

Research on the Integration of Primary Education Management and Chinese Teaching

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Abstract: In primary education, the dual role of Chinese teachers as class teachers makes them the core force connecting subject teaching and class management. This study explores the integration logic and practice path of Chinese teaching and class teacher management in primary schools, which have synergies in educational goals, content resources, methods and strategies, but faces practical difficulties such as disjointed integration, single method, and insufficient cross-role ability of teachers. Through the integration of moral education, humanistic management, resource integration and teaching method innovation strategies, it provides a theoretical reference and practical path for the deep integration of primary education management and subject teaching.

Keywords: Education Management; Language Teaching; Class Teacher Work; Moral Integration

In the management of primary education, the role of the class teacher is irreplaceable. Under the guidance of student-oriented teaching, there is a complementary and accompanying relationship between the teaching reform of basic subjects in primary schools and the education management of class teachers. The feelings of family and country, ethics and morality contained in the Chinese curriculum are highly consistent with the educational goal of “cultivating people with virtue” in education management.^[1] At present, many primary school class teachers are concurrently taught by Chinese teachers, making Chinese teaching a key link between knowledge transfer and class governance. However, there are obvious shortcomings in the traditional management model. The combination of didactic management and cramming teaching leads to students’ passive acceptance of knowledge and lack of sense of independent participation. This model not only inhibits students’ creativity, but also weakens the educational function of Chinese teaching.^[2]

As “what to cultivate and how to cultivate people” has become the core proposition of education reform, the character shaping and ability cultivation in the primary education stage have been given a new connotation of the times. Exploring the integration path of Chinese teaching and class management is not only helpful to solve the practical dilemma of the separation of subject teaching and management practice, but also to realize the resonance of knowledge learning and personality growth at the same frequency by excavating the moral education resources of Chinese courses and innovating the implementation carrier of management education.

1. The intrinsic relationship between Chinese teaching and the management of class teachers

1.1 Goal consistency: two-way integration of education orientation

The primary intrinsic relationship between language teaching and class teacher management is reflected in the homogeneity of goals. Chinese teaching not only focuses on the improvement of language ability, but also devotes itself to the cultivation of students’ core literacy, including the shaping of depth of thinking, humanistic feelings and aesthetic ability. The class teacher management aims to create a harmonious classroom environment and promote students’ physical and mental health. The ultimate goal of both is to lay the foundation for the lifelong development of students.^[3] In addition, the Chinese Curriculum Standards for Compulsory Education (2022 Edition) put forward an educational concept that emphasizes “people-oriented”,^[4] which further strengthens the consistency of the goals of the two. Whether it is the thinking training in the Chinese classroom or the habit formation of class management, the purpose of “whole-person education” is to jointly serve the improvement of students’ comprehensive quality.

1.2 Content complementarity: the synergistic effect of resource integration

Chinese language teaching and class teacher management are naturally complementary at the content level. The Chinese textbooks contain abundant moral education resources, such as the gratitude education of “Motherly Love” and the cooperative wisdom of “Crow

Drinking”, which provide fresh materials for the moral education of class teachers.^[5] The data on student behavior accumulated in class management, such as cases of interpersonal conflicts, can also be fed back into language teaching and become used in language teaching. Real-life situations in situational writing or case studies. This complementarity is also reflected in the two-way flow of resources. On the contrary, the practical cases accumulated in class management can become the theme of comprehensive Chinese learning, and promote students’ leap from “knowledge” to “action”.^[5] The interweaving of the two contents not only expands the practical dimension of the Chinese classroom, but also endows the class management with cultural depth.

1.3 Mutual learning of methods: two-way empowerment of strategic innovation

In terms of improving the overall effectiveness of primary education and teaching, Chinese teaching and class teacher management show a significant trend of mutual reference and integration at the methodological level. The heuristic teaching and situational simulation methods used in the Chinese classroom can stimulate students’ subjective initiative, encourage them to actively participate in discussions, and have the courage to express their personal opinions. It can provide innovative ideas for class management. On the contrary, the essence of emotional communication skills in class management lies in the deep integration of democratic management and emotional care, and can also be transferred to Chinese writing teaching to help students improve their emotional expression skills.

2. The current situation of Chinese teaching and class teacher management in primary schools

2.1 There is a structural disconnect between the integration of subject teaching and class management

At present, it is common for primary school Chinese teachers to serve as class teachers, but the problem of “two skins” between subject teaching and class management is prominent. Many teachers fail to organically integrate the humanistic resources of Chinese courses with the management objectives, resulting in the separation of the two in terms of educational functions. On the one hand, Chinese teaching is often limited to the imparting of language knowledge, ignoring the excavation and transformation of moral education elements in texts. For example, when explaining “Reading for the Rise of China”, some teachers only stopped at text analysis, and did not combine Zhou Enlai’s sense of responsibility with the construction of class values, and missed the opportunity to infiltrate ideal education through subject teaching.^[6] On the other hand, class management often relies on the inculcation of rules, and lacks the use of implicit management resources such as emotional resonance and cultural immersion in Chinese teaching. Under the traditional management model, teachers mostly emphasize discipline requirements in a “didactic” way, but do not use the gratitude education materials contained in Chinese texts to guide students to internalize moral norms through situational experience and practical activities, resulting in two-way loss of management effectiveness and teaching quality.

2.2 The simplification of educational implementation methods and the limitation of students’ initiative

Influenced by traditional educational thoughts, there is a problem of single method in both Chinese teaching and class management, which is mainly manifested in the superposition effect of “cramming teaching” and “directive management”. In the Chinese classroom, the teacher-led explanation of knowledge occupies an absolute dominance, and students lack the opportunity to actively explore and express. For example, literacy teaching mostly relies on mechanical copying, and reading teaching focuses on paragraph analysis, ignoring the activation of students’ language ability and critical thinking through debate competitions, textbook dramas, etc., resulting in a dull classroom atmosphere and a gradual fading of students’ interest in learning.^[6] In class management, teachers often regard themselves as “managers” rather than “guides”, and are accustomed to enforcing students’ behaviors through rules and regulations, ignoring the main position of students in the management process. Most of the decisions on class affairs are made by teachers, and students lack the opportunity to participate in negotiations, making it difficult for them to form a sense of self-management.^[7] This “teacher-centered” model not only inhibits the development of students’ personalities, but also makes it difficult to internalize management requirements into students’ conscious actions.

2.3 Teachers' lack of cross-role ability and weak awareness of resource integration

The dual role of primary school Chinese teachers as class teachers puts forward higher requirements for their cross-domain ability, but in reality, teachers generally have the problem of “emphasizing teaching over management” or “two skins of management and teaching”. Some teachers lack the awareness of synergistically designing Chinese teaching objectives and management objectives, and fail to fully tap the management resources in teaching materials. In addition, teachers' lack of ability to develop daily life and local resources limits the depth of integration between Chinese teaching and class management. The people-oriented management concept requires attention to students' life experience, but many teachers are still limited to the content of teaching materials, and do not incorporate community culture and family practice into the scope of teaching and management. ^[7]

2.4 The lag of the evaluation system and the coordination mechanism restricts the effectiveness of integration

At present, the evaluation system of primary education is still centered on academic achievement, and there is a lack of multiple evaluations of the moral education effect in Chinese teaching and student development in class management, which leads to the lack of motivation for teachers to integrate and innovate. For example, it is difficult to incorporate the performance of group cooperation in Chinese classrooms and students' emotional experience in theme activities into the evaluation system, so teachers are more inclined to choose the easy-to-quantify knowledge assessment method rather than the time-consuming and labor-intensive management integration practice. ^[8] The imperfection of the coordination mechanism between home, school and society also exacerbates the integration dilemma. Class teachers face many obstacles in integrating family and social resources, such as parents paying more attention to subject performance rather than moral development, and community cultural resources are not effectively transformed into teaching materials.

3. Effective strategies for combining Chinese teaching in primary schools with the management of class teachers

3.1 Moral education integration strategy: excavate the elements of moral education in the text and construct an immersive education scene

Chinese textbooks are a natural resource base for moral education, and class teachers need to use texts as carriers to integrate moral education and value guidance into daily teaching, so as to achieve the educational goal of “carrying the Tao through literature”. First of all, the connotation of moral education in the textbook is deeply analyzed. According to the emotional core of different texts, the moral education themes that are in line with class management are refined. For example, “Reading for the Rise of China” can be linked to “ideal and belief education”, and guide students to establish lofty ambitions through group discussions on “reading and personal responsibility”; “Mother's Love” can be combined with “gratitude education” to organize the activity of “Writing a Letter to Parents”, which can transform the emotions of the text into family practice and cultivate students' emotional expression ability and sense of family responsibility. Primary school students are in the critical period of value formation, and the moral education elements in the textbooks can transform moral cognition into emotional identity through contextual teaching, and avoid the stiffness of didactic management. ^[6] Secondly, create thematic practice activities. Design serialized moral education activities around the content of the text, and form a “classroom cognition-practical experience-”. Behavior development”. For example, after teaching “Uncle Lei Feng, Where Are You”, the “Class Lei Feng Day” was carried out, and students were organized to participate in campus volunteer services, community assistance and other activities, so as to transform the “dedication” in the text into concrete actions; After teaching “Dayu Controls the Water”, combined with the management of class affairs, students are guided to discuss “collective interests and individual choices”, and integrate a sense of responsibility when formulating class conventions. Such activities not only deepen students' understanding of the text, but also strengthen management goals through practice, so as to achieve two-way penetration of moral education and management.

3.2 Humanistic management strategy: build an equal interactive relationship and stimulate students' initiative

Based on the theory of humanistic management, class teachers need to break the “teacher-centered” model and let students realize

self-management through active participation through teaching method innovation and management mechanism reform. First of all, group cooperative learning is implemented to cultivate teamwork ability. For example, in the teaching of “The Beauty of the Four Seasons”, students are asked to describe the beautiful scenery of different seasons in groups and cooperate to complete hand-copied newspapers, and teachers infiltrate management elements such as “division of labor and responsibility” and “communication and coordination” in the grouping process. Through the establishment of roles such as team leader, recorder, and reporter, students can experience management responsibilities and cultivate a sense of responsibility and a spirit of collaboration while completing learning tasks. The key to group work is to group students according to their abilities and personalities, to ensure that each student plays a unique role in the team, and to avoid the inefficient cooperation of “a few people leading”.^[6] Second, establish a dialogue mechanism between teachers and students on an equal footing. Students are encouraged to participate in class management decisions through forms such as “class opening hours” and “class teacher mailbox”. In the essay evaluation, the combination of “student mutual evaluation + teacher evaluation” is adopted to guide students to learn to respect others’ views and tolerate differences in the evaluation. It is proposed that respecting the subjective status of students should be implemented in daily communication, such as allowing each student to express their ideas through “three-minute sharing every day”, and teachers should guide them with the role of listeners, rather than authoritative judgment.^[7]

3.3 Resource integration strategy: revitalize rural and living resources, and expand the space for education

Relying on Tao Xingzhi’s concept of “life is education”, it combines Chinese teaching with students’ life experience and regional culture to enrich the practice carrier of management and teaching. First of all, it is necessary to develop local cultural resources. Language practice activities are designed based on local cultural characteristics to enhance students’ cultural identity and sense of social participation. For example, when teaching “Chen Yi’s Visit to His Mother”, teachers in Yancheng organized students to visit the local New Fourth Army Memorial Hall, interviewed elders to collect “filial piety stories”, combined the filial piety culture in the text with the local red culture, and wrote an investigation report on “My Hometown Filial Piety Model”. In the teaching of “Surname Song”, the “Community Surname Survey” is carried out to allow students to record the origin of family surnames and the distribution of community surnames, which not only implements the goal of using language and writing, but also cultivates social research ability and local emotions through practical activities. The use of local resources enables students to understand Abstract management rules in familiar scenarios, and at the same time improve their language application skills.^[1] Secondly, build a life-oriented language classroom. Transform class management scenarios into language practice materials, such as using the “class log” to guide students to record events in daily management as materials for writing and oral communication; In the “Campus Safety Month” activity, students were organized to create nursery rhymes and sketches with the theme of safety, and the management requirements were integrated into language expression training. The use of life-oriented resources can enable students to learn in life and achieve the educational effect of “teaching and doing”.^[2]

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