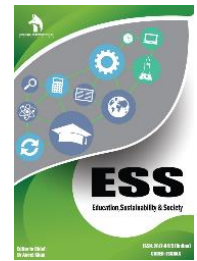




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## REVIEW ARTICLE

# THE CONVERSATION ART AND SKILLS OF HEAD TEACHER IN CLASS MANAGEMENT

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## ARTICLE DETAILS

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## ABSTRACT

The most common way to communicate emotions between class teachers and students is to converse. The teacher in charge of the class talks with the students, understand the situations of them, and solve their problems, playing a vital role in the growth of the students. The conversation art of a class teacher is embodied in the appreciation, encouragement, respect, understanding and listening of students. Therefore, it is of significance to seize the opportunity, and make full preparations in order to achieve the best conversation effect.

## KEYWORDS

Educational methods, conversation skills, class management, teacher-student equality.

## 1. INTRODUCTION

Enlightening, criticizing, and educating students through individual conversations is an important part of the responsibilities of a class teacher, and is a regular way and method for the teacher to educate students. A Good talker could clarify their thoughts logically and make the listener sincerely convinced. A bad talker only will enlarge the distance between people and make people angry. The final result is that the class teacher would tell the student "talk to you next time" or "clean the room for a week". Obviously, the problem does not been solved and teacher-student relationship becomes worse. The reason is closely connected with the insufficiency of conversation skills. The relationship between teachers and students is a major factor in the affective learning that occurs in the classroom (Bainbridge and Houser, 2000). A class teacher who is good at talking with students can control the conversation, and uncover the ideological knots of the students through the conversation, so that the teachers and students can have harmonious relationship. Seemingly ordinary conversations are actually a lot of exquisiteness, which is an art. Conversation is an exchange of ideas, concepts, and emotions, so it requires not only sincerity and trust, but also skills and tact.

First, a few examples from my personal experience are given to clarify such situation. For example, Li Zhanyong, a student in my class, always doesn't pay attention to hygiene, so other students don't like him. For this reason, I had a conversation with him, starting with his hair that was unkempt. He didn't wash his hair for at least a week. His shoes were so dirty that the color of shoes was not visible. I criticized him from top to bottom, and then said a lot of general principles. After that, I asked him to promise me to give up these bad habits. However, he told me "The same is

true in my middle school." This proves that my conversation is basically useless. I changed the way of talking for the second time when I first praised him for his good looking. He had very exquisite facial features and white skin indeed. At that time, he was very happy and said: "Teacher, am I beautiful? I said: "Of course". The next day, I saw that he had his hair cut.

Another example is that Xing Dong is another student in my class who doesn't like to study. He always came to work late and left early, and even was absent from class. One day, class monitor told me that Xing Dong didn't come to class again. At that time, I was very furious, and badly scolded him in the office. He was asked to clean the whole classroom for three days in a row, so that he did not miss the class for a week. After a week, he began to do the same thing. Although I seemed to win the battle against the student in the process, the final result was unsatisfactory and even made me very frustrated. Then, in the process of talking with students, how does the head teacher use language art to communicate emotions with students, capture the best educational opportunities, and achieve the ideal goal of education?

## 2. MAKING FULL PREPARATIONS

Preparation before class is something every teacher must do, and every teacher attaches great importance to. Individual conversations with students are also "classes", and even more important than subject teaching, which may affect students' lives. When we are in such a "class", how can we walk into the "class" without preparations? Therefore, the head teacher should carefully prepare the lesson as he/she did for teaching before starting an individual conversation with the students. When deciding to talk to a certain student, you should comprehensively

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review the student's moral, intellectual, physical, aesthetic, and labor conditions in advance (Zhang, 2012). Secondly, according to the different situations of different students, it is necessary to reasonably arrange the thoughts and ways of the conversation so as to strengthen the pertinence. These are the main content of preparations before the conversation. Walking into the "class" without "preparing lessons" will inevitably increase the randomness and blindness of the conversation, and the result can only be a failure. Therefore, preparation before the conversation is the basis and prerequisite of a conversation. Conversations without preparation are often casual, and I have had such experience and lessons.

### 3. EQUALITY BETWEEN TEACHERS AND STUDENTS

Equality between students and teachers is probably a question that many class teachers did not even think about in China. In the minds of many people, it seems to be justified and blameless for teachers to sit and talk and students to listen. Both of teachers and students are accustomed to this practice, and neither side feels anything wrong. This is actually the teacher transforming the misunderstanding into action! Although we often say that we should respect the personality of students, we often ignore or even ignore that in reality. The conversation style of "teacher sitting and saying, students standing and listening" is a typical reflection. Therefore, the class teacher does not need to act as a "moralist" when having individual conversations with students. Instead, he/she should put aside the so-called "dignity of the teacher" and may as well ask the students to sit down first. Although this is a trivial matter, it reflects the good intentions of the head teacher and the teacher's attitude of waiting for others. From another perspective, students will undoubtedly be grateful. In such case, the conversation will definitely receive the expected results? Asking students to sit down can make the conversation more effective and win the respect of the students.

### 4. PAYING ATTENTION TO SKILLS

To have a conversation with students, if you want to receive the ideal effect, it is impossible not to pay attention to certain skills. Skills are closely related to "opportunity", which requires the class teacher to have keen insight and be good at capturing timing. If you would like to make students feel the conversation charm of the teacher, the following specific techniques can be used:

#### 4.1 Timely conversation

Sometimes it is necessary to timely help students solve problems. Students, especially the so-called "poor students" in the view of the head teacher, have made a little progress in any aspect, we should talk to him/her, give timely praise and encouragement, and raise the confidence of the students to achieve greater results (Li, 2004). When the head teacher fully affirms the progress of the students, and clarifies the direction of their efforts, the students will often listen to the head teacher in the case. Even if the teacher points out the shortcomings, the students will be willing to accept it.

#### 4.2 Appropriate cooling

Comparing with the above situation, when dealing with students who have made mistakes, appropriate cooling is a better choice than timely conversation. Some teachers would immediately scold the students after they made mistakes. In fact, this approach is very inappropriate. Not only does it fail to achieve the expected results, it can sometimes be counterproductive, increasing the students' rebellious psychology and stiffening the teacher-student relationship. We might as well take a proper cooling approach, and leave some room for self-reflection and correction. After all, students have self-esteem and self-knowledge, and we should

believe that they can correct and improve. If they make a difference during this period, we can encourage them in time; if they still show no progress, we can talk to them again.

### 4.3 Timely assistance

Students are a member of society. It is inevitable that they will encounter a variety of problems in school and family life. For example, Guo Qiaoqing in my class usually talks too much in class. I talked to her once and she had shown some restraint, but she still would do the same time from time to time. Her only brother suddenly died in a car accident. At this time, no one does not need comfort from others. I called her to the playground at a night of self-study. We walked and talked for two hours. Later, she wrote me a five-page letter, telling me some of her past experiences, learning situation, and family situation. In this case, the conversation can make students feel the care and warmth of the teacher, and make their hearts closer to the teacher, so the effect of the conversation will be also very obvious.

### 5. POSITIVE MENTALITY

The problems existing in students does not appear in one day, and the causes are also multifaceted and complex. Campus education itself is only a small part of their lives, so we cannot expect to solve fundamental problems through conversation, which means that the expectations for conversation should not be too high (Yang, 2017; Marion and Wettstein, 2019). In addition, teachers are also ordinary people, and it is inevitable that there are times when they are in a bad mood. However, conversation should be better conducted in a calm mood.

### 6. CONCLUSIONS

Teaching has its law, but indefinite methods. A good classroom environment includes supportive teacher-student interactions, good relationships among students, achievement orientation and an orderly learning atmosphere with clear rules. Therefore, the relationship between teacher and student is extremely important. Conversation between teachers and students is an art that combines practicality and science. The class teacher should follow the rules, study the educational objects in depth, and choose the best educational methods depending on the person, time, event, and place. The most important thing, however, is the word "love". The ancients said that "one who moves people is first to be sincere." Therefore, if you want to solve a problem in a reasonable way, to be sincere is the first thing to do.

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