

TEST OF TEACHERS' CLASSROOM ORGANISATION AND MANAGEMENT SKILLS

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Teachers' ability to organize and manage the classroom is based on their understanding of each student and their profound grasp of the teaching content, otherwise they cannot have good classroom management skills. Teachers must be able to implement the teaching program according to the teaching design. The effectiveness of teaching depends not only on a successful teaching design, but also, and more critically, on the smooth running of the teaching process. Teachers must therefore have the ability to implement teaching programs in accordance with the teaching design.

The purpose of the work is to consider how to effectively organize and manage classroom teaching and support live teaching and learning.

Material and methods. theoretical analysis of scientific and pedagogical literature, regulations, requirements for the professional activity of a teacher; predictive methods (expert assessments, correlation method), study and generalization of teaching experience.

Results and their discussion. Teachers must be able to implement programs in accordance with the design of the teaching:

1. *Introducing the new lesson.* Introducing a new lesson is the beginning of classroom teaching. "A good start is half of success", if the teacher, once on the podium, can speak in a novel and interesting language, it is bound to "pre-empt" and firmly attract students. It has been proved in practice that a fresh start to a lesson has the effect of stabilizing the order of classroom teaching, gathering students' thoughts, arousing their interest in learning, inspiring them to think positively, and speeding up their entry into the teaching situation. There is no fixed pattern for the introduction of classroom teaching. Generally, it can be introduced by setting up doubts, story-type introduction, and learning from the past, etc. Teachers should master a variety of ways of introduction, so as to reasonably choose the appropriate method in combination with the specific content of the teaching and learning, so that the teaching can quickly and effectively enter the theme.

2. *Create the best teaching situation.* The best teaching situation refers to a harmonious relationship between teachers and students and a harmonious teaching atmosphere. In this teaching environment, students are actively involved and active in their thinking, and teachers and students share the joy of teaching. Teaching is a cognitive process in which students' imagination and emotions are involved. Therefore, in the process of teaching, good teachers always try to create the best teaching situations to arouse students' imagination and associations, so as to achieve the best teaching effect [1].

Different subjects and different teaching contents have different ways of creating contexts, generally the following: First, physical intuition, that is guiding students to observe objects through demonstrations or visits, such as observing cells and bacteria through microscopes, and getting to know numbers through objects and pictures, etc. Second, modelling intuition, that is guiding students to observe cells and bacteria through demonstrations or visits, and getting to know numbers through objects and pictures. Secondly, modelling and visualization, that is making observation models, pictures, multimedia images, slides, films and televisions according to the contents of what they have learnt. Thirdly, verbal description method, that is, the teacher describes the content of learning through vivid and vivid language: the nature of things, the development of things, the appearance of the scenery, etc. For example, teaching the ancient poem "Ascend to the Mountain", the teacher can describe the nature of things, the development of things, and the appearance of the scenery.

For example, to teach the ancient poem "Climbing to the Stork Tower", the teacher can describe such a picture to the students: looking at the distant view of the "white sun depending on

the mountains", the lofty Zhongxiao Mountains covered in the pale twilight, the setting sun is sinking along the ridges of the mountains; overlooking the "Yellow River into the sea", the surging Yellow River cascades into the sea, the Yellow River is a huge river, the river is running into the sea, the Yellow River is running into the sea. Overlooking the "Yellow River into the Sea", the surging Yellow River runs into the sea. A magnificent picture of mountains and rivers is shown in front of us, how can we not be enchanted and evoke the feeling of praise! However, the poet is not satisfied with this, he would like to appreciate more beautiful and magnificent scenery, so he wrote a good line "want to see beyond a thousand miles, a higher floor", which implies the philosophy of life that you can only look farther when you climb up high, so as to deepen the moral of the poem. In teaching, students should make use of their imagination and associations to deeply feel the beauty of the mood of "there is a picture in the poem and a poem in the picture" [2].

Creating the best teaching context is often a combination of methods based on the content of the lesson. If teachers want to create the best teaching situation and attract students to participate in teaching, they must often learn from the successful experience of famous teachers. When you observe the classroom teaching of famous teachers such as Yu Yi, Qian Menglong, Wei Shusheng, Li Jilin, etc., you will be able to feel the fascinating situation that they have created for students. Observe the classroom teaching of famous teachers, imitation with creation, combined with their own rich knowledge background, in order to create their own teaching characteristics, the best teaching situation.

3. *Summary of teaching.* The ability to summaries classroom teaching is another aspect of a teacher's ability to teach. A perfect teaching should not only have a wonderful beginning but also a memorable ending. Only in this way can the effect of classroom teaching be extended to the outside of the classroom, so as to improve the efficiency of teaching. A successful summary of teaching should not only have a natural transition, echo the beginning and end, and be concise and clear, but should also reiterate the key points of classroom teaching, help students organically integrate what they have learnt into their original knowledge structure, identify problems in students' learning, and stimulate students' desire for further learning.

Teachers can effectively "manage" students. At the primary level, teachers must have the ability to "manage students' discipline", both inside and outside the classroom. Management here does not mean reprimanding or intimidating students to make them obey the teacher's will, but rather "gentle" measures taken by the teacher to make students willing to actively follow the teacher's teaching ideas and consciously and voluntarily listen to the teacher's "instructions" [3].

Conclusion. For example, in a lesson, after teachers and students have learnt a new text together, the teacher asks the students to recite a paragraph from the text. If the students recite a sentence fluently, the teacher gives them a thumbs-up and praises them, and if the students pause, the teacher gives them instructions with humorous gestures or body postures. If the teacher finds that a student is slipping or doing something else during the learning process, he or she will go up to the student and stroke his or her head affectionately while speaking, without having to say anything. Can such a teacher not "manage" the class well? Effective "management" of students requires teachers with strong "affinity", a deep understanding of students, love for students, and the ability to effectively manage the classroom. Wei Shusheng's approach to democratic management in classroom management raised students' awareness of and participation in management activities, mobilised students' initiative, enthusiasm and creativity, strengthened students' ability to educate and manage themselves, solved many of the drawbacks of classroom management under traditional concepts, and introduced the idea and method of democratic management into education management, providing a new way of reference for education reform. Therefore, only when teachers have a full understanding of each and every student, a deep grasp of the content of teaching, and a burning passion and wisdom for their work, can they have good classroom management skills and achieve the best teaching results.

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