

Proposal and Discussion on "Tangible management" Training for Class adviser of primary school in Compulsory Education Stage in China

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Abstract— Compulsory education originated in Germany In 1619, the school decree published in the Principality of Weimar, Germany, stipulated that parents should send their children aged 6 to 12 to school, which is the earliest compulsory education. From 1763 to 1819, Germany basically improved its compulsory education regulations. 1986 China began to implement nine-year compulsory education system, calling for "People's Republic of China nationality who have school-age children and adolescents, regardless of gender, ethnicity, race, family property status or religious belief, In accordance with the law, they have the right to receive compulsory education on an equal footing, and fulfill their obligation to receive compulsory education." In this social context, the implementation of Chinese basic educators becomes particularly important. Due to China's special national conditions, class managers of primary school students (hereinafter referred to as "Class Adviser") are often held by the teachers. The lack of unified management and training, management in the form of loose management style and diverse. In response to this problem, we rely on the university platform to carry out pilot training for the "Tangible management" class teacher. In order to improve the quality of education so that school-age children and adolescents round development in moral, intellectual and physical, to cultivate ideals, morality, culture and discipline of socialist builders and successors laid the foundation.

Index Terms— Class adviser, Management, Primary and secondary schools, Primary education, Tangible

1 INTRODUCTION

China is a populous country. Although the family planning policy has been implemented since 2001, the large base number has made many local issues very important. China's compulsory education has been widely spread since 1986, and the majority of the population requires teachers to teach in accordance with their aptitude. Different teachers, different teaching and management will cause students different teaching styles (Claxton, C., & Ralston, 1978). Due to China's specific national conditions, class adviser of primary school is often a part-time instructor, especially in China's southwest region (Jintng Wu, 2012). Due to geographical restrictions, most of them have the following problems: (1) Difficult teaching conditions and lack of motivation to engage in grassroots education (Yun Xiao, Li Li, Liqiu Zhao, 2017), the practice of morality needs to be further strengthened; (2) The professionalism is not high enough to understand the latest trends and cutting-edge theories of the development of primary education. The managerial model and classroom teaching skills are lagging behind, innovation and design awareness, activity organization and behavior, and management organization capacity need to be improved, lack of experience and methods in the new era of new activities of the training system, the urgent need for management philosophy, communication and coordination, counseling and education to update skills; (3) The number of teachers engaged in management work is small, there are few experienced teachers, there is no normal and effective activity such as common organization, communication, coordination, arrangement and feedback, lack of summary and reflection on the handling of primary school pupils' ideological problems, and the ability of teachers to manage and guide students independently.

In response to the above issues, we launched tangible management training. The so-called "Tangible management" means that through training, it is possible to further promote the professionalization of the class adviser education team, the specialization of educational methods, the professionalization of educational personnel, and the diversified development of educational methods. Through the "tangible" personal training, the further development of the class adviser team in schools, districts, even townships and local primary schools was promoted, Then they reached: (1) In-depth study of the 《Young Pioneer Activity Guideline》 to accurately grasp the essence of the 《Outline》 "and implement the "China Dream" as the core of the ideal

beliefs and "tangible" training methods implemented in the Young Pioneers activities courses, at the same time, it continuously improved the counselors' ability and level of carrying out the Young Pioneer activities curriculum construction, and strengthened the professionalization and professionalization of the backbone counsellors. (2) The implementation of the activities of the Young Pioneers Team will increase the ability to design, organize, and implement the activity of class advisers in primary schools, and thus increase the effectiveness of class adviser activities in primary schools. (3) Take the practical problems faced by teachers as a breakthrough, train and improve teachers' ability to use modern educational technology, explore network resources, and use scientific research methods to solve problems independently.

2 MATERIALS AND METHODS

2.1 Training methods

Network training and centralized training are combined, theoretical research and practical training are combined, expert guidance is combined with peer mutual help, task-driven learning, combination of expert lectures and participatory learning, teaching reflection and teaching research are combined. The main training methods are:

1. Expert lectures and case studies: University teachers, primary school teachers, and teachers and researchers in the discipline are invited to explain the topics in each module, emphasizing the combination of theoretical explanation and practical cases.

2. Participatory training and task-driven: divide the study group, assign specific tasks for each student, require students to raise awareness in actual participation, deepen understanding, digestion and absorption, and improve the effectiveness of training. Such as: carry out "collective lesson preparation" and elaborate on the teaching process.

3. Field observation: Arrange students to go deep into Chinese classes in primary schools and observe them in the field. Through personal experience, guide students to use teaching evaluation methods to conduct scientific analysis and reflection on teaching. Such as: field to elementary school classroom

to observe, listen, discuss, learn, etc.

4. Exchange of experiences and discussion of issues: In light of the actual problems encountered by students in teaching, group discussions or class discussions are held to share the good experiences of others and discuss solutions and strategies for the students.

2.2 training content

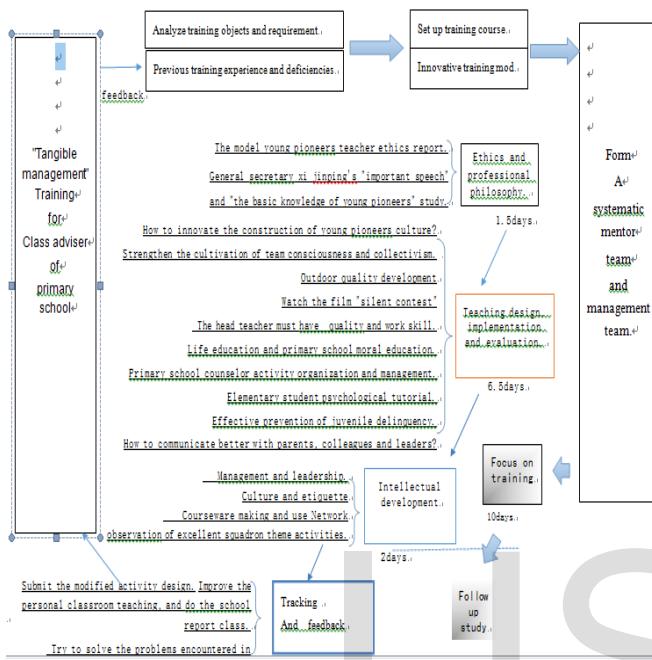


Fig 1. The main content of the training course.

2.3 Assessment and evaluation

It adopts a combination of dynamic process evaluation and assessment summative assessment, qualitative evaluation and quantitative evaluation, and is evaluated by the team according to the participants' attendance, study logs and class notes, assignment completion, competition assessment, and group cooperation. The adjudicator's evaluation is composed of four grades: excellent, good, qualified, and unqualified, and teachers who participate in the training whose qualifications are more than qualified are awarded a training completion certificate.

Performance assessment content	Proportion of results
Attendance rate	30%
Learning Logs and Class Notes	20%
Student Activity Design Competition	10%
Job completion	20%
Group evaluation	10%
class adviser evaluation	10%

Table 1. Student assessment content composition and proportion table

2.4 Tracking guidance

1. Utilize online training platform

It has a special "National Training Program" network tracking and guid-

ance platform, and sets up virtual classes on the basis of disciplines and classes. It makes full use of the network platform to enable students to implement functions such as submitting assignments, forum exchanges, resource sharing, and excellent class exhibitions, etc., and regularly launches experts online to coaching questions.

2. Create class QQ group

Establish class QQ groups, set up virtual classes for online learning and exchanges, promote seminars, exchanges, and sharing of resources between pre-training, training, and post-training roles, and enrich guidance channels.

3. To carry out regular visits activities

A regular return visit is made to the students' post-training education and teaching situation. The implementation of the professional development plan of the teachers participating in the training is understood, and the teachers participating in the training are paired to carry out mutual assistance in scientific research, and the outstanding trainees are selected to carry out demonstration class observation activities.

4. Cooperate with local education bureau to strengthen post-training management

The local education bureau is entrusted with the post-training management of trainees. For example, teachers who are required to participate in training are given special reports, report classes, and organized student activities to promote the post-training development of the class adviser team.

2.5 Teaching conditions

1. The training class is equipped with fixed classrooms. The classrooms are equipped with multimedia projectors, stereos, mobile microphones, purified water, etc. to ensure that students have a comfortable learning environment. At the same time, according to the needs of teaching, basic teaching aids such as big white paper, colored pencils, and double-sided tape are used to ensure the smooth and effective development of training courses.

2. For each training class in the science and engineering disciplines, there are specialized digital laboratories and ordinary laboratories to ensure that the students' experimental courses can be conducted normally and smoothly.

3. When students come to the school to check in, there is a special class adviser responsible for registration, for each student to distribute information kits, information kits pen, notebook, letterhead, student manuals, cups and so on.

4. Teaching class adviser and teaching assistant go to the class every day to do attendance management and data sending and receiving work. They also understand the situation of the trainees in time, quickly resolve the feedback from the trainees, and adjust and improve the problems in teaching.

5. Build a positive training atmosphere. Focus on the coordination of the layout of the environment during the training and training topics, set up training columns, and timely post trainee training experience, experience, and results.

3. TRAINING CHARACTERISTICS AND INNOVATION

1. Training topics highlighted the counselor ideological and moral cultivation, activities of the organization and improve the processing capability of unexpected problems.

Due to the short training time, the theme of the training focused on the ideological and moral cultivation of the counselor, the organization of activities, and the ability to deal with sudden problems. The experts analyzed and analyzed face-to-face and primary-level counselors to communicate face-to-face, study, and discuss issues. The "Basic Knowledge of Young Pioneers Organization" and "Major Speech of General Secretary Xi Jinping's June 1st" were set up to improve the professionalism of teachers and their grasp of cutting-edge policies.

2. Set up training courses based on topics, development, interaction, and common learning

The training course is set up by experts guiding the trainees to jointly

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