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STYLES AND FORMS OF MANAGEMENT OF PEDAGOGICAL WORKERS IN EDUCATIONAL INSTITUTIONS

Pedagogical management refers to various behaviors and measures taken by teachers in order to make effective use of time, create a good learning environment and reduce bad behaviors. In classroom teaching, besides the task of "teaching", the teacher also has the task of "management", that is, to coordinate and control various teaching factors and their relations in the classroom, so as to form an orderly and efficient whole, so as to ensure the smooth progress of teaching activities.

The task of pedagogical management is complicated. Generally speaking, pedagogical management includes classroom interpersonal relationship management, classroom environment management, classroom discipline management and so on.

– Class interpersonal relationship management refers to the management of teacher-student relationship and peer relationship in class, including the establishment of good teacher-student relationship, group norms and harmonious peer relationship.

– Classroom environment management refers to the management of the classroom teaching environment, including the arrangement of the physical environment and the construction of the psychosocial environment.

– Classroom discipline management refers to the formulation and implementation of the rules of conduct in class, and dealing with students' behavior problems.

Here are four typical pedagogical management styles.

1. The laissez-faire. Teachers of this management type have weak consciousness and poor sense of responsibility. They only lecture in class, regardless of the effect and laissez-faire. There is no concern about the problems students have in the learning process and no active classroom management requirements. On the surface, students are happy and comfortable, but in fact their demand for knowledge is not satisfied, which often results in disrespect for teachers.

In the classroom of laissed-off management, students' learning motivation and enthusiasm are low, and the teaching effect is poor.

2. Arbitrary type. Teachers of this management type have strict requirements for students' classroom performance, but such requirements are often determined only according to teachers' personal subjective likes and dislikes, ignoring the actual situation of students and the requirements of teaching objectives.

In the class of autocratic management, students' opinions cannot be fully expressed, and students often have a sense of tension and depression, which tends to lead to the formalism tendency of classroom management, and the teaching effect is general.

3. The democratic type. Teachers of this management type are active, serious, lenient and moderate in classroom management activities. They are good at ensuring effective classroom management through appropriate inspiration and guidance. Various specific measures of classroom management take the specific situation of the class into consideration, and students are close and respectful to such teachers.

In the democratic management classroom, students learn actively and happily, and the classroom teaching efficiency is high.

4. The emotional type. Teachers' loving feelings towards students can achieve the effect of neglecting and regulating. As soon as he entered the classroom, his eyes were filled with love for the students, and his language and expression were so kind when teaching. He was good at discovering the advantages and progress of the students, and often praised the students from the heart, so that the enthusiasm of the students in learning was constantly stimulated. Perhaps from the class soon, there are individual students imperceptibly make small moves, the teacher is just slightly "um", when the student noticed the teacher, the teacher or with that kind of sweet smile, to the student narrowed his eyes, the student red face and concentrate on the class, until the class.

If the analysis is made from various technical aspects of teaching, there may not be anything unique. However, everyone will deeply feel that there is a significant feature of this class, which is the warm, cordial, loving and harmonious feelings between teachers and students from beginning to end.

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