



COMPETENCY TRAINING PROCESS OF NON-NORMAL GRADUATES
IN PRIMARY SCHOOLS

by
HUILING ZHOU

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)
SOUTHEAST ASIA UNIVERSITY
ACADEMIC YEAR 2022
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Independent Study Title	Competency Training Process of Non-Normal Graduates in Primary Schools
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Program	Master of Education in Educational Administration (International Program)
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Number of pages	68 pages
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Academic Year	2022

ABSTRACT

This study aims to analyze the existing problems from four aspects: subject and environment, balance and imbalance, inheritance and variation, symbiosis, and competition. In the aspect of classroom content management, the research object can basically consider the differences and existing level of students, but it shows a strong dependence on teaching materials, the correlation between teaching and students' real life is not close enough, and the breakthrough of important and difficult points in teaching is slightly lacking. Teaching activities can't actively mobilize students' active thinking in mathematics learning. In the aspect of classroom time management, the research object has a certain sense of time management, but it shows some problems, such as unreasonable time allocation, time control ability and time planning ability to be improved. In the aspect of classroom environment management, the research object has insufficient awareness of classroom physical management, and the effect of psychological environment management is not obvious. As for the management of teachers and students in class, teachers have mastered simple methods to control their negative emotions, but when the classroom teaching order is not good, it is easy to vent negative emotions in front of students, and there is no flexible method to transform students' negative behaviors in class. Finally, this study puts forward corresponding strategies and suggestions for classroom teaching management of primary school teachers of non-normal majors.

Keywords: Normal graduates; Non-normal graduates; Competency training process

Acknowledgement

First, I would like to express my special thanks to my advisor Prof. Wang Shuai, Ph.D., and Lecturers of Southeast Asia University. Especially, Assoc. Prof. Dr. Napaporn Khantanapha, Dr. Supot Rattanapun, I am lucky to have met such an excellent tutor who has guided me to re-examine myself and make me recognize my shortcomings and inadequacies.

I listened to my teacher's teachings and learnt about my knowledge and skills and how to behave. I was inspired by my teacher's admonition to keep my feet on the ground, both in my studies and in my work, and I regained my proper attitude and took my studies seriously. During my studies, I never dared to forget my teacher's teachings, overcoming my inner weakness, and taking my studies and research seriously, one step at a time. The professor's rigorous attitude, firm principles, and sincerity towards his students all deeply infected me. In the future, I will remember your teachings, keep my feet on the ground, move forward courageously and strive to become an outstanding educator.

I would also like to express my sincere gratitude to the University of Southeast Asia for training me, to the Director and all the teachers for teaching me and helping me, and to my fellow students for guiding and inspiring me in the methodology of the questionnaire.

Finally, I would like to thank my family for your constant encouragement and support, and for giving me the strength and confidence to keep going with you behind me.

Huiling Zhou

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Chapter 1

Introduction

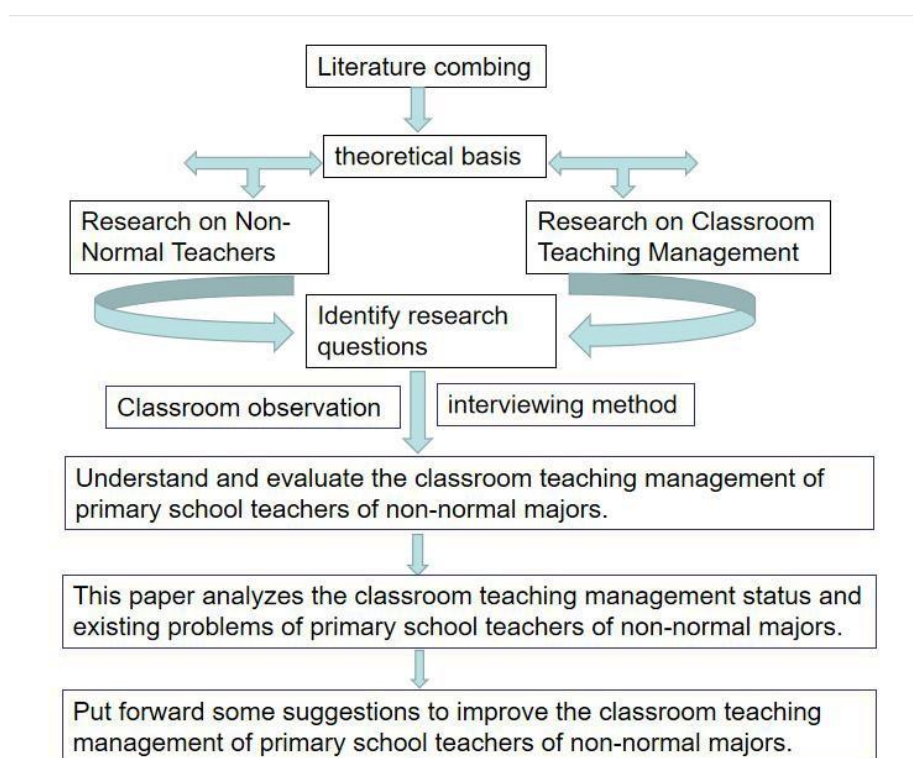
1.1 Statement of research questions

With the continuous improvement and promotion of the teacher education system, it is becoming a social reality for comprehensive university graduates to teach in primary and secondary schools. In recent years, the proportion of this number has generally increased. With the help of the employment report of graduates released by colleges and universities every year, we can know the macro situation of these graduates in choosing their careers. For many years, the profession of primary and secondary school teachers has not been the first choice for these graduates, but the number and proportion of this profession have increased significantly in schools all over the country in recent years. The source structure of teachers in China is increasingly diversified, and non-normal graduates constitute an important force of teachers. From the perspective of teachers' professional development, there are indeed differences between normal and non-normal graduates when they first join the job. How should non-normal graduates be competent quickly when they join the primary school? It is very important for non-normal graduates. This paper discusses the training process of non-normal graduates' competency in primary schools. In recent years, the demand for teachers has gradually shifted from "quantity" to "quality", and excellent teachers have become an urgent social need. "Cultivating better people with excellent people" has become the call of the times. Both policy documents and social voices reflect the concern for improving the quality of teachers in the new era, and high-quality teachers are gaining more and more social recognition and practice verification. Our country's teacher policy needs to make simultaneous efforts on "excellent teachers should teach" and "excellent teachers should teach". we should build an effective teacher admission mechanism to screen more outstanding graduates to join the teaching team; we should take measures according to the characteristics of non-normal graduates to promote their professional growth. To be competent for primary school teachers' work faster.

1.2 Research objectives

By studying the ability training process of primary school non-normal graduates, this paper provides a broader vision for the transformation of pre-service training mode for non-normal teachers and provides some useful reference for the reform of pre-service training mode for non-normal teachers in China at present. To some extent, it helps non-normal students to better adapt to and integrate into the school and promotes the development of their individual teachers.

1.3 Research Process



1.4 Research hypothesis

Hypothesis 1: We assume that the teachers of non-normal graduates in primary schools will encounter problems in teaching and class daily management and need the pre-service and in-service training of schools to speed up their adaptation. And follow-up one-on-one guidance to rapidly improve personal professional development.

Hypothesis 2: We assume that by studying the ability training process of primary school non-normal graduates, we can provide specific plans and suggestions for non-normal teachers to become innovative teachers or all-round teachers.

Hypothesis 3: We assume that by studying the ability training process of primary school non-normal graduates, we can speed up the work efficiency for normal graduates.

1.5 Scope and limitations of the study

A good paper needs abundant supporting materials and the author's skillful control ability. I have been collecting a lot of materials for the research of this paper, and I have been constantly enriching and perfecting myself to make the argument of the paper more thorough. But there are still many shortcomings in the future writing process of this thesis, which need the criticism, correction and help of your tutors and classmates.

1.5.1 In terms of the collection and utilization of the original data, the first-hand data of the research on the pre-service training model of teachers of non-normal graduates is not rich enough, and many relevant literatures need to be consulted. Although I have collected relevant information through various channels and means during a short period of one month in Shenzhen, it is beyond my financial resources and knowledge to collect all the information about the history and present situation of teacher education of non-normal graduates in just one month. To some extent, this limits my collection and grasp of the original data.

1.5.2 In terms of analysis and discussion, the ability of theoretical control is stretched. Although the transformation of pre-service and in-service training mode of non-normal teachers belongs to the research category of educational history, it involves the theoretical knowledge of many disciplines such as history, pedagogy, culturology, political relations, economics, etc. How to perfectly combine macro-perspective with micro-analysis in the process of discussion and incorporate the research into the mature theoretical system is really a great distress for the author. I am interested in studying the history of education in China, but because of the short time and shallow accumulation, I feel that this aspect is seriously inadequate.

Furthermore, I have no practical experience in education, and my understanding of many problems is just an armchair strategist. Therefore, it needs to be further improved both in theory and in practice.

1.5.3 Comprehensive evaluation of the transformation of pre-service training mode for non-normal graduates and finding out the experience in the transformation of teacher education in China are also places where I feel quite inadequate. The pre-service and in-service training mode of non-normal teachers has gone through a series of processes. When comprehensively evaluating it, we should not only affirm its good points, but also analyze its inappropriate points, so that teachers can absorb lessons, find shortcomings, and improve them. As far as my academic level is concerned, I still can't grasp the "degree" of evaluation well. In the future, in the process of writing my thesis, I will ask more from my tutors and predecessors in the academic circles, and strive to improve myself, and promote the ability of non-normal graduates to cultivate the competency of primary school teachers to "by going up one flight of stairs".

1.6 Terminology

Definition of Normal Students-Under the model of teacher education, normal colleges and universities can set up normal majors to train pre-service teachers. Therefore, in this paper, normal graduates refer to those who have graduated from normal majors (including normal colleges and universities that set up normal majors) and have entered the teaching staff.

Since the concept of intelligence was put forward, people are fully aware of the role of emotion in their life. Pan Yong put forward for the first time that the ability of emotional intelligence will be one of the abilities that teachers must possess in the new century (Pan Yong, 1998).

1.7 Research Benefits

First, at present, Guangdong's education is facing a strategic transformation from a "big education province" to a "strong education province". Normal students and non-normal students are the main sources of teachers' supplement, and their quality is

an important factor that restricts this transformation. Therefore, it is particularly important to study the training process of non-normal graduates' competency in primary schools, which will help us to have a clear understanding of the current working state of teachers, to take corresponding targeted measures to improve the working state of teachers, improve the quality of teachers, and promote the strategic transformation of Guangdong Province to become a strong education province.

Secondly, domestic research on teacher education mostly focuses on normal universities, comprehensive universities, teacher qualification system, etc., and few studies bring normal and non-normal graduates into the same framework for comparison. It is a way to know things by comparison. A comparative study of the differences between normal and non-normal graduates is helpful to reflect on the teacher education reform from the quality of new teachers in Guangdong Province and provides insignificant experience support for promoting the teacher education reform.

Finally, the existing research on the influencing factors of leaving school, job satisfaction and teaching ability pay little attention to the influence of pre-service teacher training mode. The training mode of normal and non-normal graduates is different, so the research and comparison between them can enrich and perfect the related research to a certain extent. Therefore, under the background of teacher education, it is of great theoretical and practical significance to clarify the differences between normal and non-normal graduates by studying their differences in working conditions (willingness to leave teaching, job satisfaction and teaching ability).

Chapter 2

Theory and Literature Review

2.1 Concepts and theories

1. Normal and non-normal graduates

After the reform of teachers' education, normal and non-normal graduates are two different sources of teachers' supplement. The main difference between them is whether they are oriented training. Under the model of teacher education, both normal colleges and universities can set up normal majors to train pre-service teachers. Therefore, the normal graduates in this paper refer to those who have graduated from normal majors (including normal colleges and universities with normal majors) and have entered the teaching staff. Non-normal graduates refer to those who have graduated from non-normal majors (including the establishment of non-normal colleges and universities) and have entered the teaching staff.

2. New teachers

New teachers, new teachers, novice teachers and so on. The beginning teacher mainly refers to a kind of teacher who works in the school after obtaining the teacher qualification certificate and is at the beginning of his career. Most scholars define first-time teachers based on their teaching years, which are generally divided into one year, three years and five years. Generally, scholars in our country define the initial teacher's time as one to three years. Combined with the existing research results and according to the needs of research, the first-time teachers mentioned in this paper refer to those who have obtained the qualifications of teachers and have taken up teaching posts, with a teaching experience of 1-3 years, and are in the stage of career exploration and adaptation.

3. Classroom teaching management

Classroom teaching management in a broad sense is a kind of management activity in which administrators control the preparation, implementation, teaching contents and teaching methods of teaching. In the narrow sense, classroom teaching management means that teachers guide students' learning behavior by coordinating

various factors inside and outside the classroom. Compared with traditional classroom teaching, classroom teaching management has added the concept of "management" and paid attention to using scientific and effective management concepts to create efficient classrooms. Based on the differences of researchers' research perspective and concept understanding, scholars have different definitions of the concept of classroom teaching management. Based on different scholars' understanding of the definition of classroom teaching management, this study improves the definition of classroom teaching management, mainly including classroom teaching content, classroom teaching time, classroom teaching environment, classroom teaching teachers and students.

2.2 theoretical basis

Classroom management is a practical problem, but it has a profound theoretical foundation.

1. Educational ecology theory

Lawrence Archur Cremin put forward the theory of educational ecology in the tenth generation. In 1990, Chinese scholars Professor Wu Dingfu and Professor Zhu Wenwei introduced the theory of educational ecology into China. Educational ecology is based on the basic principles and laws of ecology to analyze educational and teaching phenomena. According to the theory of educational ecology, as a subsystem of the ecosystem, the educational ecosystem is in dynamic balance, with various factors flowing, constantly maintaining the exchange of material and energy, and promoting the evolution of the educational ecosystem to meet the various needs of people at different stages of development. Educational ecology combines education with ecological environment and makes ecological analysis of problems at the educational level. "Based on the perspective of educational ecology, classroom teaching is regarded as a classroom ecosystem. The teachers, students and the factors that influence classroom teaching are transmitting material and energy. The material in classroom ecology can refer to knowledge and skills, and the energy can be expressed as teaching goals and interests. Therefore, the theory of educational ecology can provide a good theoretical basis for the improvement of mathematics

classroom.

The application of the tolerance law, the principle of moderation, the law of limiting factors, the effect of a pool of living water, and the flowerpots effect in ecological education theory in mathematics classroom can guide the sustainable development of elementary school mathematics ecological classroom and provide reference for effectively improving mathematics classroom teaching management.

2. Humanistic management theory

Humanism management theory emphasizes the dominant position of people in management and regards people as the main body and center of management. Humanism management thought holds that the goal of management is to promote people's development, and the management rules formulated must consider the reality of management members. The purpose of management must enable all people to give full play to their enthusiasm and initiative, so that their own values can be realized. Humanism theory has certain guiding significance in classroom teaching management. In the practice of classroom teaching management, teachers can't use rigid and rigid management methods to force students to restrain. Instead, they should put humanistic management thoughts into classroom practice, adhere to the democratic dialogue mechanism, build a harmonious teacher-student relationship, establish communication channels to actively communicate with students, understand their real inner needs, and improve students' sense of identity with teachers, classes, and self.

2.3 Literature review

2.3.1 Research on Non-Normal Professional Teachers

There is a lack of research on non-normal professional teachers in foreign countries, and only a few studies involve this kind of nature.

The cultivation of quality teachers. By July 4, 2021, there were 187 articles, 40 doctoral and master's dissertations and 145 periodical literatures in China HowNet, which were searched by the title of "non-normal teachers" or "non-normal professional teachers". Through literature review, the current research situation of non-normal teachers in China mainly focuses on the following aspects: related

research on the rationality of the existence of non-normal teachers, comparative research with normal teachers, and research on the professional growth of non-normal teachers.

1. Research on the rationality of the existence of non-normal teachers.

Through combing and analyzing the relevant literature, it is found that some researchers are interested in non-normal teachers.

Discuss the rationality and value of group existence. Yi Hong pointed out that, overall, the turn that non-normal teachers could join the teaching staff through policy changes has broken the closed pattern of teacher training. On the one hand, it has made up for the shortage of teachers in China, and on the other hand, it has formed cooperation and competition with normal teachers.

It is believed that the existence of non-normal professional teachers in Wang Jiao not only meets the needs of social and personal development, but also meets the needs of diversified teacher structure, and conforms to the law of survival of the fittest in market competition. The existence of non-normal professional teachers is of great value. Han Xiao also pointed out that the practical significance of non-normal teachers entering the teaching staff is to effectively supplement the demand for teachers in some remote areas.

To sum up, the entry of non-normal teachers has brought a lot of practical significance and value. Firstly, it broadens the source channels of teachers, enriches the diversity of teachers, and the introduction of talents from different professional backgrounds broadens the vision of the whole group of teachers. At the same time, the participation of graduates from non-normal majors is like a "catfish", which causes reasonable competition in the teaching profession and brings vitality and vitality to the development of the whole teaching profession. Finally, more and more talents who graduated from non-normal majors but are interested in teaching took to the podium, which brought changes to the current situation of the shortage of teachers in China, especially alleviated the shortage of teachers in some remote areas.

2. A comparative study of teachers in normal colleges.

Many researchers have made a comparative study of normal teachers and non-

normal teachers and summarized the characteristics of non-normal teachers in teaching ability, orientation, identity and professional development. Liu Yang through investigation. It is found that the performance of non-normal teachers lies in teachers' professional affection, professional knowledge, and professional ability. It is worse than normal teachers in three dimensions. Yi Wenwu discovered the professional background of normal school through data investigation. Teachers only have advantages over teachers with non-normal qualifications when they first join the job, but they are non-normal majors as time goes by. Teachers show a certain degree of development, and the growth of teaching experience can gradually shorten the difference with teachers of normal majors. After a field investigation in Feifei Zhang, it was found that the newly recruited primary school non-normal teachers were in a good position in teaching adaptation, teaching quality and training. The performance of international communication is worse than that of normal professional teachers, and there is a big deficiency in orientation, but with the accumulation of experience and professional growth, the gap between the two groups of teachers gradually narrowed within five years. Small. To sum up, compared with normal teachers, non-normal teachers have great shortcomings, especially, At the beginning of the career, the teacher-training quality is low, but at the same time, it also has a wide knowledge background, The advantage of large development space. Therefore, strengthening the targeted guidance and training of non-normal teachers in the early career can So as to effectively promote the professional growth of this group of teachers.

3. Research on the professional growth of non-normal teachers.

Based on the shortcomings of non-normal teachers, to promote the professional growth of non-normal teachers, researchers have explored effective countermeasures from different angles and levels. Through questionnaire survey, Xiaotritium put forward the growth path of non-normal teachers: strengthening the learning of teachers' educational knowledge, carrying out supplementary training of relevant courses and teaching skills of teachers' education, and putting forward measures such as perfecting the educational practice system to promote the

professional growth of non-normal teachers; Wang Liting believes that the current orientation training of non-normal teachers is not targeted enough, and a perfect school training system should be established to help non-normal teachers improve their professional growth and gradually form their professional identity in team cooperation. Starting from the unique advantages and disadvantages of non-normal teachers, Wang Tiequn put forward strategies to promote teachers' development and make up for the shortcomings of non-normal teachers. Lu Daokun put forward a training mode of "training camp" for non-normal teachers, which can focus on the acquisition of teachers' teaching skills and the growth of their experience and can effectively promote the rapid development of non-normal teachers. As the existing related literature shows, the research of non-normal teachers has made some achievements in theory and practice. The researchers made a dialectical analysis of the role and value of non-normal teachers, put forward relevant suggestions on the selection, recruitment and induction training of non-normal teachers, and started with the comparative study of non-normal teachers' professional identity, role awareness, educational beliefs, teaching ability and related issues, which provided rich materials for further development of non-normal teachers' work in the future. To sum up, researchers have put forward many universal countermeasures for the research on the professional growth of non-normal teachers, but these countermeasures and training strategies are too macroscopic and not targeted enough. I think there is room for further research on the professional growth and training of such teachers.

2.3.2 Research on Classroom Teaching Management

In China HowNet, the author searched under the title of "Classroom Teaching Management", until September 2021. On December 12th, there were 1312 articles, including 615 academic journals and 542 characteristic journals. There are 96 doctoral dissertations, 50 conference documents and 8 newspaper documents. As can be seen from Figure 1, since 1980s, there has been research on classroom teaching management in China, especially after 2007, which has continued to grow and reached a high level in 2016 -2019. (See Figure Analysis of the overall trend of classroom teaching management research)

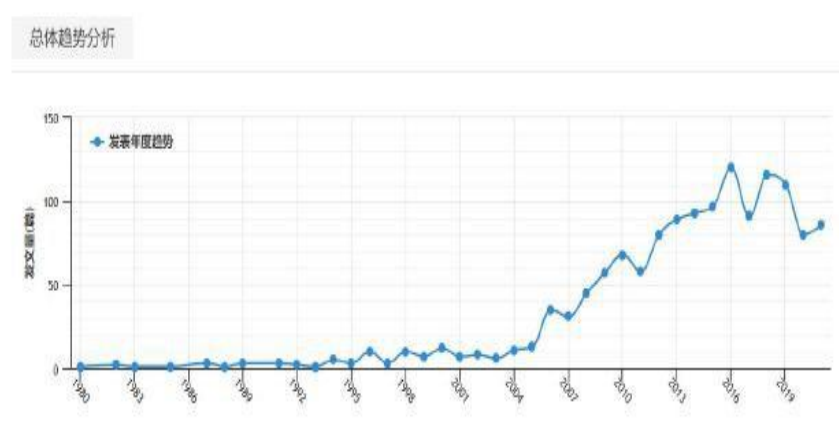


图1 课堂教学管理研究总体趋势分析图

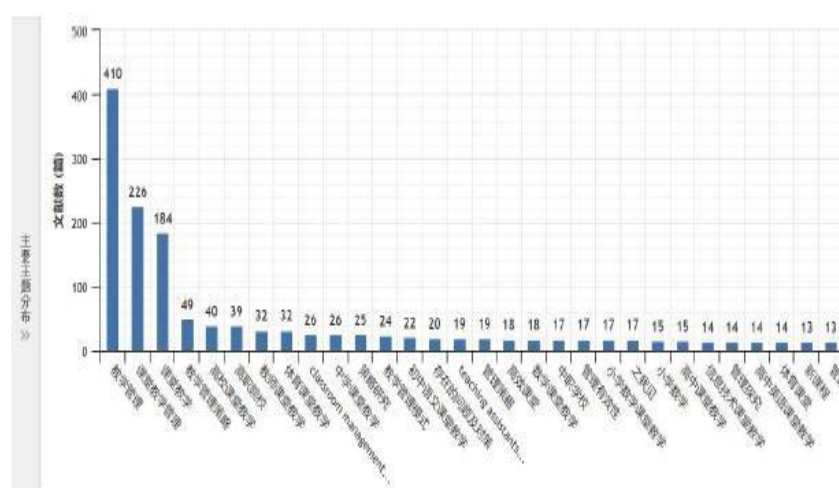


图2 课堂教学管理研究主题分布

1. Review of foreign research

At first, there was no direct concept of classroom teaching management in foreign countries, which originated from the research on classroom management. Investigate. Since the 20th century, to improve teaching efficiency, the educational circles began to pay attention to the research of classroom management, and it has gradually become a hot spot in educational research.

According to the existing literature, it was in 1950s that foreign countries took classroom management as a research topic. After 1960s, the related theoretical research of classroom management developed rapidly, and its theoretical system

gradually matured. Since then, scholars have combined the related theoretical research of classroom management with teacher training and summarized various theories and models of classroom management. Classroom management research has gone through three stages: consulting research, behaviorism research and teacher effectiveness research, forming five main basic theoretical schools: reality therapy theory, Drexel theory, teacher effective training theory, Kanter theory and Kulin theory. At first, the study of classroom management theory got a new idea based on psychological theory. Based on the disadvantages of traditional classroom management, psychologists put forward various new ideas about classroom management, which also provided methodological guidance for related research on classroom management. Since then, the classroom management theory has been influenced by cognitive psychology, humanistic psychology, and behavioral psychology, and gradually formed several influential classroom behavior management theories such as Grasset model, Drexel model, Gao Erdun model, Skinner model, Kuning model and Kanter model.

After the 1980s, the research on classroom management began to be influenced by the research ideas and achievements of philosophy, ecology, sociology, management and other disciplines, and the research ideas and contents in this field were further expanded, forming various research paradigms and various modes of classroom problem handling. For example, with the development of ecological theory, researchers began to realize that the components of classroom teaching are diverse, and the harmonious coexistence of classroom components is the prerequisite for effective teaching, so researchers began to pay attention to the classroom environment. The development of theoretical research in this field has gone through a process from the initial research confined to classroom discipline maintenance to the integration research with psychology, and then to the interdisciplinary research involving ecology, sociology, management, philosophy, and other disciplines. It is an important topic in education and teaching research. To sum up, foreign theories about classroom management started early, with fruitful theoretical research results and works, and the research system has become mature and diversified. By integrating management, philosophy, psychology, sociology and

other disciplines, researchers have put forward a variety of theories on classroom management, forming a variety of modes and strategies related to classroom management. Researchers put forward theories of classroom management from different research angles, which makes the theoretical research of classroom management show a diversified trend. Based on the diversified development of theories, foreign scholars have begun to focus on the practical research of classroom management. For example, some scholars have concluded that classroom teaching management is helpful to the improvement of students' academic achievements through two-year follow-up investigation. These practical studies provide effective strategies for front-line teachers to deal with practical problems.

2. History of classroom teaching management in China

Learning Records, a classic masterpiece of Confucianism, is the bud of theoretical thoughts on classroom management in China. In the long process of educational development in China, many educational thinkers did not pay attention to classroom management. It was not until the founding of New China that classroom teaching and related management theories gradually began to attract the attention of scholars. At first, domestic theoretical research in this field was not paid much attention to, and most of them translated foreign literature and learned from experience, and there were relatively few specific localization studies on it. It wasn't until the 1990s that theoretical works on classroom teaching management from different angles and levels began to appear in China. For example, *Modern Teaching Theory* (Liu Kelan, 1993) and *Teaching Theory* (Tian Huisheng, 1996) summarized the related concepts and theoretical basis of classroom management in the form of chapters but did not systematically study classroom teaching management. Since then, different disciplines have begun to pay attention to classroom teaching management, and scholars, such as Chen Anfu, He Yuzhi, Chen Qi, Pi Liansheng, etc., have used interdisciplinary methods to study classroom teaching management based on foreign research, starting from psychology.

This paper studies the organization and regulation of teaching in classroom teaching activities, and the interaction between subjects in classroom teaching activities. After the 21st century, under the background of the new curriculum reform, researchers'

research perspectives on classroom management began to enrich. Gradually, Chen Shijian, Qi Yeguo, Du Ping, Li Yaoxin, Li Jinsong and other researchers who are active in the field of classroom management appeared. They made theoretical discussions on classroom management through different works.

With the development of sociology, ecology, philosophy, management and other disciplines, scholars have put forward some new ideas about classroom management, such as ecological management, flexible management, fuzzy management and harmonious classroom. Wu Kangning, Fan Guorui, Wu Zhihong and other famous scholars have analyzed and discussed the problems in classroom teaching management from the perspectives of sociology, ecology, and management. For example, scholars such as Fan Guorui regard classroom teaching as an ecosystem from the perspective of ecology to study classroom teaching management. Xu Hongmei applied the theory of educational ecology to study mathematics classroom teaching in primary schools and put forward the idea of opening classroom.

Some scholars began to further deepen the empirical research on management methods and strategies based on different perspectives such as research objects, students' views and teaching views. The localization research on classroom teaching management in China began to increase gradually. Under this background, classroom teaching management has become an interdisciplinary subject combining classroom teaching and classroom management. By consulting the literature, the author found that Li Baoqiang began to construct the theoretical exposition of classroom teaching management in 2001. Since then, many books on classroom teaching management have appeared.

According to Yao Long's time division, the research thread of classroom management in China is divided into three stages: before the 1990s, from the early 1990s to the early 21st century, and from the early 21st century to the present.

In the first stage, there is no conceptual consensus, nor does it reflect the status and role of classroom management. The research method of summing up experience is mostly adopted, and the research purpose is only to maintain classroom discipline and ignore the needs of students. In the second stage, a multi-disciplinary and multi-

angle study began, and a special chapter on classroom management appeared. In the third stage, the mode of classroom management began to be explored locally, and researchers began to explore the classroom management behavior of a certain discipline or teachers in a certain discipline.

Although the theoretical research of classroom teaching management has formed many related works and achieved fruitful results in the integration and development of various disciplines, these theoretical studies have laid theoretical support for the research of classroom management. However scholars have expressed their opinions, and there is no unified opinion on the concept, components and management objectives of classroom teaching management, which still has certain research space and value.

3. Research on the connotation of classroom teaching management

Through literature analysis, we can know that the research of classroom teaching management does not appear out of thin air, and the related research of classroom teaching management is gradually evolving based on the development of classroom management. It is found that there is no obvious difference between classroom teaching management and classroom management in many literatures, and the boundaries and differences between them are confused. It should be said that there are still many scholars who have a one-sided understanding of the connotation of classroom teaching management. Scholars' one-sided understanding of the connotation of classroom teaching management is mainly reflected in the following aspects: First, some scholars directly regard classroom teaching management as classroom management, which can be seen from many scholars' research concepts. For example, Liu Qiuyun pointed out directly in the definition of classroom teaching management that "classroom teaching management is also called classroom management". Kuang Qian expressed directly: "For the concept of classroom teaching management, domestic research also calls it classroom management." Based on the literature review, we can know that scholars have diversified interpretations of the definition of classroom teaching management based on different research perspectives and understandings of researchers. But generally speaking, the author agrees that "classroom teaching management is the

management of related elements of classroom teaching, and its connotation is different from classroom management". Of this view. Zhu Dandan thinks that the starting point of classroom teaching management is based on the classroom teaching activities themselves and sums up that classroom teaching management is an activity based on the perspectives of teachers and students, which mainly manages teachers and students, teaching content, teaching time and space, etc., in order to achieve teaching purposes. Shi Liangfang and Cui Yunkuo believe that classroom teaching management includes classroom teaching order, interpersonal relationship, classroom time and space environment.

According to the literature review, Wang Xiaodong pointed out that classroom teaching management focuses on the realization of classroom teaching objectives, the initiative of students' classroom participation, and the benign interaction between teachers and students. Another one-sided understanding of the meaning of classroom teaching management is that many scholars confuse classroom teaching management with classroom order and discipline management. For example, some scholars believe that classroom teaching management is to maintain normal teaching activities, maintain the stability of classroom order and promote students' active participation in classroom learning. This view of identifying classroom teaching management with classroom problem behavior management is too narrow because the management of classroom problem behavior is only one factor that affects classroom teaching effect, and the management needs of classroom order and discipline are only one of them and can't cover all of them. Grasping the connotation and extension of classroom teaching management is of great significance to the scope of this study. The author agrees that the connotation of classroom management and classroom teaching management is different. From the goal point of view, according to scholars' discussion on classroom management and classroom teaching management, we can see that classroom management is biased towards the management of students' problem behaviors in the classroom and whether the classroom order is orderly. Goode pointed out that the content of classroom management is the management of classroom discipline, student relationship, environment arrangement and so on in classroom teaching activities. In

other words, classroom management is to ensure the smooth progress of classroom teaching activities. Compared with classroom management, the goal of classroom teaching management focuses on teaching purposes, that is, teachers can achieve the requirements of effective teaching for the smooth progress of teaching activities and the realization of classroom teaching effects. Therefore, from the specific content of management, classroom teaching management focuses more on the realization of effective teaching objectives, and the elements of management content design are closely related to classroom teaching. For example, Liu Qihua thinks that the content of classroom teaching management should include the management of teaching materials, students, and teachers' self-management. For example, it is also aimed at the management of teachers and students. Classroom management focuses on the management of students' problem behaviors and negative behaviors, while classroom teaching management focuses on the interpersonal communication between teachers, students, and students.

Of course, the concepts of classroom teaching management and classroom management are not completely without intersection. It is precisely the scholars' concern about classroom order from the beginning that caused concern about other classroom teaching factors, and classroom teaching management gradually evolved from the research of classroom management. Therefore, it should be said that the research and development related to classroom teaching management is gradually developed in the research and development context of classroom management, and gradually evolved together in the research. There are overlapping parts between the two, but the emphasis is different. Clarifying the difference between classroom management and classroom teaching management is more conducive to the interpretation of the connotation of classroom teaching management.

4. Research on the content composition and influencing factors of classroom teaching management.

Based on different understandings of the connotation and purpose of classroom teaching management, scholars have different understandings of the content and composition of classroom teaching management. Cheng Wei put forward that classroom teaching management includes four aspects: teaching materials, students,

time and teaching environment. Li Rubaoqiang and other scholars believe that classroom teaching management should be carried out from the aspects of teachers' teaching ideas, teaching process, students and interpersonal communication between teachers and students. In his book *Classroom Teaching Management*, Wang Deqing systematically discusses classroom teaching management from the aspects of classroom teaching quality management, teachers' classroom teaching ability, classroom teaching strategies, classroom teaching atmosphere, classroom teaching organization form, classroom teaching evaluation, diagnosis and treatment of teachers' classroom teaching problems, students' classroom problem behaviors and classroom discipline management. Liu Jiaxuan believes that classroom teaching management includes classroom teaching environment, teaching behavior management and teaching form management. Through literature analysis, Li Ying concluded that the research contents of classroom teaching management mainly include classroom environment, students' behavior, management strategy and management model.

Through a lot of literature reading, it is found that researchers have different classification bases for the content of classroom teaching management. The author agrees that the connotation of classroom teaching management centers on teaching. Therefore, the object and content of classroom teaching management should also cover all elements of teaching activities, including the management of classroom teaching content, classroom teaching time, classroom teaching environment and classroom teaching subjects.

As for the influencing factors of classroom teaching management, scholars also put forward their own opinions. Guo Ziying believes that the main factors affecting classroom teaching management are closed classroom environment, unreasonable management methods and unscientific classroom evaluation. Zhou Dejun analyzed the influencing factors of classroom teaching management. The premise factor is systematic and perfect teaching design, the principle factor is caring teachers' morality, the leading factor is teachers' teaching ability, the core factor is promoting knowledge transformation, the effective factor is realizing timely feedback through classroom questioning, and the important objective factor is whether the class size

is moderate or not. Zhao Hongmei believes that there are three main factors affecting classroom teaching management: teachers, teaching content and teaching environment.

Based on the differences of researchers' understanding of classroom teaching management and research perspectives, the understanding of influencing factors of classroom teaching management is also different. Through literature review, the author found that, overall, researchers think that the influencing factors of classroom teaching management can be summarized into the following aspects: teachers' teaching ability and management style, classroom environment and students' factors.

Chapter 3

Research Methodology

3.1 Population, variables, and sampling methods

This study adopts a qualitative research orientation. In the case study, the researchers used various methods to continuously investigate the subjects for a long period of time, and deeply studied the ability training process of primary school non-normal graduates. The research focuses on the problems encountered by non-normal graduates in their ordinary work as primary school teachers, and the solutions and suggestions. Considering the complexity of classroom observation, the author is worried that it is difficult to conduct in-depth research if we expand the scope and select many teachers from many schools as the research objects based on limited time and energy. Therefore, based on the convenience of research and the operability of investigation, this study decided to adopt the case study method to deeply describe the classroom of the first-time teachers in a primary school in Shenzhen, which can provide high information for this topic. Taking two first-time teachers in this school as the research objects, we went deep into the classroom scene, learned about the classroom teaching management of the research objects through the presentation of specific classroom cases, analyzed the reasons and put forward strategies to improve the research on the training process of the competency of the first-time teachers in primary schools for non-normal graduates. Of course, the case study method is not completely independent. To ensure the richness of the data, this study mainly adopts three methods: classroom observation, interview, and literature research to obtain the research data.

3.1.1 Classroom observation

Professor Cui Yunkuo thinks that classroom observation is a kind of classroom research method that can promote the development of teachers and improve students' classroom learning by observing and recording the classroom operation. Classroom observation is the basis of researchers.

Objective and research plan to observe the process of "teaching" and "learning" in the

classroom, through human senses and design

A scientific research method that records, directly or indirectly obtains observation contents and information, and then makes comprehensible analysis and evaluation. This study takes the back row of the classroom as an observation angle and records the teacher's observations according to the proposed observation outline.

Classroom management activities, recording all aspects of teachers' classroom teaching, the performance of students' behavior and class learning.

Learning atmosphere, teacher-student interaction, and other aspects. At the same time, to see more comprehensive and complete, in addition to written records

We also record the classroom process by means of audio and video recording and observe the classroom after class by means of audio and video recording.

Make a second supplement to improve the lecture notes and carry out the classroom teaching management behavior of teachers through the teaching record information. Think deeply.

3.1.2 Interview method

Classroom activities are very complicated, and only when you are there can you feel the "silent" information. Classroom observation can truly reflect the classroom teaching process, but to get more accurate information, only the class should be conducted. Observation is far from enough, and it is necessary to combine interviews to get a deeper understanding of teachers' thoughts and cognition. Therefore, pen Interviews were conducted with the subjects to supplement the information that could not be obtained in classroom observation. Before the interview, the author Combined with literature review, it focuses on the knowledge and understanding of classroom teaching management of primary school mathematics teachers who are not teachers' majors. Draw up a general interview outline first. After the interview, adjust the interview content according to the specific situation to obtain

Get more accurate information. With the consent of the interviewee, the author recorded the interview content. Save, and at the end of the interview will be recorded data into text data for follow-up analysis and research.

3.1.3 Literature research method

Literature research is a non-contact research method. This study mainly through the superstar electronic journals, CNKI's full-text data, Wanfang Digital Journals, Boshuo Thesis Library and other electronic resource databases refer to a large number of classroom information.

Management and non-normal professional teachers related content of master's thesis and journals, etc., and these the literature is analyzed and sorted out to understand the current research situation in this field.

3.2 data collection

The choice of narrative research object

Because the total number of these teachers is small and relatively concentrated, including Beijing, Guangzhou, Shenzhen, Chongqing, Nanjing and other places, the study adopted "purposive sampling", and finally conducted semi-structured interviews with seven of them. Among these interviewees, there are 4 males and 3 females; All of them have bachelor degree or above, including 4 master degree students (1 double master degree) and 3 undergraduate degree students; Currently, there are 5 working in public schools and 2 working in private schools; All public schools are located in cities, and they are all local "head schools"; Private schools are new schools run by local enterprises and located in townships and counties, which have a short construction time. All these teachers have not experienced any formal teacher education, among which No.2 and No.3 have rich teaching experience in training institutions, and the rest have no relevant experience before they become teachers. Up to now, except for 3 who have not taken the teacher qualification certificate, all the other subjects have obtained the qualification certificate. As qualitative research, the core of research sampling is not the quantity, but "whether it can be a typical individual who can represent complete experience". It is considered that these research objects have rich sources and various types and can answer researchers' research questions relatively completely and accurately.

Interviewee and information table	gender	Graduation college	official academic credentials	Subjects taught	School nature	length of service as a teacher
one	man	Peking University	undergraduate course	mathematics	state-run	2 years
2	man	Tsinghua University	undergraduate course	language	state-run	1 year
three	woman	Sun Yat-sen University	master	mathematics	state-run	2 years
four	woman	Chongqing University	master	English	be run by the local people	1 year
five	man	Shenzhen University	master	chemistry	Minzhi	3 years
six	woman	Shenzhen University	master	living thing	state-run	5 years
seven	man	Nanjing University	undergraduate course	information	state-run	1 year

Interview each person at least once, each time lasting 90-180 minutes. Using concrete semi-structured interviews to collect data, participants are given a topic to discuss, and they are encouraged to tell their stories and feelings independently and completely. Researchers will ask questions appropriately. If the participants have a long pause in this process, the researchers will properly participate in the dialogue, refine the questions and increase the two-way communication. To protect the privacy of the narrator, all the names of people were changed in this study.

3.3 Tools/Research Design (Questionnaire)

This questionnaire is designed to provide a systematic learning model for the research on the competency training process of non-normal graduates in primary schools, and to quickly improve their comprehensive ability. Questionnaire on the

research process of non-normal graduates' competency training in primary schools

No	Question
1	Excuse me, where did you graduate? Are you a normal student?
2	Excuse me, what problems did you encounter after you graduated from primary school? How did you solve it?
3	Do you think there is a gap between yourself and the teachers who graduated from normal schools? If so, in what aspects?
4	What channels do you usually use to learn or improve your teacher skills?
5	What kind of work help do you need for non-normal graduates after you become a primary school teacher?
6	What do you think is your advantage over a teacher who graduated from normal school?
7	Did the school arrange some pre-service training or did the master give you guidance after joining the primary school teacher?
8	Do you usually conduct teaching reflection or summary to improve your teaching level?
9	How long do you learn how to spend as a teacher every day for non-teacher graduates?
10	Do you want to have a systematic and perfect training system for non-normal graduate teachers entering primary schools?
11	As a new non-normal graduate, what kind of training do you want the school to give you?

3.4 Statistics and data analysis

A total of 200 questionnaires were collected. Through the questionnaire survey, 85% of non-normal graduated teachers hope to provide some ways for non-normal graduated teachers to learn. It is best to have a special and systematic training to learn how to be a qualified teacher so that they can be competent for their jobs faster. In addition, 78% of non-normal graduate teachers hope to improve their teaching skills and manage their classes quickly after joining primary schools. Finally,

from the questionnaire survey, it can be seen that non-normal graduates are slower than normal graduates in starting primary school teachers, and they are more confused. Therefore, we urgently hope that the research on the competency training process of non-normal graduates entering primary schools will provide a perfect and systematic training scheme for non-normal teachers who graduate later.

Chapter 4

Data analysis results

First, the classroom teaching management status of non-normal graduates' new teachers in primary schools

Based on the literature review and teachers' suggestions, this study makes a dimensional analysis of classroom teaching management activities from four aspects: the management of classroom teaching content, the management of classroom teaching time, the management of classroom teaching environment and the management of teachers and students and analyzes the process of competency cultivation of non-normal graduates in primary schools. 1. Classroom teaching content management

The main components of teaching content include teaching materials, teaching outlines around the teaching materials, teaching references, homework exercises, etc. Learn materials. It is one of the most fundamental components of classroom teaching. The influence of teaching content on classroom teaching mainly It is reflected in the arrangement, analysis, and implementation of classroom teaching contents by teachers. The teaching content needs to consider the subject standards, students' needs, characteristics of stage development, etc. The management of teaching content is mainly embodied in Adjustment and control of teaching content capacity arrangement, teaching quality and teaching expression. The observation of classroom teaching content management in this study adopts the observation and analysis dimensions of teachers' teaching content processing and teaching activity implementation compiled by Liu Yiming, in which teaching content processing includes three dimensions: content presentation, teaching starting point and linking with practice. The observation dimension of teaching activity implementation includes thinking depth of teaching activity, validity of teaching activity content, student participation and interaction between teachers and students Observation points of classroom content processing.

Content presentation	Dependence on teaching materials	five	Being able to flexibly integrate and innovate the teaching content according to the actual situation reflects the use of teaching materials instead of teaching materials.
		four	The overall design idea is basically the same as that of the textbook, but the processing of the content can be unique according to different specific situations.
		three	The content of the textbook is thoroughly understood, the textbook content can be flexibly implemented according to the specific actual situation, and the textbook can be used flexibly.
		2	The content of the textbook is thoroughly understood, the textbook content can be flexibly implemented according to the specific actual situation, and the textbook can be used flexibly.
		one	Present the teaching content completely according to the textbook arrangement and follow the textbook.
Teaching starting point	Correlation between teaching and students' existing level	five	Being able to pay attention to individual differences, teaching can be based on students' existing level.
		four	Paying attention to individual differences, most teaching contents can be based on students' existing level.
		three	Part of the teaching content can be based on students' current level.
		2	Try to start from the current level of students, but it is not accurate.
		one	Not starting from the current level of students
Connecting with practice	Teaching content and Student reality Student Live correlation process	five	Be able to mention the close connection with students' real life.
		four	It can be well connected with students' life.
		three	It can relate to practice, but it doesn't accord with the actual situation of students.
		2	Except those mentioned in the textbook, the rest are not related to reality.
		one	There is no connection between teaching and practice.

Activity depth	Teaching activities.		Mathematics teaching activities can fully arouse students' enthusiasm and stimulate their thinking through heuristic questions, and the whole class is in an active state.
	Right	five	
	Students' mathematical thinking	four	Part of mathematics teaching activities progress through heuristic questions, and most of students' classroom time thinking is in an active state.
	Enlightenment degree of dimension	three	A small number of mathematics teaching activities can stimulate students' active thinking, and students' thinking is in an active state for a short time.
		2	Students' thinking is in a passive state in mathematics teaching activities.
		one	Students' thinking is in a passive state in mathematics teaching activities.
Activity validity	Teaching activity Validity of content	five	Math activities meet the important and difficult points in teaching and help students to understand the teaching content and cultivate their mathematical thinking, thus edifying their mathematical feelings.
		four	Mathematics activities meet the important and difficult points in teaching and help students to understand the teaching content and cultivate their mathematical thinking.
		three	Mathematics activities meet the important and difficult points in teaching and help students to understand the teaching content.
		2	The content of mathematics activities differs from the important and difficult points in teaching.
		one	The activity content of mathematics deviates from the teaching content.
Student participation	Teaching activity Student participation	five	Most students are active in participating in mathematics teaching activities and are good at questioning and reasoning.
		four	Some students are active in mathematics teaching activities, and can ask questions, explain, and question.
		three	Only some students participate in mathematics teaching activities, but students are not active.

		2	Through the teacher's instructions, students passively participate in teaching activities and make mathematical explanations.
		one	Most students do not take the initiative to participate in classroom teaching activities.
Teacher-student interaction	Teaching activity effect	five	Mainly through full communication and discussion between students, students can generalize mathematical conclusions in their own words.
		four	Teachers and students can communicate and discuss, and students can draw mathematical conclusions with their own words under the guidance of teachers.
		three	There are exchanges and discussions between teachers and students, but in the end, teachers draw mathematical conclusions.
		2	There are exchanges and discussions between teachers and students, but students are passive.
		one	There is no communication between teachers, students and students, and teachers give general mathematical conclusions directly.

(1) Classroom Record 1 (province)

(2) Analysis of classroom observation results

Through classroom observation of teacher, A, the author sorts out the management level of teacher A's teaching content, The following table: A teacher's teaching content management.

Observation object		A teacher		
Course content		of Addition and Subtraction of Fractions with the Same Denominator		
Observation dimension	Observation point	Specific performance characteristics		score
Content	Content presentation	Dependence on teaching materials Lai degree	According to the textbook, presenting the teaching content, showing the mathematical situation of the textbook in class, and then explaining the key points and difficulties of the teaching, the comprehensive integration ability of the textbook is poor.	2
	Teaching starting point	Teaching and learning students Existing level correlation	Most of the teaching contents can consider the current level of students and pay attention to the individual differences of students.	four
	Connecting with practice	Teaching and learning students Live and present correlation	Except that the introduction part quotes the mathematical problem situations that are in line with students' age life according to the textbook content, the rest do not create mathematical situations that are related to students'	2
Activity implementation	Activity validity	Learning to live. Content validity	Compared with the important and difficult points in teaching.	three
	Activity depth	Thinking of teaching activities depth	There are few teaching activities that can stimulate students' mathematical thinking mainly through the teaching mode of teachers asking students answers.	three
	Student participation	Active student participation in teaching	Only a few students actively participate in teaching, while most students listen passively.	three

	Teacher-student interaction	Learning to live. effect	There is interaction between teachers and students, but most students are in a passive communication state, and the teacher only answers questions when he calls the roll.	2
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Classroom management is based on classroom teaching, and the two complement each other. Teachers' representation of classroom teaching content will affect the attraction of classroom to students and affect the interaction and communication between teachers and students, students, and students. Through classroom observation, it is found that in the presentation of teaching content, as the first-time A teacher with non-normal professional background, the teaching content tends to follow the arrangement of teaching materials, is highly dependent on the teaching materials, and hardly integrates and creates the teaching materials. Its teaching process is almost the same as that of the teaching materials in terms of design ideas, lacking blackboard writing design, almost designing the writing content of blackboard writing, and sometimes even making little use of blackboard writing, preferring to use multimedia courseware to present the teaching content. The calculation of addition with the same denominator fraction completely adopts the teaching situation of Example 1. Based on Example 1, addition with the same denominator fraction subtraction has a subtraction question to guide students to discuss subtraction with the same denominator fraction, and textbook Example 2 is regarded as a consolidation and induction exercise. In the classroom practice session, the exercises arranged by teachers are also arranged in accordance with the textbook, and then students are consolidated and explained, lacking the thinking of holistic presentation and overall feedback.

In terms of the starting point of teaching, how much of the score is the learning content of the first volume of the third grade. After the third grade's study, Students have already known and understood scores and fractions and have learned to compare them by various methods. The size of the denominator. At the same time, in Unit 4 of this book, students systematically studied the meaning and basics

of fractions. Nature, and established the concept of "fractional unit". On this basis, this lesson begins to calculate the addition and subtraction of fractions. Methods of learning, with the foreshadowing in front, students have laid a foundation for the knowledge learning of this chapter, which is comparatively easy.

Easy to digest. A Most of the teaching contents presented by teachers are arranged based on teaching materials and students' existing level, and In the implementation of teaching, taking into account individual differences, we should adjust the teaching rhythm in time. In the aspect of linking with practice, according to classroom observation, we found the correlation between teacher A's teaching and students' real life. The performance is not enough, the whole teaching link presents the teaching content of this lesson according to the arrangement ideas of the textbook, and the teaching In the process, in addition to using the round pie, the familiar daily life of students, as the material in the textbook, the rest There is no link between mathematical knowledge and students' real life to promote students' transfer of mathematical knowledge and Use. This kind of math class can't apply the math knowledge learned in class to real life, will lead to the disconnection between students' mathematics learning and life practice, dilute students' awareness of practical mathematics application, and cut Practical significance of weak mathematics teaching.

In terms of the depth of thinking in teaching activities, teacher A guide's students to express their views through more questions, but many questions have been guiding students to answer the answers needed by teachers' own classroom teaching process, and they have not played a bridge role, and they are set at the convergence of knowledge points, so the development of students' divergent thinking in mathematics is restricted in this lesson. For example, the focus of this lesson is to enable students to correctly calculate simple addition and subtraction of fractions with the same denominator, and the most important difficulty is why fractions with the same denominator can be added or subtracted, while the denominator remains unchanged, and the numerator can be added or subtracted. It is necessary for students to understand that the unit of fractions is the same. However, the teacher didn't give students a chance to discuss this problem in the

teaching process. Although the questions were detailed, many tips were given to the students to guide them to get the calculation results step by step. In this lesson, some students are prone to make common problems-when solving the addition of fractions with the same denominator, the denominator adds extra points, and the numerator adds numerator, which is the infiltration of the "same score unit" arithmetic. However, the teacher only did a good job in guiding this problem. It is the main content of this lesson. In terms of the content validity of teaching activities, teacher A's teaching activities are in line with the teaching focus, but There are still some problems in mastering the teaching difficulties in this lesson. By reading teacher A's lesson plan, the teaching emphasis of this section is to master the calculation method of addition and subtraction of fractions with the same denominator.

The teaching difficulty is to master the calculation principle and calculation rules of addition and subtraction of fractions with the same denominator. That is to say, the teaching difficulty of this lesson should focus on why the same denominator can be added or subtracted from the same denominator. Clarifying this difficulty is the real foundation for the addition and subtraction of different denominator fractions. However, teachers don't give students much time to discuss this problem, which makes the difficult problems loose in this lesson. At the same time, the classroom teaching in this section mainly adopts the mode of teachers' lectures and students' answers. The inquiry activities are insufficient, and students' mathematical thinking ability has not been effectively cultivated.

In terms of student participation, teacher A arranged several students' discussion activities at the same table. After the discussion, the teacher said A student stood up to answer questions, and a few students raised their hands to speak more actively and actively participated in mathematics teaching. Activities, but a considerable number of students just sit and passively listen to the teacher or wait for the teacher to call the roll. Answer the question, class participation is not active enough. Teacher A's classroom teaching mode mainly adopts one-way transmission.

Teaching in the "pass-and-accept" mode is not interesting enough to attract students to take the initiative to participate in mathematics teaching. Learn. In an

interview with Teacher A, she mentioned: I found that teachers from normal majors have good classroom expression and infection, and the designed classroom teaching will be more interesting and attractive to students. However, like me, some teachers who graduated from non-normal schools have some rigid classroom teaching designs and single teaching methods. Of course, not all non-normal teachers' classes are bad. However, I personally feel that teachers of non-normal majors generally seem to be worse at the beginning than teachers of normal majors.

In terms of teacher-student interaction, teachers and students communicate in the form of questions and answers, and teachers ask questions and answers through a series of questions.

Ask students to get close to the answers needed in the teaching session of this lesson. Pei Xiaozeng specializes in non-normal professional background and Teachers' professional background of primary school mathematics teachers' classroom teacher-student interaction questions have been investigated and found to be non-teachers.

When asking questions, the first-time professional teachers are more inclined to ask questions to the whole class, and the answers to the students are mostly. There is no feedback or simple feedback, while the new teachers with normal professional background are relatively inclined to the individual students. Ask questions and be more targeted. In the classroom interaction between teachers and students, the new teachers with non-normal professional background perform better.

Less. In this study, the performance of teacher A from non-normal professional background in classroom questioning interaction is insufficient in questioning methods and questioning feedback. For example, we are discussing why the denominator is not the same as the denominator fraction addition and subtraction. If the molecules are added and subtracted, the teacher directly guides the students to answer the answer of "the same score unit" through suggestive language.

(3) Record fragment 2 of classroom observation

Teachers show courseware exercises to review RMB knowledge, and students raise their hands to answer.

Teacher: Very good. It seems that students have mastered the conversion of RMB very well. Let's take it next.

Let's look at it, here's a question about buying balloons: round balloons in 2 yuan, gourd balloons in 3 yuan at 20 cents, and love balloons at 80 cents. Xiaohong said to buy a round balloon and a love balloon. How much is it altogether?

Teacher: How much is the total cost and how can it be solved? Who will list the formula?

Health: Use addition. 2 yuan plus 8 cents equal 2 yuan 8 cents. Teacher: Very good. Let's give it a round of applause. Let's learn today's new lesson.

3. Courseware shows exercises: I am a primary school student 5 yuan, illustrated 6 yuan, Cartoon World 8

Yuan, "Comic Book" 7 yuan, which two magazines can I buy with 13 yuan money? (Students read the questions together)

Teacher: After reading the question, what conditions do you know in this question? What problem?

Health: The two magazines add up to 13 yuan. Which two kinds of magazines can money buy?

Teacher: Which two kinds of magazines can I buy with 13 yuan money? How to think? What do you think? can

Discuss with your deskmate. (Student discussion, teacher inspection)

Health: "I am a Primary School Student" and "Cartoon World", because 5 yuan plus 8 yuan equals 13 yuan.

Teacher: You directly think that 5 yuan plus 8 yuan equals 13 yuan. Is there anything else?

Health: I think "Comics" plus "Pictorial" equals 13 yuan, because it just adds up. Equal to 13 yuan. (Writing on the blackboard: $() + () = 13$ yuan)

Teacher: After the answers just given by my classmates, we have found two answers, except "I am a primary school student" and "I am a primary school student".

Cartoon World is 13 yuan, Illustrated and Comic Books are outside 13 yuan, are there any others? How can you know that there is no more?

Teacher: The teacher introduced a method. Choose one from left to right and try one from left to right. (knot 5 yuan's "I am a Primary School Student" and 6 yuan's "Illustrated" are equal to 11 yuan, which is not the answer we are looking for. 5 yuan's "I am a Primary School Student" and 8 yuan's "Cartoon World" are equal to 13 yuan, which is the answer we are looking for. 5 yuan's "I am a Primary School Student" and 7 yuan's "Comics" are equal to 12 yuan, which is not the answer we are looking for.

Teacher: I just started from "I am a Primary School Student", and then I should start with "Illustrated". Illustrated and I'm Little

Student "has been combined before, so it is unnecessary. Illustrated and Cartoon World are equal to 14 yuan, Not the answer we're looking for. Illustrated and Comic Book are equal to 13 yuan, which is the answer we are looking for.

Teacher: Who hasn't been combined with Cartoon World? Cartoon World, I'm a Primary School Student and Painting Newspaper has been combined, so there is no need to combine it again. Illustrated and Comics are equal to 15 yuan, not us. Looking for the answer.

Teacher: OK, class. Let's review the process just now and see how to do it. Choose a book first, Match them one by one from left to right, so that there will be no omissions. (Take students with you in the courseware. Draw and say)

Teacher: (Summary) So, when we solve this kind of problem, we should make sure that there is no omission or repetition and choose one first.

Ben, then try one by one from left to right, one by one. Next, do one on page 58 of the math textbook.

Do. (Students answer by themselves, teachers patrol)

(4) Analysis of classroom observation results

Through the observation and analysis of teacher B's classroom, the author adjusts the management level of teacher B's teaching content.

Richard, the following table:

B teacher's teaching content management

Observation object		B teacher		
Course content		Understanding RMB-Solving Problems		
Observation dimension	Observation point	Specific performance characteristics		score
	Content presentation	Dependence on teaching materials Lai degree	According to the textbook, presenting the teaching content, showing the mathematical situation of the textbook in class, and then explaining the key points and difficulties of the teaching, the comprehensive integration ability of the textbook is poor.	three
	Teaching starting point	Teaching and learning students Existing level correlation	Most of the teaching contents can take into account the current level of students and pay attention to the individual differences of students.	four
	Content processing with practice	Teaching and learning students Live and present correlation	Except that the introduction part quotes the mathematical problem situations that are in line with students' age life according to the textbook content, the rest do not create mathematical situations that are related to students' real life.	three

Activity implemen tation	ctivity depth	Thinking of teaching activities depth	There are few teaching activities that can stimulate students' mathematical thinking mainly through the teaching mode of teachers asking students answers.	2
	Activity	Learning	Compared with the important and	three
	validity	to live. Content validity	difficult points in teaching.	
	Student participati on	Active student participati on in teaching	Only a few students actively participate in teaching, while most students listen passively.	2
	Teacher- student interactio n	Learning to live. effect	There is interaction between teachers and students, but most students are in a passive communication state, and the teacher only answers questions when he calls the roll.	2

Lin Qi, in a comparative study of the teaching ability of two types of new teachers of normal and non-normal majors, found that non-normal teachers are relatively short of a certain educational teaching theory and practical foundation of teaching ability, and know more about the learning situation analysis of teaching content, teaching design and teaching implementation than those of new teachers of normal majors. Relatively superficial. Non-normal professional teachers will show stronger teaching in the presentation of classroom teaching content.

Material dependence. For example, in this study, teacher B created a balloon-buying

mathematical situation at the beginning to review the knowledge, and then introduced it into the teaching, and then started to explain the newly taught content, mainly presenting the teaching content according to the textbook, showing the dependence on the textbook.

As for the starting point of teaching, this lesson is the last lesson of Unit 5, Understanding RMB, which is about the teaching of problem solving. In terms of the capacity of teaching content, it is mainly a professor of knowledge points, that is, the key content of this lesson-the method of teaching students to make choices in order. In the arrangement of teaching links, several links are designed: review and review, introduction of exercises, problem solving, classroom exercises and classroom summary. After the first few lessons, students have already acquired a certain knowledge base. Teachers stand at the starting point of students' existing knowledge, introduce new knowledge to solve problems by reviewing old knowledge, and lead students to explore methods. In classroom teaching, teacher B asks students to read the questions first, find out the main information and problems in the questions, and then ask and answer the questions. Start with the feedback from the students, summarize the methods, and explain and present the key teaching methods in detail.

In terms of connecting with practice, according to classroom observation, it is found that teacher B's teaching shows the relevance to students' real life. The whole teaching process presents the teaching content according to the textbook, and at the same time, it creates a living situation of buying and selling things close to students' life, which integrates mathematics knowledge with students' real life, and to some extent

achieves the purpose of promoting students' practical application of mathematics knowledge.

In terms of the depth of thinking in teaching activities, teacher B guides students to learn the key content of this lesson by asking questions, and the overall exploratory expression is insufficient. For example, when teachers teach the methods of selecting classes in order, which focus on this lesson, the transition between methods is rather blunt, and students are not left with more time to think, instead, they adopt

learning- oriented methods.

The way of introducing students' methods leads directly, using the one-way transmission-reception teaching mode, ignoring the generative problems in the classroom process, which is not conducive to effectively stimulating students' thinking and promoting students' knowledge construction.

In the aspect of content validity of teaching activities, teacher B's teaching activities are compared with the teaching focus of this lesson.

Close. Through the analysis of teacher B's teaching design, the emphasis of this section is to master the methods and strategies of trying and listing problems in an orderly way. The teaching difficulty is to guide students to think in an orderly way when solving problems. Teachers use the methods of guided discovery, inquiry, and practice consolidation to carry out the teaching content of this section.

In terms of student participation, teacher B asked more questions, and most of the first-year students showed that they knew the answer. Under the circumstances, some students will raise their hands to speak, and some students will take the initiative to raise their hands to speak. Students who can't answer will sit in their seats.

Participation in class is not active enough.

In terms of teacher-student interaction, the whole class teachers mainly adopt the teaching method of teachers telling students what to learn, which may be due to Teacher B teaches first-year students, and cooperative inquiry activities are not conducive to the maintenance of classroom order. Teachers do not. Arrange special time for students to discuss and exchange activities, and there is less interaction between students. Teacher. There is interaction between students, mainly in the form of teachers asking questions and naming students to stand up and answer. Overall, Students are in a passive communication state. Teachers constantly output questions, guide the teaching process, students base.

Ben is in a passive thinking state, so some students are absent-minded in the second half of the course, especially the most

Students in the back row.

Teacher A and Teacher B's Classroom Teaching Content Management

Performance.

Observation dimension	Observation point		A teacher's score	B teacher's score
Content processing	Content presentation	Dependence on teaching materials	2	three
	Teaching starting point	Correlation between teaching and students' existing level	four	four
	Connecting with practice	Relevance between teaching and students' real life	2	three
Activity implementation	Activity depth	Thinking depth of teaching activities	three	2
	Activity validity	Content validity of learning activities	three	three
	Student participation	Student participation in teaching activities	three	2
	Teacher- student interaction	The effect of learning and living.	2	2

As can be seen from the table, in the classroom teaching management, both teacher A and teacher B have shown their appreciation for teaching materials.

The strong dependence of content, no integration of teaching materials and teaching innovation, teaching, and students' real life.

The relevance of living is not close enough, and it is slightly lacking in breaking through the important and difficult points in teaching. Teaching activity process classroom teaching

There are not many exploratory activities; In terms of students' participation, only a small number of students have active interaction with teachers, and they can keep up with the classroom rhythm and teaching progress in time and actively raise their hands to speak. In terms of teacher-student interaction, teachers are obviously in the dominant niche of teaching.

2. Classroom teaching time management

Scholar Li Tianyu believes that the allocation and management of classroom teaching time is one of the basic teaching skills of teachers, and excellent teachers need to have strong time management ability. Li Sen pointed out that the management of classroom teaching time is related to teaching efficiency, teaching quality and teacher development. However, in actual teaching, many teachers, especially new teachers, can't allocate teaching time reasonably in class, and the teaching links are chaotic, which can't reflect the teaching emphases and difficulties of the whole class well. Classroom management is simply the time allocation management of teachers' teaching and students' learning in class. Classroom management can promote teachers to allocate time reasonably in the limited classroom teaching time to achieve the purpose of effective teaching. Classroom management requires teachers to fully consider students' physiological, psychological and environmental factors, and make the best use of the best time domain according to babanski's optimization theory of teaching process. Through the analysis of reading literature, teachers' classroom time management is mainly reflected in four aspects: classroom time management awareness, classroom time planning, classroom time regulation and control, and classroom time allocation.

Classroom time management consciousness directly affects teachers' allocation and utilization of teaching time. The stronger the teacher's awareness of classroom time management, the more scientific and reasonable the arrangement of classroom teaching activities, and the more effective the teaching objectives can be achieved. On the contrary, teachers' poor awareness of classroom time management will affect the waste of limited classroom teaching time and the quality of teaching. Classroom planning refers to teachers' pre-allocation of teaching contents and teaching activities in advance. If there is no time to plan, the course plan and teaching rhythm can be carried out in an orderly manner. Teaching links and activities designed by teachers in class are arranged based on time planning, so the important content of classroom teaching time management is the reasonable planning of classroom teaching time.

Classroom time allocation refers to the arrangement of classroom time occupied

by teachers for teaching content and teaching activities in the actual classroom teaching process. By analyzing the time allocation of teachers' classroom teaching process, we can know the time spent by teachers in each teaching process and teaching activities, analyze whether teachers' classroom time allocation is reasonable and scientific, and learn about teachers' classroom teaching management level.

Classroom time regulation refers to the adjustment and control of teachers' classroom time, which is an important part of teachers' classroom teaching time management.

Teachers can coordinate and allocate teaching time, flexibly adjust teaching rhythm, and ensure the successful completion of teaching tasks.

3. Classroom teaching environment management

Teaching practice has proved that a good classroom teaching environment can promote the quality of classroom teaching activities and improve classroom teaching efficiency. Classroom environment includes classroom physical environment and classroom psychological environment. Classroom physical environment

Refers to the material basis of the main classroom teaching activities, including classroom layout, class size, seating arrangement and teaching facilities.

Equipment, classroom light, sound, etc. Classroom psychological environment is a hidden angle to teachers, students and teaching.

The process has an impact, including teacher-student interaction, teacher-student relationship, and classroom atmosphere.

(1) Classroom physical environment

As teacher A works as a class teacher, he has greater decision-making power over the management of class physical environment, because

This paper only analyzes the classroom physical environment management of teacher A. Classroom layout can reflect the characteristics of the class, affect teachers and students from the senses, and further influence teaching activities. For example, a clean classroom environment can make the classroom environment more beautiful, so that students can get rich physical stimulation, and their

psychology can be positively influenced, so that their intellectual activities can be further developed. In this study, only teacher A works as a class teacher, so only the classroom environment of teacher A's class is studied and explained. When talking to teacher A about classroom layout, she said: the classroom layout of our class is completed with the students. At the beginning of the semester or in the middle of the semester, the school usually organizes blackboard newspaper appraisal or classroom layout appraisal activities. Before, when I took the junior students, I would design and decorate the classroom myself. Now, when I take the senior students, the students will help me do it and give me some advice. When asked whether the neat and beautiful arrangement has an impact on students, Teacher A said that a neat classroom environment can not only create a comfortable classroom environment for students, but also beautify the classroom environment and show the characteristics of each class, which should still have a certain impact on students' learning. For example, the student works display column and honor list in the class always attract students to watch and play a certain role in motivation. The author asked the class students what they thought about the class arrangement, and some students answered that they hoped their teachers' arrangement would look better and be clean and tidy.

By observing the class arrangement of teacher A, the author found that the class arrangement mainly includes class schedule, class convention, schedule, reading corner, watch list, hygiene corner, honor list of student works, and plants.

Corner, etc., through the blackboard newspaper, handwritten newspaper, student works, teaching AIDS, books, plants, etc. A teacher
As a class teacher and a math teacher, I didn't highlight my own subject when I arranged the classroom environment.

Change. [Interview Record]

Author: Have you ever considered the arrangement of mathematical culture knowledge in class arrangement?

Teacher: I didn't think of this aspect. It should be said that in my traditional cognition of classroom environment layout, first.

I want to highlight the regular contents of classes such as bulletin boards,

display corners, blackboard newspapers, reading corners, etc., but not yet.

I have thought of making the class into a theme-like style, just like you said, putting the knowledge of mathematics culture.

Get in this. If the Lord really doesn't have special energy to do this content, it is also a task-based job. To finish.

(2) Seating arrangement in the classroom

Classroom seating arrangement is an important part of the whole classroom arrangement, which will not only affect teachers

Attention to students during classroom teaching will also affect students' behavior and attitude. In the classroom physical environment management

Among many factors, the arrangement of students' seats is generally concerned by teachers. Different teachers will be based on

The experience and ideas of the body are arranged in the classroom for a variety of factors. Class size of a teacher's class

For 40 people, the arrangement of seats in the classroom is the traditional universal "horizontal rows and vertical columns" of tables and chairs.

Pattern. Some naughty students either live in the corner of the classroom or on both sides of the podium table.

[Interview Record]

Author: What will you arrange class seats according to the students' situation?

Teacher: I first consider the height and sex of the students, and then according to the students' sex.

Differences, achievement level, usual performance, and other factors to make adjustments. Usually, short people sit in the front rows of the classroom,

The middle one sits in the middle rows of the classroom, and the tall one sits in the last rows, but considering some students' learning.

If students are naughty or talkative, they must be arranged in a relatively pre-exam or conspicuous position for the convenience of teachers.

Richard, so there will be some tall students sitting in the front of the classroom. There will be several relative ratios.

The short students who are clever and conscious sit at the back.

Will you adjust the seats in the classroom to meet the needs of the course according to different types of mathematics classes?

A: So far, I haven't adjusted the classroom seats according to the types of courses. Through interviews, the author also tried to understand the thoughts of some students. Are you satisfied with the seating arrangement arranged by the teacher?

Health: We are the seats arranged for us by the teacher. Usually, we change seats once a month in large groups, on both sides.

The group is changed to the middle and the middle to both sides, so that we can all look at the blackboard in the best position fairly.

Or a big screen. I think this seating arrangement is quite reasonable.

Health: Although our seats will rotate several times a semester according to large groups, I think it can be increased.

Times, it would be better if the teacher could give us more opportunities to adjust our positions. I don't want to spend the whole semester in the same place.

A classmate is my desk mate.

Through investigation and analysis, the author summed up the management of teacher A's classroom physical environment: teacher A has one

Set the awareness of classroom environment, strive to create a clean and tidy classroom environment, and create classes suitable for students' classroom learning. Classroom environment, according to the characteristics of students and the overall situation of the class, students' seats will be adjusted to meet as much as possible.

Students' learning needs. But it also exposes some problems. When managing the classroom physical environment, it is also the foundation.

According to the requirements of school inspection and appraisal, the decoration and beautification of classrooms are mainly undertaken by teachers. Actually, let go.

Let students participate more, teachers and students participate in the arrangement of consultation together, which can give students a strong sense of collective honor.

And can also promote the formation of a harmonious class atmosphere. Seating arrangement in the classroom A teacher adopts the traditional classroom teaching

position of teachers and students-"horizontal rows and vertical columns" table and chair arrangement mode. This form of seating arrangement on the one hand strengthens the teacher's majesty, on the other hand, it requires students to sit still in the classroom all the time. This form of classroom teaching environment will lack real interpersonal communication and initiative of students' activities, which will easily cause students' physical and mental exhaustion, especially in the second half of the classroom. The proper adjustment of the seat form can not only change the interaction between teachers and students in the classroom, help to build a new link between teachers and students, but also stimulate students' subjective initiative. Therefore, it is necessary and meaningful to change the arrangement of classroom seats according to the changes of course types.

Classroom psychological environment

A positive classroom psychological environment can effectively avoid many classroom problems and promote classroom teaching.

Improvement of quality. Therefore, teachers must establish a good awareness of classroom psychological environment.

4. Management of teachers and students in classroom teaching

(1) Self-management of teachers

All kinds of factors in the classroom will affect teachers' emotions. Teachers' emotions will not only affect teachers' self-esteem Physical cognition and self-efficacy will also affect classroom teaching activities and students' initiative. Therefore, there should be Effective classroom teaching management, teachers should first adjust and control their classroom emotions.

(2) Student management

The subject of classroom teaching is students, the leader is teachers, and classroom teaching management is aimed at both teachers and students.

Therefore, the management of students by teachers is also an important aspect of classroom teaching management. Main package for student management Including the management of students' positive behavior, negative behavior, and neutral behavior. The more active students are.

Take the initiative, and the classroom will be livelier and more energetic.

Chapter 5

Conclusion and Discussions

5.1 Summary of research results

Because the author is limited by research time, personal knowledge and ability, and there are few available research materials about classroom teaching management of primary school mathematics teachers with non-normal professional background, there are still many shortcomings and improvements in this study.

Firstly, the author constructs the background of non-normal majors by referring to the existing research results of classroom teaching management.

The contents and elements of classroom teaching management of elementary school teachers, the classroom observation forms and interviews used in this study.

The outline is compiled by researchers based on the existing literature research, which is feasible to some extent, but

It still needs further improvement and perfection. At the same time, because the author's interview and conversation method and classroom observation method are not skilled enough,

Coupled with the limitation of research time and the lack of self-ability, the interview data and observation data are sorted and divided.

In the process of analysis, the normative and scientific nature of qualitative analysis is not enough.

Secondly, from the perspective of management, the theoretical basis of classroom teaching management in this paper needs to be further explored.

Explore, at the same time, the definition of the connotation of classroom teaching management, the composition of elements and other discussions need further study.

5.2 Discussion of the results

This study mainly adopts case study to deeply understand the lessons of elementary school mathematics teachers with non-normal professional background. Teaching management in the classroom. Due to the limitations of the sample, the research results are not rigorous enough, and more typical examples need to be selected.

On behalf of the case, we conduct in-depth research on the class of primary school mathematics novice teachers with non-normal professional background.

Teaching management and existing problems. The author needs to continue to improve this paper from the following aspects:

First, continue to carry out further in-depth research on classroom teaching of primary school mathematics teachers of non-normal majors.

Further discuss the construction of management content elements, optimize the analysis dimension of observation, and explore the influence.

The core causes of classroom teaching management problems of primary school mathematics teachers who are not teachers' majors in order to improve the research subjects.

Sex and universality.

Second, expand the research scope of the sample, and continue to collect more information about elementary school mathematics teaching for non-normal majors. Teacher's classroom teaching management case, explore other targeted and practical classroom teaching management strategies.

5.3 Suggestions

Guided by the theory of educational ecology, the mathematics classroom of new teachers in primary schools of non-normal majors includes two ecological factors: ecological subject and ecological environment. The ecological factors interact and influence each other in the classroom, which promotes the dynamic development of the classroom in "balance-imbalance-balance". Based on the investigation of the current situation of classroom teaching management of interviewed teachers and the analysis of the causes of classroom teaching

management problems, the author puts forward some countermeasures and suggestions to improve the classroom teaching management of elementary mathematics teachers of non-normal majors based on the internal and external factors of teachers.

(A) Teachers build their own ecological balance and break through the limiting factors

Mathematics teachers are the main body and important factor of mathematics classroom, and the level of classroom teaching management is the whole mathematics. The important factor of whether the information and energy flow in the classroom ecosystem is normal or not, which endows the mathematics classroom ecosystem.

In order to promote the healthy development and balance of the classroom.

1. Learn management concepts and improve the skills of classroom teaching management.

A teacher is an individual who must develop constantly. Primary school teachers with non-normal professional background are qualified as teachers.

The examination of certificate and the selection examination of teacher recruitment are sufficient in subject knowledge, but how to impart it to students?

However, students may not be able to do well, that is, the knowledge of teaching methods in subject teaching knowledge is relatively insufficient.

Teaching methods and methods and skills of classroom teaching management are a lot of imitations of his schooldays.

The management style of the children. With the development and change of society and the change of social education concept, the demand of students' quality

It challenges the traditional classroom teaching management.

According to "the effect of a pool of living water", the knowledge and information in mathematics classroom should keep flowing in time and become timely.

The "living water" for material exchange with the outside world can only be watered by teachers and students.

Update your information in time. Teachers' good classroom teaching management ability is not innate and must be passed.

Only by learning and accumulating in one's own practice can one gain. During the author's on-the-spot investigation, a colleague of Teacher A mentioned that a primary school teacher I met in the training activities in the district was from a non-normal professional background. After being admitted to the establishment, she continued to study and grow. She has been employed for five or six years and won many awards. The first-time primary school teachers with non-normal professional background should keep learning and improving their own consciousness, and should not be confined to the existing knowledge. They should establish the concept of "lifelong learning", learn the management concepts that are suitable for the modern teaching environment, and master the methods of classroom teaching management, such as building a positive teacher-student relationship, giving full play to the teaching wit, or using various methods such as beating about the bush, eye stimulation, changing intonation and grouping management to expand classroom teaching management skills. As the saying goes, "If a worker wants to do something good, he must sharpen his tools first." Only teachers with good classroom teaching management skills can teach. Only in this way can teachers get teaching effect in class. In addition to mastering classroom management methods, on the one hand, non-normal majors Background Primary school mathematics teachers should also seriously study mathematics textbooks and improve classroom teaching skills. Just like a, according to our teacher, in the first few years of a new teacher's life, she should be willing to study hard and read through mathematics teaching.

Materials, read through the primary school mathematics curriculum standards, to be solid, not just listen to others, just look at other people's lesson plans, must be Have your own practice and reflection. But it is not enough to just read through the textbook. We should continue to study, because the class, some ideas in Ben's school are lagging. If you don't continue studying, you will only become a new teacher with old ideas. Tother, to expand teachers' knowledge about students in their own subject teaching knowledge, to understand students' cognitive level, Based on learning characteristics, we should choose appropriate matching teaching

methods to carry out teaching and improve teaching quality.

2. Construct individual ecology and create a harmonious classroom teaching environment.

The law of limiting factors suggests that teachers should pay attention to various factors in classroom teaching environment and make full use of living things. Adaptation and feedback adjustment function of environmental factors, transforming limiting factors into non-limiting factors at the right time. Classroom environment is directly related to students' learning cognition and emotion, learning interest, learning behavior and learning achievement. And learning efficiency. Therefore, classroom teaching environment has all-round influence on classroom teaching activities. No classroom teaching. With the support and cooperation of the learning environment, it is difficult to achieve the expected purpose of teaching activities. And the high-quality classroom teaching environment includes. It depends on the improvement of teachers themselves and the change of educational ideas. Teachers should abandon the traditional teacher-centered teaching idea and set up a scientific classroom teaching ring. Concept of environment. Teachers should grasp the indirect effect based on understanding and satisfying students' inner real thoughts and motivation needs. Environmental ecological factors affecting classroom teaching management activities: optimizing the layout of classroom physical environment, such as classroom. The display of various facilities in the classroom, the treatment of sound and light in the classroom, etc., make students' ideas and needs and lessons.

The physical environment of the hall influences each other and blends skillfully. At the same time, teachers build a good classroom psychological environment to promote class. The smooth progress of the class activities enables students to participate in classroom interaction more actively.

3. Pay attention to self-reflection and stimulate the inner drive of teachers' educational reflection.

Some scholars have pointed out that the acquisition of teachers' high-quality reflection ability after class is that teachers change from "proficient" to "specialized"

Type "is an important factor. American psychologist Posner put forward the teaching of "experience + reflection = teacher growth"

Education mode, so educational self-reflection plays an important role in teachers' own professional development. Education self My reflection is divided into reflection in class and reflection after class. The reflection in the classroom is that teachers have been teaching.

In the process of reflection and self-regulation of the immediate situation in the classroom, the reflection after the class is to the teaching content,

A profound summary and reflection on teaching skills, teaching problems and many other aspects.

4. Pay attention to equal dialogue and build a win-win ecological relationship between teachers and students.

Under the concept of educational ecology, all ecological factors in the ecosystem are equal, and the relationship between teachers and students is ecological.

It is a kind of mutual assistance partnership with equality, respect, democracy, freedom and tolerance between teachers and students. The students are advancing with the teacher.

We can get exercise and growth through equal communication and dialogue, and teachers can learn from equal dialogue with students.

Will be a kind of enrichment, so as to realize the common development and progress of both teachers and students. Effective interaction between teachers and students Increase, let the classroom return to students' dominant position, and pay attention to the internal process of students' knowledge generation. Mathematics classrooms note Emphasis on students' independent exploration and cooperative communication, and the traditional classroom model of "teachers teach and students learn" as Teachers should pay attention to the importance of shaping the relationship between teachers and students, pay attention to the performance of each student, and take the initiative to advance with students in time.

5. Make use of the Internet to improve their teaching knowledge structure.

With the development of the "internet plus" technology, it is the collection of resources and the innovation of information in all walks of life.

Has brought unprecedented convenience. The presentation forms of teaching

resources in the field of education are diversified, developed and innovated.

The educational and teaching methods have made a revolutionary leap. Based on this background, teachers' knowledge structure and professional elements.

Only by keeping pace with the times can quality keep up with the requirements of the times. Teaching at the beginning of primary school as a non-normal professional background.

Teachers should be good at using a variety of ways of thinking and make full use of themselves through interdisciplinary and interdisciplinary ways.

The advantages of non-normal professional background, combined with the characteristics of mathematics, excavate and integrate all favorable educational resources of the external society.

Source, is conducive to the Internet to improve its own knowledge structure system, narrow the gap with normal teachers, make up for Lack of professionalism.

6. The school creates a good ecological atmosphere and improves the ecological environment of the group.

The environment is an important factor that affects teachers, students, and classrooms. Make full use of the school and outside.

Social resources of the Ministry play an important role in improving the classroom teaching management ability of non-normal graduates in primary schools.

1. Improve teacher training and implement targeted after-service training.
2. Attach importance to the inheritance of experience and improve the effectiveness of "mentoring and mentoring"
3. Build a support system and build a community for the growth of teachers.
4. Constructing the platform of special area and strengthening the training of non-normal teachers.
5. Improve the evaluation system and strengthen the guidance of non-normal teachers.

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Biography

Name-Surname	Huiling Zhou
Work	A primary school math teacher in a school in Shenzhen, Guangdong, China. He is currently a math teacher and class teacher in two classes of Grade One. Because I am a non-normal graduate engaged in primary school teachers' work, I encountered many problems when I first started to work as a primary school teacher, which led to my inability to be competent for primary school teachers' work quickly. Therefore, I want to study the ability training process of primary school non-normal graduates, hoping to provide effective strategies and suggestions for primary school non-normal graduates to join primary schools.
Education	Master of Education in Educational Administration, Southeast Asia University



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