



Factors and Countermeasures Affecting the Classroom Discipline of Private Universities

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Abstract. Good classroom discipline is the premise of a smooth classroom teaching activities. It's determinants can be divided into two kinds: one is the discipline of teachers' own initiative. That is, through the guidance, punishment, reward and organization; The second is the students are attracted and listened to by wonderful teacher explanation. So that, this paper reveals the factors and coping strategies, and provides some suggestions and reference for the formation of good classroom discipline.

Keywords: Classroom discipline · Factor · Countermeasure

1 Introduction

The maintenance of class discipline is first closely related to the quality of the course content, the teacher lectures, the second is related to the students' attitude towards learning, the age characteristics of the class number, class style and other factors. Only the classroom discipline formed by students can produce better teaching effect. Therefore, correctly grasp the determinant factors affecting the university classroom discipline, and reasonable curriculum setting is the key to improve the quality of classroom teaching.

However, through the relevant survey found that many college students in class performance is unsatisfactory, and even seriously affect the classroom discipline, not only affected their learning, and affects the quality of others, Research status cause college students lack of classroom discipline is diverse, from their own reasons, also have reasons from the outside world. For the above reasons. This thesis put forward about the factors affecting classroom discipline in private colleges and countermeasures research. First, a simple analysis of the lack of disciplinary poor performance of college students in class, Then, the reasons for the lack of discipline of college students in the classroom were carefully analyzed. Finally, put forward a strategy to promote college students to observe classroom discipline and ensure the quality of classroom learning.

2 Research Status Quo

2.1 Foreign Research Status

Wen'man, a research scholar from the United States, has learned about 84 problems in teacher education, among which that classroom discipline is the most important and the most serious problem. In recent decades, the research on classroom discipline abroad has achieved good results. The researchers started classroom discipline with solutions, and corrected the problem with positive and negative reinforcement. Then we rely on students' self-discipline for self-discipline and control. Until now, the correction of classroom discipline problems is testing the teacher's coping skills and wisdom.

In recent years, many foreign scholars and teaching researchers have begun to change the teaching mode, mainly elaborated as follows:

2.1.1 Functional Transformation

From teachers to deal with classroom discipline problems to teachers to prevent classroom discipline problems gorgeous turn. Due to the continuous maturity of foreign psychological theories and the introduction of a large number of relevant studies, teachers began to pay attention to the healthy development of students' physical and mental health in managing the classroom discipline.

2.1.2 Change of Management Means

A magnificent turn from teachers controlling classroom discipline issues through punishment and reward. In the early days, discipline education was stick education, and punishment was the most common teaching means of teaching. However, now, different from the past, teachers pay more attention to demand teaching in the process of management, and more often use incentive means for teaching management.

2.1.3 Psychology Has Received More and More Attention in Classroom Discipline Research

Due to the transition from teacher as the main body to student as the main body, the research from the perspective of students has become the mainstream research method. The research on studying students' violation of classroom discipline is mainly carried out from the psychological characteristics of students, reasonably handling the relationship between teachers and students, and actively guiding teachers and students to make progress together is the key teaching mode supported by education. Grather and Drax's psychologically characteristic style of classroom discipline is becoming increasingly popular with the people [1].

Teacher management and skills training are being paid more and more attention, paying attention to practice and updating the concept of education management. Due to the changes of the above three factors, the foreign research field has taken place in profound changes, that is, the change of the research focus, from the study of teachers' behavior to the study of students' behavior. The research of Avvensen and others points out that teachers can practice teaching objectives according to students' psychological

characteristics, effectively use teachers' teaching skills and management art to achieve efficient classroom teaching, and build a good classroom discipline.

2.2 Status Quo of Domestic Research

Since the founding of the People's Republic of China, classroom discipline has been attracting much attention, and many scholars have started to research on such topics, and have achieved certain results. As for the research on classroom discipline, it is divided into four stages in China, namely, the educational delay stage, the educational behavior suggestion stage, the stage of educational phenomenon interpretation and the educational scientific research stage. At present, the classroom discipline problem of education has also become a hot topic.

2.2.1 The Delayed Stage of Education

From 1949 to 1977, there were only about three papers related to classroom discipline published on the CNKI. They were in the slow stage of education development, almost stagnated, and there were few classroom research on classroom discipline.

2.2.2 Educational Behavior Advice Stage

Since the reform and opening up in 1978, to 1990 is the suggestion stage of educational behavior, and can also be said to be the learning stage of classroom management experience. This stage published the paper than the first stage, from the article and the content of our survey, this stage of the teaching process, mostly from the perspective of the teacher to find problems and analyze problems, emphasizes the topic of teachers' status, and students are often in the learning process of passive, teachers are the teaching of the monitor and managers, the stage of teaching actually ignored the subject status of the students.

2.2.3 Interpretation Stage of Educational Phenomenon

From 1991 to 2001, it was the interpretation stage of educational phenomenon, which mainly focused on the objective analysis of classroom discipline problems. Although teachers are still the managers of teaching in this teaching stage, a relatively democratic classroom atmosphere has been initially formed, and a harmonious teaching concept is gradually being formed.

2.2.4 Educational Science Research Stage

Since 2002, it has been the stage of educational science research, the development and induction stage of educational laws. In this stage, scholars and experts began to the systematic analysis of education research results at home and abroad, and the classroom discipline problems in the objective arrangement, induction and the classroom practice of the field exploration research, efforts to find out the suitable classroom discipline solutions and classroom management science teaching mode.

3 The Importance of Classroom Discipline

3.1 The Importance of Classroom Discipline for Teachers

The key to comprehensively promoting quality education is to further improve the teaching quality; the most important link of improving the teaching quality is to grasp the classroom teaching; the good classroom discipline is the basic guarantee of the successful classroom teaching. Thus it can be seen that the success or failure of classroom discipline management determines the success or failure of classroom teaching and the level of teaching quality, and it is particularly important and necessary to do some experimental and exploratory research on it. Since the beginning of the new century, Chinese scholars began to comprehensively introduce and draw lessons from the theories and research results of foreign classroom discipline. Through the research and experiment of this topic, to solve the students' classroom behavior, organized control, so that they run around the teaching objectives, so that teachers can master the classroom more efficiently. Effectively improve the quality of education and teaching in colleges and universities, make students form good learning habits, improve students' learning ability and comprehensively improve students' comprehensive quality.

3.2 The Importance of Classroom Discipline for Students

The late great man Chairman MAO Zedong once pointed out: "Discipline is the guarantee of the implementation of the line." In school, discipline is the guarantee of teaching quality. What is classroom discipline? Classroom discipline refers to the external norms and controls imposed by students' classroom behavior. It has the four main functions:

Classroom discipline helps students socialize. He helps the students to understand the code of conduct that is endorsed or acquiesced in on various occasions, to understand the standard of value on which the individual behavior is based, and to know what to do and what not to do under what circumstances.

Classroom discipline contributes to the maturity of students' personality. He enables students to gradually form independent, self-confident, and personality qualities such as self-control and enduring setbacks in the process of abiding by social norms and requirements.

Classroom discipline helps students to accept the moral norms, and form a sense of moral obligation, so that students can consciously abide by the moral norms, and form a good moral quality.

Classroom discipline helps students to stabilize their emotions in class, so that students' behavior is followed, and will not be because of their own behavior confused, worried and produce anxiety.

Thus, good classroom discipline can make teachers teach effectively and students learn effectively.

4 Methods and Results of the Investigation

In our school, team members of the questionnaire survey, by sampling 400 college students in our school, get the data is the boys in class discipline don't like the course, 60%, 40%, don't like teachers' lecture way boys accounted for 40%, girls accounted for 60%, hope to attract the attention of the teacher boys accounted for 70%, girls accounted for 30%, don't like serious classroom boys accounted for 50%, girls accounted for 50%.

Through the above survey, so, we attribute the main factors affecting classroom discipline to the following.

4.1 Students Seek Attention

A class has a lot of students, new teachers into the class teaching, tend to pay weak attention to some students, and most students have strong self-esteem, and will compare with other students, in contrast will find to pay less attention, due to strong self-esteem or other reasons Students who do not receive collective or teacher recognition due to strong self-esteem or for other reason will create some trouble in class to attract the attention of the teacher [2].

4.2 Personality Factors

Each student has a different personality, of course, classroom behavior is related to personality psychological characteristics, such as for example, outgoing personality self-control is weak, it is difficult to suppress their own emotions. Introverted people are difficult to express their emotions, will suppress their emotions in the heart, so the personality differences, coupled with the new teacher of the students' personality cognition degree is not enough, there is no reasonable way in teaching, there may be more violations of discipline.

4.3 Physic Causes

Many students in adolescence, adolescence from physical and psychological changes to varying degrees, and will be in the rebellious period, in the rebellious consciousness of independence and self awareness, have a strong sense of independence, not good at listening to others, accompanied by a strong performance desire, is likely to violate classroom discipline, of course, also do not rule out some students 'physical disease will affect students' behavior [3].

4.4 Teachers' Side

Improper teaching mistakes caused by improper teaching methods, inadequate lesson preparation or lack of teaching organization ability will cause students' improper classroom discipline. Students are the main body of behavior, and teachers are the executor and organizer of behavior. Therefore, if the teacher does not fully prepare the lessons, does not have enough understanding of the course, and the new teacher has a certain

strangeness to the students. It may lead to some ineffective curriculum designs, which may be difficult to attract students and make students pay less attention to the classroom.

Improper way of teaching and evaluation. As the executor and organizer of classroom teaching, teachers should have a full understanding of the classroom management and teaching, so how to evaluate a classroom teaching? Many teachers often take themselves as the main body from their own preparation constantly looking for breakthrough, improve their lesson preparation, improve the quality of lesson preparation, think this can improve the teaching quality, but not put the students as the main body of teaching, not the students' teaching situation as the evaluation standard, has produced the teaching and evaluation methods, make the students not better absorption understanding teacher granted knowledge, improper teaching and evaluation methods of classroom teaching is a series of problems, classroom teaching evaluation problems, so the resulting classroom discipline will fall.

5 Based on the Above Reasons, We Put Forward a Solution to Solve Classroom Discipline

5.1 To Prevent the Classroom “Breaking the Window Effect”, to Improve the Classroom Rules and Regulations

Teachers should manage the classroom in accordance with the rules and prohibit it. Sudden disciplinary violations should be dealt with timely and properly, strengthen the supervision and management role of the system, the classroom “broken window effect” contained in the bud, so that students gradually develop good behavior habits, to create a positive class style and style of study [4].

5.2 Strengthen Professional Knowledge, Pay Great Importance to Teaching Reflection

Teachers should enrich their personal teaching forms, especially the new teachers, who should listen to more lectures, evaluate more classes, actively participate in the cooperation and communication of the subject team, and improve their classroom management ability. With teachers 'self-reflection to open students' self-reflection, to form a teaching atmosphere between teachers and students and mutual assistance.

5.3 Deal with Student Behavior in Principle and Guide It to Positive Creativity

Teacher should be good at discovering the latest development areas for students 'learning, set up hierarchical problems, take into account students at different levels, guide students to conduct orderly learning, feel the joy of success, and stimulate and maintain students' strong interest in learning [5].

6 Conclusion

Teachers can have a good teaching mode. Maintain good classroom discipline, should start from understanding students, students violation of classroom discipline is an ordinary and normal thing, we can through criticism education to stop such a situation, but this is just from the surface to prevent the occurrence of “broken window effect”, not from the heart of the students really make up for the students “broken window”. So to fundamentally solve the problem of “broken window”, the teacher should love every student, the students will open their hearts to the teacher. Let the teacher understand the students’ ideas, and then educate them. Education is a kind of art, we should make up for the students’ broken window, and then open it, let the sun come in to warm every student.

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