

# Communication Strategies in Classroom Management for Primary School Homeroom Teachers

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**Abstract:** Primary school students are an important period of physical and mental development, and the primary school class teacher, as the class manager, plays a very important role in the learning and life of students. Among them, the most important job of the class teacher is to carry out class management, and efficient class management requires a good communication strategy of the class teacher, which is the most powerful way to help the class teacher solve the class affairs and form the class centripetal force. Therefore, how to master communication skills 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; Communicate.

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## 1. Introduction

With the development of China's economy and the progress of education methods, the teaching management model is constantly changing, and the management of the class teacher is an important part of class management. The class teacher is the soul of the class, and the class teacher's own ability and quality affect the development of the whole class. Good communication skills can effectively resolve the contradictions between teachers and students, enhance the feelings between teachers and students, strengthen the connection between teachers and students, build a positive class environment, enhance students' sense of collective honor and responsibility, and gradually strengthen the cohesion within the class. Therefore, in the class management of primary schools, the class teacher needs to master the art of good communication, so that students can be all-round in the learning and 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

Primary education is an important part of compulsory education, and class teachers need to communicate well with students in the process of class management, so that primary school students can develop good learning habits in the initial learning stage. Creating a pleasant communication environment is the basis for building a harmonious teacher-student relationship with students when class management activities are carried out. A good teacher-student relationship is a bridge between teachers and students, which can enable teachers to truly enter the world of students, give targeted care and help to students in their learning and life, and form a benign interaction between teachers and students.

### 2.2. Build a Harmonious Class Atmosphere

Good communication helps build trust and respect between teachers and students, and creates a positive class atmosphere. Through the presentation of the art of communication, the

primary school class teacher can pay attention to the daily behavior of each child in the class from a deep level, find and correct the inappropriate behaviors made by students in time, and communicate in a timely and effective manner, so as to better instill collective consciousness education to students, enhance students' sense of belonging and collective honor, and promote unity and cooperation among class members.

### 2.3. Promote the All-round Development of Students

Primary education is the enlightenment stage for children to have a correct outlook on life and values. The time spent by the class teacher and the students accounts for a large part of the students' learning life, so in order to open the hearts of children and enter the inner world of students, it is necessary for the primary school class teacher to be able to flexibly use the art of communication and master the communication skills. Through in-depth communication with students, class teachers can explore students' potential, provide them with personalized development advice and guidance, and promote the all-round development of students. At the same time, communication can also help students solve the confusion in their studies and life, and improve their self-confidence and coping skills.

### 2.4. Enhance Parental Participation and Support

In one hundred pieces of advice to teachers, Sukhomlinsky said: "Neither schooling without homeschooling nor homeschooling without schooling can accomplish the extremely delicate and complex task of educating people". Schools, school administrators and teachers are aware that the impact of school education on student development is inseparable from the assistance of family education. By maintaining close communication with parents, the class teacher can keep abreast of the students' performance and needs in the family, and strive for parents' understanding and support for the class work. At the same time, the class teacher can also teach parents the methods and skills of family education, forming a good situation of home-school co-education.

## **2.5. Improve the Efficiency of Class Management**

Effective communication can ensure accurate delivery and understanding of information, reduce misunderstandings caused by poor information or misunderstanding, and can save time and effort for better class management. At the same time, the class teacher can clearly communicate the goals and expectations of class management, so that students, parents and subject teachers can understand and improve the goals together. This helps to form a common vision and direction of action, so that everyone can work together towards a common goal. Having clear goals and expectations can also motivate students to learn, and increase their willingness and effectiveness in class management.

## **2.6. Cultivate Students' Communication Skills**

In the process of class management, the class teacher can cultivate students' communication and interpersonal skills through demonstration and guidance. Through participating in class discussions, cooperating in tasks and other activities, students learn communication skills such as listening to others' opinions, expressing their own opinions and feelings, and negotiating with others to solve problems, which lays a good foundation for their future study and life.

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

### **3.1. Single Mode of Communication**

There have been many changes in the physical and mental development of students in primary school, which are characterized by developmental, sequential, phased and individual differences. Every child is a different individual, but some class teachers often use a single communication method, such as oral teaching or written notification, when communicating with students, which lacks diversity and flexibility. This single method of communication may not meet the needs of different students, resulting in poor communication results.

### **3.2. The Content of the Communication is One-sided**

The class teacher is like a parent of a student on campus, and they should take care of every aspect of each child. However, in actual communication, some class teachers may focus too much on students' academic performance, but ignore information such as students' mental health, hobbies, and family background. This kind of one-sided communication content cannot fully understand the actual situation of students, and it is difficult to formulate targeted management measures.

### **3.3. Lack of Emotional Investment in Communication**

Andreeva once said that communication is used by human beings to exchange ideas and transmit information, and through this communication it can influence the other person's thoughts and even change behavior. However, some teachers are still limited by traditional educational concepts, and they fail to get rid of this shackle when managing classes, which directly hinders the establishment of good teacher-student interactions. At the same time, in order to maintain their own dignity, some teachers often talk to students in a

serious way and lack emotional commitment, which is a key factor in deepening the sense of distance between teachers and students, and also weakens the effect of effective dialogue.

## **3.4. Lack of Listening in Communication**

Through academic research and personal observation of the current process of communication between class teachers and students, it can be found that most of them are in a state of "teachers are strong and students are weak", and basically teachers are one-way output, and students respond, usually like a passive object of criticism. The class teacher lacks the habit of listening in communication, and in the long run, this also makes the students afraid to communicate with the class teacher, so that the class teacher will not be able to grasp the students' truest thoughts, which weakens the level of communication of the class teacher in class management.

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

### **4.1. Listen to Students' Voices**

In the course of class management, primary school class teachers should be good at listening to students' voices, narrowing the relationship between teachers and students, and then improving the efficiency of class management of primary school class teachers. In a real classroom setting, students can be given assignments such as weekly journals and diaries. Often, students can use this to keep track of their academic and life situations, as well as a way for them to express their personal feelings. Class teachers can read the information and gain a deeper understanding of the students' inner thoughts. For students who are underperforming or facing difficulties, especially those who are struggling academically or in life, the class teacher should take the initiative to talk to them to gain insight into their inner confusion and provide support. Once the real feelings of the students are grasped, the class teacher needs to select the topic of the dialogue according to the students' psychological demands, look at the students' thinking questions from an observational perspective, answer the students' doubts, and solve the things that the students cannot deal with on their own, so as to truly shorten the distance between themselves and the students.

### **4.2. Be Tolerant of Students' Mistakes**

As primary school students' cognition is still in the process of continuous improvement, it is inevitable that they will make mistakes in their daily life and learning. As a class teacher, you need to show the necessary authority to maintain good teaching order when dealing with such problems, but at the same time, you must also maintain an inclusive attitude to accept children who have made mistakes or misbehaved, and guide them to correct their mistakes in an appropriate way. When a child is found to have made a mistake, the class teacher should patiently communicate from the child's point of view, so that they can be honest in front of the class teacher. This approach not only prevents damage to children's mental health, but also pampers their self-esteem. Therefore, when facing the primary school students who make mistakes, the class teacher should first adopt a tolerant attitude and use scientific and reasonable methods to make them consciously understand the shortcomings and take the initiative to correct them.

### **4.3. Build an Equal Teacher-student Relationship**

The most effective way to improve class management in primary school class teachers is to build an equal teacher-student relationship. However, due to the influence of traditional teaching concepts, "teachers are the managers of students" has long been ingrained in the concept of teachers and students, and this unbalanced relationship makes children afraid of their homeroom teachers and dare not talk to them or share their hearts. Some class teachers even sneered at the students, which will undoubtedly have a negative effect on the children's physical and mental development. Therefore, in the practice of school management, teachers should first have an equal dialogue with students as a "friend" to create a fair and harmonious environment.

### **4.4. Raise Awareness of Active Communication**

Undoubtedly, effective communication plays a significant role in improving management efficiency. In order to achieve this, primary class teachers must take two key steps: first, to enhance their ability to communicate proactively, ensuring that all students are treated equally; The second is to stimulate students' habit of actively communicating and seeking the opinions of others through their own behavior demonstration. This includes caring about their learning and life outside of the classroom and motivating them to share personal insights in themed class meetings. This is the only way to get to know each student's situation in depth. In addition, the class teacher needs to actively promote student interaction to create an open, rapid and confident dialogue environment where children can be open and honest with their parents, teachers or peers to meet challenges together. This collaborative approach helps to further improve the management of the classroom with the support of both the school and the family, and provides more comprehensive support for the children's physical and mental development.

### **4.5. Improve the Efficiency of Home-school Communication**

Parents and teachers have overall responsibility for the growth and teaching of students, and they complement each other and are indispensable. Therefore, parents and schools should pay attention to two-way communication and maintain close contact. In view of the current weak communication awareness, improper communication methods, and poor communication results, families and schools should put aside their ideological baggage and realize that their personal

education ability for their 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 the development of students. Schools need to strengthen the awareness of class teachers and provide professional training to class teachers in this area; The class teacher also needs to emphasize the common goal of student training to parents, and the class teacher can make parents understand the importance of online communication between primary school and home in terms of ideology through special communication, individual communication, repeated communication, etc., so as to 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 truly understand the importance of online communication between home and school, and maintain the consistency of home and school education, so as to improve the efficiency of home and school communication.

The most effective way to solve practical problems is communication, and mastering the art of communication is very important for class teachers to build classes. Therefore, when carrying out class management, primary school class teachers should lower their profile, shorten the distance with students, and give full respect to each student. At the same time, improve the awareness of active communication with students, tolerate students' mistakes, so as to promote the healthy development of students' psychology, and ultimately promote the efficient development of class management.

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