



# Research on Classroom Teaching Leadership in Colleges and Universities under the Background of Multimedia Technology

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## Abstract

In order to further improve the teaching effect of college classrooms, this paper analyzes the main performance of college teachers' classroom teaching leadership under the background of multimedia technology. Using the quadrant model to analyze the performance of classroom teaching leadership in colleges and universities, the final conclusion is that classroom teaching leadership in colleges and universities under the background of multimedia technology is actually a kind of teacher personality influence. This influence is mainly reflected in the love for students, but also includes normative requirements from the teaching profession. This provides a feasible idea for effective classroom teaching in colleges and universities under the background of multimedia technology.

*Keywords-multimedia technology; college classroom; teaching; leadership*

## 1. INTRODUCTION

Under the background of multimedia technology, many people overemphasize the application of multimedia technology in teaching, ignoring the essence of classroom teaching leadership. At present, there are many researches on classroom teaching in colleges and universities, but most of them are based on specific teaching methods or teaching methods, such as multimedia technology teaching research, project-based teaching research, blended teaching research, seminar-based teaching research, etc. This paper starts from the influence of teachers themselves under the background of multimedia technology, that is, from the perspective of teachers' classroom teaching leadership to study the effect of classroom teaching in colleges and universities, and opens up new ideas for improving the effect of classroom teaching in colleges and universities. In the research, the method combining the quadratic graph model and the incentive theory is used for the first time, which reflects the innovation in the research method.

## 2. CLASSROOM TEACHING LEADERSHIP IN COLLEGES AND UNIVERSITIES

Leadership psychology is a discipline that shapes the

charisma of managers' leadership based on psychology, based on management applications, and based on organizational experiments; re-examines managers' misunderstandings, breaks through management bottlenecks, and improves management atmosphere; The ability to let others say "yes"----to turn denial, rejection, resistance, and abandonment into recognition, acceptance, support, and execution; applied to leadership, management, communication, teamwork, planning, marketing, and many other fields<sup>[1]</sup>.

College teachers enhance their professional confidence and professionalism, enhance their sense of responsibility and mission as an intellectual group, and fully play a leading role in teacher ethics, teaching, scientific research, peer development, and school reform, which is the embodiment of "teacher leadership". Under the background of multimedia technology, teachers' leadership is manifested in effectively organizing teaching, allowing students to grow up happily and healthily, using their own personality charm to create a relaxed and harmonious display platform for students, tapping students' potential, and effectively communicating with parents. Teachers' leadership in classroom teaching is the soft power of a school's development. It mainly means that teachers creatively design, compile, develop and implement courses according to the curriculum plan and the school's goals,

so as to comprehensively improve the quality of education and build a school. Capability of Featured Brands<sup>[2]</sup>.

### 3. SEVERAL MANIFESTATIONS OF CLASSROOM TEACHING LEADERSHIP IN COLLEGES AND UNIVERSITIES

Japanese scholar Zuo Tengxue said in "The Quiet Revolution": The so-called curriculum, in one word, is the experience of learning. Therefore, curriculum is the experience and trajectory of learning, and teaching leadership is a way of teaching practice. It is a general term for actions that guide and lead teaching reform, teaching development, teaching experiment and teaching evaluation. process and results, and achieve the goal of teaching reform and development<sup>[3]</sup>.

Under the background of multimedia technology, classroom teaching leadership in colleges and universities is a process in which teachers use certain teaching methods to make teaching activities achieve the school's established talent training goals<sup>[4]</sup>. Teaching leadership is the guarantee of the normal teaching order in the classroom and the core competence of teachers in the teaching process. Through years of visits to classroom teaching in colleges and universities, we found that under the background of multimedia technology, the focus of teachers' classroom teaching often focuses on the application of multimedia, while ignoring teachers' teaching leadership itself. From this, we summarize four types of classroom teaching leadership in colleges and universities (Figure 1). Or, neither caring about students nor paying attention to classroom management. Or, very concerned about students, but not serious about classroom management. Or, highly concerned about students, also attaches great importance to classroom management. Or, do not care about students, but attach great importance to classroom management.

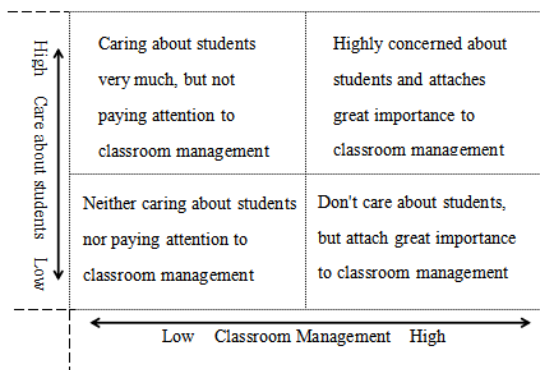


FIGURE 1 QUADRANT MODEL

Neither caring about students nor paying attention to classroom management. Teachers with this type of leadership have weak awareness and poor sense of responsibility in their work. In the classroom, they only

care about giving lectures regardless of the effect. They are completely laissez-faire, indifferent to students' problems in the learning process, and have no positive classroom management requirements. On the surface, students are happy and comfortable, but in fact their needs for knowledge are not met, which often results in disrespect for teachers. In the classroom of laissez-faire management, students' motivation and enthusiasm for learning are low, and the teaching effect is very poor.

Very concerned about students, but do not pay attention to classroom management. This kind of teacher pays attention to caring and caring for the students, often exchanges ideas and information with the students, and has a harmonious relationship with the students, but the classroom teaching management is not strict and the teaching order is not good. This is a kinder classroom teaching leader. There seems to be no problem with this kind of classroom, because the teacher completely devotes his attention to the students in the teaching process and can care about every student. However, because of this excessive "concern", the classroom is not necessary. The teaching order becomes chaotic, the classroom loses leadership, the teacher is led by the students, and the teaching loses its direction, thus making the teaching goal impossible to achieve.

Highly concerned about students, but also attaches great importance to classroom management. This kind of teacher pays attention to strictly implementing the rules and regulations, establishes a good teaching order and responsibility system, and at the same time cares for the students. They often exchange information with the students, communicate ideas, and try to arouse the enthusiasm of the students. They are respectable and amiable in the eyes of the students. This is an effective and successful leadership teacher.

Don't care about students, but attach great importance to classroom management. This kind of teacher pays attention to strictly implementing the rules and regulations, establishes a good teaching order and responsibility system, but does not pay attention to caring and caring for the students, does not exchange information with the students, and does not have a harmonious relationship with the students. This is a tougher teacher. In this general situation, students will attach great importance to classroom learning, study very seriously, and the effect is good, but there is often a large sense of distance between teachers and students. As a result, teachers will become more severe and even arbitrary because they do not understand students, and students will become timid and conservative because they are afraid of being punished by teachers, and even become disgusted with learning. In addition to students, most students will form a gradual decoupling between teaching and learning, and the overall teaching goal will eventually be difficult to achieve.

Through the analysis of the quartet graph model of classroom leadership, combined with the two-factor motivation theory, we can see that the results of classroom teaching are as follows (see Table 1), that is, the classroom teaching effect that neither cares about students nor pays attention to the type of classroom management is the most effective. Poor; caring about students very much, but not paying attention to the type of classroom management, students are not motivated to learn, learning loses direction, and the teaching effect is not good; highly concerned about students, but also attaches great importance to classroom management, this type will motivate students It is a good leadership type; it does not care about students, but attaches great importance to classroom management, which can

motivate students However, because of the distance between teachers and students, it will make students feel disgusted in learning, which will affect the learning effect of most students, and it is not an optimal type of teaching leadership.

In addition to the reference of theoretical models, from the front-line teaching practice and research of the teaching team for more than 20 years, the classroom teaching effect matrix can better reflect the teaching practice of college classrooms. Of course, the above four types are not isolated. In the teaching process, they can be comprehensively used in different teaching links, for different students, and at different teaching stages according to actual teaching needs.

**TABLE 1 CLASSROOM TEACHING EFFECT MATRIX**

Leadership Influencing factors	Neither caring about students nor paying attention to classroom management	Caring about students very much, but not paying attention to classroom management	Highly concerned about students and attaches great importance to classroom management	Don't care about students, but attach great importance to classroom management
Hygiene factors	Weak	Powerful	Powerful	Weak
Motivating factor	Weak	Weak	Powerful	Powerful

**4. THE CONNOTATION OF TEACHERS' CLASSROOM TEACHING LEADERSHIP**

Under the background of multimedia technology, teachers' classroom teaching leadership is actually a kind of influence. This influence includes both love for students and normative demands from the teaching profession.

Through years of teaching practice, it is found that in the teaching process, teachers should not only pay attention to students' academic performance, but also pay attention to the care of students. In line with the concept of "people-oriented, caring for students", we should pay attention to giving full play to students' potential in management and teaching, based on students' development. This requires that in the teaching process, our teachers must enter the classroom with love and embody this feeling in action<sup>[5]</sup>.

Under the background of multimedia technology, in addition to using multimedia technology for teaching, to establish a good emotional relationship between teachers and students, teachers must give sincere love, care for each student, treat students fairly, and not favor one over the other, especially for poor students. Encourage more. , care more, guide more, believe in their potential, and help them improve continuously. Therefore, teachers should pay attention to their words and deeds in the classroom. In the classroom, teachers should use motivational language to inspire every student. Such as: "You are awesome", "You are amazing", "You are also good", "You are a real man", etc. to motivate students, let students dare to think, dare

to say, dare to do, and show themselves to the best of their ability. Active classroom atmosphere, improve classroom efficiency. In the classroom, teachers always smile, say some warm words, correct wrong behaviors for students, give praise to poor students, etc., so as to fully let students feel the teacher's love in the classroom. The power of love is infinite, and students' learning becomes more active. We must believe that the sincere investment of teachers will definitely be rewarded by the sincere love of students<sup>[6]</sup>.

The importance of effective classroom management. Teachers have the most contact with students in the classroom, and good classroom discipline is the guarantee for smooth classroom teaching activities. A scholar said it well: "In teaching, it must first include discipline management." Through classroom discipline management, students can cultivate the good habit of consciously obeying discipline, create an optimal teaching environment, and improve classroom teaching efficiency. Classroom discipline management is an integral part of teaching work, and organizing teaching activities is one of the basic ways to conduct classroom discipline management to students. Whether the relationship between teachers and students in the classroom is harmonious or not directly affects the teaching work of teachers and the learning behavior of students. In an orderly classroom, teachers' teaching activities can be carried out effectively, which can ensure the learning efficiency of students in class. This has been proven in practice. Therefore, a teacher is not only a preacher, a teacher, and a puzzler in the classroom, but also a manager.

Classroom management is an art that reflects the ability of teachers to manage students. Through the effective management of teachers, the classroom can play its greatest role. In effective classroom management, the relationship between teachers and students and between students is harmonious and harmonious, which is extremely beneficial to the development of teaching and students.

Improve teachers' classroom management skills. Competence is the personality and psychological characteristics that a person needs to successfully complete an activity. An excellent teacher can stimulate students' motivation, learn knowledge, and correctly evaluate the whole teaching. Excellent teachers should have these basic psychological qualities: strong curiosity, keen observation, self-esteem and self-love, reasonableness, strong independence, strong self-control, and enjoyment of teaching. However, it is not enough to have these psychological qualities in a good class, but also need to have good eloquence, memory ability, blackboard writing ability, management ability and multimedia application ability.

Optimize classroom teaching management. (1) Optimize the structure. Optimizing the classroom structure refers to the teaching links and their sequence and time allocation, and is a macro-management of the organizational form of classroom teaching. No matter what type of course it is, the whole course can be divided into several linked links, and by grasping these links well, the complete completion of teaching tasks can be ensured (2) The use of incentive mechanisms. The incentive mechanism is to stimulate or even transform the external dynamic factors into internal dynamic factors. If the incentive mechanism is grasped, the key to mobilizing the enthusiasm of students will be fundamentally grasped. When teachers conduct teaching management, what method and when to use the incentive mechanism are important aspects of the art of teaching management. Motivating students at the right time and right can well stimulate students' learning motivation, establish their learning confidence, and eliminate their learning barriers. (3) Teaching wit. Teaching wit is a typical form of teachers' ability to make random decisions and adaptability in teaching management. In the teaching process, when teachers encounter accidental factors or special situations and need to adjust the teaching content or sequence in time, they must temporarily change the original plan tactfully and decisively. From the perspective of psychology, teaching wit is a major psychological ability for teachers to engage in teaching work, and teachers' positive emotional projection to students is a significant feature of this psychological ability. In the teaching process, it promotes the transfer of knowledge and information, feedback and the emotional exchange of teachers and students, so that students can learn happily, lightly and confidently. This harmonious combination is also the

beauty of teaching wit.

Respect every student and capture the highlights of poor students. Famous educator Han Fengzhen said: "Children who are difficult to educate are children who have lost their self-esteem. All children who are well-educated are children with strong self-esteem. Educators must do everything possible to protect children's most precious thing - self-esteem. ." Therefore, each of our teachers must care about and respect each student. For students who are poor in learning and discipline, they need special care and help, especially respect, and they must be good at tapping their shining points and giving them A successful experience. Educational practice tells us that underachievers are not bad in every aspect. They always have potential talents and good characters. Whenever this light flashes, it is the best time to guide them. Therefore, teachers should be good at using the "magnifying glass" to find every little glittering point in poor students. When they make a little bit of progress, focus on giving praise and encouragement to give them a little "success".

Pay attention to your own culture. In education and teaching work, to constantly explore practical and effective teaching methods that adapt to the teaching work in the new era, we must strive to achieve: (1) Teaching students according to their aptitudes and teaching students according to their aptitude—preparing teaching materials, preparing students, and preparing teachers, aiming at Sex must be strong in order to be effective. (2) Chengzhu should take good care of every class - including the expansion and extension of knowledge, the organic combination of in-class and out-of-class, etc., and the operability should be strong. (3) Do a good job of teaching feedback - summarize in a timely manner, and avoid weaknesses. As the saying goes: there is a way to teach, but there is no fixed way to teach. This requires each of our teachers to actively explore and try targeted, effective and operable working methods to serve their own education and teaching work. Create conditions conducive to classroom teaching, fully mobilize each student's enthusiasm for learning, so that they can have their own harvest and achieve good results<sup>[7]</sup>.

Pay attention to your own moral cultivation. Han Yu, the sage of the Tang Dynasty, pointed out early: "Teachers are the ones who preach, teach, and solve doubts." Ideal evangelist, transmitter of social norms and values. The Russian educator Ushinsky said: No matter what kind of textbook, what kind of thought, what kind of reward and punishment system can not replace the educational power produced by the influence of individual teachers on the minds of young people. It can be seen from this that the importance of the teacher's personal influence: the teacher's own work, his words and deeds, affect his students, and it can be said that the teacher is the guide of the students' life. The moral

conduct of teachers is of great significance in education. Only those with a good heart can make others good. Therefore, teachers should pay attention to keeping their words and deeds consistent, and pay attention to their role as role models. Teachers should lead by example and set an example for others. The speech and behavior of ordinary people may be a matter of personal cultivation, but a teacher is an engineer of the human soul and has to exert influence on students. Therefore, his words and deeds have a different meaning from ordinary people. Teachers should not only pay attention to the impact of moral conduct on students. Also pay attention to the educational role of speech and manners, appearance and clothing. Usually pay attention to the elegant, warm language. Corporal punishment, disguised corporal punishment and cynicism can only cause students to have rebellious psychology and emotional opposition. Teachers' elegant and generous speech and demeanor can attract and impress students, and students love to listen to your class. The warm language can melt the ice and snow in students' hearts, which is conducive to consolidating students' existing achievements and progress, and is conducive to making students accept criticism and guidance.

## 5. CONCLUSION

Today, advocating "appreciation education" is advocating that we look at students from a different angle, and we will see their shining points, and if we look closely, we will see their strengths and loveliness. As the saying goes: what moves people's hearts is nothing more than love. Just like a Tang poem: A good rain knows the season, when spring comes, sneaking into the night with the wind, moistening things silently. Learn to be subtle, moisturizing things silently. Teachers' love, trust, and encouragement to students, teachers' own charisma, and superb professional skills, including the ability to use multimedia technology, will always deeply touch the hearts of students. The mind of a child is a strange land. Sow the seeds of thought and you will reap the harvest of behavior; sow the seeds of behavior and you will reap the harvest of habits; sow the seeds of habits and you will reap the harvest of virtue; The seeds of morality will reap the harvest of fate.

As teachers, if we want to be qualified and excellent people's teachers, we must have high political and ideological awareness, solid professional knowledge, and skilled use of multimedia technology, love education, love students, and lead by example. , as a teacher. Only in this way can we confidently shoulder the important task of teaching and educating people and cultivating the future pillars of the motherland, to establish a good image in the minds of students, to improve the prestige and credibility of the class collective, and to rationally apply classroom management to education. during teaching.

In conclusion, classroom leadership is a topic we are constantly exploring, and it plays an important role in our education and teaching. Under the background of multimedia technology, only by constantly learning and improving classroom management methods and mastering modern teaching methods can we adapt to the society and the times<sup>[8]</sup>.

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