

Research on People-oriented Modern Classroom Monitoring

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Abstract—Traditional classroom monitoring has greatly hampered students' enthusiasm and creativity. People-oriented is the fundamental scale and the highest level of classroom monitoring. This paper analyzes the harms of traditional classroom monitoring and analyzes the people-oriented modern classroom teaching monitoring from the aspects of students, teachers and the teaching monitoring equipment.

Keywords—Teaching monitoring; Classroom teaching; People-oriented; Teaching mode

I. INTRODUCTION

Since the 1960s, people have explored and summarized the classroom monitoring in many aspects. The modern classroom monitoring with the comprehensive promotion of quality education is a kind of multiple control based on the starting points of research, communication and promotion of development. It is an educational management concept and a classroom management system formed under the guidance of this concept. In this system, teachers and students are both the object of monitoring and the subject of monitoring, and they are completely equal in status.

II. CLASSROOM MONITORING

A. The Concept of Classroom Monitoring

Classroom monitoring is a concept of timely, regionality and pertinence. The content, modes and methods are different for different eras, countries and goals. Under the traditional teaching mode, the classroom monitoring is based on monitoring and control. Its role is to understand the teaching situation, standardize the teaching behavior, and ensure the quality and efficiency of teaching activities. This kind of monitoring not only hurts the self-esteem of teachers and students to a certain extent, but also suppresses the enthusiasm and creativity of teachers and students, and it is difficult to achieve the expected educational and teaching purposes.

The modern teaching mode regards promoting quality education comprehensively as the goal, and in this circumstance, classroom monitoring will be worked as a system. It is developed on the basis of extensively absorbing automatic control theory and relevant the experience of enterprise management, and is defined as a comprehensive use of observation, measurement, regulation and evaluation and other means to fully develop the potential of students and

teachers, and to continuously meet the social and student personal development needs of the management system. It includes the monitoring to teaching activities from teaching and monitoring facilities, to students from teachers, to students from themselves, and even to teachers from students. The modern classroom monitoring has the function of not only guaranteeing the quality and efficiency of teaching activities, but also studying the rules of classroom teaching activities and promoting the development of both teachers and students.

B. The Drawbacks of Traditional Classroom Monitoring

The traditional classroom monitoring is a kind of one-way external control monitoring of teachers to students and teaching management staffs to teachers. Its prominent drawbacks are passive, closed, one-way, arbitrary and rigid.

These drawbacks lead to a decline in students' interest in learning. Students lack active and conscious attitudes to monitor their learning actively, and the result can only be inefficient learning and low-energy life. Therefore, the remedial classes, tutoring, and sea tactics are prevalent, which has become a magic weapon to improve performance. For a long time, the state has applied for the burden reduction of students, but the results have been minimal. Even in some places, the burden for students has been increased. This kind of passive learning state for students is incompatible with quality education aimed at cultivating students' innovative thinking and ability to exercise. Therefore, it will seriously restrict the improvement of the education quality and affect the cultivation of quality talents.

In order to complete the teaching content and to meet the needs of test-oriented education, traditional teachers have adopted classroom monitoring measures, which seriously inhibited the development of students' independent exploration ability. In the actual classroom teaching, students are shackled in a subject classroom, and only reference books and standard answers are respected, and the phenomenon that the subject teaching is not allowed to cross classroom are prevalence. The closed activity space and thinking space will narrow students' vision and learning capacity. Closed subject teaching classrooms and unified standard answers will also become a black hole to stifle students' independent exploration spirit.

School discipline in our country has always been the most stringent. In traditional teaching management mode, teachers require students to obey the discipline of the classroom. Students are not allowed or rarely allowed to have their own

attitudes or opinions. They are required to follow the school rules and regulations in accordance with the unified mode and solve the problem in a certain way. And the problems in life, it is easy to cause a unified way of thinking, insight, knowledge level and ability. Therefore, traditional teaching monitoring is the one that focuses on results and ignores the process. This kind of monitoring mainly has two aspects. First, the monitoring usually pays more attention on the start and the end of teaching cause but little on the process. That is to say, the monitor usually pays attention to the establishment of a sound management system and the implementation of the general teachers, and does not pay attention to how the teachers implement these rules and regulations in this process. For example, teaching management includes the formulation and implementation of teaching plans, preparation, counseling, classroom teaching, etc. At the same time, it also includes improving teaching equipment, improving the teaching environment and conducting teaching quality inspections. However, the teaching management of some schools only stays in the individual links, and the management does not go deep into the specific links in the teaching. Second, it ignores the monitoring of the process in the course of learning. Because teaching is not only the teaching action of teachers, but also the learning cause of students. All the efforts of the teachers are to make the students progress. The effect of teaching can only be reflected in whether the students are fully developed, whether the students' innovative spirit and innovative ability can be cultivated, but not reflected in the completion of the teaching tasks.

The relationship between teachers and students is unequal which has been formed in classroom monitoring in China for a long time. Teaching is a basic feature in school education which indicates that the teacher-student relationship in monitoring cause can be considered as the relationship between subject and object, and is also a subordinate relationship. The main task of the teacher is to teach, and the main task of the student is to listen. In this relationship, there is even no communication or no dialogue. The world famous educator P. Freier compares traditional education to bank savings. In the book "Education of the Oppressed, he pointed out this kind of education just likes a kind of saving behavior. This kind of action between teachers and students has replaced each other's exchanges. The more knowledge students store, the less critical they are, and the less likely they are to intervene in the world as the reformer of the world. This kind of teaching is teacher-centered, and there is no equal communication between teachers and students.

The change of educational concept requires that school education shift from purely imparted knowledge to student development. Establishing the student-centered classroom teaching monitoring concept to reflect the objective requirements of social development for talents, but also the requirements of students' own development. Modern education theory believes that the harmony between teachers and students is the prerequisite for successful implementation of teaching monitoring. Teachers can treat each student with tolerance and win the respect and trust from the students. In this process of teaching monitoring, not only teachers monitor students, but also students should monitor teachers. Teachers and students

believe that development-oriented values will inspire both sides to understand the world and transform the world.

III. PEOPLE-ORIENTED MODERN CLASSROOM MONITORING

The core concept of classroom teaching monitoring is people-oriented, which is because that in classroom monitoring, the object is people, and the subject is also people, and the purpose is to promote human development. Being the fundamental scale and the highest level of classroom monitoring, it requires that teachers should establish the core concept of people-oriented in the classroom teaching, and at the same time form the open mind between teachers and students, and create a humane environment and atmosphere actively. To practice the educational concept of classroom monitoring and educating people, it is necessary for teachers to truly understand, respect, care and motivate students in teaching monitoring.

A. Modern Classroom Monitoring

With the comprehensive promotion of quality education, the modern classroom monitoring is of a multi-monitoring based on the research, communication and promotion of development. It is an educational management concept and a classroom management system formed under the guidance of this concept. Modern classroom monitoring is a multi-directional and open monitoring system based on the self-control of students and teachers. As a systematic monitoring, although it is also composed of students, teachers and teaching monitoring equipment, the role and function of these elements in it is fundamentally different from the past. It not only promotes students' development as value orientation, but also pays attention to students' independent learning and practical exploration, emphasizes classroom interaction, pays attention to classroom pleasant and harmonious group life and positive learning atmosphere, and makes students become the main body of activities and the master of the classroom.

1) Students

In the modern classroom monitoring system, students are the object of monitoring, and even the subject of monitoring. For adolescents whose body and mind are in rapid change, their learning activities need guidance, inspection and supervision from teachers. However, if these external influences really work, students must also make their own subjective efforts. In addition, each student who is an independent individual has his own unique personality and learning style, and has a strong desire to manage himself. Therefore, students should be regarded as the main body of the monitoring system, and be processed to conduct self-monitoring. It is the objective requirement of the individual psychological development for school education, and is also an important symbol of the combination of scientific and humanized classroom monitoring.

In the classroom monitoring system, we know students are still the object of monitoring. It means that through various guidance and help will be processed to enable students to learn how to take responsibility for themselves and learn to self-monitor and self-manage. For growing students, modest

demands and criticism are also indispensable. In an ideal classroom monitoring system, surveillance and control should be available all the time, and all activities of all students should be mastered. But this kind of surveillance and control must be positive, benign, and seamless. What it should bring to students is easy and enjoyable experience. It should make students happy to be monitored and actively request surveillance.

In the teaching monitoring system, students are the main body of monitoring. The main body here has two meanings, one is the main body of self-monitoring, and the other is the main body of the whole teaching activity. Self-monitoring requires teachers not only to give students the power to self-monitor, but also to conduct the education aimed at improving self-monitoring ability, which puts higher demands on teachers, for it is really difficult to process and it requires teachers to make full use of various opportunities to consciously guide students.

2) Teachers

In the modern classroom monitoring system, the role of the teacher has changed significantly. He can and must be freed from the tasks of secondary knowledge and information, and truly play the role of being a teacher.

Under the condition of open education in the information society, teachers are no longer the only source of students' knowledge. If teachers act only as knowledge exporters, they will impede the students' minds and prevent students from using advanced methods that are consistent with the characteristics of the times to master more knowledge. Therefore, the role of teachers must be adapted to the transformation of open education, from the exporter of knowledge to both the exporter and the leader of students' self-learning. Teachers should stimulate students' learning desires according to their intelligence types and learning styles, provide students with a stage, point out the direction, give appropriate guidance when students encounter greater difficulties, and help students develop good will quality, take a new step in learning and teach them how to learn and love learning.

Under the new social background and educational technology, teachers should do a lot to fully play their due role in the classroom monitoring system, which includes not only updating the educational concept to realize the transformation of their roles as soon as possible, but also improving their teaching and monitoring capabilities through theoretical study and teaching reflection.

3) Teaching Monitoring Equipment

Under the traditional mode of classroom teaching and management, the modern classroom monitoring methods have not really played their role, but have a certain negative impact on teachers and students in different degrees. The current common monitoring equipment on teaching is usually composed of a camera mounted in the classroom and a monitoring display terminal installed in the supervisor and principal office. However, this management system has a strong two-sidedness. From the perspective of managers, they can open the terminal directly in the office and see the classroom situation of each classroom without affecting the teaching activity. From the perspective of teachers and students,

they feel that there is always a pair of eyes staring at themselves, which made them can't fully devote themselves to speaking and listening. This is contrary to the original intention of teaching monitoring. When teachers and students are eager to be monitored, the classroom activities recorded by the equipment can provide an objective basis for teachers and students to deeply understand and analyze their behaviors, playing similar to athletes watching their own games or training videos so as to correct action and improve the level of exercise.

B. Requirements of People-oriented Classroom Monitoring

The key to people-oriented classroom monitoring is to mobilize all the enthusiasm of the teaching subject. Every factor in the classroom teaching should be the driving force and foundation for the students' growth, and every sentence and message of the two sides of monitoring interaction will bloom the charm of the thought, and express and form the character of life. This requires some as follows.

In modern society, educators should establish a people-oriented teaching consciousness and comprehensively grasp the procedural and instrumentality of people-oriented. At the same time, attention of people should be extended to every aspect of classroom monitoring aiming at the existence and development of human beings. Three changes should be realized in the concept. the transformation from the teacher-centered learning to the learner-centered, the transition from one-time education to lifelong education, and the transition from closed education to open education. It is true that many educators and units have given up the indoctrinating, preaching, and cramming education modes and have paid more attention to the old-fashioned educational concepts and teaching influences of habits. For us who have grown up in the context of exam-oriented education, in other words, we have not fully adapted to the requirements of reform and innovation in modern educational practice and kept pace with the times. Modern education is no longer teaching truth and knowledge and solving confusion to students, but helping learners to discover, organize and manage knowledge, and even to guide them form the ability and habit of self-learning and lifelong learning.

Establish a people-oriented classroom content. Understand the characteristics of students, and organize the content of each class suitable for each recent development zone according to the specific situation of each student. The teaching program is the plan of the whole teaching activity. And all aspects of the teaching program must be formulated on the basis of fully considering the personality characteristics of the students. In the setting of teaching objectives, teachers must be clear about the purpose of students' education, and can incorporate this purpose into the target system of teaching. To be truly people-oriented, our teaching objectives should not be limited to imparting knowledge to students or even helping them pass the academic examinations. Instead, while learning and mastering new knowledge, they should learn to combine knowledge and work practice to think and innovate, and to achieve the improvement of comprehensive quality and work ability.

Establish a people-oriented teaching method. Teachers should adopt some methods which are close to the students'

colorful life world, and use various forms that students can understand and love to see as the main carrier. Seamless monitoring is the ideal state of classroom teaching, which can give full play to the initiative, flexibility and creativity of teachers and students. First of all, teachers should create an atmosphere just like moistening things silently in classroom, so that teachers and students can communicate with each other actively and sincerely. The second is to require teachers to provide students with the opportunity to participate in classroom teaching activities extensively. At the same time, they should discover and solve problems in a timely manner, explain them immediately after class, and actively encourage students who are bold in innovation or have unique insights. The third is to grasp the rhythm of the classroom. Relaxation is very important. Having a level of ups and downs, can Classroom teaching be full of vitalities and fun.

Establish a people-oriented management mode. Promote equal, relaxed and enjoyable relationships between teachers and students actively, and achieve harmonious and seamless human monitoring. For the teacher-student relationship in education and teaching activities, the student should be adhered to first. Everything for the development of every student is the highest purpose and core concept of the new curriculum. For the relationship between the school and the parents, adhere to the principle of parent first. School education must be closely linked to family and community education in order to form a synergy of education. Only by putting the interests of parents first, can we win the support of parents for school work and stimulate cooperation awareness and participation.

IV. CONCLUSION

Starting from the concept of classroom monitoring, this paper analyzes the implementation process of traditional classroom monitoring and its disadvantages, and discusses the transformation of the human-oriented modern classroom monitoring system from the aspects of students, teachers and monitoring equipment. Only in line with the development of the times and process people-oriented, research regulation and evaluation methods scientific, fully develop the potential of students and teachers, and constantly meet the social and student personal development, do classroom monitoring can be made to really play its just role.

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