

Research on the Differences of Classroom Inspection of Primary School Teachers: Based on Optimization Strategy

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Abstract: Classroom inspection is a detail of the teaching process and an indispensable part of effective teaching. Through classroom inspection, teachers can adjust teaching objectives, teaching rhythm and teaching methods in combination with the actual situation to make up for the deficiencies in teaching, so as to continuously enrich the experience of teaching activities and improve the teaching effect. It not only helps to deepen the emotional communication between teachers and students, and harmonize the relationship between teachers and students, but also enables teachers to be informed of the students' feedback information in all directions, and realize the regulation of teaching content and methods. Classroom inspection should run through the whole process of classroom teaching and play an indispensable role in achieving teaching objectives and the interaction between teachers and students. Taking a primary school as a case, this article investigated the actual classroom teaching situation of front-line teachers from grade 2 to grade 6, analyzes the differences in the use of classroom inspection by teachers of different disciplines and styles, and investigated the discipline nature, discipline status, teacher-student relationship, teachers' teaching style and students' classroom evaluation of inspection teachers. Based on the perspective of the current situation, the study put forward relevant suggestions from the perspectives of schools and teachers, in order to truly implement the classroom inspection and effectively improve the effect of classroom teaching.

Keywords: Primary School Teacher, Classroom Inspection, Influencing Factor, Strategy

1. Introduction

Classroom inspection is an effective link for teachers to obtain feedback on classroom learning information [1]. Effective classroom inspection enables students to maintain a good cognitive state [2]. Teachers should be able to have zero distance dialogue and communication opportunities with students through inspection [3]. The current primary school curriculum standards point out that students are the mainstay of learning and development, and curriculum teaching should start from students' physical and mental characteristics and disciplinary characteristics, and advocate independent, cooperative and inquiring learning methods. Under the new curriculum concept, teachers should reflect different inspection strategies according to students' independent attempt, group cooperation, exploration and communication, operation experiment and classroom homework [4]. After the new curriculum was fully implemented, the self-inquiry in classroom teaching and the group cooperation learning

method have been widely used. The activities of observation, operation, discussion, and inquiry of students in the classroom have increased, and the teaching of teachers on the podium has been relatively reduced. Therefore, the opportunities for teachers to walk among students in the classroom have greatly increased. At the same time, due to experience and cognitive limitations, students are often unable to draw results for the questions they explore. And because of differences in thinking and methods among students, multiple generations of the same problem will occur. This requires teachers to guide students' difficult problems during class inspections, help students solve various difficulties in inquiry activities in time, and achieve the development of students and the achievement of classroom teaching goals.

In the current research, there are two main views on the concept of "classroom inspection". One is to use classroom inspection as the method of administrative inspection and supervision, represented by the "Donnie classroom inspection method" in the United States. The other refers to the teacher's

inspection of students in the classroom. This is the view generally held in current Chinese studies. However, there are two subtle differences in China's information. One view is that it is divided into "eyesight inspection" and "inter-row inspection"; another view is simply to place classroom inspection in the inter-row inspections (of which this view is mostly). Therefore, this article adhering to the latter, that is, the classroom inspection is located in the inter-row inspection. In the study, the teacher's classroom inspection is that the teacher walks off the stage and enters the non-verbal teaching behavior between the rows of student seats.

The study mainly focus on the problem: What are the differences between teachers of different disciplines and styles in classroom inspections? Through field investigation and observation of teachers' classroom teaching of A Primary School, discussed the status and existing problems of classroom inspections of teachers in the elementary school in terms of subject nature and teachers' teaching style. At the same time, based on students' views on teacher classroom inspections, this study provides specific suggestions for teachers, hoping to help teachers have a deeper understanding of their own inspections, to improve the effectiveness of inspections in future teaching and achieve the optimization of inspection effects.

2. Methodology

The study takes A Primary School as the research subject, mainly used questionnaire survey, observation and interview method. In view of the lack of understanding ability of first-grade students, the inaccurate understanding of the questions in the questionnaire leads to unreliable data, so this survey only selected students in the second to sixth grades as the target of the questionnaire. A total of 165 questionnaires were distributed, 155 were returned, and 150 valid questionnaires. The questionnaire is a self-made questionnaire, which is designed from the four aspects of student category, teacher quality, inspection profile and student suggestions for teacher inspection, a total of 24 questions. The starting point of the questionnaire design is to obtain multi-angle and multi-level real information about teachers' classroom inspection.

In order to obtain more detailed information to test the accuracy of the data collected by the questionnaire, the study selected four grades of the three vertical dimensions for classroom observation. Since the low vertical dimensions of the questionnaire survey is only in the second grade, the first grade and the second grade are selected in the low grade for observation, and the other two vertical dimensions take one grade as the observation object. The interviews in this study are informal, two teachers and individual students were interviewed in spare time.

3. Result

Through investigation, research and statistical analysis, it is found that the teachers' classroom inspection in Primary School A is mainly reflected in the differences in the use of

classroom inspection by teachers of different disciplines and different styles. The differences in the use of classroom inspection by teachers in different disciplines are mainly reflected in three aspects: the nature of the discipline, the status of the discipline and the relationship between teachers and students. Teachers often walk around during students' practice, followed by group activities, lectures and reading; The frequency of classroom inspection of major teachers is significantly higher than that of minor teachers. Chinese teachers often inspect in the classroom, followed by mathematics; The administrative responsibility of teachers enhances the relationship between teachers and students, and indirectly affects the frequency of inspection. The differences in the use of classroom inspection by teachers with different styles are mainly reflected in teachers' personality characteristics and students' evaluation of classroom teaching. The most frequently used classroom inspection teachers are amiable to students, have a very harmonious relationship between teachers and students, and can explain the classroom content clearly, easily understood and attractive.

4. Discussion

Effective classroom means that students become the main body of learning [5]. During classroom inspection, teachers should pay attention to improving the level of top students, timely call middle students, and pay more attention to students with learning difficulties [6]. In order to avoid disturbing other students, teachers can use some action language [3]. During group cooperative learning, Chinese teachers should understand the learning situation in time, determine the key points of inspection [7], according to the section objectives, and teachers should preset the plan, be cautious in words and deeds to check the tips [8]. To improve the effectiveness of Mathematics classroom inspection, teachers should be just right [9]. The purpose and function of classroom inspection are different, and the inspection methods selected are also different [10, 11]. The key points are to set aside students' confusion in learning and collect typical methods [12], including fast inspection, tolerant inspection, point inspection and incentive inspection [13]. Art teachers lack due attention to this link [14]. Information Technology classroom inspection should abandon ineffective teaching behavior [15], and can use inspection to establish a harmonious relationship between teachers and students [16]. The following analyzes the differences in the use of classroom inspection by teachers of different disciplines in from 3 aspects: discipline nature, discipline status and teacher-student relationship; further analyzes the differences of teachers' classroom inspection from 2 aspects: teachers' personality and classroom teaching.

4.1. The Differences of Teachers in Different Disciplines Using Classroom Inspection

According to the statistical results, the most frequently inspected teachers in the classroom are ranked in order of Chinese, followed by mathematics, English and other disciplines. Combined with the learning characteristics of the

general classroom and the teaching characteristics of the primary school, the article analyzed the causes of this phenomenon from the nature of the discipline, the status of the discipline and the relationship between teachers and students.

4.1.1. Disciplinary Nature

In a regular class, there are teachers' lectures, students' exercises and operations, group cooperation, and interaction between teachers and students. In the questionnaire, teachers often walk around during the students' practice in classroom, followed by group activities, the third is when teaching, and the last is reading.

Practice accounts for the largest share, because in various disciplines, practice is an important form of testing students' learning situation. For example, Chinese, English, ideological and moral education, and life (Society) are liberal arts courses. In the classroom, students can strengthen their new words and expressions in time through practice, and express and deepen their emotions by writing. In mathematics class, new knowledge is strengthened through practice, and review class is reviewed through practice. Students can internalize and master knowledge through practice. In the classroom of science and art, which need hands-on operation, the teacher walks into the students in the practice link, finds out the weak points of the students from the students' practice, so as to carry out targeted guidance. Therefore, for different kinds of subjects, practice is an effective and indispensable teaching link. The same is true of group activities. All kinds of disciplines and class types need group discussion. When students communicate with each other off the stage, teachers should step into the students to understand their ideas and check various plans or opinions exchanged by students. In various disciplines, teachers often use these two forms in classroom inspection. In terms of time, classroom exercises are generally completed independently, and students need enough time to think and solve, which makes teachers have a long time to go to the students to inspect most of the students; similarly, students also need a certain amount of time to think, communicate or integrate in group activities, and teachers also have enough time to guide in different groups.

Although lectures are indispensable in all kinds of classes, there are some limitations in the inspection due to different disciplines. For Chinese, English, ideological and moral education and life (Society), this kind of linguistic discipline, the teaching form of reading and speaking is relatively common. In addition to writing on the blackboard on the platform, teachers spend more time talking while walking between students' seats. Close teaching is more infectious and easier to drive students' emotions. For Mathematics, Science courses, it is more emphasis on students to master the steps, formats, principles and operation methods of new knowledge. Teachers need to use blackboard writing and collective explanation to achieve the goal. Therefore, compared with the former, the frequency of teachers walking between students' seats is much less. The same is true of reading. The knowledge of science courses lays more emphasis on teachers' instruction and guidance. Students' reading comprehension of these

course materials is much more difficult than that of language subjects. Therefore, teachers seldom use students' own reading method in classroom teaching.

Therefore, due to the convenience of language discipline in the four links, as well as the limitations of mathematics in teaching and reading, teachers of different disciplines have different frequency of inspection in the classroom.

4.1.2. Disciplinary Status

Although the new curriculum concept advocates the all-round development of students, in our usual understanding, there are still major subjects and minor subjects in the school. Moreover, according to the distribution of teachers in schools, we can also find the difference in the emphasis of educators on these subjects. In our basic education system, teachers of Chinese and mathematics usually teach only two parallel classes, while teachers of English, music, science and fine arts usually take up courses of one grade or even several grades. This is not only the distribution of teachers in one school of A Primary School, but also a common phenomenon in primary schools all over China. Moreover, in the national, provincial and municipal teacher skills competitions, such as speaking and teaching, are mainly Chinese, mathematics and English. This also reflects the difference in the degree of emphasis on major and minor subjects in our traditional ideas.

Due to the different status of different disciplines, teachers pay different attention to the subject. As the main subject of Chinese and mathematics, this is the main reference factor of students' learning performance and learning ability. Teachers will pay high attention to students' knowledge mastery and ability development, and then strengthen the inspection and guidance of students in the classroom. However, other minor subjects are bound by our usual understanding, and we despise the corresponding courses, so that teachers' attention to students in the classroom will be greatly reduced compared with the former two, which shows that the frequency of classroom inspection is relatively low.

4.1.3. The Relationship Between Teachers and Students

In A Primary School, each class has 2 to 3 class teachers in charge in the class. Generally, a Chinese teacher or a math teacher serves as the head teacher in charge in one class, and one or two teachers serve as the assistant-teacher of the class. This division of responsibilities at the school ensures that each teacher has administrative responsibilities in addition to teaching duties, and also strengthens the connection between the class teacher and the students, and each class teacher can walk into the inspection among students. But in general, the majority of teachers are Chinese and mathematics. This is also because the teachers of these two subjects are the head teachers of the class. They are more aware of the situation of class students and more emotionally communicate with class students than teachers of other subjects who are assistant-teachers. At the same time, Chinese and mathematics are two main subjects in elementary school disciplines. Teachers only take courses in two classes, so the frequency of teachers' inspections among students is higher than that of teachers in other disciplines. Teachers in other disciplines than

these two disciplines are relatively required to teach one grade or even several grades. The number of students they face is expanding. It is difficult for teachers to have a deep understanding of students in all classes, so they also indirectly affected the frequency of inspections from teachers to students.

Combining the above three factors, it is believed that the difference in the nature of the disciplinary affects the main learning method of the corresponding subject, the position of the main subject and sub-subject in the educational consciousness affects the importance of the educator to the corresponding subject, and the subject teacher attitude and teacher-student relationship also affect the degree of teachers' attention to students. The combination of these three makes the frequency of teachers' inspection in the classroom show different.

4.2. The Differences Between Teachers with Different Styles in Classroom Inspection

Style refers to the distinctive characteristics of a person or thing in terms of content and appearance. Teaching style refers to the unique combination and expression of teaching ideas, teaching methods and teaching skills gradually formed by teachers in long-term teaching practice, which is suitable for their own personal characteristics, and it is a comprehensive reflection of teachers' personal characteristics in teaching methods. Combining the reflections of the students in the questionnaire, I have counted the personality characteristics of the classroom inspection teachers and students' evaluation of the teacher's classroom teaching.

4.2.1. Teacher Personality

The data shows that 79.45% of the students said that the most frequently inspected teachers are kind and close, which shows that most of these teachers who have a certain sense of inspection are very easy to get along with, and they are kind to students and the relationship between teachers and students is very harmonious. At the same time, 18.49% of the students said that the most frequently inspected teachers are very strict, which reflects that some teachers treat students more strictly, and students may have fear, which may lead to alienation of teacher-student relationships. In addition, 2.05% of students think that teachers only care about individual students. This may be due to teachers' neglect of these students in their learning life, which makes them unable to feel the teacher's attention.

4.2.2. Classroom Teaching

According to the teaching statistics of the teachers with high classroom inspection rate, 86.99% of the students think that the teachers who most frequently inspect students explain the class content clearly and comprehensible and attractive, and they like to listen. According to the experiments of Feldman and Prohsky, these evaluations of students are affirmation of the teaching level of the teacher and explain the harmony of the teacher-student relationship. Teachers have higher teaching literacy, and transform classroom knowledge into interesting content that students like to see, and improve

the teaching effect. At the same time, they can consciously walk into the students and pay attention to the students. Students certainly like such teachers.

In addition, 10.96% of the students think that although the teacher's classroom content is very clear, but the classroom is very boring, which also shows that some teachers' teaching ability is still lacking, and their teaching quality needs to be improved. Teachers should be able to use a variety of teaching methods to arouse the enthusiasm of students, and at the same time pass on knowledge and make the classroom atmosphere lively.

Based on the above-mentioned students' evaluations of teachers, the personality characteristics of teachers with high inspection frequency in elementary schools are generally kind and friendly. It has a high level of classroom teaching literacy, can use lively and interesting teaching methods for teaching, and achieves the transfer of knowledge and the improvement of classroom teaching effects. Most of them can be recognized and loved by most students. However, there are still a small number of teachers whose teaching literacy is lacking, and the classroom teaching effect is relatively low, making the effectiveness of classroom inspections not fully realized. These teachers should pay more attention to the neglected students in the future teaching, further harmonize the teacher-student relationship, and at the same time improve their teaching literacy, stimulate students' interest in learning, to ensure that students like this course, learn this course well, and optimize the inspection effect.

5. Conclusions

Classroom inspection, as an important detail of teachers' classroom teaching in Primary School A, plays an extremely important and irreplaceable role. Making good use of classroom inspection will certainly have a multiplier effect on their classroom teaching. The teachers with higher inspection frequency in the elementary school are teachers of Chinese and Mathematics. This is related to the nature of the disciplines, the status of the disciplines and the teacher in charge of the class. Teachers who pay attention to classroom inspections are kind and friendly, have high self-quality and teaching level, can consciously conduct classroom inspections, and pay attention to the effectiveness of inspections.

6. Recommendations

In view of the differences in classroom inspection in primary schools, it is suggested to optimize the corresponding strategies from the two aspects of schools and teachers: (1) school should carry out observation and learning courses to enhance teachers' awareness of using nonverbal teaching behavior, focus on teachers of Chinese and Mathematics, especially those who are the head of the class, encourage mutual communication and learning among teachers, and understand the classroom inspection strategies adopted by teachers of different disciplines in the face of student groups of different grades; (2) teachers should pay attention to the

improvement of their own quality and teaching level, establish the awareness of classroom inspection and a harmonious relationship between teachers and students, and form a teaching style that can be recognized by students, so as to provide guarantee for effective inspection.

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