

Current Situation and Optimization Strategy of Classroom Management of English Teachers in Junior High School

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Abstract: The classroom is not a single role shown by teachers, but a teaching interaction field constructed between teachers and students under the guidance of teachers, so that every student can actively integrate into learning in the classroom. In Junior High school, students' own self-awareness is relatively strong, the sense of classroom cooperation with teachers is relatively weak, which will produce a strong rebellious psychology and requires teachers to scientifically allocate their own teaching time in the classroom. Fully understand the shortcomings and deficiencies of students, develop teaching activities to help students get better improvement and growth. In order to maximize their enthusiasm for learning, maximize their development, and achieve effective teaching based on the development of subjects. Therefore, this paper studies the current situation and optimization strategies of classroom management of English teachers in Junior High school.

Keywords: Junior High School English, English Teachers, Classroom Management.

1. Introduction

In the process of classroom management, Junior High school English teachers should fully respect the student body and think from the student's point of view. To find the shortcomings of students in the learning stage. Teachers should adapt to the psychological characteristics of the growth and development stage of students in Junior High school to optimize and adjust their classroom management methods. Hence, it is not only promoting students' interest in English knowledge learning, but also enhance their desire for English learning.

2. Current Status of Class Management in Middle School English Teaching

2.1. Classroom management mode is too traditional

Under the reform trend of the new curriculum reform, most Junior High school English teachers pay more attention to cultivating students' English performance and ability to use English. The reason is that some teachers cannot escape the shackles of traditional ideas and concepts. The teaching ways are too traditional in management mode. It does not carry out extended classroom management, not bold and innovative in thinking, and does not analyze the concept of new curriculum reform thoroughly enough. Naturally, in such an environment, it also directly affects the quality of classroom management, which in turn leads to students' lack of interest in learning English, and teachers only blame students when managing, without really listening to their ideas from the role of students. The task of management is even more difficult.

2.2. Lack of careful listening in class performance

Because Junior High School English teachers are not strict and harmonious in classroom management. Relaxed classes, so students are generally very loose. Their enthusiasm for

learning English is declining. Teachers lack a clear orientation for English teaching goals, which will also cause their learning to not listen carefully, or even unable to keep up with the pace of teachers, resulting in greater obstacles to class management by teachers, also affecting the entire quality of English teaching.

2.3. Teachers' teaching methods are single and boring

Junior High school English is a compulsory subject in the middle school entrance examination and a key subject in the compulsory education stage. Due to the single boring teaching method, Junior High school English teachers focus on students' performance when conducting classroom management, and neglect the cultivation of students' innovative ability. The focus of their management is also on academic performance, neglecting the cultivation of students' English literacy, which directly leads to teachers being difficult to change their management mode and failing to improve the quality of teaching.

2.4. Focusing on test-taking lacks all-round development

The teaching content of the test-taking mode must be limited to the scope of the exam, and the so-called emotional and cultural content beyond the scope of the exam will not enter the classroom, and the teacher will not emphasize it. In addition, the traditional way of teaching that focuses only on grammar learning leads to "dumb English", where students can understand texts but have difficulty conversing freely with people in spoken English fluently. Therefore, as the main position of teaching, if the teaching content only stays on the analysis and explanation of the grammar of the text, and stays on the explanation of the spelling and usage of words, then the students' English level will not be really improved, and the effectiveness of the classroom will not be fully reflected.

3. Optimization Strategies for Classroom Management of English Teachers in Junior High School

3.1. Motivate students

Teachers often ignore that Junior High school students are still in the active period of thinking, have a strong curiosity about new things in the outside world, and have a wide range of interests. Teachers should capture students' interests and connect students' interests with English learning. For example, teachers can combine classic English songs, English speeches, English movies, etc. to make the class colorful. At the same time, watching movies and listening to songs, and encouraging students to share their impressions can comprehensively train students' listening, speaking, reading, and writing skills and achieve all-round development.

3.2. Respect student agency

Due to the generally low reading and writing level of Junior High school students, it is mainly reflected in the unreasonable composition structure, weak paragraph awareness, lack of theme language, lack of in-depth thinking and many other aspects, this situation is mainly due to the long-term habit of English teachers to put themselves in the dominant position of education and teaching, in education due to the "indoctrination" of English knowledge points to students. This method is not conducive to the development and improvement of students' thinking skills. Therefore, teachers should truly realize that the activity of education and teaching is student-oriented, and should make it clear that English education is not only for students to achieve higher scores in the exam, but also for them to lay a good learning foundation and ability in the long learning and development in the future.

Teachers must correct their position in education and teaching, change their roles, and transform themselves from traditional "frontrunners" to "runners". In daily teaching, teachers should completely abandon the education method based on examination-oriented education, give full play to students' subjectivity, guide students to think divergent on English topics in various ways such as problem-oriented, scenario simulation and students' self-inquiry, and help students try to express their views in English, so because effectively play their role as teachers in promoting students' growth and development. Through this transformation, English education will not be reduced to "Chinese English" in the context of examinations, and teachers themselves can truly realize their guiding function of "teaching and educating people", and such English education is exactly what quality education expects.

3.3. Emphasis on learning process management

In the past Junior High school English teaching activities, teachers paid more attention to students' memory of teaching content, paid more attention to students' test scores, and used students' grades as the standard to measure students' entire learning process. Guided by this teaching focus, both teachers and students are more inclined to use rote memorization to complete English learning tasks. However, this learning mode affects the improvement of students' English ability and hinders the formation of students' innovative thinking.

After the curriculum reform, more and more educators and

parents of students have recognized the shortcomings of the traditional education model and no longer regard academic performance as the only criterion for measuring students' comprehensive ability. In the process of strengthening classroom management, every Junior High school English teacher should recognize the important role of the learning process in students' personal growth. While referring to students' academic performance, pay attention to students' classroom learning performance, understand and appreciate students' personalized problem-solving thinking. The optimization of classroom management is used to guide students' thinking to develop in a diversified direction, and intentionally promote students' independent learning, in order to make the teaching focus more scientific.

3.4. Pay attention to the management of learning subjects

No matter how the classroom management style changes, the principle of student-centered should be adhered to. Effective learning requires students to actively explore and complete their own learning tasks under the guidance of their willingness to learn independently. In the process of teaching English in Junior High school, teachers should provide more independent learning platforms for students. Organize teaching in another way, and implement teaching guidance in another way. In the teaching process, use more concise and simple language to promote students' understanding of classroom tasks, save more classroom time, and give students thinking exercises and application exercises.

In the process of teaching English in Junior High school, teachers should choose effective teacher-student communication methods to complete the upgrade and optimization of classroom management. Whether teachers' teaching behavior is effective is deeply affected by the way and effect of teacher-student interaction. Especially in the process of Junior High school English teaching, Junior High school students' language accumulation is insufficient and their English application ability is relatively poor, but the Junior High school English learning in the middle of primary school and high school has a greater impact on students' future English development. In the process of classroom management, teachers should actively understand the strengths and weaknesses of each student's English learning. Understand the needs of students with equal and harmonious communication. Combine your own holistic teaching plan with the individual needs of students to facilitate the resolution of contradictions between teaching and learning.

3.5. Create an English learning environment

When a person is in a particular language environment for a long time, this language will unconsciously affect his serious way, which is conducive to the learning of non-native languages. Applying this theory to English teaching requires teachers to create a strong English learning environment for students, so that students can be edified in the subtle. When teaching English, teachers should pay attention to the English used in accordance with the student's cognitive level, and slow down the speed of speech to ensure that students can hear clearly. Teachers can greet each other at the same table in English, or between teachers and students, mainly to create an English classroom atmosphere.

3.6. Promote a diversified classroom teaching environment

As the most cutting-edge subject in Junior High school, English naturally needs to keep up with the trend of the times, combine Chinese and Western cultures, and comprehensively innovate teachers' teaching methods, so that expand students' international vision and comprehensive literacy, and become social talents with both ability and integrity.

Teachers can organize English exchange discussions with the theme of "Cultural differences between the East and the West" in the English classroom, so that students can exchange and discuss the similarities and differences between Chinese and Western cultures, as well as their own views on learning different cultures.

The first two questions let students understand the gap between China and Western countries in festivals, food and other cultures, while the third question guides students to think deeply about the mutual learning between different cultures, so that Junior High school students can subtly understand the view of "cultural integration" in the dialectic of thought, so as to gradually establish their own international consciousness and broaden their international vision, which is also an important goal of English education in China.

3.7. Rational use of information technology tools

The application of information technology in the field of education has achieved effective results, and has greatly promoted students' learning, effectively broken the traditional teaching management methods, is no longer a single outdated model, and brought unprecedented changes and innovations to class management. The use of science and technology in Junior High school English teaching can effectively enhance the efficiency of classroom management art. Let students be more flexible when learning English, teachers can also present an open, a visual and intuitive English teaching mode through scientific and technological means when teaching, which can stimulate students' senses, so that they can actively learn. Under such transformation. The art of class management has also played a role in Junior High school English teaching, greatly changing the traditional classroom teaching management mode, and increasing the interest of classroom management.

3.8. Hands-on activities are held with emphasis on the use of English

Although English is a language subject, the importance of practical learning cannot be overlooked. In the process of teaching English in China, more and more educators are finding that the lack of context has a negative impact on the rate of formation and development of students' English ability. Many students have a wealth of experience in learning English, but do not have the corresponding English ability. Traditional Junior High School English teaching does not focus on practical learning or language practice, resulting in students in a state of dumb English learning.

In the process of optimizing the classroom management model, teachers should actively simulate scenarios, combine teaching content, and provide students with opportunities to use English communication. In an English environment,

students can call up the English vocabulary and grammar they have learned in time to complete conversations. Solve the problem of foreigners who cannot speak English and do not have the confidence to communicate. The English classroom is not limited to the model of the teacher telling the students to listen to the lecture. As educators in the new era, teachers should strive to expand new education methods, and make the English classroom truly active and truly become a classroom for students by changing the traditional classroom role and positioning.

4. Conclusion

To sum up, in the process of optimizing the classroom management methods of English teachers in Junior High school, the Junior High school English teachers should not only do a good job in guiding students' learning, but also strengthen personal teaching reflection. Using the consolidation of English learning foundation, students have stronger interest and stronger learning ability in the future English learning path. Taking the English classroom as the main position of English knowledge dissemination, optimizing teaching ideas and strengthening classroom management are important ways to promote the optimization of English classroom teaching in Junior High schools.

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