

# *Application of target management in middle school teaching management*

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**Abstract:** In recent years, teaching objective management method has been widely used in teaching and played a good management effect. Based on the application practice of goal management in middle school teaching management, this paper makes a preliminary exploration and analysis from four aspects: paying attention to management democracy, paying attention to students' joint participation, teaching goal evaluation, strengthening the feasibility of teaching management, single management mode, carrying out diversified management activities, decomposing teaching objectives and improving students' learning motivation.

Objective management was first put forward by Drucker, an American management scientist, for managing enterprises. Its advantage is to transform the tasks and objectives of enterprises into specific objectives and implement them in incentive. If it is applied to middle school management in China, it can effectively improve the efficiency of middle school management in China. At present, there are serious problems in middle school class management in China: teachers ignore students' participation ability in the management process, teachers only formulate strict rules and regulations according to themselves, and students have to implement them according to laws and regulations, which lacks the democracy of management and teaching; Secondly, the teacher management model is relatively single, does not pay attention to the differences between students, adopts the "one size fits all" management method, and ignores the psychological characteristics of middle school students; In addition, teachers ignore students' participation in the management process, ignore the humanization of management objectives in the formulation process, which is not in line with students' wishes. The above reasons have greatly affected the promotion of goal management in middle school teaching. Therefore, in order to better apply the target management method to middle school teaching, teachers should change the original management system, establish new management objectives, and pay attention to students' feelings.

## **1. Pay Attention to Management Democracy and Students' Joint Participation**

China's new curriculum standard clearly shows that students are the main body of learning, and teachers are only the guide in the process of students' learning. At present, some teachers in China

ignore the subject status of students in classroom management and think that students should unconditionally obey teachers' management. Some teachers ignore students' ideas and formulate some goals that do not meet students' wishes, which affects students' enthusiasm to achieve goals. Therefore, in order to change this situation, when setting goals, teachers consciously refer to students' opinions and improve students' enthusiasm to participate in classroom teaching.

For example, when formulating class rules, teachers can vote democratically in the class. If teachers put forward in the class: "is it reasonable for each student to pay 10 yuan as the common property of the class?" teachers can use recess time to report a voting meeting. If students agree to this management, write yes in a small note. If they disagree, students can write no in a note. Teachers should ensure that the voting method is secret ballot to ensure the fairness of voting. After the voting, the party with more votes wins. Through democratic voting, teachers can clearly understand students' thoughts and Thoughts on the one hand, and improve students' participation in class management on the other hand, Students' enthusiasm for participating in classroom teaching will also be higher.

## **2. Evaluation of teaching objectives and feasibility of strengthening teaching management**

When setting teaching goals, some teachers in China only set goals and told students to implement them, but ignored the role of goal management in encouraging students to implement. Teachers do not pay attention to the motivation of setting goals for students, so that the customization of students' goals does not play a more than expected effect. Therefore, teachers should carry out incentive plan and phased evaluation in the class, so as to make teaching goal management highly feasible.

For example, in the teaching process of English knowledge, teachers can enable students to formulate daily goals and phased goals. For example, students can formulate daily English learning goals. For example, I want to master the first ten words in unit 3 today and be able to read and write. Practice, advice, catch... "After students have set primary goals, if students achieve the expected goals, teachers can give effective encouragement to stimulate students' enthusiasm for learning; If the expected goal is not achieved, students should clarify the reasons. If it is due to personal ability, external factors, etc., teachers should give some encouragement; If the students fail to achieve the teaching goal because of their improper attitude, the teacher should give some criticism and warn the students to complete their word recitation goal the next day; In addition to customizing daily goals, students can also formulate phased goals. If students reach the goals of this stage, such as improving their English score to 80 points, teachers can give substantive rewards, such as stationery and school supplies, to encourage students to work harder in their future study. At the same time, it is necessary to analyze the reasons why teachers fail to achieve their goals. Through the evaluation of teaching objectives, teachers can encourage students to complete their own goals, which can well enable students to participate in the learning state, and then strengthen the feasibility of teaching management.

## **3. Single Management Mode And Diversified Management Activities**

At present, some teachers in China are still affected by the traditional teaching management concept in teaching management, only taking the students' performance as the only standard,

resulting in a single management mode, which seriously restricts the students' learning enthusiasm. Therefore, in the process of management, teachers should pay attention to the diversity of management methods, and properly carry out some extracurricular activities while managing the class, which can not only improve the effectiveness of teaching management, but also improve the comprehensive quality of students.

For example, when teaching "chemical experiment" and other experimental contents, after teaching the basic operation steps, teachers can abandon the traditional experimental methods and carry out "chemical experiment operation competition" in the class. The evaluation committee can be composed of one teacher and several students. The participating students will show the random experiments on the stage one by one, and the evaluation committee should score fairly, Points shall be deducted reasonably for non-standard operations to ensure the fairness of the experimental competition. For example, "the evaporating dish shall be placed on the asbestos net for cooling after heating", remember not to put it directly on the experimental table. If the students have the above conditions, the evaluation committee shall deduct points; In addition, teachers can also carry out competition ways such as knowledge competition and classroom debate in the class to continuously improve students' learning interest and meet students' different learning abilities. Teachers should know that the ultimate goal of teaching management is not only to transport talents to colleges and universities, but also to improve students' comprehensive quality.

#### **4. Decompose Teaching Objectives And Improve Students' Learning Motivation**

It is understood that some teachers in China do not pay attention to the separation of students' goals in their daily management, so that students "eat at one bite and become a fat man". This often does not play a role in encouraging students' progress, and even makes students think they will never achieve their goals, reducing students' enthusiasm. Therefore, in order to better enable students to achieve the expected goals, teachers can guide students to divide a long-term goal into small goals, reduce the difficulty of the goal and improve the probability of completing the goal.

For example, when students set the performance goal of the final mathematics examination, if the student's goal is 90 points, the teacher can first split it into small goals so that the students can "get enough and get enough" to guide the students to set the mid-term examination goal as 80 points, or split it into 75 points in the adjacent monthly examination, and then divide it into daily small goals, For example, learn the knowledge points and exercises about the "Pythagorean theorem" today, learn to use the "inverse theorem of Pythagorean theorem" and other relevant knowledge tomorrow, and finally achieve the goal of 90 points in mathematics at the end of the term. Divide a big goal into small goals, reasonably decompose the teaching objectives, and use the teaching method of goal management to improve students' relevant ability and self-control training, Improve students' learning motivation.

In a word, target management is a new teaching means and the most important part of middle school management. If teachers make good use of its advantages in teaching management, they will improve the level and efficiency of class management. Therefore, in the process of strengthening teaching management, teachers should pay attention to the management mode, make students participate in the management, and pay attention to the democracy of management; At the same time, teachers should consciously divide students' long-term goals into small goals, so as to reduce the difficulty of achieving goals, which is more conducive to achieving goals; At the same time,

teachers should give students full opportunities to show in management, provide students with a platform for display, such as knowledge competition and speech competition, and give full play to students' dominant position. I believe that with the joint efforts of teachers, the teaching of goal management in middle schools will achieve good results.

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