

Principles and strategies of primary school class culture construction

Wenhui Shu

College of Education and Sports Sciences, Yangtze University, Jingzhou, 434023, Hubei, China

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Abstract: In the context of the new era's emphasis on cultural self-confidence, the construction of primary school class culture is also in full swing. Excellent primary school class culture is conducive to promoting the development of classes and students, and achieving the invisible effect of educating people. Firstly, this paper discusses the basic principles of the construction of primary school class culture, that is, let the national policy land in the class culture, let the school culture take root in the class, let the students become the practitioners of the construction of class culture, and make the class culture take root in the students' actual life. Then, based on the theory of cultural level, the class culture is divided into class material culture, class spiritual culture and class system culture, and the construction strategies are given.

1. Introduction

Class is the basic unit of the school, an important place for students to study and live, and also the main position for the school to exert educational influence on students. A class is usually composed of dozens of students, who come from different regions and families and have different personality characteristics. Therefore, in order to achieve the preset educational effect, we must manage and build the class. However, only relying on rules and norms to restrict students' words and deeds often can not achieve good management results, but will form autocratic management and cause adverse consequences such as tension between teachers and students. The construction of class culture can effectively solve this problem. The so-called class culture is that class members run in together, adapt to each other and actively construct in the long-term class organizational life, So as to form a system of class values and behavior standards that are collectively recognized and followed. Under the background of emphasizing cultural self-confidence in the new era, the construction of class culture has become one of the important work of class construction. This paper first summarizes the three basic principles of class culture construction in the general direction, and then divides class culture into class material culture, class system culture and class spiritual culture from the perspective of cultural level theory, and gives the construction strategies respectively.

2. Basic principles of primary school class culture construction

Class culture is based on a certain logical basis and value orientation. To build a positive and upward class culture, we need to take into account the requirements and needs of the state, schools

and students.

First of all, the construction of class culture should meet the basic requirements of national education policies and guidelines for students' development, implement the fundamental task of Building Morality and cultivating people, and let the macro policies be implemented in the class. In December 2017, the Ministry of Education issued the management standard for compulsory education schools. Its core idea is to fully implement the fundamental task of Building Morality and cultivating people, develop quality education, and cultivate and practice socialist core values, which is an important reference basis for the construction of class culture in primary and secondary schools. As the main guide of class culture construction, head teachers need to improve their policy awareness, innovate class activities according to the changes of national policies, and make national policies really take root in classes. For example, we can integrate the country's socialist core values "freedom, equality, justice and the rule of law" into the construction of class culture, carry out class meetings with the theme of "observing discipline and law", set up class fun activities such as "who can be a fair little judge", and establish a free, equal and fair class management system. In addition, we can also integrate the excellent Chinese traditional culture into the construction of class culture, by setting up special activities such as Mid Autumn Festival moon chanting poetry and lantern riddle guessing, or make students soak in the moisture of Chinese traditional culture and cultivate students' feelings of patriotism and family love.

Secondly, the construction of class culture should conform to the educational concept of the school and let the school culture take root and grow in the class. Although the construction of characteristic class culture is encouraged, its core values and educational value system are consistent with the school culture, otherwise it will cause the consequences of cultural disconnection and fragmentation, and it is difficult to achieve a good effect of cultural education. Therefore, school culture should be used as the background to highlight the personality of class culture. First of all, as the leader of class construction, the head teacher should identify with the school culture. The school should let the head teacher gradually improve the sense of identification with the school culture in the process of participating in the school culture construction. On this basis, the head teacher is required to deeply understand and internalize the school culture and carry out the construction of class culture creatively. Only by doing this can the head teacher harmoniously integrate the concept of school culture into the construction process of class culture and ensure the identity of the two. On the basis of promoting the development of students, the school can also maintain benign development, so as to absorb more students and form a virtuous circle.

Finally, the construction of class culture should be close to the reality of life, meet the growth needs of students, and let students become the real practitioners of class culture construction. The new era advocates the people-oriented concept of education. The essence of school work and activities is to promote the development of students. Therefore, as an integral part of school culture construction, class culture construction must also focus on students. Class culture directly affects the development of students' personality and the formation of behavior habits, and plays a very important role in promoting students' all-round development. In the construction of class culture, we should first pay attention to the construction based on students' daily life, and carry out the design of class culture based on students' actual life, so as to avoid the construction of class culture becoming a mere formality, emptiness and low efficiency. For example, in order to respond to the school's construction theme of "fragrance of calligraphy", a class of a primary school posted calligraphy on the blackboard newspaper and corridor. Although the head teacher's starting point is good and hopes to achieve the effect of educating people through the edification of material and cultural environment, do these primary school students who are far away from the students' actual life really know how to appreciate ancient Chinese characters? Will it really arouse the

psychological resonance of primary school students? Will it stimulate pupils' interest in learning to write calligraphy? I think the answer is obviously No. since students can't appreciate, understand or arouse their interest, this practice appears to be very empty and inefficient in cultural construction. Secondly, we should pay attention to the participation of students and the exertion of students' main position. Only by making students become the experiencer and creator of class culture can we awaken students' sense of self responsibility for moral growth and promote students' conscious growth of moral life; In order to let students shape their personality in rich and colorful class activities and obtain the power of life growth in the class field. In the construction of class culture, the role of the head teacher is to guide and bystander, guide the students in a larger direction, observe the class situation more often, and pull the students back on track when they deviate from the direction. Wei Shusheng, one of the top ten teachers in China, has done a good job in this regard. He advocates the class culture of "everyone has something to do and everyone has something to do". Instead of interfering in class affairs, the head teacher retreats behind the scenes, builds a good stage for students and delegate power at all levels, so that every student has something to do and everyone is responsible for everything, which stimulates the subjectivity and innovation of students, It improves the sense of responsibility of every student, and every student can grow up in the class.

3. Strategies for the construction of primary school class culture

After grasping the above principles, this paper gives some specific construction strategies of class culture. According to the hierarchy theory of culture, it is divided into three aspects: class material culture, class system culture and class spiritual culture.

3.1. Cultivate a leading and collective class spirit culture

Class spiritual culture, as the values collectively recognized and consciously followed by all members of the class, is a kind of spiritual wealth jointly created by all teachers and students. It has the characteristics of long-term, stability and profundity. It contains the functions of incentive, restriction and cohesion. It is the deep-seated content of class culture and the core and soul of class culture construction. It can be said that whether a class has really built its own culture and whether it can realize the transformation from class to class collective depends on whether it has formed a good class spiritual culture. The class spiritual culture is reflected in all aspects of the class, such as the words and deeds of class members, class activities, the overall style of the class, etc. in the process of the construction of class spiritual culture, The key is to establish a leading class goal and create a collective class style. Under the guidance of the leading class goals, the whole class has a clear development direction and the class members have the driving force for development. The class is a group composed of dozens of people. The highest level of class development is to form a class collective with high cohesion. In this class collective, everyone cares for others and helps each other. There is a relationship between students that cooperation is greater than competition. Such a cultural environment is not only conducive to the improvement of students' academic performance, but also conducive to the development of students' personality and morality. To form such a class collective, Then we should establish a collective consciousness for the students from the beginning and form a class style of unity and fraternity. Therefore, we should cultivate a leading and collective class spiritual culture. It should be noted that the condensed class goals should be a combination of long-term, medium-term and short-term goals. If only one long-term goal is set, students will have to know the results of their efforts for a long time. Without the incentive of the results, students are prone to inertia; If there is only a short-term goal, the class goal will be too micro and shriveled, not grand enough, and it will be difficult to stimulate the students' fighting spirit to achieve success. Only the combination of long-term, medium-term and short-term can make the class produce

echelon incentive effect in the process of gradually realizing the goal and form a strong class cohesion.

3.2. Create an edifying and infectious class material culture

The educational and psychological circles generally agree that one of the important factors affecting human development is the environment, and the class material culture is the external manifestation of culture, which can be divided into natural environment culture and humanistic environment culture. The class is not only the main living place of students, but also an important place for teachers to exert educational influence on students. Therefore, it is also very important to create an edifying and infectious class material culture. In addition, in the process of class material and cultural construction, it can also improve students' aesthetic taste. The construction of class natural environment mainly includes the placement of desks and chairs in the classroom, class hygiene, bright and dark class lights, etc. one thing to emphasize is the placement of desks and chairs in the classroom. At present, the placement method of "terraced" desks and chairs has been controversial in the educational circles. It is believed that this cuts off the communication between students and is easy to cause teachers' "indoctrination teaching", which is not conducive to the construction of open and democratic classes, but also to the development of students. Therefore, the author suggests to adopt a new form of table and chair placement, which can seat 5-7 people in a group, which is convenient for group cooperation and inquiry teaching, can stimulate the development of students' thinking, and is also conducive to cultivating students' sense of unity and cooperation. The construction of humanistic environment and culture includes the setting of blackboard newspaper, the use of classroom walls, the setting of book corner and English corner, the design of class flag, class emblem, class training and class song, so as to make every wall and corner of the classroom have educational content and educational significance, highlight culture, convey civilization, and vigorously create a good educational atmosphere. Encourage class members to give full play to their subjectivity in the construction of class material culture and creatively arrange the class environment. For example, a school is located on the seashore, and all the students in the class were born and grew up on the seashore. The head teacher led the students to conceive a class culture construction scheme with the theme of "sea". The whole classroom is mainly colored in blue, and the class training is "quiet and far". The column of "daughter of the sea" is set up in the blackboard newspaper, the collective photos are pasted in the column, and the columns of "collecting precious shells" and "message of the sea" are also set up Under the influence of this highly edifying and infectious environmental culture, students yearn for beauty, taste beauty, and create a beautiful temperament, which has made great progress in the invisible.

3.3. Building a standardized and motivational class system culture

System is a rule or code of conduct that requires everyone to abide by. As the saying goes, if there are no rules, no surrounding areas, and no system to restrict students' words and deeds, there will be no discipline and order in the class, and all class activities, including teaching activities, cannot be carried out in an orderly manner. Behind an excellent class, there must be a set of scientific and complete system to support the good operation of the class. At present, the main problems in the construction of class system culture in primary and secondary schools are that the participation of students in the construction of class system is not high, and the class system is too strict.

The idea of formulating the system focuses on how to curb students' violation of discipline. The solutions to the above problems are as follows: first, the class system should be constructed by teachers and students together, and the head teacher should choose a special time, preferably a class

meeting, which should be discussed and determined by teachers and students together. Many teachers will question this and think that the formulation of the system is originally to standardize students' words and deeds. If students participate in the formulation, it will be too relaxed and can not achieve the effect of standardization. In fact, this is often not the case in practice. When teachers delegate power, students often make many unexpected achievements. For example, in Mr. Wei Shusheng's class, the class system is formulated by students. After Mr. Wei Shusheng has set the management concept of "everyone has something to do, everyone has something to do", the rest will be handled by students, The system developed by the students themselves is even more comprehensive than the head teacher thought. For example, due to the phenomenon of some students quarrelling and fighting in the class, the students proposed to set up a court in the class and jointly vote for the most honest student to be the "President". When there is a dispute in the class, the complainant can write an 800 word complaint to the court, and the judge will hear the case and decide whether it is right or wrong, Mr. Wei Shusheng asked the students why they need an 800 word complaint instead of directly telling them to deal with the dispute. The students said that if they don't write an 800 word complaint, some big and insignificant things may be brought to the court, and the court is only used to deal with the most important things. Only those who have real grievances can write 800 words, so as to ensure that the court is really used to solve practical problems. The creativity and execution of students are unlimited. Therefore, in the construction of class system culture, teachers should boldly involve students. Only in this way can students internalize the class system as their own code of conduct, consciously accept rules and abide by discipline, and this is also conducive to cultivating students' sense of collective responsibility.

Secondly, in the process of constructing class system culture, we should take into account both disadvantages and advantages. The so-called eliminating disadvantages refers to some disciplinary mechanisms formulated to prevent students from some bad behaviors. The so-called promoting benefits refers to the reward mechanism to encourage students to some behaviors, Just focusing on the elimination of disadvantages, the class system appears stiff, harsh and impersonal. If students do well, there will be no reward, and if they do wrong, there will be punishment. Students are trembling in this institutional environment and live like walking on thin ice every day, which is obviously not conducive to the flying of students' personality.

Therefore, in addition to the disadvantages, we should also pay attention to the promotion of advantages and give rewards to students who do well, so as to make the class system incentive, better stimulate students' subjectivity and initiative, and make them get better development in active participation. When using the above strategies, we should pay attention to that no matter what kind of class culture is built, material culture, spiritual culture and institutional culture are organically unified in class culture, which can not be separated and deviated. Under the guidance of the class spiritual culture, we should arrange an edifying material and cultural environment in line with the connotation of the class spiritual culture, build a reasonable institutional culture, escort the completion of the established class objectives, and avoid the class from deviating from the course on the way of forward development. In this process, the class spiritual culture has been further sublimated. Only in this way can we form a cultural force and give full play to the educational role of class culture.

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