

# A Brief Introduction to The Art of Communication in Class Management for Primary School Class Teachers

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**Abstract:** As the class manager, primary school class teachers play a very important role in students' learning and daily life, and also have important significance for promoting students' physical and mental health development. The work of primary school class teachers involves a wide range of aspects, the core is class management, whether class management is appropriate, whether class affairs can be solved, and the formation of class centripetal force all depend on the art of class teacher communication. Therefore, how to master the art of communication and improve the efficiency of class management is a problem that primary school class teachers must seriously consider.

**Keywords:** Primary school class teacher, Class management, The art of communication.

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## 1. Introduction

With the rapid development of social economy and the continuous updating of education models, the teaching management mode is also constantly changing, and the management of class teachers is an important part of class management. The class teacher is the core figure of a class, and the class teacher's own teaching literacy and personal qualities will affect the development of the entire class and all students. In the daily work and teaching management process of class teachers, it is necessary to carry out the art of communication, give full play to the class teacher's educational wit, handle various class affairs, strengthen home-school ties, promote student development, lead the class to move forward, establish a positive class environment, and enhance students' collective sense of honor and class cohesion. Therefore, in primary school class management, class teachers need to master the art of communication, so that students can achieve all-round development in the learning life of the class.

## 2. The Significance of Communication in Primary School Class Management

### 2.1. It is conducive to building a good teacher-student relationship

As the first part of compulsory education, primary education plays an important role in the development of students throughout their lives, so it is necessary to establish a good teacher-student relationship between class teachers and students. Good teacher-student relationship requires teachers to use certain communication skills, class teachers in the class management activities, can first create a pleasant communication environment, as the basis for establishing a good teacher-student relationship with students, and then through a good teacher-student relationship bridge, teachers can really enter the world of students, in the students' learning and life targeted care and help, so that teachers and students can form a benign interaction.

### 2.2. It is conducive to promoting the individualized development of students

Each student is an independent individual, they are developmental, innovative, staged, sequential, and it is this independent individual that constitutes a complete class collective. Teachers with good communication skills know how to follow the development of students themselves, not to educate every student as the same learning machine, but to treat each student equally, according to aptitude, and treat every student equally. When the class teacher carries out the management work, due to the different personality characteristics of the students, when teachers and students communicate, they can first understand the interests and hobbies of the students, understand the psychological changes of the students, tap the bright points of the students, and educate and cultivate the specific conditions of the students in a targeted manner, so as to effectively promote the personalized development of students.

### 2.3. It is conducive to establishing students' collective concept

Primary education is the enlightenment stage of children's correct outlook on life and value shaping, and students' collective concept and cultural identity should be cultivated from primary school, which is particularly important for students to form correct values and national sense, which requires class teachers to achieve effective communication with students. Class teachers spend a large part of their learning life with students, so in order to open children's hearts and enter students' inner world, primary school class teachers need to be able to flexibly use the art of communication and master communication skills. Through effective communication skills, primary school class teachers can pay close attention to each child's value formation and their daily behavior, and let each child integrate into the group, fall in love with the collective, and strengthen the child's collective concept.

### 2.4. It is conducive to strengthening ties with families

In one hundred pieces of advice to teachers, Sukhomlinsky said: "Neither school education nor family education without

school education can accomplish the extremely detailed and complex task of training people." Schools, school administrators and teachers are aware that the impact of school education on student development is inevitably inseparable from the assistance of family education. Family is the first classroom of life, parents are the first teachers of children, family education will have a vital impact on the growth of students, so the education of children cannot rely solely on the unilateral efforts of schools and teachers. As an important part of modern education, home-school communication is the key to the synergy of home-school education. Carrying out efficient home-school communication to ensure the healthy growth of students and promote their all-round development has gradually become an important topic for us to explore. Class teachers can strengthen communication with students' parents, which can promote each other to enter into students' learning and life more deeply, and home-school cooperation can better play the role of education, constitute a strong educational synergy, and create a good and healthy growth environment for students.

### **3. The Communication Problems of Class Teachers in Class Management**

#### **3.1. Poor communication between class teachers and students**

In the traditional cognition, the class teacher is a class manager and a leader, so the communication between students and the class teacher is very small, and more often the class teacher takes the initiative to communicate with the students, and the focus of communication is often some students who do not like to learn and are naughty. This is a major misunderstanding of the communication between the class teacher and the students, the content of the class teacher's communication should not only be learning, nor should it be just bad students, the communication content of the class teacher should be about the students, and the object of communication should also be all students. Under the guidance of this misunderstanding, whether it is the class teacher or the student, the communication between the two is very poor, and it is precisely under this misunderstanding that the students lack the most basic understanding and trust of the class teacher, which also makes the work of the class teacher in a passive state and difficult to carry out.

#### **3.2. The status of class teachers and students is not equal**

China's education has always attached importance to respecting teachers, but in some schools, it has gradually evolved into teachers being superior, students obeying orders, and it is a common phenomenon that teachers and students are always in an unequal position. Influenced by traditional education, teachers have always put themselves in the position of administrators. Under this psychological suggestion, the communication and exchange between teachers and students tends to be imperative, for example: teachers assign tasks and students complete. Over time, students become afraid and even reject teachers, so that the relationship between teachers and students is very tense. Some teachers are accustomed to putting students in the position of being managed, and rarely say words of praise and encouragement to students in daily class management. On the

contrary, verbal abuse and corporal punishment of students are widespread, and this irresponsible behavior of teachers seriously affects the healthy growth and development of students. Therefore, whether in classroom teaching or after-class dialogue, the unequal status of teachers and students can make communication impossible.

#### **3.3. Class teachers treat students unfairly**

Whether in society or in school, people tend to associate with excellent people, and it is inevitable in class teachers, who tend to communicate with children with good academic performance and better performance, and pay more attention. Moreover, some research and investigation have found that class teachers are generally tolerant and patient with students with good academic performance and understanding, and use more affirmative tones, positive personality language, and democratic attitude to communicate with them. On the contrary, in the face of poor academic performance and mischievous students, class teachers usually use authoritarian and negative language to communicate, and over time, the teacher-student relationship becomes more and more rusty. Students in the middle of the class also make up a large part of the class, and they are more often the group of students that the class teacher pays the least attention to, and even worse, they have not communicated with the class teacher alone, and they do not even know where the class teacher's office is. Because they are not outstanding, class teachers rarely communicate with such students. Due to this unfair behavior of the class teacher, students are unwilling to communicate with the class teacher, and their trust in the teacher will be greatly reduced.

#### **3.4. Class teachers pay too much attention to cognition and lack emotional communication**

The purpose of teacher-student communication is to understand the status of students through the exchange of ideas and information transmission, and to provide positive guidance to students and promote students' positive development. In actual teaching management, the bridge between teachers and students has become learning, grading and ranking, and teachers pay too much attention to students' cognitive development, but ignore the most important emotions for children's growth. A good class teacher should not train students into a learning machine, but should guide them to become independent personality and all-round development of people, pay attention to students' psychological, emotional and emotional problems, and integrate these subtle tasks into class management.

### **4. Communication Strategies in Class Management for Primary School Class Teachers**

#### **4.1. Listen to students' voices**

In primary school class teacher management, teachers should listen to students' voices, and through gentle communication skills, close the relationship between teachers and students, and then improve the efficiency of primary school class teacher class management. In actual teaching practice, teachers should improve their keen observation, and when they find that there are students who want to communicate with them, teachers need to take the initiative

to find students, be their most loyal listeners, choose appropriate ways of conversation, and help them solve problems. For students who dare not communicate with themselves, class teachers need to narrow the distance with them in a gentle way, find some suitable topics to communicate with them, listen to students' voices, think about students' thoughts from the student's perspective, answer students' confusion, and be students' confidant friends.

#### **4.2. Be tolerant of students' mistakes**

The development of primary school students is developmental, in a stage of continuous learning and the formation of values, and mistakes are inevitable in the process. When dealing with these situations, class teachers should be good at using educational wit, and after figuring out the ins and outs of things, they should not only maintain a clear attitude towards students who have made mistakes, maintain the majestic image of class teachers, maintain the organizational regulations of the class and school, but more importantly, they should follow the good practices of students, guide them appropriately, and give them the opportunity to understand and allow them to correct their mistakes.

#### **4.3. Build an equal teacher-student relationship**

In the class management of primary school class teachers, the most effective way to improve class management is to build an equal teacher-student relationship. However, due to the influence of traditional educational thinking, "teachers are the managers of students" has long been ingrained in the concept of teachers and students. The unequal teacher-student relationship has led students to fear teachers and dare not communicate with class teachers, and individual teachers have sneered at students, causing certain harm to students' mental health. Therefore, in the management of primary school class teachers, teachers should first have equal dialogue with students as a "friend" and establish an equal and harmonious teacher-student relationship. Only when the two are on an equal footing can students be more receptive to the views and opinions put forward by teachers. Therefore, a very important prerequisite for class teachers to communicate with students is that teachers should treat each student equally, respect students' ideas, discover students' strengths, and believe in students' abilities.

#### **4.4. Raise awareness of active communication**

Communication is two-way, but in general, students are less likely to take the initiative to seek class teachers to communicate, which requires teachers to take the initiative to communicate with students and pay equal attention to each student in the class. In addition, teachers should also actively play their own guiding role and cultivate students' awareness of taking the initiative to communicate with others, so that they can take the initiative, timely and boldly communicate their ideas with parents, teachers and classmates. For the growth of children, schools and families form educational synergies to optimize class management on the basis of students' mental health development.

#### **4.5. Improve the efficiency of home-school communication**

Parents and teachers have overall responsibilities in the process of student growth and teaching, and they complement each other. Therefore, parents and schools should pay

attention to two-way communication and maintain close contact. In view of the current weak communication awareness of both sides, improper communication methods, and poor communication results, families and schools should put aside their ideological baggage and realize that their personal education ability for children is limited. Only by working together, actively participating in home-school communication activities, and promoting the consistency of home-school education can the two sides achieve the synergistic effect of promoting student development. Schools need to strengthen the awareness of class teachers and provide professional training to class teachers in this regard; Class teachers also need to emphasize to parents the common goal of student cultivation, class teachers can let parents understand the importance of online communication in primary schools in terms of ideology through special communication, individual communication, repeated communication, etc. Enhance parents' sense of responsibility, and promote parents and class teachers to cooperate more actively. Class teachers should promote the change of parents' understanding, so that they can truly understand the importance of home-school online communication, maintain the consistency of home-school education, and improve the efficiency of home-school communication.

### **5. Concluding Remarks**

"Communication is an effective way to solve practical problems, which has an important driving force for the construction of classes, and the improvement of communication art is more conducive to promoting the improvement of class management quality." Therefore, when carrying out class management, primary school class teachers should pay attention to the expression of communication, adhere to the principle of fairness and justice, and give full respect to each student. Teachers should learn to strengthen the inner communication with students, promote the relationship between teachers and students, and achieve equality between teachers and students in communication, so that students can open their hearts to teachers. At the same time, teachers should also start from themselves, improve their awareness of active communication with students, and tolerate students' mistakes to promote the healthy development of students' psychology. In this way, under the premise of the comprehensive and healthy growth of primary school students, the smooth development of primary school class management can be promoted.

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