habits.

3.1 Develop and implement classroom behavior norms around 'classroom problematic behavior'

Students in kindergarten mainly focus on learning activities, life activities, game activities, sports activities, and other activity courses. Kindergarten teachers mainly cultivate and manage students' daily habits. Therefore, compared to primary school, the management of student behavior is relatively loose, and there is no clear classroom behavior norms. However, students in the lower grades of primary school are in the transition stage from early childhood to primary school, and the requirements for student behavior have changed. Classroom requirements are becoming stricter, so it is necessary for teachers to establish classroom behavior norms from the beginning. Classroom norms are the basic principles of classroom behavior that every student must abide by, and they are also the "invisible whip" and "invisible law" used by teachers to manage the classroom.

3.1.1 Develop clear classroom behavior norms with the theme of "classroom problematic behavior"

A good class atmosphere and order are based on the discipline and norms of the class, and students must

Knowing which behaviors can and cannot be done in the classroom, therefore, it is important for younger students to

It is important for friends to establish a sense of classroom norms. The cognitive development of lower grade students is not yet perfect, so

It's a bit difficult for them to participate in the formulation of standards at the beginning. After discussing with the class teacher and the teacher, they can

Their level of development and characteristics have led to the development of classroom behavior norms.

Due to the limited cognitive level of lower level elementary school students, there may be situations where they cannot understand some behavioral norms. In this case, teachers can fully utilize multimedia to employ image display and animation playback for visualizing and illustrating behavioral norms. This enables students to comprehend the specific manifestations of problematic behavior while emphasizing that such conduct is incorrect and not permitted in the classroom. Teachers can also ask students to explain the impact and consequences of these problematic behaviors.) Finally, the teacher can organize the students' answers into rules and advocate for everyone to abide by them. Allowing students to participate in the development of classroom norms can provide teachers with the opportunity to provide concrete explanations of norms, enabling students to understand norms during the development process, which is more effective than simply

pasting behavioral norms on walls. And when teachers and students jointly establish classroom behavior norms, they actually establish a contractual relationship. The content of the contract is recognized by students and they believe that it should be consciously followed. While establishing classroom behavior norms, teachers can also consciously encourage students to reflect on their usual classroom performance, encourage correct behavior, and reduce the occurrence of problematic behaviors.

3.1.2 Classroom teachers jointly supervise and strengthen classroom behavior norms

If classroom behavior norms are not effectively implemented, they are just a piece of waste paper pasted on the wall. Therefore, the establishment of classroom behavior norms does not necessarily mean success, but more importantly, how to make classroom norms deeply rooted in people's hearts, penetrate into students, and take root in the hearts of every student. This process requires teachers to spend a lot of time repeatedly repeating and emphasizing, so that students know the normative system. When students internalize the rules, There will be a "tacit understanding" between teachers and students. The implementation and strengthening of classroom behavior norms can bring good classroom teaching order to every teacher, provide guarantees for their smooth teaching, and achieve twice the result with half the effort. So the implementation of classroom behavior norms solely relying on the efforts of the class teacher is far from enough. In this situation, the active participation of the subject teachers can greatly enhance the implementation of classroom norms. It can avoid the phenomenon of gaps in the implementation of classroom norms, where class teachers step in step and form a management team to jointly manage students' classroom problematic behaviors.

3.1.3 Flexibly handle new problems and adjust classroom behavior norms

Students are constantly developing and changing, with some classroom problematic behaviors occurring more frequently at the beginning of school, others concentrated at the end of the semester, and others occurring more frequently in the first grade. By the second grade, there may be a sharp decrease in classroom problematic behaviors. The classroom problem behaviors that occur in different grades and periods of time are different, so the formulation of classroom behavior norms is a constantly changing dynamic process. In order to establish effective classroom norms and promote classroom learning towards a better direction and achieve the goal of student development, adjustments, changes, and reflections are constantly made based on the problems that arise and the actual situation of students in the classroom.

3.2 Strengthen teacher collaboration and home school communication to achieve educational goals

The communication between teachers, students, parents, and subject teachers is the transmission and feedback of ideas and emotions. Regular positive and effective communication can achieve consistency of thought and smooth emotions, and enhance the management effectiveness of teachers.

3.2.1. Interpret the needs of problematic students and enhance the pertinence of classroom problem behavior management

When teachers manage students' problematic behavior in the classroom, they should consider them as the main body of management. Students are subjective, dynamic, and living individuals. In the process of management, teachers should fully respect students' wishes and personal

development. Firstly, teachers should actively establish good interpersonal relationships with students, actively communicate and exchange ideas with them, and establish an equal and harmonious teacher-student relationship. In the classroom, teachers need to intervene and stop students' classroom problem behaviors in a timely and effective manner, but this does not mean the completion of problem solving. After class, it is important to understand the reasons why students frequently encounter classroom problems, understand the process of events, and understand the psychological state of students. If teachers adopt more drastic management measures against students without understanding the reasons behind their classroom problematic behaviors, it can easily lead to students' resistance and may lead to more serious problematic behaviors. Only by understanding the reasons for the frequent occurrence of problematic behavior among students can effective solutions be taken to address the situation. Secondly, after gaining a clear understanding of the facts, one should employ positive and practical methods to alter the current situation of students and regulate their psychological state.) Sometimes, a positive gaze, a concise encouragement, and an opportunity to speak can all change students' problematic behavior. Finally, teachers should fully trust students, view them with a developmental perspective, boldly delegate power to students for self-management, create equal and harmonious teacher-student relationships, win students' respect, and consciously obey management.

3.2.2 Clear management requirements among teachers to maintain the sustainability of classroom problem behavior management

Classroom teaching is jointly completed by the homeroom teacher and the subject teacher, so the management of students' classroom problematic behavior should also be jointly undertaken by the two. If the homeroom teacher is the leader of student problematic behavior management, then the subject teacher is a strong support for student problematic behavior management. On the one hand, if only the homeroom teacher is responsible for managing students' classroom problematic behavior, the workload and time required by the homeroom teacher will greatly increase. This not only puts an excessive burden on the homeroom teacher, but also affects the management effectiveness. On the other hand, if classroom norms jointly formulated by teachers and students are only implemented in the classroom of the homeroom teacher, but not implemented in the classroom of other teachers, the norms cannot be effectively implemented. Over time, students will confuse the rules and neglect implementation, resulting in a significant discount to the management effect of classroom behavior norms, and it will also cause students to have a psychological resistance to the homeroom teacher and classroom norms. Therefore, the subject teachers themselves should also change their management attitude and enhance their management awareness. Timely communication should be maintained between the subject teachers and the class teacher, with a unified recognition and implementation of classroom norms, maintaining a consistent pace, and making it clear to students that they must abide by classroom behavior norms regardless of which teacher they are in.

3.2.3 Seeking cooperation with parents of problematic students to enhance the effectiveness of classroom problem behavior management

The growth of primary school students is influenced by both their families and schools. The management of students' classroom problematic behaviors cannot be separated from the cooperation and support of parents. Regular and effective communication and exchange between teachers and parents can help teachers better understand students' family situations, and parents better understand their school performance. Only then can teachers achieve ideal results in educating and managing students' classroom problematic behaviors. When students experience classroom problem behaviors

that are difficult to solve, teachers should actively seek help from their families, promote home school cooperation, and work together with parents to find the reasons behind the problem behaviors and find the most effective and convenient solutions.

4. Conclusion

The occurrence of classroom problematic behavior among primary school students is inevitable and uncertain. Due to the immaturity of students' physical and mental development, classroom problematic behavior is an unavoidable problem that teachers must face and manage during the primary school stage. Moreover, students' problematic behavior is easily influenced by factors such as the environment and teachers, so it often has unpredictability and contingency. This makes it more difficult for teachers to manage students, which puts forward higher and updated requirements for teachers' management methods and attitudes, requiring them to invest more time, effort, and wisdom. Through a survey and analysis of common classroom problem behaviors among lower grade elementary school students, this survey provides relevant suggestions for addressing common classroom problem behaviors among lower grade elementary school students. Due to the limited scope of the investigation conducted by the author, there are inevitably omissions. In the future, research in this area will be more comprehensive and rigorous.

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