

PROGRAM TO ENHANCE TEACHERS' COMPETENCY ON CLASSROOM
MANAGEMENT IN DRAMA SCHOOL, HENAN VOCATIONAL INSTITUTE OF
ARTS

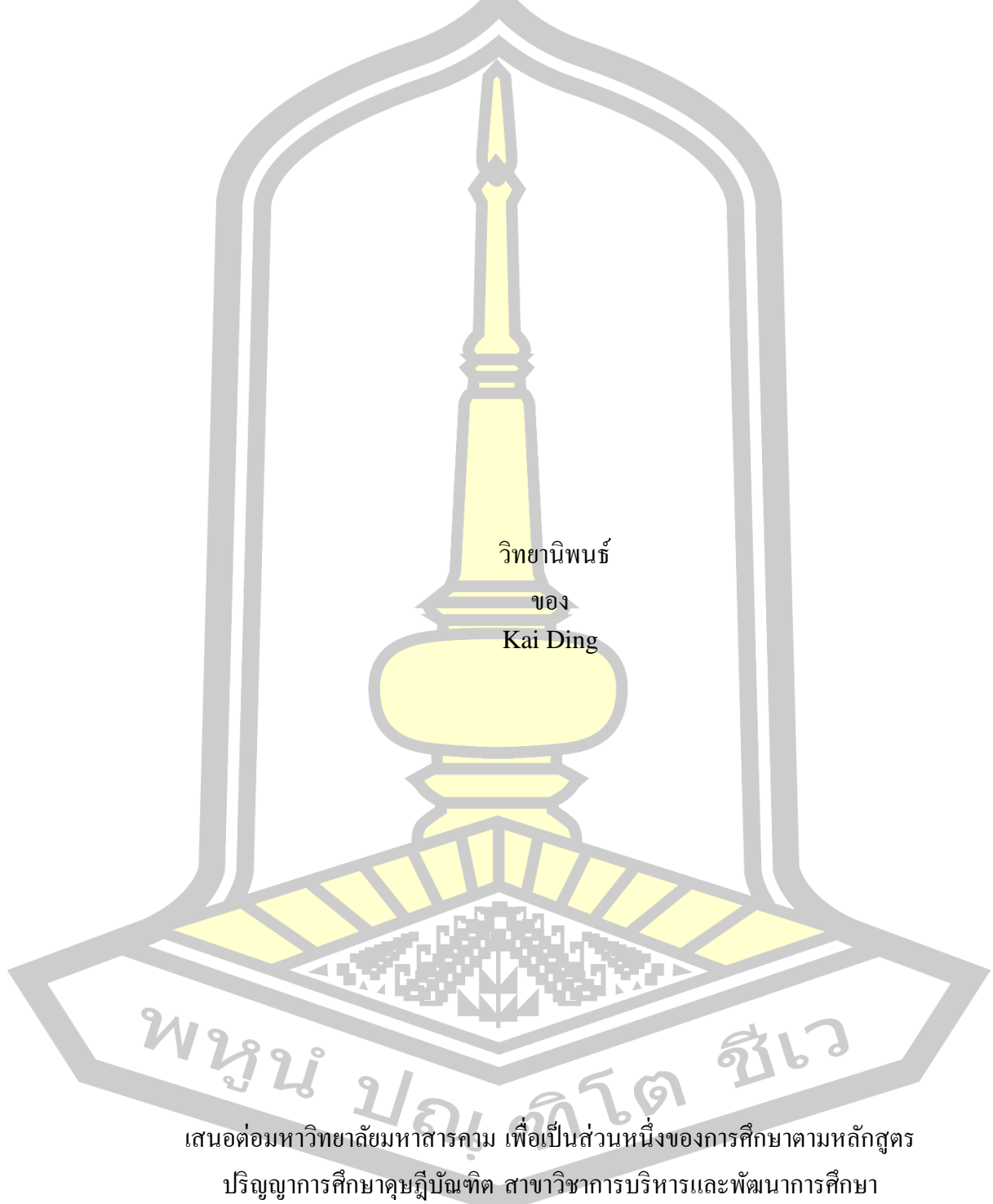
Kai Ding

A Thesis Submitted in Partial Fulfillment of Requirements for
degree of Doctor of Education in Educational Administration and Development
September 2024

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ลิขสิทธิ์เป็นของมหาวิทยาลัยมหาสารคาม

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September 2024

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ABSTRACT

The purpose of this research project is :1) To explore the components and indicators of classroom management ability of teachers in Drama School of Henan Vocational institution of Arts; 2) To explore the current situation and expectation of classroom management ability of Drama teachers in Henan Vocational institution of Arts.3) Develop the classroom management ability improvement plan for teachers of Drama School of Henan Vocational institution of Arts; 4) To study the implementation effect of the classroom management ability training program for teachers of Drama School of Henan Vocational institution of Arts.

The research method is divided into 4 phases: Phase 1 was to investigate the components and indicators of teachers' classroom management ability. Phase 2 was to discusses the current status, expectation and research methods of teachers' classroom management ability. 27 samples were from all teachers of Drama School of Henan Vocational institution of Arts. The research instrument was 5-point estimation scale questionnaire. The Cronbach's Alpha Coefficient has a confidence value of the current state is 3.21 and the desired state is 4.35. Phase 3 was design and construct corresponding programs to improve teachers' classroom management ability. The information was provided by a panel of 5 experts who evaluated the project. The research tools were questionnaire, interview form and evaluation form. The statistical methods used for data analysis are percentage, mean, standard deviation, and demand index. The results show that:

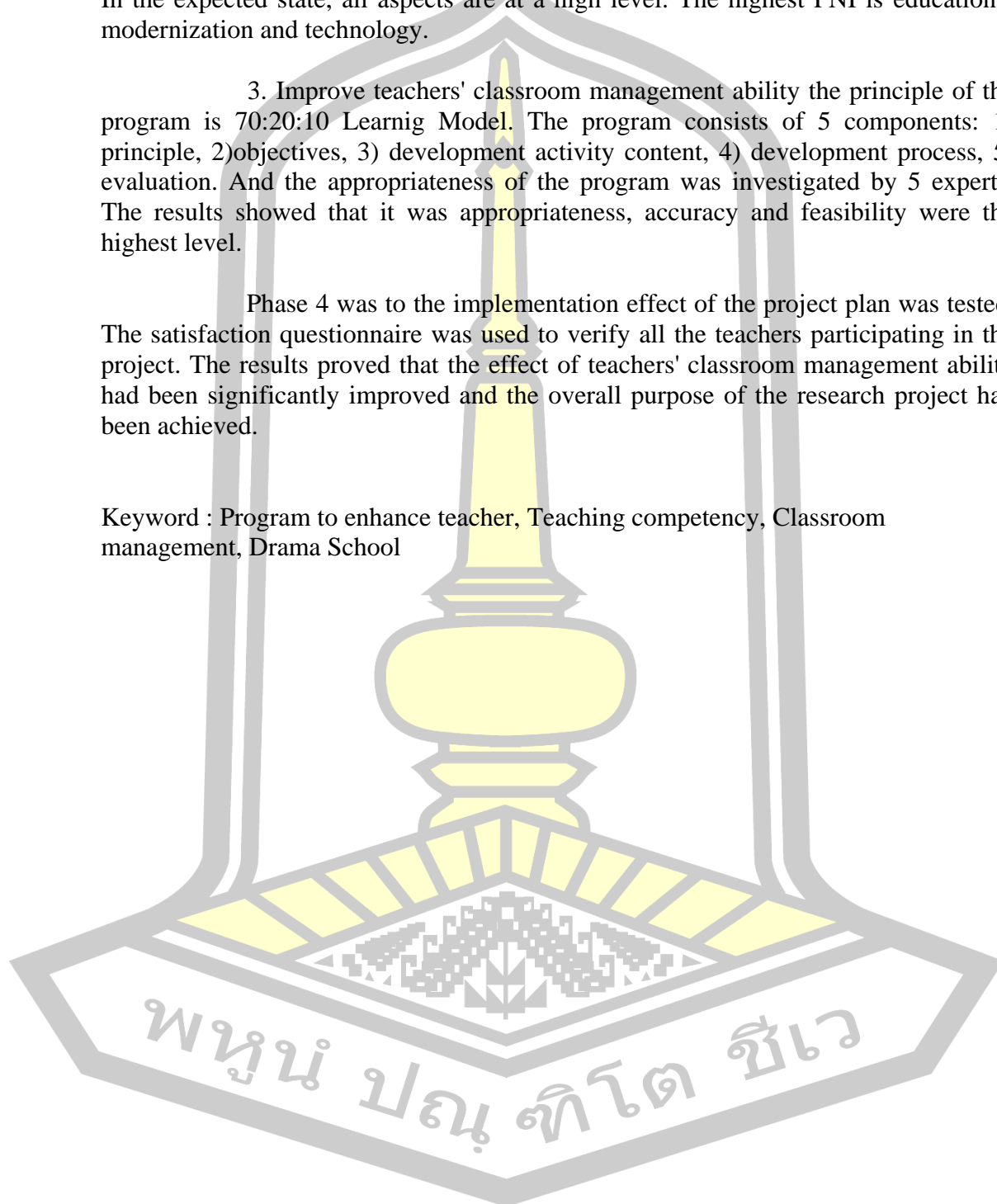
1. Elements of teachers' classroom management ability Including :1) Establish classroom routine; 2) Adjustment of classroom environment; 3) Harmonious and equal communication between teachers and students; 4) Education modernization and technology; 5) Professional ethics of teachers. According to expert evaluation, the suitability is very high.

2. Current situation, expectation state and priority needs of teachers' classroom management ability The current state of classroom management ability of Drama School of Henan Vocational institution of Arts is generally in the middle level. In the expected state, all aspects are at a high level. The highest PNI is educational modernization and technology.

3. Improve teachers' classroom management ability the principle of the program is 70:20:10 Learning Model. The program consists of 5 components: 1) principle, 2) objectives, 3) development activity content, 4) development process, 5) evaluation. And the appropriateness of the program was investigated by 5 experts. The results showed that its appropriateness, accuracy and feasibility were the highest level.

Phase 4 was to the implementation effect of the project plan was tested. The satisfaction questionnaire was used to verify all the teachers participating in the project. The results proved that the effect of teachers' classroom management ability had been significantly improved and the overall purpose of the research project had been achieved.

Keyword : Program to enhance teacher, Teaching competency, Classroom management, Drama School



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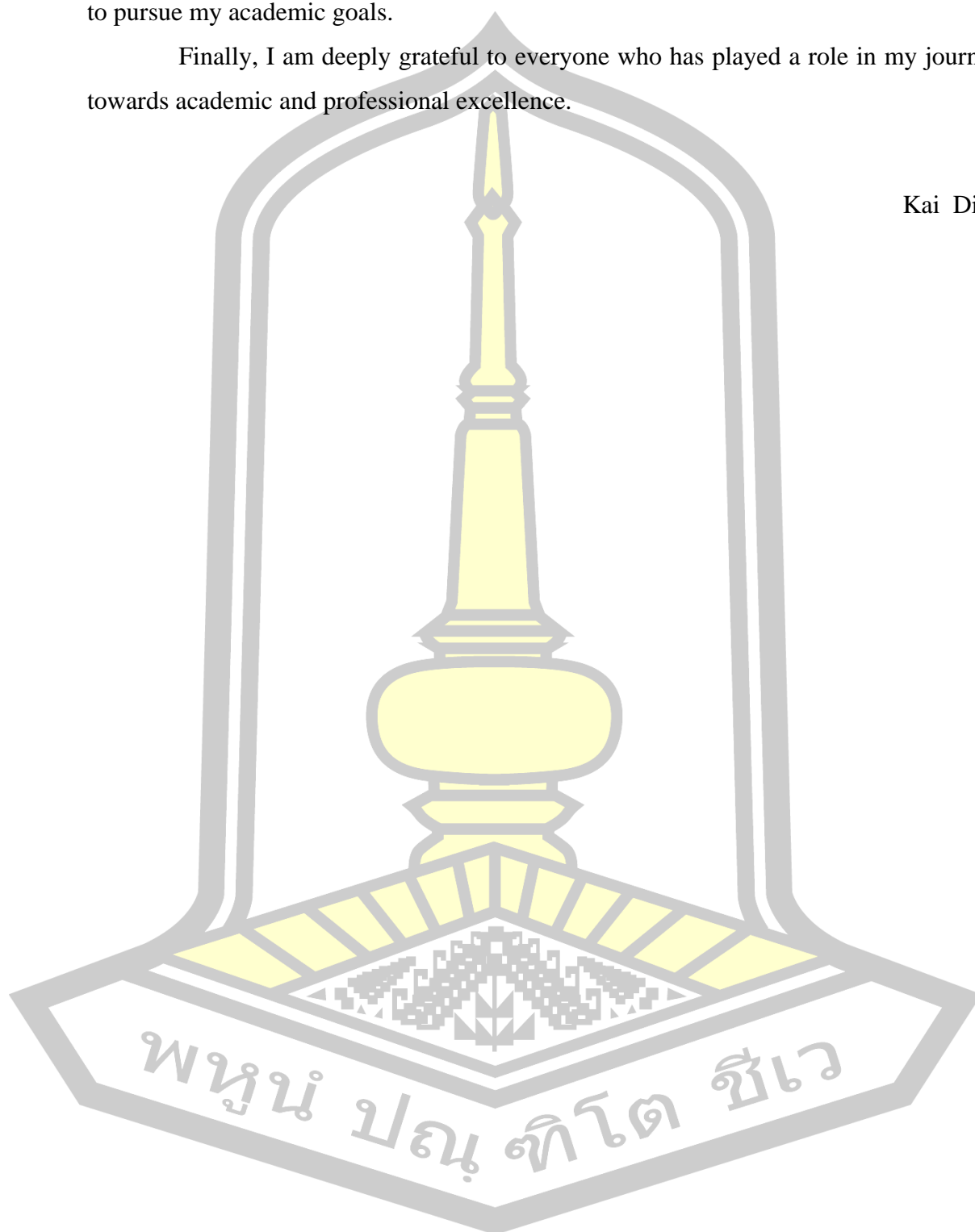
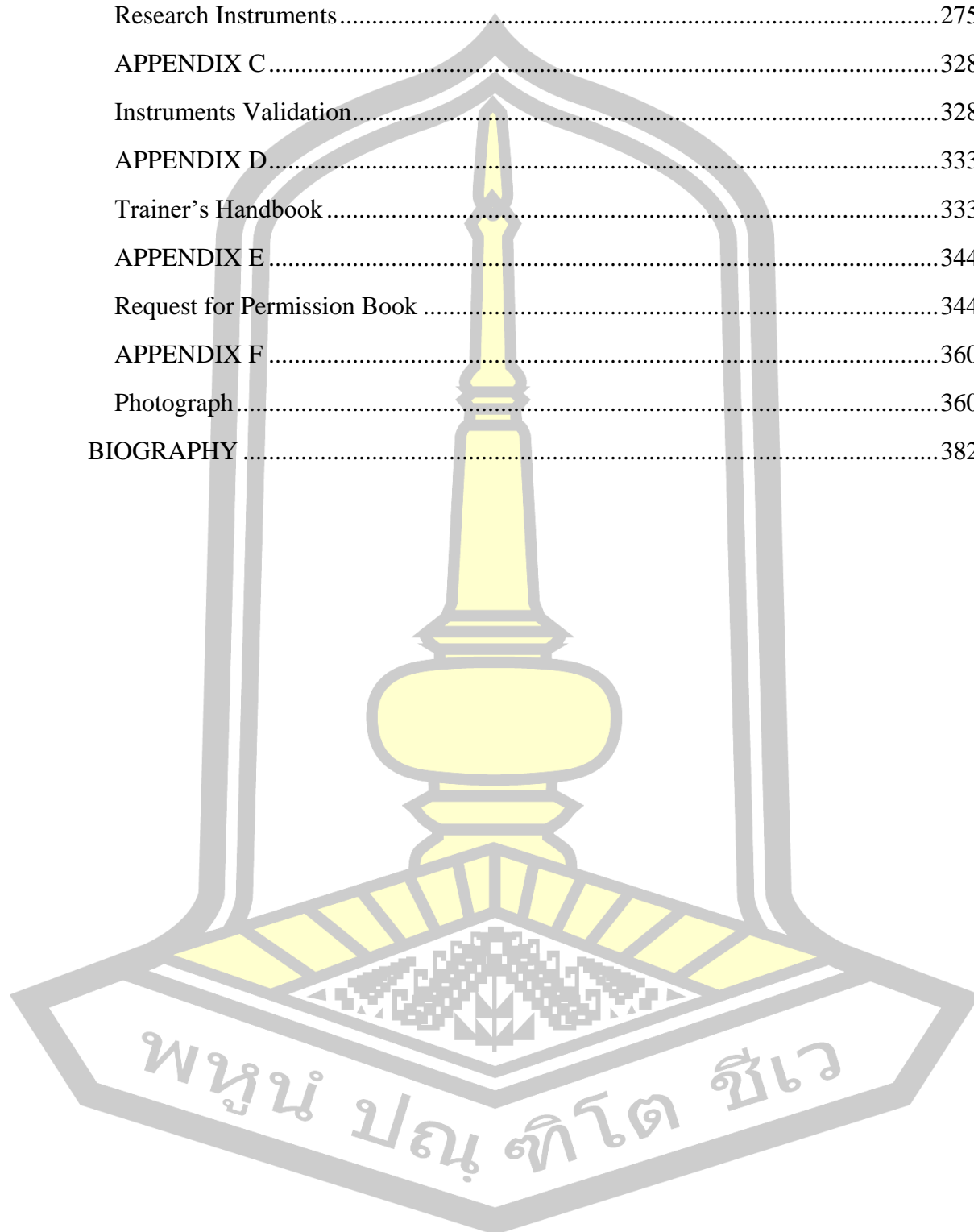


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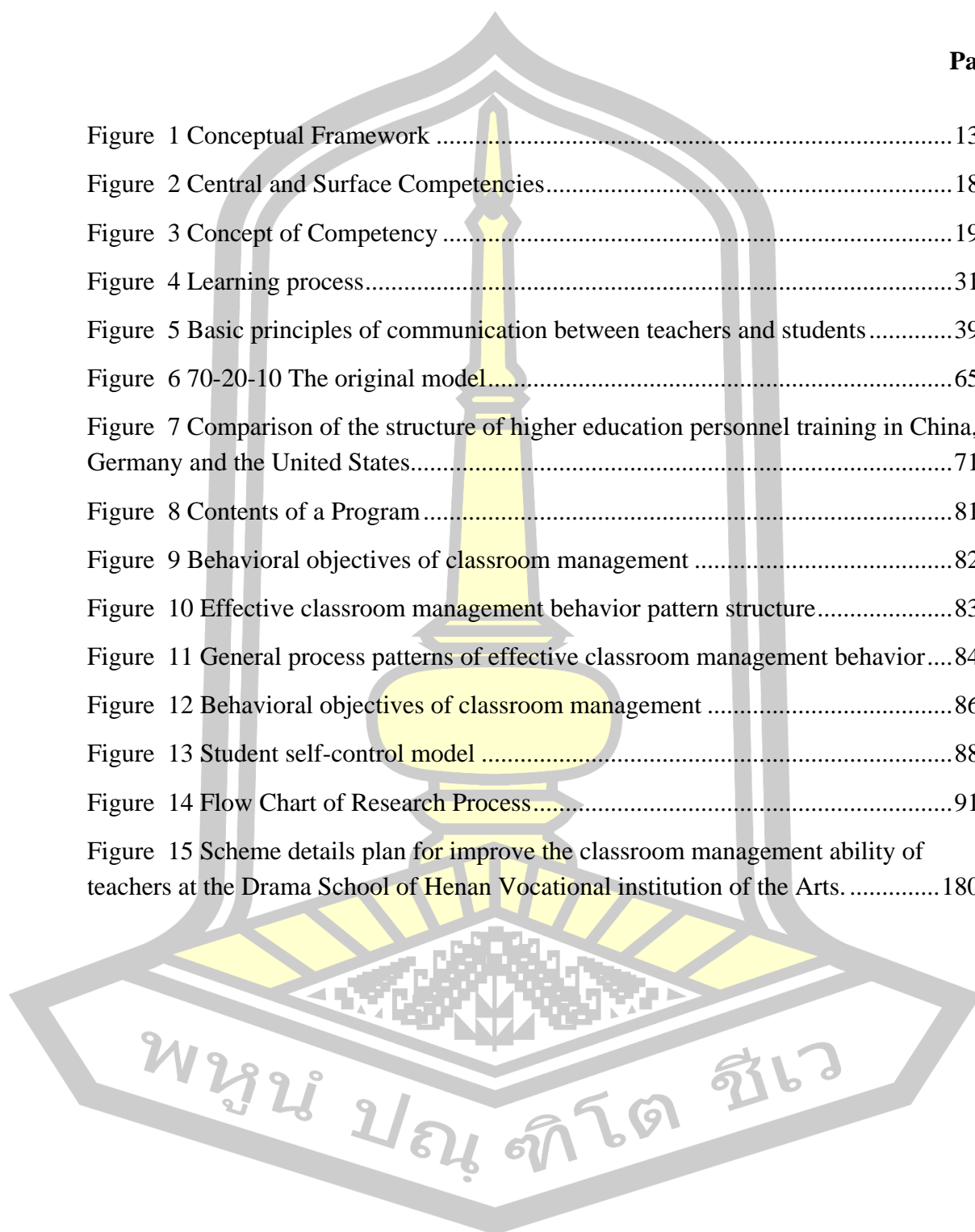
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CHAPTER I

INTRODUCTION

Background

Blatchford, P., & Russell, A. (2019) German educator Herbart said: "Without a strong and gentle grasp of the REINS of management, any lesson is impossible to teach." We all know the importance of classroom teaching, which emphasizes the use of classroom content as the medium, so that teachers and students can closely unite to carry out teaching activities together, but this process must have the participation of management. Teaching and management are closely related and cannot be analyzed independently. The effect of teaching is presented on the basis of classroom management, and the effect of management is verified by the efficiency of teaching.

Ertesvåg, S. K. (2019) Then the role of classroom management in class is self-evident. Classroom management is a topic that schools and teachers pay much attention to. The success of classroom management directly affects the efficiency of classroom teaching. In modern education, the time students spend in the classroom occupies a very important position in their life, and the quality of classroom management is related to the healthy development of children's mind and body. Therefore, effective classroom management methods and techniques are worth exploring for every teacher. In the absence of classroom management, classroom behaviors are like "scattered sand" and cannot form a synergy. Therefore, how to optimize classroom management and improve teaching efficiency is a problem we need to discuss.

As an important link of vocational education personnel training, teaching is the central work of the school, and the quality of education and teaching is the lifeline and eternal theme of a school, which is related to the success or failure of the school, but also the success or failure of national education reform. In recent years, China's Ministry of Education has stated that every school at all levels and of all types must strive to improve the quality of classroom teaching. We must focus on the central link of classroom teaching and improve the quality of education and teaching in schools.

The classroom is the main position of teachers' career life, and the main position of students' knowledge exploration.

Li Baoqiang, & Guan Jingjing, (2019)The purpose of "classroom-centered" is to allow teachers to base themselves on the classroom, study the classroom, develop the classroom, and strive to improve the professional quality of each teacher from the most fundamental point, so that teachers can practice excellent professional ability, obtain professional dignity, improve class quality, and help students grow healthily.Foreign research on effective classroom management behavior has a long history, and since 1960s, a large number of systematic studies on effective classroom management behavior have been carried out, and a variety of theoretical models have been summarized and formed. These theoretical models have been used in teacher education and in-service teacher training. It has become one of the most effective means to improve teachers' classroom management efficiency and teaching quality.

In China, the research on effective classroom management is still relatively backward. With the comprehensive historical review and reflection of education and teaching problems, and extensive discussion on the basic problems of teaching, the research on effective classroom management behavior began. After the mid-1980s, with the development of teaching practice and the deepening of teaching theory research, the multi-angle and multi-aspect analysis of effective classroom management behavior began. Classroom management is cited; Since the 1990s, thematic research on classroom management has appeared in the study of pedagogy.

Jiang Dayuan, (2015)Most studies have analyzed the status and function of classroom management, and formed the whole study of classroom management. It is found that Chinese classroom management lags behind the world advanced level compared with other aspects of teaching theory. It is mainly manifested in:(1). the introduction of foreign materials, less localization research. The introduction of foreign research results can not fully meet the actual situation in China, and the applicability of foreign research models and conclusions to China's theoretical research needs to be considered.(2). More theoretical assumptions, less empirical research. The research of this theoretical hypothesis can provide a model for teachers to form the correct concept of classroom management behavior. But the verification

of observation and experiment is lacking.(3). There are still problems in the combination of effective classroom management behavior research and teaching practice. Lacking the basis of classroom teaching practice, researchers have not absorbed nutrition from classroom teaching practice, which affects the scientific and overall level of effective classroom management behavior. As an important part of China's colleges and universities, art colleges have been attracting attention from all walks of life.

Liu Keren. (2022) Nowadays, the arts college classroom management has gradually improved, but there are some problems, such as classroom order is not standard, students skip class phenomenon is serious, learning enthusiasm is not high, the classroom atmosphere is not active, cold relationship between teachers and students, etc., these problems seriously affected the classroom teaching process, so be sure to find out the corresponding solution, strengthen classroom management, so as to cultivate artistic talents to adapt to the needs of society. Teaching results depend not only on the level of teachers, but also by classroom management. There are some common problems in the classroom management of art colleges and universities.(1) Student questions. Students majoring in art in colleges and universities are a special part of the college students. They have similarities and differences with ordinary students in colleges and universities. In recent years, the enrollment of art majors in various universities continues to expand, leading to the enrollment of some students with comprehensive quality deviation. They may generally have problems such as weak basic knowledge, weak interest, poor learning habits and poor self-discipline. There are also many students choose majors, not their own expectations, perhaps just because the art colleges and universities have low requirements, or some knowledge completely in accordance with the requirements of parents, simply go to a university, to obtain a graduation certificate. As a result, due to the lack of cognition of the art major, students blindly choose the major, and their own poor basic knowledge and lack of knowledge reserve, so they will be very difficult to learn and have little interest in learning. Many students refuse to learn basic theoretical knowledge, especially courses like English, hoping to offer some interesting subjects. Some students are addicted to online games, addicted to the network all day long, looking for the psychological comfort they want. In class, I am not active, do not take notes

carefully, do not think about problems, and I am not willing to cooperate with teachers to participate in classroom activities. These problems are common in the classroom.(2) Teacher's problems. At present, the classroom management mode of college teachers in China can be divided into three kinds, namely laissez-faire, democratic and autocratic. At the present stage, the classroom management mode of teachers in China is more about the transformation between autocratic and democratic. Some university teachers still prefer autocratic, resulting in the classroom teachers teaching alone, students passively accept and have no interaction with each other. There are many teachers in order to maintain the classroom order, do not hesitate to spend a lot of time for transformation education, this, students are tired, produce reverse psychology, the result is not only the problem has not been solved, but also produce new problems. All these problems increase the difficulty of classroom management of teachers in art universities in China. Accordingly, we need to combine the actual situation, and constantly explore new management ideas, to find some effective methods, to innovate, in order to improve the quality of teaching.

When effectively solving the problem of classroom management in art colleges and universities, teachers should do the following three points:(1) Establish a correct and scientific classroom management concept. As a teacher, we must maintain a scientific teaching attitude, in order to make a correct and good teaching behavior in the classroom, so as to guide students to learn. Teachers must recognize their own work psychologically, and affirm art teaching, so as to make teaching activities more meaningful, attract students with the charm of art, stimulate their enthusiasm for art, and promote them to actively learn knowledge, so as to achieve the final teaching goal. In art teaching, the main task of teachers is to guide students to master the correct and reasonable learning methods, and cultivate art knowledge and aesthetic ability. Only the talents with comprehensive ability can meet the needs of the society. The best classroom management mode is to manage the classroom order with correct and scientific concepts, create a relaxed and pleasant classroom atmosphere, and let students take the initiative to play their potential.(2) Optimize the classroom teaching content and methods. In art classroom teaching, some students reflect that the theoretical knowledge related to art courses is boring, the knowledge point is complicated, and the lack of interest in learning, which is a major reason for the

problems of art classroom management. In order to change this situation, teachers can adjust the teaching content appropriately on the basis of ensuring the teaching progress, and add some interesting elements accordingly, so that students can learn knowledge in a coherent way, increase the interest and reduce the difficulty, so that students' interest in learning will inevitably be improved. In the traditional art classroom teaching, teachers use the same method to tell knowledge, while students receive knowledge by taking notes. This single teaching method is difficult to concentrate students' attention, resulting in the decline of teaching efficiency. In view of this situation, teachers can timely adopt multiple ways such as teacher-student interaction, theory and practice to enrich art classroom teaching, so that the classroom atmosphere is more active, and students will naturally actively participate in it, which can also improve the efficiency of classroom teaching.(3) Grasp the classroom management skills. Adjust the classroom management mode randomly according to the different time, place and people. There are no two identical leaves in the world, so the classroom management mode of the school should not all be exactly the same. Different classes should use different management modes, so that maybe they can obtain the ideal teaching effect. Different from other majors, art major has its own unique characteristics. Therefore, teachers should try their best to give students more free imagination space, teach students how to analyze things, and cultivate their observation ability. On this basis, teachers should also pay attention to the accumulation of extracurricular knowledge, pay attention to the things that are conducive to teaching and classroom management in life, in order to deal with the problems in classroom management. At the same time, attention should also be paid to improving students' self-management ability and paying attention to cultivating their learning autonomy.

Liang ting ting. (2021) Classroom management is a complex task. It is generally believed that classroom management includes classroom interpersonal management, classroom environment management, classroom discipline management and so on. The management of classroom interpersonal relationship refers to the management of teacher-student relationship and peer relationship in the classroom, including the establishment of good teacher-student relationship, the establishment of group norms, and the construction of harmonious peer relationship. Classroom

environment management refers to the management of the teaching environment in the classroom, including the arrangement of physical environment, the construction of social psychological environment, etc. Classroom discipline management refers to the formulation and implementation of classroom behavior norms and standards, and to deal with students' problem behaviors.

In educational practice, classroom management problems can be seen everywhere, and classroom problems have become the most concerned and troublesome problems for teachers. In the actual classroom, we find that in the same class, the basic conditions of students in various aspects differ little, but the results of students' development are quite different. When explaining such a situation, people often tend to attribute the problem to the differences of students themselves, but ignore the strangling of students' intelligence due to teachers' behaviors and attitudes in class. The famous futurist Toffler once described the school as such, "The whole concept of gathering a large number of students (raw materials) in a centralized school (factory), processed by teachers (workers) is completely the expression of industrial social trends of thought." The overall management system of education was developed after the model of industrial bureaucracy, and the composition of knowledge into permanent disciplines was based on the assumption of an industrial society.

Hirsch, S. E., Lloyd, J. W., & Kennedy, M. J. (2019) Children move from one place to another, placed in designated positions, and the bell announces the change of time. Young people have just stepped out of this educational machine and entered the adult society where the structure of jobs, roles and institutions is similar to that of schools. "Students are not only learning what they might need later, they are also learning and simulating the kind of life they will live in the future." This situation shows that there are many problems in classroom management.

This study will be Henan art vocational Drama school 27 teachers for the research sample, using the quasi structure observation method, using a set of quantitative and structured records of observation and structure analysis, so as to develop a set of feasibility study for drama teachers, in drama school, to promote the art course effective classroom management behavior to find a way suitable for long-term development.

Henan Vocational Institute of Arts is a public higher art vocational college in China with a strong faculty. It has 9 secondary colleges with 34 majors (including directions) and more than 10,000 full-time students. The Drama school is one of the nine majors of the school. It has a team of teachers with high quality, high standard, dare to strive and innovate. Currently, there are 27 full-time and part-time teachers and a group of teachers composed of major art troupes and industry celebrities in the province. Performing major is the key subject of the school of drama major, over the years in the classroom teaching at the same time, all the year round to the construction of the teaching staff, strengthen the art practice and scientific research innovation ability, for the national art institutions of higher learning, radio and television media system, art education industry and film and television industry transportation and cultivate a large number of technical experts and industry backbone talents. Strengthening the classroom management of art colleges and universities is the basis of effectively improving the teaching effect of art courses. With the development and progress of The Times, the classroom management of art colleges and universities will also appear new problems. In this case, how to take effective measures to strengthen the management of art class and achieve good teaching effect is a problem that teachers and students should actively explore. Therefore, the researcher would like to study a "program to enhance teachers' competency on classroom management in Drama school, Henan Vocational institute of Arts" for teachers in order to strengthen the high-quality development of the overall education and teaching of the teachers of Drama School.

Research Questions

This study addresses the following four questions:

1. What are the components and indicators of classroom management ability of teachers of Henan Vocational institute of Arts?
2. What is the current situation and expectation of classroom management ability of teachers of Henan Vocational institute of Arts?
3. What is the plan to improve the classroom management ability of teachers of Drama school of Henan Vocational institute of Arts?
4. What is the use effect of improving the teacher classroom management

ability project of Drama school of Henan Vocational institute of Arts?

Research Objectives

Following the four research questions, there are four research objectives:

1. To investigate the components and indicators of competency in classroom management of teachers in Drama school of Henan Vocational institute of Arts.
2. To explore the current situation and expectation of classroom management competency of teachers in Drama school of Henan Vocational institute of Arts.
3. To design the appropriate program to enhance teachers' competency in classroom management in Drama school of Henan Vocational institute of Arts.
4. To evaluate the classroom management competency Program of teachers in the Drama school of Henan Vocational institute of Arts.

Research Significance

Yan Tingxue.(2019)Classroom management plays an important role in the overall development of college art courses. With the deepening of China's reform and opening up and the process of education reform, classroom teaching will face more and more new challenges. Therefore, college art course teachers must fully understand the characteristics of students and explore effective classroom management countermeasures to face the challenges in a timely manner based on the actual situation.

Therefore, this study attempts to systematically explore the concept and optimization strategy of classroom management of Drama School of Henan Vocational institution from the perspective of the essential education concept of classroom management of art courses in colleges and universities, which is conducive to discovering the main status quo and problem attribution of classroom environmental management of Drama School of Henan Vocational institution from the theoretical perspective of academic research. This will provide a good guide for the practice of classroom environment management in Drama School of Henan Vocational institution of the Arts, and further lay a solid theoretical foundation for

improving the quality of classroom teaching and talent training, and take a solid step towards realizing the educational goals of the school.

Secondly, the classroom management of Drama School of Henan Vocational institute of Arts in this study adheres to the educational concept of "people-oriented", gives full play to students' creativity, adaptability and technological innovation, and creates a democratic, positive and harmonious classroom environment for students, which is an important way to improve the teaching quality of Drama School of Henan Vocational institute of the Arts. It is conducive to promoting the all-round high-quality development of school education and teaching. It can provide management system, incentive method, evaluation and other working patterns for classroom management of teachers in other professional colleges and departments of the school.

Scope of Research

1. Scope of content

1.1 Components of teachers' classroom management ability

The focus of this study is on building a program of appropriate teacher classroom management competence. Teachers' classroom management ability consists of five components: 1) the formulation of classroom routine, 2) the adjustment of classroom environment, 3) harmonious and equal communication between teachers and students, 4) the modernization of education, and 5) the professional ethics of teachers. As an integral part of training, it includes objectives, content, resources, teaching and assessment.

1.2 Principle of teachers' classroom management ability development

From the study and synthesis of documents from academics and educators. It consists of 3 important learning principles:

The researchers adopted the principles of 70:20:10. 1) 70%: Learning by experience, 2) 20%: Learning by others, 3) 10%: Learning by courses.

1.3 Methods to cultivate teachers' classroom management ability

From the study and synthesis of documents from academics and educators. It consists of 5 methods of teachers' development: 1) Learning from

teaching and reaching activity Assignment, 2) Assignment, 3) Coaching, 4) Networking, 5) Training.

1.4 Component of program

the researcher has studied various documents. The components of the program include: 1) Principle, 2) Objectives, 3) Development activity content, 4) Development process, 5) Evaluation.

1.5 The procedure of the program

Steps to improve teachers' classroom management ability include: 1) studying the need for a development plan, 2) studying the current and desired state of teachers' classroom management ability, 3) a development plan, and 4) evaluating the appropriateness and feasibility of the plan.

2. Population and Sample

Phase1: The researchers investigated the components and indicators of teachers' classroom management ability and were assessment by 5 experts.

Phase2: This study investigated the status and expectation of the components and indicators of classroom management ability of all teachers in the Drama School of Henan Vocational institution of the Arts. The sample size of the researchers was 27 in-service teachers in the Drama School (the participants were 100% of the teachers in the Drama School).

Phase3: After designing and developing relevant questionnaires and interviews with five scholars and experts, the author conducts research and analysis on 27 questionnaires and five interviews with scholars and experts. Then, in the project design of improving classroom management ability of teachers in Drama School, the author verifies the components and indicators of classroom management ability of teachers with domestic and foreign experts in cooperation. The training program for teachers of Drama School of Henan Vocational institution of the Arts to improve classroom management was also drawn up.

Phase4: After the implementation of the program for a period of time, the implementation effect of the classroom management ability project of 27 teachers in the school of Drama was studied and analyzed again.

Theoretical Framework

The focus of this study is to study the components and indicators of classroom management ability of teachers in Drama School of Henan Vocational institution of the Arts, including the formulation of classroom routine, adjustment of classroom environment, harmonious and equal communication between teachers and students, education modernization and teachers' professional ethics.

This study examines the components of classroom management competence of teachers from different academic sources. This study examines teachers' classroom management ability, curriculum components, curriculum development strategies and implementation effects, which provides a theoretical framework for this study.

1. Theoretical framework for the components of teachers' classroom management competence

The study and synthesis of documents by academics including Hattie Michael Linsing (2023), Alice Ud Vari solna(2023), William Rennie Harper (2019), Klein (2007), Li Xingzhou, Shan Congkai(2023), Xing Lei (2022), Zhu Gaofeng (2015). The component of teachers' teaching ability includes five components: 1) the formulation of classroom routine, 2) the adjustment of classroom environment, 3) harmonious and equal communication between teachers and students, 4) the modernization of education, and 5) the professional ethics of teachers

2. Principles of teachers' classroom management competence development by the Learning Model 70:20:10

The study and synthesis of documents from academics and educators, the concept of 70: 20: 10 learning is Lawson (2008), Aporn Phu Wittayaphan (2016), Smith, J. K., & Johnson, L. M. (2018) consists of 3 important learning principles: 1) 70% -learning by experiences, 2) 20% - learning by others, and 3) 10% -learning by courses.

3. Methods to teachers' classroom management competence

The study conceptual from Johnson, M. K., & Liu, S. (2018), Roberts, A., & Thompson, D. (2019), Singh, H. (2020), Davis, L. J., & Patel, N. (2021), Moreno, P., & Sanchez, J. (2022), Thompson, R., & Martinez, L. (2014), Li, M. (2015), Wang, Q. (2017), Zhang, L., & Liu, Y. (2018), Zhao, Y. (2020), Li, Q. (2015), Anderson, J., & Thompson, W. (2016), Zhang, H. (2017), Liu, X. (2018), Zhao, M. (2020),

Williams, J., & Smith, P. (2014), Li, T. (2015), Zhang, H. (2017), Liu, Q. (2019), Li, H. (2015), Johnson, D., & Carter, S. (2016), Zhang, W. (2017), Zhou, L. (2019). The researcher can conclude that principles used in developing teachers' classroom management competence come in 5 forms: 1) Learning from teaching and teaching activity 2) Assignment 3) Coaching 4) Networking and 5) Training.

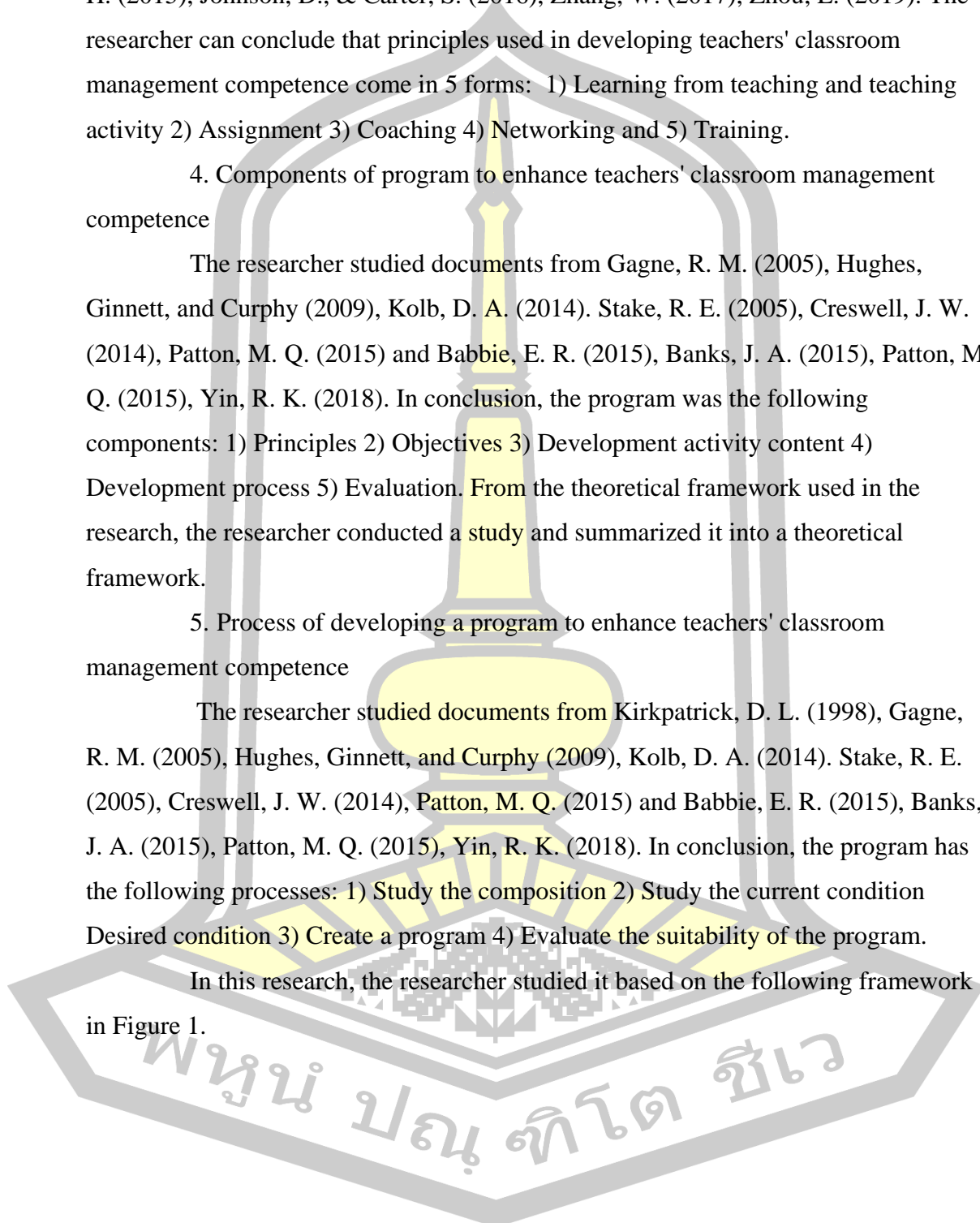
4. Components of program to enhance teachers' classroom management competence

The researcher studied documents from Gagne, R. M. (2005), Hughes, Ginnett, and Curphy (2009), Kolb, D. A. (2014). Stake, R. E. (2005), Creswell, J. W. (2014), Patton, M. Q. (2015) and Babbie, E. R. (2015), Banks, J. A. (2015), Patton, M. Q. (2015), Yin, R. K. (2018). In conclusion, the program was the following components: 1) Principles 2) Objectives 3) Development activity content 4) Development process 5) Evaluation. From the theoretical framework used in the research, the researcher conducted a study and summarized it into a theoretical framework.

5. Process of developing a program to enhance teachers' classroom management competence

The researcher studied documents from Kirkpatrick, D. L. (1998), Gagne, R. M. (2005), Hughes, Ginnett, and Curphy (2009), Kolb, D. A. (2014). Stake, R. E. (2005), Creswell, J. W. (2014), Patton, M. Q. (2015) and Babbie, E. R. (2015), Banks, J. A. (2015), Patton, M. Q. (2015), Yin, R. K. (2018). In conclusion, the program has the following processes: 1) Study the composition 2) Study the current condition Desired condition 3) Create a program 4) Evaluate the suitability of the program.

In this research, the researcher studied it based on the following framework in Figure 1.



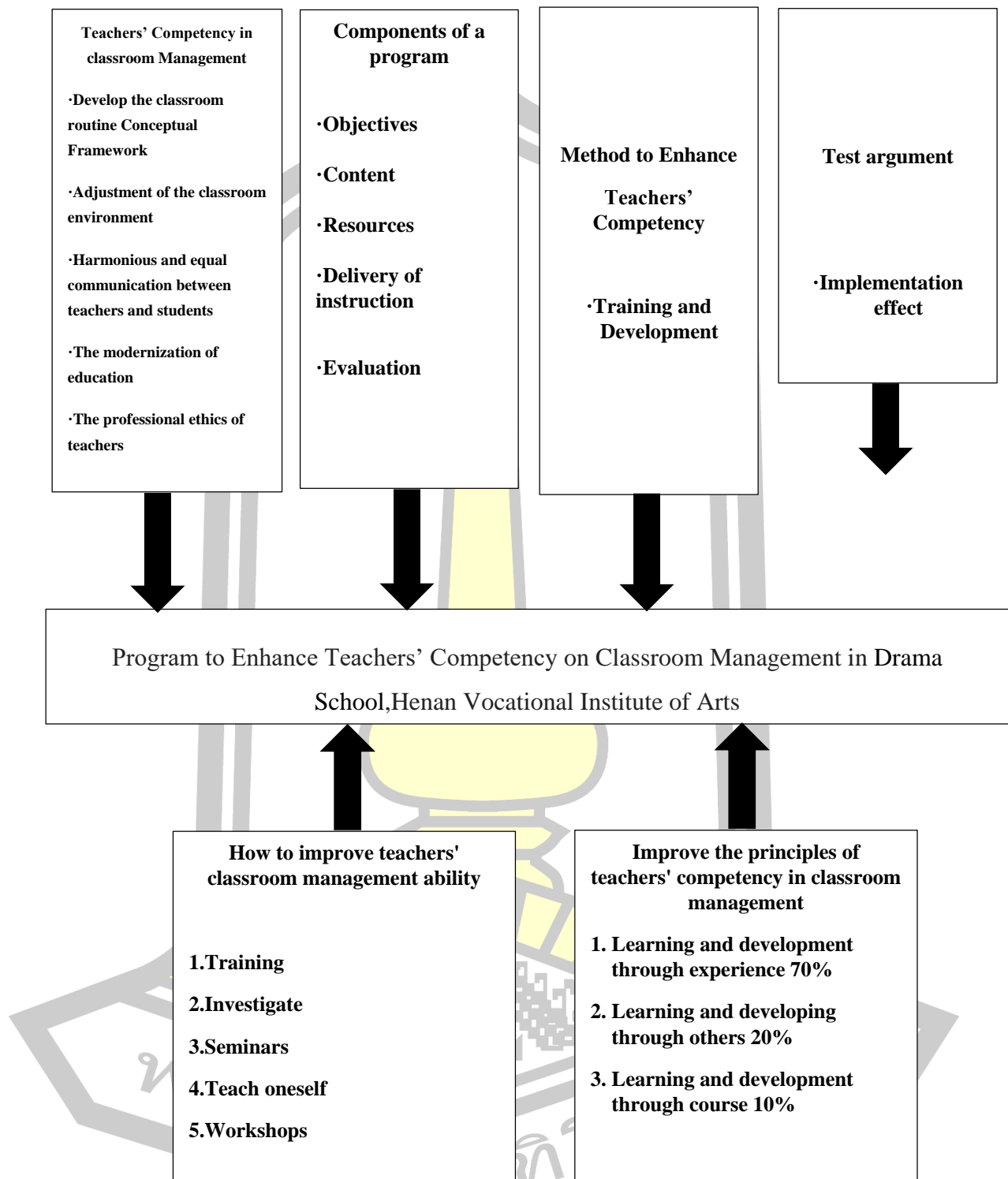


Figure 1 Conceptual Framework

Definitions

1. Classroom management refers to various activities and measures taken by teachers in order to effectively use time, create a good learning environment and reduce bad behaviors, coordinate and control various teaching factors and their relationships in the classroom, so as to form an orderly whole to ensure the smooth progress of teaching activities. This activity is usually referred to as classroom management.

2. Teacher competency refers to a kind of professional knowledge, professional skills and professional values that are possessed by individual teachers and related to the implementation of successful teaching. It is subordinate to the individual characteristics of teachers and is the basic element of teachers' successful teaching.

3. Teacher ability refers to the knowledge, attitude and skills that teachers possess in order to achieve the expected teaching effect. It should include good cultural quality, profound professional knowledge of the subject, extensive cultural knowledge, and solid theoretical foundation of teaching. Strong teaching ability, good language expression ability, high innovation ability, strong organizational ability and research ability; Keen awareness of The Times, advanced educational concepts, etc.

3.1 Establishment of rules and systems refers to the establishment of clear, specific, scientific and reasonable regulations in the aspects of daily teaching, campus behavior, classroom discipline, etc., and the establishment of corresponding reward and punishment systems, so that students can actively participate in the self-management of various rules and regulations.

3.2 Classroom environment refers to the rational use of classroom space, regional planning of different functions, the standardized use of teaching AIDS, etc., which has played the maximum effect of the classroom, in addition to the classroom should not be limited to the classroom, the original intention of changing the classroom form is to let students really learn something, learn something, learn something, teachers need to control according to the curriculum requirements.

3.3 Harmonious and equal communication between teachers and students refers to people-oriented and student-centered classroom management in education, teaching, integrating the realization of students' self-value with the progress and

development of the school, and changing rigid management into students' self-management and execution, which is the overall sublimation of classroom management "Everything for students, everything for students". In the classroom teaching management, we should follow the teaching method and teaching principle of applying materials according to different students' cognitive level, learning ability and their own quality, carry out targeted work, give play to students' strengths, make up for students' shortcomings, stimulate students' interest in learning, establish students' confidence in learning, and promote students' all-round development.

3.4 The modernization of education refers to the application of advanced educational ideas and science and technology to modern education and teaching. So that educational ideas, educational content, methods and means, as well as school buildings and equipment, gradually improve to the modern advanced level, to train a new type of high-quality talents to adapt to the comprehensive competition process. Specifically, it includes the modernization of educational concept, the modernization of educational thought, the modernization of educational content, the modernization of teaching methods, the modernization of educational means, the modernization of teaching facilities, the modernization of educational management, and the modernization of teachers' quality.

3.5 The code of professional ethics of teachers refers to the code of conduct and necessary moral qualities that teachers follow in engaging in educational work. The specific contents are: patriotic and law-abiding, dedicated, caring for students, teaching and educating people, being a model, lifelong learning.

4. Dual teachers refer to teachers who have good moral cultivation, enterprise work or practical experience, theoretical teaching ability and practical teaching ability, keep up with the development trend of the industry and the demand for talents in the industry, and integrate new technologies, new processes and new norms into teaching.

5. Vocational education refers to educational activities implemented by educatee with comprehensive qualities such as professional ethics, scientific culture, professional knowledge, and technical skills required for engaging in a certain occupation or professional development. Vocational education and general education are different types of education, with the same important status, is an important part of

the national education system and human resources development, is an important way to train diversified talents, inherit technical skills, promote employment and entrepreneurship. Vocational education is an important part of China's education system and a basic Program to train high-quality talents.

6. Two-way communication between teachers and students means that teachers and students exchange and communicate with each other to eliminate the generation gap and help teachers and students get along equally. The teacher is a very important guide for the student in the future, and the student is also the best successor of the teacher's knowledge.

7. Professional teachers refer to teachers who are responsible for the teaching of basic knowledge and professional knowledge of the subject, which is clearly stipulated in the National Standards for the Teaching Quality of Undergraduate Majors.

8. Acting teaching refers to the study of dramatic performance within the academic field of drama. From the perspective of the development of the history of world drama performance, the whole set of drama theory created by the great Soviet dramatist Konsei Stanislavsky, that is, the "Stefani drama system", can be regarded as the most complete drama performance science. China's performance teaching system mainly adopts the "student-centered" model, the performance element teaching runs through the whole time, and the general education and professional education combined teaching methods.

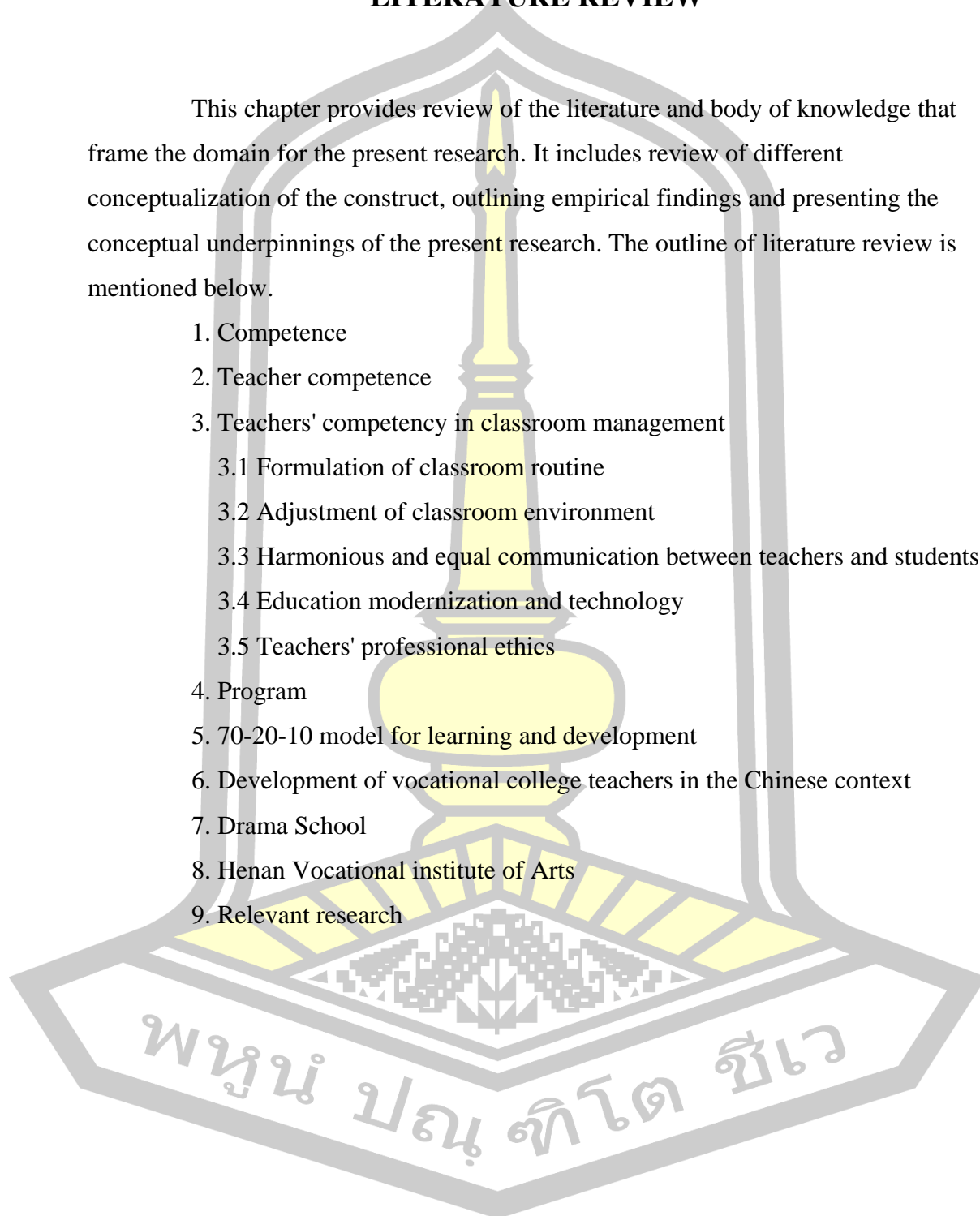
9. Henan Vocational institute of Arts is a public higher art vocational college located in Zhengzhou, Henan Province, China. The School of Drama is one of the nine departments of the university, and the performance major is a key discipline.

CHAPTER II

LITERATURE REVIEW

This chapter provides review of the literature and body of knowledge that frame the domain for the present research. It includes review of different conceptualization of the construct, outlining empirical findings and presenting the conceptual underpinnings of the present research. The outline of literature review is mentioned below.

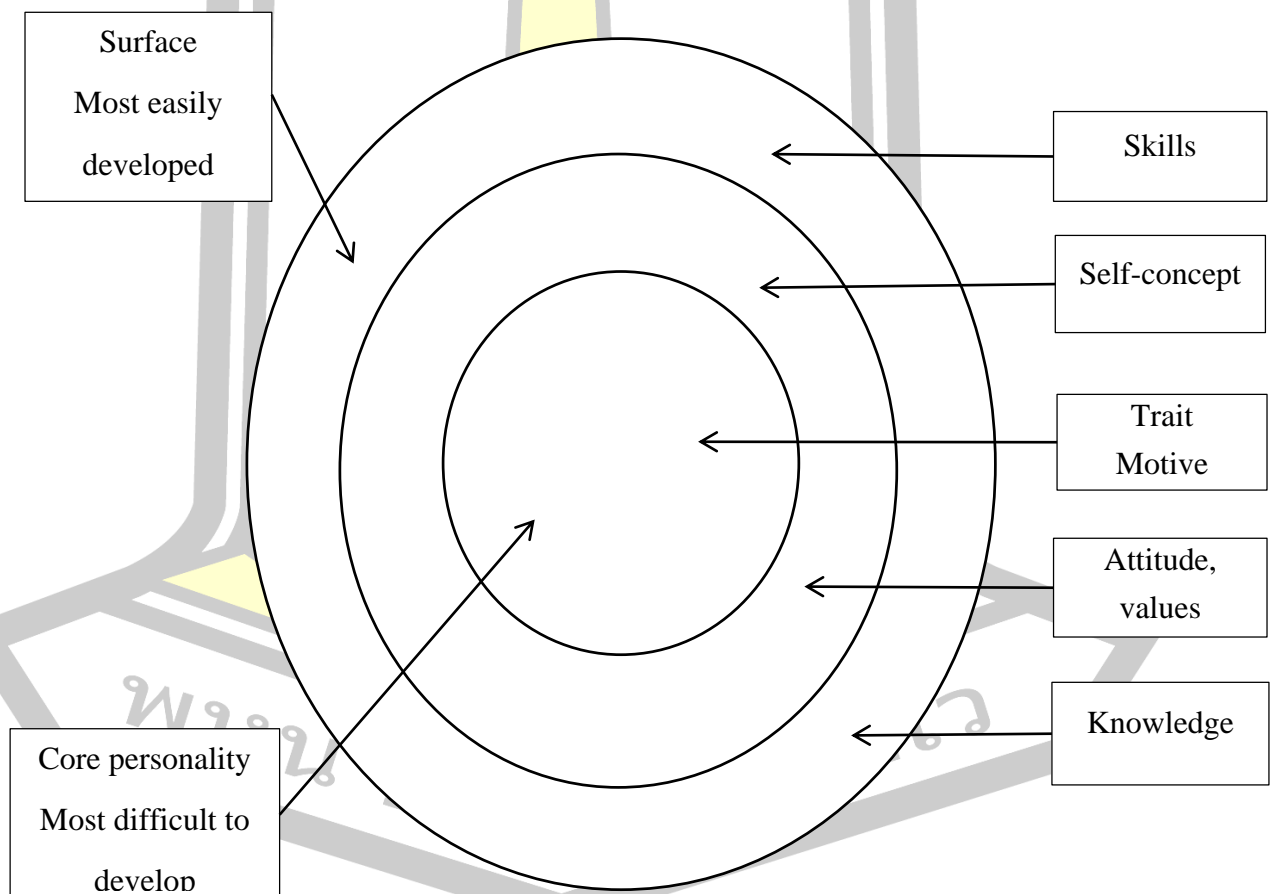
1. Competence
2. Teacher competence
3. Teachers' competency in classroom management
 - 3.1 Formulation of classroom routine
 - 3.2 Adjustment of classroom environment
 - 3.3 Harmonious and equal communication between teachers and students
 - 3.4 Education modernization and technology
 - 3.5 Teachers' professional ethics
4. Program
5. 70-20-10 model for learning and development
6. Development of vocational college teachers in the Chinese context
7. Drama School
8. Henan Vocational institute of Arts
9. Relevant research



Competency

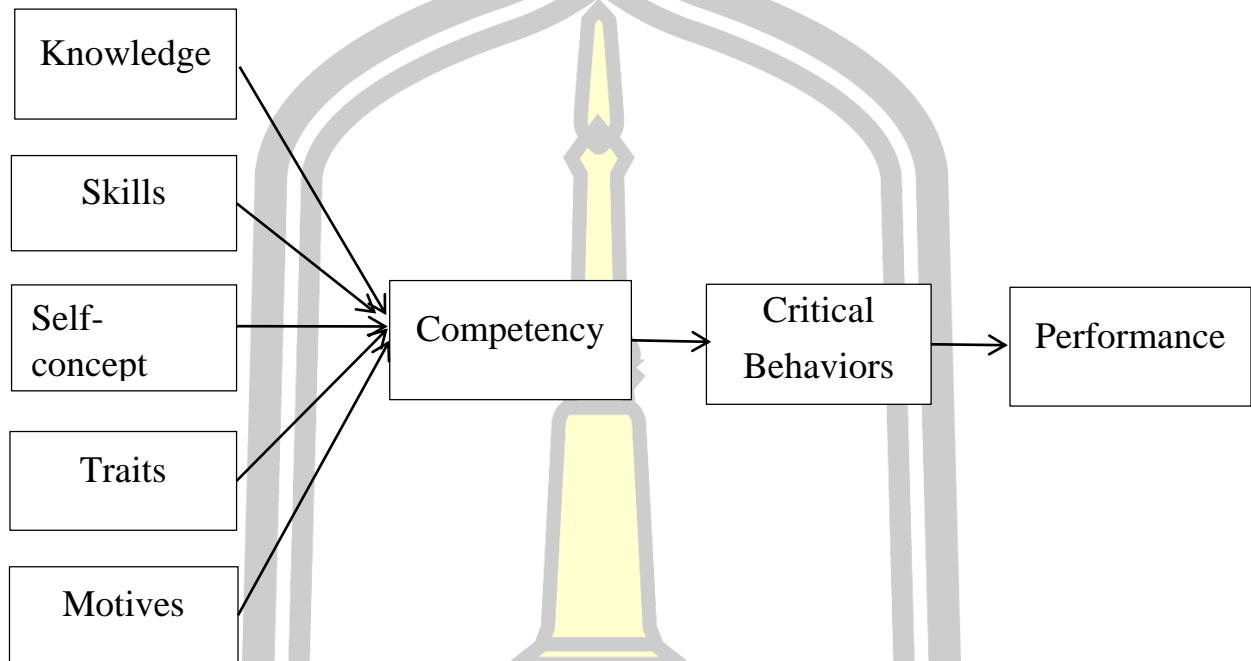
The word "competency" is Latin in origin, and the concept was first formally introduced in 1973 by Harvard professor David McClelland, Meaning "competence" - can judge and - can speak Chouhan & Srivastava(2014) refers to competence as the ability, behavior and personal characteristics to apply or use knowledge, skills and skills to successfully complete key work tasks, specific functions or operate in a certain role or position.

Sanghi.(2007) proposed five types of competency characteristics, as shown in Figure 2. Knowledge and skill competencies are distinct characteristics of people and are relatively easy to develop, and training is the most effective way to ensure the competencies of these employees. Self-concepts, traits, and motivational abilities are more insidious, deeper, and more central, and harder to assess and develop.



*Figure 2 Central and Surface Competencies
(Sanghi.2007)*

In addition, (Tucker&Cofsky1994) add that a key behavior that results is higher performance and performance levels (low, medium, high), always determined by knowledge level, skill level, and attitude, as shown in Figure 3.



*Figure 3 Concept of Competency
(Tucker&Cofsky.1994)*

Teachers competencies

Kaur & Talwar.(2014) Defines teacher competency as the knowledge, attitude, skills and self-perception generated through mixed behaviors, which lead to a consistent behavior pattern and thus achieve the expected results. Teaching ability has different dimensions, such as mastery of subjects, improving students' motivation, planning, presentation and assessment skills, and classroom management skills. categorizes six competencies: personal and professional values, professional development, understanding students, learning and teaching processes, monitoring and evaluation of learning and development, school-family and social relationships, and knowledge of curriculum and content.

Danielson.(2017) proposes a teaching competence framework that includes four areas of teaching responsibility: planning and preparation, classroom environment, teaching, and professional resp.

A teacher should be a well-educated and trained person, who should have a solid academic foundation of the major, be able to master and apply the relevant subject knowledge of the major to meet the needs of professional teaching, and should also have the necessary teaching procedure knowledge and professional ability. The United States believes that the focus should be on developing the ability, attitude, style, and methods of future teachers to explore knowledge, rather than simply disseminating knowledge. They believe that future teachers must have the following basic abilities: the ability to feel concretely, the ability to think and observe, the ability to abstract and summarize, and the ability to practice actively.

Former Soviet scholar Petrovsky put forward that teachers must have six abilities: teaching ability, creative ability, knowledge and learning ability, expression ability, communication ability and organizational ability. The requirement of teachers' ability in Britain is to pay more attention to teachers' application technology ability and learning ability. Although each country has different professional standards, each country has common teacher competencies such as expertise, professional practice, professional ethics, professional development, and personal characteristics.

Classroom management is a topic that schools and teachers pay much attention to. The success of classroom management directly affects the efficiency of classroom teaching. In modern education, the time students spend in the classroom occupies a very important position in their life, and the quality of classroom management is related to the healthy development of children's mind and body. Therefore, effective classroom management methods and techniques are worth exploring for every teacher.

According to the above literature review on teacher competence, classroom management skills are a standard of teachers' professional practice competence, and the ability to establish and maintain a safe and positive classroom environment is a basic skill that every teacher must master. By providing students with a sense of comfort, security, and order, teachers can lay the foundation for student learning through effective classroom management.

Teachers Competencies in Classroom Management

Chen Hua. (2020)Teacher's classroom management ability refers to a kind of behavior formed by the interaction between teachers and students to establish and maintain classroom order in order to achieve the teaching goal. The level of teachers' classroom management ability directly affects the quality of teachers' teaching, and also has a great promotion or negative effect on students' learning. Teachers are the main force of classroom management, and teachers' classroom management ability is an important guarantee for teachers' effective teaching.

Yulianengsih, N. L.(2023)Teachers' classroom management ability is restricted by many factors. In classroom management, as a specific manager and leader, the teacher's management ability is affected by both internal and external factors. The internal constraints of teachers' classroom management ability mainly refer to teachers' personal growth experience, teachers' professional quality and teachers' personality charm. Teachers' internal factors are the basis of teachers' classroom management ability, and also the key to teachers' competence in classroom management.

1. Teachers' personal growth experience.

The research shows that teachers' personal growth experience plays an important role in the decision-making of teachers' classroom management. According to the Canadian scholars Clandinen and Connelly, "Teachers combine their own preconceptions (opinions that have been formed through personal experience) with their judgments about classroom situations to formulate each practical strategy." "The way teachers are disciplined in their own homes can predict what classroom management strategies they will choose," says educator and psychologist David Kapka. It can be seen that there is a substantial relationship between teachers' personal growth experience and teachers' management ability.

2. Professional quality of teachers.

The professional quality of teachers is the main basis for teachers to establish their leadership position in classroom management. Teachers' professional quality includes teachers' professional quality knowledge, social history and culture knowledge, teaching skills and teaching ability, and educational research ability. The professional quality of teachers directly affects the establishment of teachers' authority,

and also has an important impact on the improvement of teachers' classroom management ability. The professional quality of teachers is conducive to the establishment of teachers' authority. Teachers' authority in teaching is very effective in reducing students' disciplinary behaviors in class, because most students' disciplinary behaviors are caused by their lack of interest in the content taught by teachers.

3. Teacher's personality charm.

The formation of teacher's classroom management style also depends on teacher's personality charm to a large extent. The teacher's personality charm includes the teacher's personality characteristics, the teacher's own moral cultivation, the teacher's ability to deal with people and things, and the teacher's emotion, attitude and interest in the cause of education. The teacher's own quality cultivation, the way of doing things and the attitude, emotion and will to the education cause and students all have a subtle influence on the students. Therefore, teachers must strengthen their self-cultivation, enhance their personality charm, pay attention to the change of classroom management concept, and consciously cultivate their management consciousness and management ability.

Wang Guangming, Zhang Nan, Li Jian, Yang Rui, & Zhang Sheng.

(2019) To improve the classroom management ability of teachers, it is necessary to establish a comprehensive classroom management philosophy and philosophy from the perspective of teachers themselves, enhance their personality charm, strengthen professional quality cultivation, master the psychological and physiological development laws of students, understand the needs of students, be good at "discovering others", actively reflect on themselves, and construct a democratic and open management style.

Qin Minhua, & Chen Wulin. (2020) Teachers' management consciousness and management ability are important factors for teachers to form a comprehensive classroom management style. First of all, teachers should change the concept of management, establish the concept of comprehensive classroom management, and advocate humanized management; Secondly, teachers must be familiar with students' psychological and physical needs. Thirdly, teachers should have the skills and methods of classroom management. The investigation and research

found that many teachers often adopt simple heat treatment of stopping and criticizing and cold treatment of ignoring problem behaviors in the classroom, and there are few ways of education and persuasion, which are unfavorable to the healthy growth and all-round development of students.

Based on the integrated analysis of Chinese and foreign literature and the factors that experts and scholars constitute on teachers' classroom management ability, five variables that are used most are selected for research, as shown in Table 1:

Variable	Scholar								Score
	(US) Michael Linsing (2023)	(US) Alice Ud Vari solna (2023)	(US) William Rennie Harper (2019)	(US) Klein (2007)	Li Xingzhou, Shan Congkai (2023)	Li Xingzhou, Congkai Shan (2023)	Xing Lei (2022)	Zhu Gaofeng (2015)	
Classroom routine	√	√	√	√	√	√	√	√	8 ★
classroom environment	√	√	√		√	√	√	√	7 ★
psychological counseling		√		√	√				3
professional ethics	√	√	√		√		√		5 ★
Organization and coordination	√				√		√		3
Teacher-student communication	√	√		√	√	√	√	√	7 ★
Education modernization And technology	√		√	√	√		√	√	6 ★
Personal characteristics			√		√	√			3
Professional skill	√			√		√		√	4
Creative thinking		√			√		√		3

Table 1 Elements of teacher classroom management

After an in-depth study and analysis of the literature on classroom management, the researchers selected five basic elements of building effective classroom management that were used more frequently from the above factors, and identified five main aspects that teachers needed for effective classroom management. These areas include (a) formulation of classroom routine (b) adjustment of classroom environment (c) harmonious and equal communication between teachers and students (d) optimization of teaching curriculum (e) positioning of teachers' roles. The following are the details of these five aspects:

1. Formulation of classroom routine.

Classroom rules are a kind of norm that students should abide by when entering the classroom and participating in various activities in the classroom. They are the most common and familiar element constituting classroom management behavior. They are also an indispensable condition to ensure the effective achievement of classroom teaching objectives and the effective learning of all students within the limited teaching time and space.

Dong Jinping. (2016) It can be said that classroom rules are the result of the concentrated influence of a school's school spirit, learning style and teaching style, and are formed in the interaction between teachers and students based on the school's management system and norms. Effective classroom routine is a requirement for students to conduct classroom activities. It is a set of systematic rules formulated by teachers and students with the purpose of achieving teaching objectives and promoting students' development, and on the premise of appropriately and actively dealing with various factors of effective classroom teaching .

Gu Xiyang.(2021) Stable and normal teaching order is the guarantee of establishing good teaching style and study style, strengthening teaching environment and improving teaching quality. Order management is a kind of regulation management, scientific management must develop feasible rules and regulations and strict implementation, teaching order management is to focus on the implementation of rules and regulations, relying on rules and regulations to operate a restraint mechanism. Vocational education order management is mainly reflected in the class, extracurricular and other work, to do rules to follow, according to the rules, clear responsibility, reward and punishment. Make the vocational teaching management

along the scientific and standardized operation mechanism to ensure the smooth implementation of vocational teaching work.

Variable	Scholar								Score
	(US)Michael Linsing(2023)	(US)Thomas Phelan. Sarah Jane Shona(2019)	(US)Brian Harris Cassandra Goldenberg(2023)	(US)Dominic Smith, Douglas Fisher and Nancy Frey(2019)	Zhang Renxian Ding Qingzhong Li Jiao(2017)	Chen Yu (2021)	Xing lei(2022)	Lidi(2022)	
General requirements become Classroom procedures and routines	√	√	√	√	√	√	√	√	8 ★
After a problem Formulate relevant systems		√		√	√				3
classroom-based Positive attitude	√	√	√		√	√	√	√	7 ★
For poor students Formulate relevant rules	√				√		√		3
Supervision and evaluation Implementation of classroom rules	√	√	√		√		√		5 ★
Refer to other classes Make rules		√			√		√		3
Based on relevant laws and regulations and school rules and regulations	√	√		√	√	√	√	√	7 ★
Involve parents in setting classroom rules			√		√	√			3
Involve students The establishment of classroom rules	√		√	√	√		√	√	6 ★
Student cadre Set classroom rules	√			√		√		√	4

Table 2 Elements of developing classroom routines

After an in-depth study and analysis of the literature on the formulation of classroom routine, the researchers selected five basic elements that are used more frequently from the above elements, and identified five main aspects that teachers need in the formulation of classroom routine in classroom management.

1.1 Translate general requirements into classroom procedures and routines.

Zhang Lu, & Zheng Lunren. (2021) Classroom discipline refers to the classroom behavior norms that require students to abide by in order to maintain normal teaching order, coordinate students' behavior, not interfere with teachers' class, and ensure the realization of classroom objectives. As individuals, classroom discipline is the external norms and controls imposed on student behavior. When they are gradually accepted or internalized by students, they can be called discipline, and students can consciously self-direct and self-supervise.

Wolff, C. E., Jarodzka, H., & Boshuizen, H. P. (2021) Effective classroom management is actually achieved in the process of establishing orderly classroom rules. Teachers face dozens of students with different personalities every day, if there is no set of effective classroom procedures and routines, it is impossible to organize these students in an orderly manner in teaching activities. Practice shows that when teachers fix some general requirements, form students' classroom behavior norms and strictly supervise their implementation, they can not only improve the efficiency of classroom management and avoid disorder, but also form a sense of psychological stability and enhance the identity of classroom teaching once students adapt to these rules. Once this requirement becomes the behavior habit of students, it can play a role for a long time and produce positive management and teaching benefits. On the contrary, if a teacher does not pay attention to the establishment of classroom rules, only by constantly put forward a variety of requirements, instructions to maintain class order, not only low management efficiency, waste of time, and easy to cause new classroom problems due to improper requirements.

1.1.1 Clear

Whitaker, T. (2020) Clarity is the most important characteristic of effective classroom rules. Effective classroom rules should first be clear. Explain these rules in a positive and affirmative way, that is, tell students what

they should do, rather than what they should not do. In practice, one of the main reasons that many classroom rules formulated by teachers are difficult to work is that some rules are so vague that they lose their meaning in reality. The use of this positive form of expression is, on the one hand, for "clarity" and, on the other hand, to avoid behavior that the student has not thought of. For example, the rule of "no running in the classroom", students do not understand what should be done, because in addition to "running", there are many ways to move from one place in the classroom to another, such as jumping, jumping and so on. If the teacher wants the student to walk slowly, then the rule should be "walk slowly."

1.1.2 Reasonable

CAI Zhiqing. (2020) Reasonable classroom rules should not go against the nature of the students, nor should they exceed the students' ability to enforce the rules. Generally speaking, if the classroom rules conform to the nature of students, they can maintain students' learning interest and promote students' learning. On the contrary, too strict classroom rules often go against the nature of students, reduce students' interest in learning, hinder students' learning. Some teachers in the class, often rigid, strict requirements of students sitting posture, such as "sitting upright, left arm down", in fact, there is no evidence that "sitting straight" can help students learn better. Therefore, the mechanical and dogmatic norms that prescribe students' sitting posture just ignore the age characteristics and psychological development characteristics of students, thus preventing students from obtaining pleasant emotional experience of knowledge, and it is difficult to stimulate students' strong thirst for knowledge.

1.1.3 Can be implemented

Yantoro, Y.(2021) The implementation of classroom rules, the most basic meaning is that the classroom rule maker can make them happen. On the one hand, classroom rules should be implemented for all students in the class. If a teacher dictates that each student tell his or her story to the class, it may be difficult to enforce this rule with a shy student. On the other hand, the implementation of classroom rules should target the whole classroom teaching. Some classroom rules are difficult to implement because they are only valid for part of the teaching time. For example, some teachers include "raise your hand when you speak" in the classroom

rule, but at the beginning of the class say: now think about this question, do not raise your hand, I will call someone to answer. This is a questioning strategy that engages all students, but it directly contradicts the posted classroom rules. Therefore, teachers should avoid making classroom rules that are not applicable in all situations and all times.

1.2 Form a positive attitude towards classroom rules.

A positive attitude of teachers is the prerequisite for establishing classroom rules. The positive attitude is that teachers affirm that the direction of their efforts is correct, so that they have a strong sense of competence in teaching.

First, classroom rules are not meant to control students, but to educate them. Classroom rules are not an end in themselves; they are a means of organizing the classroom. The use of classroom rules to manage is a teaching need, not to control students. The ultimate goal of establishing classroom rules is to teach students self-discipline. Classroom rules provide guidance and reference for students to check their own behavior, so that students can act correctly without rules and regulations.

Mifroh, N., & Fatonah, S. (2021) Secondly, classroom rules are the basis of teachers' classroom management, and establishing classroom rules is an important professional ability of teachers. Many subject teachers have misconceptions about making classroom rules and ignore them. They often think that "establishing classroom rules is only the job of the homeroom teacher", "because there are many things to talk about in class, there is no time to make them". These perceptions are narrow and harmful.

1.3 Based on relevant laws and regulations and school rules and regulations.

First, the relevant rights and obligations stipulated by laws and regulations. To make classroom rules, on the one hand, we should correctly understand the rights and obligations of teachers, and on the other hand, we should fully respect the rights and obligations of students. In China's relevant laws and regulations, teachers are given the right to "conduct educational and teaching activities" and "guide students' learning and development", and must also fulfill the obligations of "being a model for teachers" and "implementing the state's educational

policy". China's Vocational Education Law and Higher Education Law have also made clear provisions on the rights and interests of students, and they must be regulated in accordance with the law.

Secondly, school rules and regulations. Part of the right to make classroom rules is in the hands of teachers, and the other part is to follow the relevant regulations of the school. In a sense, teachers are not only the enforcers of school discipline and procedures, but also the makers of their own classroom rules. School rules and regulations are the direct basis for making class rules, and classroom rules are the embodiment of school rules and regulations according to the actual class students. Therefore, familiarize yourself with the school's discipline and procedures before school starts so that you can incorporate them into your own classroom rules. Smart teachers even write classroom rules and add "Follow all school rules" at the end.

Li Wei, Li Xiu, & Zhou Shidong. (2020) Finally, it should be added that if the school rules only protect the "rule" of the school, and violate the basic rights of students, such school rules have no practical reference value and significance. In general, although the school in the formulation of rules and regulations are out of consideration for students, but the basis of such rules and regulations should be legal, if it is inconsistent with the rights of students, it is illegal.

1.4 Involve students in the formulation of classroom rules.

When students are involved in setting norms and following them, a sense of belonging arises and they know how they should behave. In the classroom, students feel that they are masters, they experience the collective life, and these are the panacea to solve the loss of the sense of community in students' daily life. Teachers who seek to build respectful relationships with their students involve them in setting classroom rules and help them understand why they are set. The degree of student participation, how to participate and what kind of rules and regulations should be decided by teachers.

First, discuss with your students the value of classroom routines. The first step in developing classroom routines is to discuss the value of classroom routines with students. The teacher can start the discussion by asking the students some questions. For example: why do adults have so many rules, such as obeying traffic rules, queuing to get on the bus, etc. In the discussion, let students know that

the class and the school are a society, and like the larger social group, the community functions when people adhere to these rules of behavior that contribute to safe and caring behavior. During the discussion, students will develop an understanding of why classroom rules are so important.

Pamela, I. S. (2020) Second, write a list of classroom rules. The second step in setting classroom rules is to ask students to list the rules that they think are important. Ask students to describe how they behave in class to create a good learning atmosphere in class. When the students describe, the teacher should guide the students to use an affirmative tone to state the statement. After listing all the rules of behavior, teachers and students can work together to summarize them according to whether they are applicable or not, and finally form a formal classroom rule and post it in the most visible place in the classroom.

1.5 Supervise and evaluate the implementation of classroom rules.

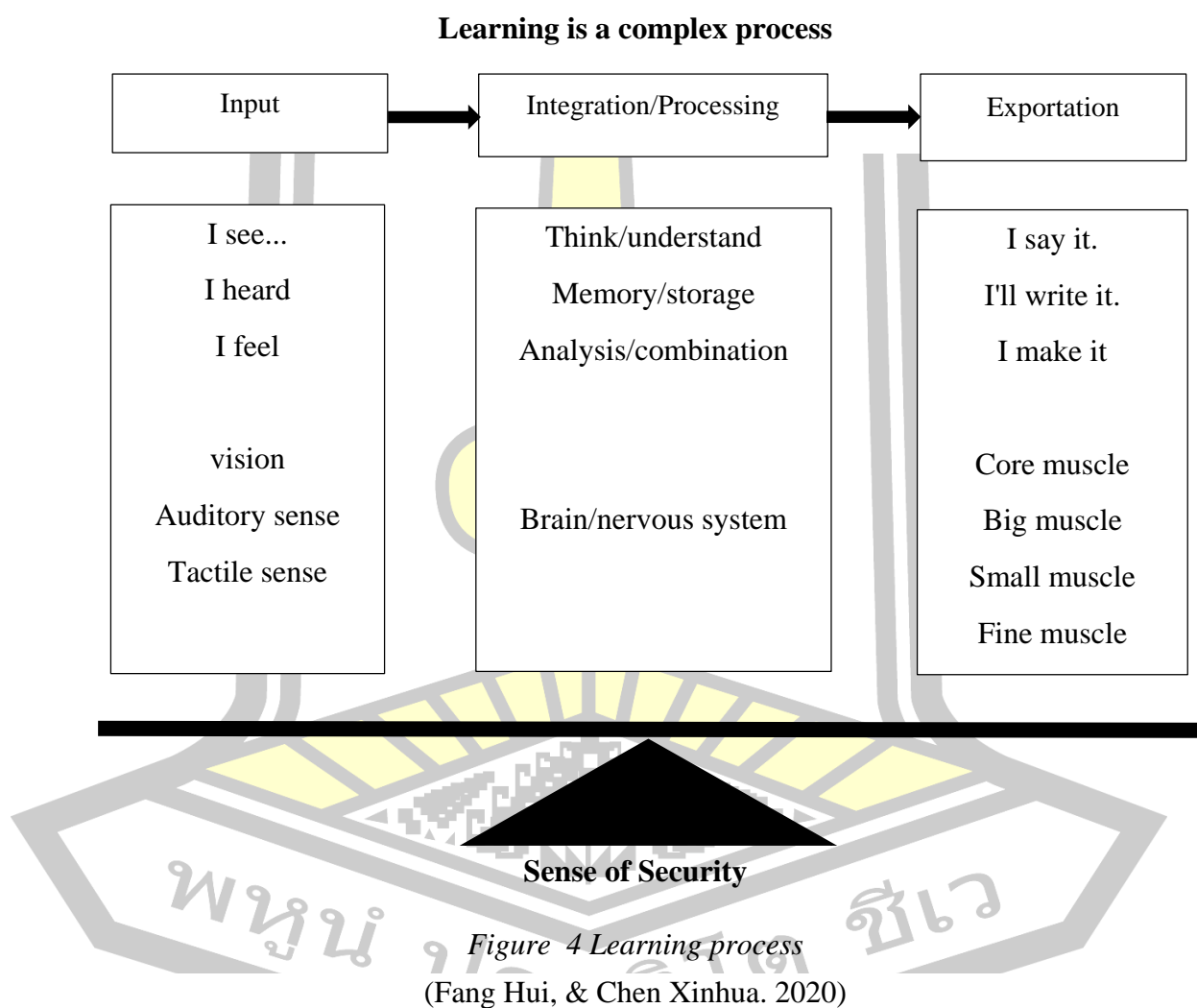
After students have developed a reasonable set of rules and are committed to following them, the next step is to help them identify and monitor their behavior. However, this link is often overlooked by teachers.

Usart, M. (2020) In the classroom, regular evaluation of the rules is especially important. The best way to do this is to do it every day before school for a week after the rules are set, three times during the second week, and once a week after that. Another effective method is to post the rules in the most visible place in the classroom. During the first week, at the beginning of each study day, there is a brief discussion of the rules, and then at the end of each study day, students are instructed to evaluate their own behavior for the day and see where they fell short. A month after the rules are implemented, students should still be reminded of the rules from time to time. The best way to do this is to review the rules every two weeks to see if they still make sense or if they need to be changed.

2. Adjustment of classroom environment.

Fang Hui, & Chen Xinhua. (2020) The classroom of today uses the tools of yesterday to teach children in order to prepare our children for the world of tomorrow. Contemporary students' learning methods and concepts are very different from those in the past. The school pays more attention to the quality education and all-round development of students, and pays more attention to the cultivation of

learning ability. Looking at the domestic school construction, many popular public schools, too many students make the school does not have the conditions to adopt small class teaching, each classroom needs to accommodate 45 or more students, in the face of such a high density of students teaching environment, material space places can do what upgrading to help students learn more easily and efficiently? Before we answer that question, how does learning happen? Learning is actually a very complex process, including three basic steps of "input - integration/processing - output", as shown in Figure 4.



Li Jiawen,(2020) Research shows that the "input" is mainly completed by the sensory system, including at least visual, auditory and tactile intervention; "Integration and processing" requires the participation of the brain and nervous system, which is an internalized process, "Output" is mainly completed by the motor

system, which requires the deep participation of each muscle group in the body, and good output is an important indication of "learned". When people feel safe in their environment, the act of learning will naturally and smoothly occur.

Valente, S.(2020)These three steps are of course closely related to the student's own physiological basis, but if carefully analyzed, it is not difficult to find that the quality of the physical space environment in which the learning behavior takes place is crucial to the impact of the first step of "input". When the classroom light is sufficient, soft and stable, the sound transmission is clear and unmixed, the air is fresh, and the ambient temperature is comfortable, the students can more easily see, hear and feel, and it is easier to focus their energy on the latter two steps of "integration/processing" and "output", then the learning behavior can naturally occur easily and efficiently.

Chen Hongjuan. (2021)Learning requires concentration, and the more difficult the assignment, the more easily students are distracted, so it is important to have the ability to remain undistracted. Students need space to avoid unnecessary distractions and stimuli that can interrupt concentration. The lack of teaching equipment, poor sound effect, external noise, insufficient lighting and other factors are enough to cause bad teaching effect. The above performance indicators are the aspects concerned by the light environment, sound environment and air environment of the material space. 2.1 Optical Environment

Wickramanayake, R.(2022)The light environment includes two aspects of the classroom lighting and lighting, the former is about how to effectively use natural light, the latter is the use of artificial lighting to better achieve sufficient, soft and stable classroom light. However, schools in different regions in different seasons, different orientation of ordinary classrooms, from morning to night alone by the building itself often face the two basic problems of too strong or too weak light. When it is too strong, shade is needed; When it is too weak, artificial lighting is needed. With the improvement of the teaching environment and the development of lighting technology, lighting standards are already the minimum requirements for classroom lighting, and further consideration should be given to the indicators of vision protection, energy conservation and environmental protection.

2.2 Acoustic Environment

Wilson, C.(2020)As the main place of teaching, whether students in any corner of the classroom can listen to the teacher's teaching content is crucial for educational efficiency and even educational fairness. Facing the current situation of large classrooms and large number of students in domestic schools, we need to provide a good acoustic environment for students from the perspective of design.The acoustic environment includes the reduction of indoor noise and the increase of background music to promote whole-brain learning. The former focuses on the background noise level and reverberation time of the classroom, and the latter is committed to creating a relaxed learning atmosphere of full stereo. The standard of reverberation suitable for different places is also different: the American standard ANSI requires the classroom $RT \leq 0.6s$, and the national standard GB50118 requires the classroom $RT \leq 0.8s$.

2.3 Air Environment

Fruit Chan. (2021)The air environment includes a number of indicators such as ambient temperature, humidity, pollutant particle concentration, carbon dioxide concentration, etc. A good air environment can bring comfort to people and greatly help improve the efficiency of study and work. The current school classrooms are generally equipped with split air conditioning, through the temperature, humidity, wind speed, average radiation temperature setting, generally can maintain a more comfortable thermal environment; The concentration of pollutant particles has become an increasingly concerned indicator, and many air conditioning equipment manufacturers are also committed to the study of fresh air systems with filter devices to achieve a basically healthy indoor environment under haze conditions, and the use of fresh air systems can also reduce carbon dioxide concentration.

Luo Yuping. (2021)The classroom is the main place for students to learn, and it is also the spiritual home for teachers and students to communicate their feelings. The environment of a classroom influences students imperceptibly. Classroom layout is a potential course, it has invisible educational power, with the classroom environment construction as the carrier, to create a scientific education environment is very important.

Variable	Scholar								Score
	(US)Jane Nelson, Lynn Lott, Stephen Glenn (2014)	(US)Thomas Phelan. Sarah Jane Shona(2019)	(US)Michael Linsing (2023)	Sun Yihua (2022)	Li Baoping; Yang Bo (2022)	Li Jun (2016)	Hong Yaowei(2020)	Hong Yaowei(2017)	
The cooperation between teachers and students should be brought into full play	√	√	√	√	√	√	√	√	8★
Should let students Independent design		√		√	√				3
It should be infused with a strong cultural atmosphere	√	√	√		√	√	√	√	7★
Have a kind of Sense of gravitas	√				√		√		3
Attention should be paid to Student motivation	√	√	√		√		√		5★
Should be unified Style and layout		√			√		√		3
Create a Green atmosphere	√	√		√	√	√	√	√	7★
Deal with students Cautionary effect			√		√	√			3
Should reflect Class characteristics	√		√	√	√		√	√	6★
Should pay attention to Warm and comfortable	√			√		√		√	4

Table 3 Elements of the classroom environment

After in-depth research and analysis of the literature on the formulation of classroom environment, the researchers selected five basic elements that were used more frequently from the above factors, and identified five main aspects of classroom environment adjustment in classroom management.

1. The arrangement of classrooms should give full play to the cooperation between teachers and students. Students are the masters of the class, and the layout of the classroom should listen to their opinions and allow them to participate in it. Through the participation of teachers and students, not only can reduce the differences between teachers and students, but also can harmonize the atmosphere between students, improve the centripetal force of the class, and stimulate students' willingness to learn.

2. the layout of the classroom should be infused with a strong cultural atmosphere. Turn every wall of the classroom into a position to create a cultural atmosphere, so that students always feel the elegant artistic atmosphere, and lead students to discover beauty, pursue beauty, and display beauty. The rich cultural atmosphere and elegant reading environment allow students to be imsubtly influenced by heavy pottery, inspire students' interest in learning, cultivate students' temperament, and achieve the purpose of cultivating students' fine temperament and strengthening students' cultural literacy.

3. the classroom layout should create a green atmosphere. Green environment, beautify the mind, bring green and beauty into the classroom, so that students respect nature, cherish the living space, so as to stimulate students to learn. Make the classroom full of activity, help students focus on learning, improve students' mood of learning, and more green plants are good for students' eyes.

4. the layout of the classroom should reflect the characteristics of the class. The classroom layout should be scientific and proper, and have class characteristics. According to the situation of each class or subject, set posters, art corners, class goals, warning maxims, etc., use the environment to edify and inspire people, so that the classroom can truly become a paradise for students to learn and a fertile soil for growth.

5. the layout of the classroom should pay attention to the encouragement of students. The art of teaching does not consist in the ability to impart, but in inspiring, awakening, and inspiring. The classroom layout should also focus on stimulation.

Liteng (2022) Experiential learning is an educational practice that takes students out of the classroom to "learn by doing" and make real-world connections to what they are learning in class. Throughout its history, Lee Academy has been committed to these experiential learning experiences that bring students into society to gain a fuller understanding of what their academic subjects mean in the real world. Experiential learning is an important part of Lee Academy's educational vision as it strengthens and deepens students' understanding, leading to long-term lasting understanding that can last a lifetime.

Zhang Qing.(2019)"Skilled" talent is just as important as "academic" talent. We should stick to the six words, go out, please come in. It is hoped that vocational college students will have more opportunities to go out from the classroom and establish links with well-known enterprises and institutions. Please come in, let the whole society into the vocational colleges, understand and pay attention to vocational education, and create a good social environment for vocational college students. Create a good atmosphere where everyone can be successful and everyone can show their talents, so that every vocational college student has a chance to shine in life.

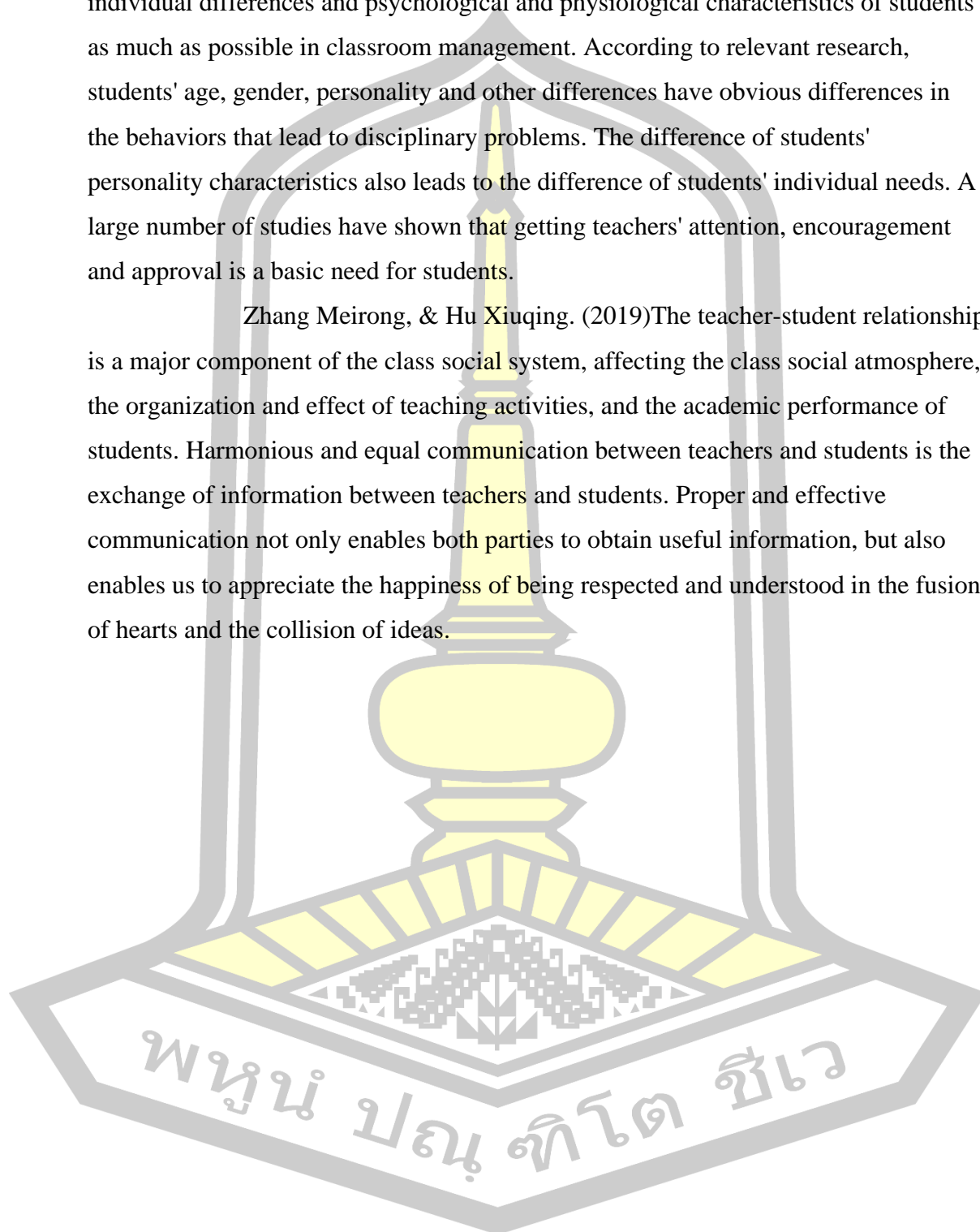
Zhang Na, and & Zhong Cheng. (2018)We should take the opportunity of the country to vigorously develop vocational education, constantly increase school-enterprise cooperation, carry out the order-type talent training model, conduct pre-enterprise job education for students on the basis of learning cultural courses and professional courses, pay attention to the cultivation of students' practical training skills, improve practical ability, and cultivate practical talents needed by society. Find new ideas for students' employment.

3. Harmonious and equal communication between teachers and students.

Zhou Qian. (2019)Teachers' classroom management ability is not a simple individual behavior of teachers, but an organic connection with students' personality characteristics and needs. Every student is different, both in terms of

personality traits and personal needs. Therefore, teachers should take into account the individual differences and psychological and physiological characteristics of students as much as possible in classroom management. According to relevant research, students' age, gender, personality and other differences have obvious differences in the behaviors that lead to disciplinary problems. The difference of students' personality characteristics also leads to the difference of students' individual needs. A large number of studies have shown that getting teachers' attention, encouragement and approval is a basic need for students.

Zhang Meirong, & Hu Xiuqing. (2019) The teacher-student relationship is a major component of the class social system, affecting the class social atmosphere, the organization and effect of teaching activities, and the academic performance of students. Harmonious and equal communication between teachers and students is the exchange of information between teachers and students. Proper and effective communication not only enables both parties to obtain useful information, but also enables us to appreciate the happiness of being respected and understood in the fusion of hearts and the collision of ideas.



Variable	Scholar								Score
	(US)Jane Nelson, Lynn Lott, Stephen Glenn (2014)	(US)Michael Linsing(2023)	(CAN)David Booth (2018)	(US)Nella A. Connors (2022)	Cui Jia (2022)	Tu Rongsheng (2023)	Zhang Huajun, Zhou Hui(2022)	Wu Zhiping Zhang Mingyuan Chen Zhifang (2021)	
Respect principle	✓	✓		✓	✓	✓	✓	✓	7★
Didactic principle	✓	✓	✓		✓		✓		5
Compliance principle		✓		✓	✓				3
Trust principle	✓	✓	✓		✓	✓	✓	✓	7★
Pampering principle	✓				✓		✓		3
Principle of equality	✓	✓	✓	✓	✓	✓	✓	✓	8★
Command principle		✓			✓		✓		3
Critical principle			✓		✓	✓			3
Principle of praise	✓		✓	✓	✓		✓	✓	6★
Principle of classification	✓			✓		✓		✓	4

Table 4 Elements of the Keen-based principles of teacher-student communication

Song Guilin. (2019)After in-depth research and analysis of the literature on teacher-student communication, the researchers selected four basic elements that were used more frequently from the above elements, and determined the basic principles of harmonious and equal communication between teachers and students in classroom management. The establishment of an ideal and new teacher-student relationship in the new era is more inseparable from the harmonious and equal communication between teachers and students, as shown in Figure 5.

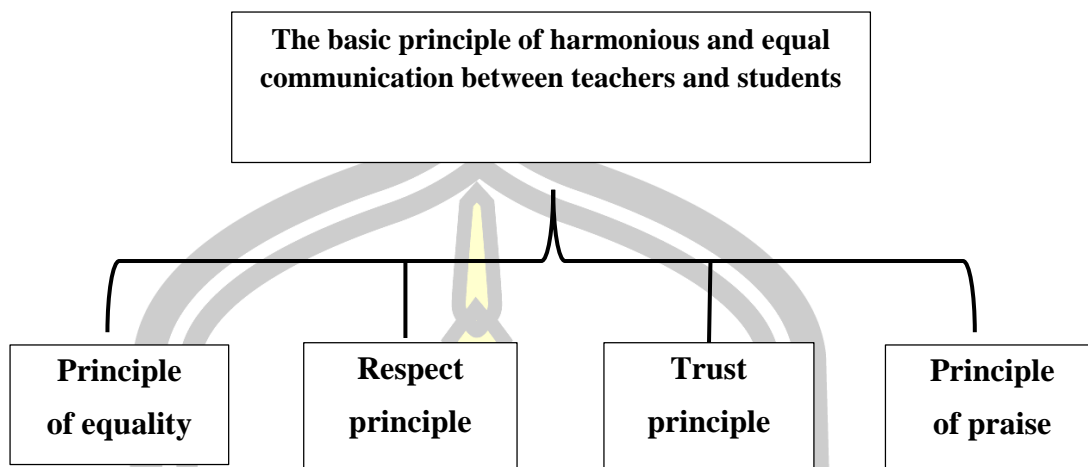


Figure 5 Basic principles of communication between teachers and students
(Song Guilin. 2019)

Liu Xiaozhen. (2020) The communication between teachers and students is a bridge of eternal friendship between teachers and students, which enables teachers to avoid detours and students to develop healthily. Teachers should take students as the main body of communication, study their communication needs and personality differences, communicate with students with smile and sincerity, encouragement and trust, form psychological resonance and interaction between teachers and students, and make teachers and students harmonious.

In the harmonious communication between teachers and students, we should pay attention to the following ways and methods:

1. Face-to-face conversations. This is the most direct and traditional way of communication, teachers and students directly face, sincere and frank conversation, the effect of communication may be immediate. In the communication between teachers and students, we should pay attention to the equality between teachers and students and give students some respect as much as possible. In the outdoor can only be teachers and students stand together, in the indoor it is best for teachers and students to sit together to communicate better, even if there are many positional relationships, such as face to face or sit side by side, how far teachers and students maintain the distance are particular, will affect the effect of communication.

2. Write and communicate. Letter communication is also a traditional communication strategy between teachers and students. But even in modern, highly

developed societies, this method of communication still works well. In some circumstances, there may be some things between teachers and students are not convenient to directly face to face communication, then through the letter to communicate is a better way. In this kind of communication, teachers may learn about the situation of students that is difficult to grasp normally, may face the inner world of students, and as students, they will get more complete help and guidance from teachers.

3. Weekly recording, composition, homework communication.

Nowadays, students are fast in thinking, strong in personality, independent, sometimes unwilling to reveal their true ideas, or do not like to say, not good at saying. Then, teachers can timely capture information between the lines of students' weekly notes, and then carry out necessary communication, such as writing a paragraph of encouraging language, putting forward some specific requirements, talking about some feelings in the teacher's heart, etc., may arouse the resonance of students, which is a great promotion and help for students, perhaps weekly notes will become a tool and main channel of dialogue between teachers and students. Even for other assignments, such as those with only a few questions, you can also put a paragraph on the back of "recent progress", "very good", "I believe you will succeed", which is also a good way to promote.

4. Communicate over the phone or via email.

Teachers should tell students their telephone number, mobile phone and other contact information, and hope that they can call to communicate when they have problems. As long as students pick up the first phone and get warm help, they will certainly trust and respect the teacher more in the future, and the communication between teachers and students will definitely not be a problem. Students like to surf the Internet and play games, so teachers can try to use the identity of friends on the Internet to communicate with them, so that they can really make good use of the network resources for their own study and life. Teachers and students can also use online mail to communicate, which is faster and more timely than letters.

Liu Deeng. (2020) In the face of dozens of students with personality differences, how to manage the teacher depends largely on the teacher's understanding of their students. First of all, teachers should go deep into the middle of students,

communicate with students openly and honestly, and establish a harmonious and open relationship between teachers and students; Secondly, teachers should put themselves in students' shoes and try their best to understand their feelings and experience. Thirdly, teachers should overcome the prejudice against students, establish a correct view of students, and treat every student as objectively and fairly as possible.

Sokal, L.(2020)Teachers should respect the individual differences of students in the process of education and teaching, and not only need to treat each student with equal vision and attitude; It is also necessary to teach students according to their aptitude and guide them according to their different characteristics and personalities. More need to be able to actively study each student's living environment and learning environment, respect each of their family situation and personal privacy.

Wang Hailan. (2020)"Teaching students according to their aptitude" is a word often mentioned in education and teaching (especially vocational education), and the education authorities and the teaching management departments of vocational colleges often advocate that "teachers should adopt the teaching method according to the current situation of students in the teaching and teaching process of training vocational and technical talents", whose purpose is to enable the educated to achieve the training goal. In order to truly teach students according to their aptitude in teaching practice, teachers must first understand its true meaning, and then know how to implement teaching according to their aptitude, so as to avoid some wrong practices.

Wu Xiaohua.(2020)Teaching according to aptitude is a basic principle that must be followed in the course of education and teaching, which is different from the general educational skills or methods that can be used at will. Its influence and function on educational behavior are fundamental and universal.

Yang Li. (2018)Individualized teaching is actually an important teaching method in the process of education, that is, according to different students' cognitive level, learning ability and own quality, teachers choose learning methods suitable for each student's characteristics to carry out targeted teaching, give play to students' strengths, make up for their shortcomings, and stimulate students' interest in learning. Build up students' confidence in learning, so as to promote their all-round development. Therefore, in practical education and teaching, teaching according to

aptitude can refer to educational thought, educational principle, but also to educational methods and educational evaluation.

Tan Lingxin. (2022) In the practice of vocational and technical education, in order to teach students according to their aptitude, we must first firmly grasp the talent training objectives of vocational and technical education, strictly carry out education and teaching work in accordance with professional teaching standards and curriculum standards, and do not consider some improper practices as "teaching students according to their aptitude".

Ren Rongrong. (2021) "Teaching students according to their aptitude" requires teachers to implement different effective education according to students' ability and other specific situations, with the purpose of making them meet the objectives and requirements stipulated in professional standards, rather than lowering teaching standards, let alone lowering assessment standards. In other words, teachers should try their best to teach students how to learn, and make students achieve the corresponding knowledge and ability goals through educational activities. In the process of teaching students according to their aptitude, we should always pay attention to the development process of students' learning and correct the deviation in time. The spirit of individualized teaching is "there is no class", so that every student should get a fair education.

In the process of education and teaching, teachers should respect students' individual differences from the following points:

1. Treat every student with an equal eye and attitude

There are students with good academic performance in a class, there must be students with poor academic performance, but the quality of academic performance is not the standard to test the quality of students, every student is a unique person, is a person of development, as a teacher, we should use the development of the vision to look at every student. Treat good students and poor students with equal vision and attitude, but also give more attention to poor students in the classroom, help them build up confidence, as soon as possible with the good students in the class.

2. Students should be taught according to their different characteristics and personalities

As teachers, we often find that many students are shy, and many students are cheerful and outgoing, we can not use a specific personality to ask students, each student is special and has its own color. We should teach students according to their different personalities and characteristics, improve their abilities, encourage them to better play their strengths according to their merits, and remind them to help each other and make up for each other. Only in this way can each student get a more comprehensive development.

3. Actively study each student's living environment and learning environment, respecting their family situation and personal privacy

Students are in the development, especially vocational education students are in adolescence, teachers treat him some attitude, may affect his life development. Many students may have difficult families or divorced families. Teachers should be good at research and discovery of these problems of students. They can find out the living and learning environment of each student through private research and investigation. Their family situation and personal privacy should be respected to help them grow more healthily in school.

4. Education modernization and technology

Liu Xiaozhen. (2020)The research of educational modernization is only 30 years old, so many problems are still under discussion, and the definition and main content of educational modernization have always been a phenomenon of mutual understanding. Huang Zhengjie, a scholar from Taiwan Province of China, believes that the so-called modernization of education literally refers to the meaning of making education move from tradition to modernity and keep pace with modern society. The hidden assumption of educational modernization is that education is not modern enough, that it is old and needs to be updated. Because the characteristics of modern society are liberalization, democratization, diversification, humanism, science and technology, localization. Internationalization and future, therefore, education modernization should be based on these characteristics as the direction of efforts. Yang Guoci, another scholar from Taiwan Province, believes that the modernization of education is to meet the needs of the country and society and produce many new

measures, so that education can play a positive catalytic role in the process of national construction, and then accelerate the progress of the country and the development of society.

Chinese mainland Scholar Feng Zengjun believes that several definitions should be made according to the different scope and models of education modernization: world education modernization, national education modernization, early modernization of endogenous education, and modernization of exogenous education. For example, national education modernization refers to how backward countries to change education, so as to achieve modernization, catch up with the process of developed countries, and focus on solving the problem of differences between different regions. Some scholars in China believe that the modernization of education is the realization of the "modernity" of education, this kind of which is the embodiment of the spirit of The Times, a kind of feelings, ideals and ultimate pursuit of education, such as "education should make all people get full and free development".

Other scholars believe that the modernization of education not only refers to the realization of educational modernity, but more importantly, it refers to the growing process of the modernity of education accompanied by the continuous changes of educational forms, such as the secularization and nationalization of education. Some people believe that the modernization of education is a part of social modernization, which is a process of educational activities to adapt to the various objective needs of the social transformation (change) period, and constantly change, innovate and improve the "hardware" and "software" at the same time.

He Chuanqi. (2019) The two documents "China's Education Modernization 2035" and "Implementation Plan for Accelerating Education Modernization (2018-2022)" have made systematic plans and arrangements for promoting education modernization in the future period, which is of strategic significance for accelerating the modernization of education and making education modernization a strategic support for the construction of a modern country.

Variable	Scholar								Score
	(US) Harvard School of Education (2023)	(US) Andrew Abbott (2023)	Wang Jinwei, Xu Yan(2023)	Shen Li (2022)	Zhu Yiming (2020)	Chu Hongqi (2021)	Xu Shiqiang (2020)	Rongchanghai (2019)	
Modernization of educational concept	√	√		√	√	√	√	√	7★
Modernization of curriculum structure and content	√	√	√	√	√	√	√	√	8★
Modernization of teaching methods and means	√	√	√	√	√	√	√	√	8★
Modernization of the evaluation system and quality assessment		√		√	√	√			4
Modernization of the educational management system	√		√		√	√	√		5
Modernization of educational infrastructure	√	√	√	√	√		√	√	7★
Modernization of the talent team	√	√	√		√		√		5
Modernization of international cooperation and exchanges	√			√		√		√	4

Table 5 Elements of educational modernization and technology

After in-depth research and analysis of the literature on educational modernization and technology, the researchers selected four basic elements that were used more frequently from the above elements, and determined the constituent elements of educational modernization and technology in the classroom management of teachers.

1. The concept of educational modernization

Du, Y.(2020)Educational modernization refers to the process of using advanced scientific means and methods to promote educational reform and development under the support of modern information technology. It includes the following aspects: 1. Education concept modernization: to renew the traditional thought, concept and theory; 2. Modernization of curriculum structure and content: make teaching content more suitable for students' needs; 3. Modernization of teaching methods and teaching means: to carry out classroom teaching activities in a way that is easier to be accepted and mastered; 4. Modernization of evaluation system and quality assessment: Measuring the level of teaching quality through systematic and rigorous testing and investigation; 5. Modernization of education management system: pay attention to rational allocation of education resources and build a coordinated organization and management system; 6. Education infrastructure modernization: establish and improve the corresponding information network service platform, and constantly improve the existing facilities and equipment to meet the needs of the information society; 7. Modernization of talent team construction: formulate and improve relevant policies and regulations to train high-quality teachers; 8. Modernization of international cooperation and exchange: Strengthen cultural exchanges with other countries and promote friendly exchanges between Chinese and foreign educational circles.

2. Three aspects of the main content

Ma Ling. (2017)The main contents of education modernization include three aspects: the construction of teachers, the reform of teaching contents and teaching methods. All these three work are to improve the quality of education in our country, and the teachers can get better development; The teaching content must be more scientific and reasonable to meet students' learning needs; We should be innovative in teaching methods and guide students through appropriate methods so that they can learn more efficiently. In addition, we should strengthen the construction of school infrastructure to provide good teaching conditions for teachers. In addition, it is necessary to establish and improve relevant systems to ensure the improvement of teaching quality.

3. Why modernize education

Liu Wenliang, Zhang Brother Wu, & Zhu Yin. (2021) Education modernization is a complex systematic Program, which needs to start from many aspects. Firstly, the rational allocation and use of educational resources should be realized; 2. Secondly, through the reform and innovation of traditional teaching methods and means, students' innovative ability and practical ability should be cultivated; 3. Finally, it is necessary to strengthen the construction of teachers, improve the teacher training system, and improve the overall quality of teachers. These three points are very important for the modernization of education. Only by taking the above factors into account can we work out a feasible strategic plan to realize the modernization of education.

Since the 21st century, economic globalization has brought about the globalization of talents, and the competition for talents has gradually evolved from a local phenomenon to a global hot spot. With the improvement of China's modernization level, the level of China's participation in international competition has gradually moved up and the stage has gradually broadened, and the talent competition between China and developed countries has gradually become an important aspect and frontier field of international relations. To train and bring up new forces for the construction of a modern country is a new task entrusted to education in the new era. China's educational modernization should take the education-developed countries as a reference, take the world's advanced level as a guide, and comprehensively promote the modernization of educational concepts, educational models, educational structures and educational systems. We will comprehensively promote the modernization of educational input, content, methods, output and evaluation, and comprehensively promote the equality of opportunities, processes and regions in education.

To comprehensively improve the quality of education is the top priority of education modernization, we must strive to achieve four major improvements in the quality of education development, and truly build a powerful country in education quality and talent quality.

1. The health and ability of students have been greatly improved.

Students are the first output of education, and the quality of students is the first benchmark of education quality. The quality of students not only depends on the

graduation rate and employment rate, but also depends on the comprehensive quality of students, especially the physical quality and adaptability.

Feng Lin. (2021) In recent years, China's students at all levels of some health indicators to meet the standard of the phenomenon of decline, the society is widely concerned about, the future must fundamentally reverse this adverse situation, improve the overall level of health quality of students.

2. The quality and status of teachers have been greatly improved. There can be no modernization of education without the modernization of teachers, and there can be no modernization of people.

Huang Yuanguo, & Chen Xueying. (2019) In recent years, the quality, ability and social status of teachers have become a hot topic in society. It is a challenge we must face to improve teachers' ability and status.

3. Innovation in higher education has greatly improved. Higher education undertakes the important task of training high-level specialized personnel, developing science, technology and culture, and promoting socialist modernization.

Wang Dimin. (2021) In 2017, China's gross enrollment rate of higher education reached 45.7%, exceeding the average level of middle - and high-income countries. But at the same time, there are still many shortcomings in China's higher education, such as the lack of students' innovation ability, the lack of interdisciplinary and interdisciplinary cooperation, and the low level of the modernization of higher education governance. Research universities should take it as a long-term task to improve the ability of knowledge innovation, technological innovation, cultural innovation and training innovative talents.

4. National education satisfaction has increased significantly. To ensure that the people are satisfied with education is not only the basic policy of education development, but also the evaluation index of education modernization.

Liu Kangwen. (2021) Education satisfaction includes the satisfaction of students and teachers, family and society, etc. We want to provide education that is satisfactory to the people and society, and to students and teachers.

Li Min, Liu Qian, & Xia Shishi. (2019) The concrete manifestation of educational modernization is: (1) Establish the concept of training modern people. (2) The level of educational development should be significantly improved. (3) Science

and technology should be popularized and deepened in education, and the content of education should be more scientific. (4) The informatization degree of educational means and methods is improved. (5) The educational and professional level of teachers is constantly improving, and the scientific research achievements of teachers are constantly emerging, getting rid of the shackles of traditional education. (6) The freedom and autonomy of students' learning will be greatly enhanced, and their personal aspirations and potentials will be greatly developed. (7) The educational system has been continuously innovated, and the educational structure has become more diversified. (8) Modern education is open, the opening of the school, the opening of the school to the society, the entry of education into the family, the exchange of international education and comparative research. Modern education is not only about the physical facilities and teachers of the school, but also about the learning styles of the students and the teaching methods of the teachers.

5. Teacher professional ethics

Lianzheng. (2021) At present, China is in the stage of comprehensive and rapid social transformation. The diversification trend of economic composition, employment mode and interest relationship in the social transition period has an important impact on the professional ethics of college teachers, causing some teachers' professional ethics to be abnormal, and seriously affecting and restricting the improvement of college education and teaching level. How to cope with the challenges of the social transformation to the construction of professional ethics of college teachers, and how to build a team of teachers with exquisite business and noble ethics, is a problem that higher education must solve under the new situation.

Du Fangling. (2017) As an advanced stage of education, higher education must put forward higher requirements on the cultivation of professional ethics: students' learning results are proportional to teachers' dedication; With the development of society need to improve their professional skills; Improve the sense of responsibility, establish a more harmonious relationship between teachers and students. "A teacher has a hundred lines, and virtue is the first." Teachers' ethics is the source of teachers' life and the foundation of their career. Only by strengthening the cultivation of teachers' ethics and continuously improving the level of teachers' ethics can college teachers be worthy of this glorious and sacred profession. Only by

vigorously advocating the cultivation of teachers' ethics and casting the spirit of teachers in The Times, can we forge a team of college teachers who are excellent in thought, noble in character, good at teaching and diligent in educating people.

Variable \ Scholar	B.A. Suhomlinsky(2021)	(US) Jenny Grant Rankin (2020)	(US)Ken Bain (2014)	Wang Shuqin (2023)	Ministry of Education (2021)	Ge Mingrong Li Chao (2022)	Qian Huanqi (2020)	Lei Ming, Wang Yan, Yang Danfeng (2022)	Score
Patriotic and law-abiding	√	√	√	√	√	√	√	√	8★
Love one's job and be dedicated to one's work	√	√	√	√	√	√	√	√	8★
Lifelong learning	√	√	√	√	√	√	√	√	8★
Care for students	√	√	√	√	√	√	√	√	8★
Teach and educate	√	√	√	√	√	√	√	√	8★
Set a good example for others	√	√	√	√	√	√	√	√	8★
Honesty and self-discipline	√	√	√		√	√	√	√	7
Fair and honest	√		√	√	√	√	√	√	7
Selfless dedication	√	√	√	√		√	√	√	7
Enhance academic	√	√		√	√	√	√	√	7

Table 6 Elements of teacher professional ethics

After in-depth research and analysis of the literature on teacher professional ethics, the researchers selected six basic elements that were used more frequently from the above elements, and determined the constituent elements of teacher professional ethics.

1. Problems faced by the construction of professional ethics of college teachers in the social transition period

Wang Changming, & Bao Weixin. (2021) Work ethics is a kind of social consciousness. Consciousness can make people draw out concepts, thoughts, plans from the objective reality to guide their behavior, so that the behavior has purpose, direction and foresight. With the deepening of the reform of higher education system in the social transition period, the connection between colleges and society is getting closer and closer, and teachers have more and more opportunities and ways to participate in social practice. Under the influence of various environmental factors, teachers in colleges and universities appear to have different degrees of teacher ethics anomies.

1.1 Lack of professionalism, low professional identity

Loving education is one of the basic principles of teacher ethics. The responsibility of teachers determines the hardship and nobility of teachers' work, which requires those who are engaged in the profession of teachers to have a correct understanding of education and set up a noble ambition to devote themselves to the cause of education. However, under the impact of the tide of market economy, teachers' values and views of benefits are also quietly changing.

1.2 Lack of education concept, teacher consciousness is weak

It is the traditional virtue of the Chinese nation to respect teachers and pay attention to education. Being a teacher and teaching are the most basic duties of teachers, and also the core of teachers' professional ethics. Teaching and educating people are an integral and inseparable whole. However, a few teachers completely split teaching and educating people, only pay attention to "teaching" and do not take the initiative to "educate people".

1.3 Eager for quick success, lack of collaborative spirit

Some teachers' values and outlook on life have been deviated, lack of dedication to education and dedication to education, and the spirit of selfless dedication and hard work has diminished. Some teachers lack the spirit of unity and cooperation, only pay attention to the realization of self-value, advocating personal struggle, and colleagues can not actively cooperate and learn from each other, which directly affects the development of teaching and scientific research. In addition, due to the special nature of teachers' work, college teachers have strong independence, which

makes the decentralized phenomenon of "each fighting for himself" in the education of students, and it is difficult to form an effective educational force.

2. Discussion on the causes of professional ethics anomie of college teachers

Li Yi. (2022) Man is the sum total of social relations. People's ideas and consciousness change with the change of people's social existence. The reasons for the lack of professional ethics of college teachers in the social transition period must be analyzed from the background of the rapid changes in the current society, we should see both the subjective reasons and the objective environmental constraints.

2.1 The change of social environment restricts the construction of professional ethics of college teachers

The transformation of society is affecting the formation and development of teachers' professional ethics more and more, and it also brings many problems to the construction of college teachers' professional ethics. Firstly, the thoughts of hedonism, money worship and personal interests lead to the decline of teachers' professional ethics and professional behavior anomie; Second, in the social transition period, people's ideas and ways of thinking have undergone great changes, causing people to have all kinds of confusion and confusion. Colleges and universities are an important part of the society, and the construction of professional ethics of college teachers is bound to be restricted by the social development.

2.2 The absence of school management affects the development of professional ethics of college teachers

With the development of society, colleges and universities generally pay attention to strengthening management in the increasingly fierce competition in education, and constantly improve the quality and efficiency of running schools. While colleges and universities pay attention to expanding the scale of schools and improving hardware facilities, they ignore the human factor, ignore the promotion of teachers' professional ethics, and ignore the spiritual realm of teachers. The inadequacy of school management has become a direct factor affecting the construction of teachers' ethics in colleges and universities. In recent years, the state and education administrative departments have issued a lot of laws and regulations on the construction of teacher professional ethics, but the implementation of colleges and

universities is very insufficient, there is no strict and effective teacher professional ethics evaluation, assessment, incentive and restraint mechanism, and there is a lack of specific systems and measures.

2.3 Influence of teachers' own factors on professional ethics of college teachers

The key to the formation of good teachers' professional ethics is that teachers can consciously internalize the requirements of professional ethics. Therefore, the quality of teachers themselves is the internal cause affecting the construction of teachers' professional ethics in colleges and universities. In recent years, although the economic treatment and social status of teachers have been improved, the degree of social respect of education profession has not reached the due height, and there is a big gap with other industries. The burden and pressure teachers themselves face makes them ignore the improvement of professional ethics, which inevitably affects their pursuit of career and strengthening of professional ethics construction.

3. Establish a long-term mechanism for the construction of professional ethics for college teachers

Sun Chunxia, & Zhang Meng. (2017) Teacher ethics construction is a systematic Program. In order to effectively carry out professional ethics education of college teachers and enhance the effectiveness and pertinence of teacher ethics construction in colleges and universities, efforts should be made to improve teacher ethics construction and improve teachers' learning and training mechanism, reward and restraint mechanism, evaluation and supervision mechanism, self-discipline mechanism and collaborative participation mechanism that encourage the internalization of teacher ethics. To form a long-term mechanism for the construction of professional ethics of college teachers.

3.1 Improve the learning and training mechanism of college teachers' professional ethics construction

Strengthening the education and training of teachers' professional ethics and actively carrying out teachers' professional ideal education are the premise and basis for improving teachers' professional ethics. First, it is necessary to organically combine the continuing education of teachers with the cultivation of teacher ethics, promote the majority of teachers to constantly learn modern educational technology and modern educational methods, improve teachers'

vocational skills and professional quality, and adhere to the teacher ethics cultivation education system that combines pre-job training and vocational retraining. The second is to formulate clear training programs and plans, integrate teacher ethics training into the planning of teacher construction, and strengthen the education of all teachers with teachers' moral quality, professional ethics, ideological concepts and professional spirit as the core content. Integrate teacher ethics education into the daily work of colleges and universities; Encourage teachers to take the initiative to improve moral cultivation, consciously strengthen the study of professional ethics, consciously regulate their own education and teaching behavior.

3.2 Forming a joint participation mechanism for the professional ethics construction of college teachers

The construction of teachers' ethics is a systematic Program. Only by forming a joint force mechanism of all forces' joint management and collaborative participation can it provide a solid guarantee for the construction of professional ethics of college teachers. First, make full use of modern technology and information resources. Build a platform for students to evaluate teachers' ethics and for teachers to evaluate each other, and urge teachers to improve their moral cultivation and update their ideas. The second is to give full play to the exemplary leading and educational role of excellent teachers in the construction of teacher ethics, and guide and educate the majority of teachers to consciously strengthen their professional ethics. The third is to set up a steering group for the construction of teachers' ethics, which is composed of retired teachers, in-service teachers, and functional departments of the school, etc., to effectively understand the work, life and ideological status of teachers and staff, and to combine the solution of teachers' practical difficulties with the construction of teachers' ethics.

3.3 Construct the internalization mechanism of the professional ethics construction of college teachers

To improve the level of teachers' ethics and strengthen the construction of teachers' ethics, the key lies in the establishment of teachers' self-conscious internalization mechanism. Whether it is evaluation, reward and punishment, or learning and training, the purpose is for teachers to consciously transform the professional ethics agreed by the society into their own professional code of conduct,

and internalize various external constraints and requirements into their own consciousness of moral cultivation. It is the ultimate goal and the highest state of the construction of teachers' ethics to establish a self-conscious internalization mechanism so that teachers in colleges and universities can consciously unite the fulfillment of professional ethics standards with the satisfaction of social needs.

Peng Huimin. (2020) In fact, the professional ethics of teachers is the code of conduct and moral norms that teachers need to abide by when they are engaged in the education industry and the responsibility of teaching and educating people. Teacher ethics cultivation refers to the gradual formation of some of the moral norms we mentioned in the teacher's own cultivation, and then become an important part of the leading role in teacher literacy. As a teacher, only by strictly regulating themselves, educating and influencing students with pure soul and noble quality, can we cultivate the next generation with good personality quality.

Danqun Huang. (2019) As the saying goes, "A first-class university must have first-class teachers' ethics and style." Colleges and universities should pay full attention to the construction of teachers' professional ethics and establish the idea that teachers' ethics is a resource for education management. In school management, they should strengthen the construction of teachers' professional ethics and improve the level of teachers' professional ethics, which is not only a means of school education management but also an important management goal, so as to boost the spirit and humanistic style of the school. Strengthen the driving force and competitiveness of school reform and development.

Liu Shonan, (2020) Strengthening the construction of college teachers' ethics and style not only improves their own level, but also directly affects the realization of teaching management objectives. Only from the strategic height of school development, facing up to and attaching importance to the problem of teachers' ethics and style, enhancing the sense of urgency and responsibility of work, can we achieve the sustainable development of the school in the great practice of providing strong spiritual strength, laying a solid ideological foundation and creating a new cultural accumulation.

Program

Caupin,(2006)A "Program" usually refers to a clearly defined goal, consisting of a group of related programs and activities aimed at achieving some specific goal or objective. In management and organization, "program" is often used to describe a large, complex Program or a collection of related Programs that work together to achieve a broader goal.

1. What is a Program plan

A Program plan is a detailed schedule whose purpose is to organize tasks, resources, and deadlines in the best order to ensure that the Program can be completed on time.

This plan is developed during the planning phase of the Program and mainly includes the following parts:

1.1 Program Timeline: Specify the start and end dates of the Program, as well as key milestones.

1.2 Work required to complete Program deliverables: List all tasks and activities that need to be completed in order to complete the Program.

1.3 Costs, resources, and dependencies associated with each task: Detail the budget required to complete each task, the resources required, and dependencies with other tasks.

1.4 Team members responsible for each task: Designate the person or team responsible for each task and ensure that there is a clear person responsible for each task.

2. What is included in the Program plan

The Program plan is the key document created during the Program planning phase that specifies the Program's plan plan, plan baseline, deliverables, and requirements. The purpose of this plan is to guide the Program team throughout the Program execution phase.

During the Program execution phase, the planned baseline in the Program plan will be used to compare the actual Program progress to ensure that the Program is on schedule. When creating a Program plan, you need to include the following:

2.1 Deliverables: The specific results or services to be delivered by the Program.

2.2 Tasks: Specific activities that need to be performed in order to complete the deliverables.

2.3 Task start and end dates: Specific dates on which each task is expected to start and finish.

2.4 Task Dependencies: Interrelationships between tasks, indicating that one task must be started or completed before another task can be started or completed.

2.5 Program Calendar: A calendar showing the schedule of the Program.

2.6 Work Package: A way of grouping tasks, usually according to the nature or phase of the work.

2.7 Task duration and Program timeline: how long each task is expected to take, as well as the overall Program timeline.

2.8 Budget: The financial plan of the Program, including all Programed revenues and expenditures.

2.9 Resource Availability: The availability of personnel, equipment, and materials required for the Program.

2.10 Program Risk analysis: An assessment of potential risks that may affect the Program plan.

3. Program planning steps

In the process of making scheduling plan, various Program scheduling techniques and Program planning tools need to be used. In addition, each Program has its own unique variables such as resources, schedules, scope considerations, etc. that need to be taken into account in the scheduling management plan.

Program management software can be used to integrate plans into other Program management tools, such as Gantt charts, dashboards, and reports to monitor Program progress, and Kanban to manage workflow.

Here are the steps to create a Program plan:

3.1 Create a schedule for your Program.

3.2 Define who is fully committed to scheduling.

3.3 Identify the start and end dates for Program activities and tasks.

3.4 Figure out the dependencies between tasks.

3.5 Create a Program calendar by placing activities and tasks in chronological order.

3.6 Estimate resource requirements and availability of resources.

3.7 Determine the duration of activities and tasks.

3.8 Build the Program plan.

3.9 Monitor and control plans throughout the Program lifecycle.

4. Create a Program plan

Program scheduling is a key activity during the planning phase of the Program life cycle. When you start to create a plan for your Program, you first need to ask yourself four basic questions:

4.1 What Needs to be done?

4.2 When do these tasks need to be completed?

4.3 Who will be responsible for these tasks?

4.4 Where will the work be carried out?

The answers to these four questions will have a major impact on the rest of your Program plan. You will use this information to schedule start and end dates for work, establish connections between activities, set the duration of activities, create Program milestones, and manage Program resources.

Follow these steps to create a Program plan:

A. Create Program scope

During the initial planning phase of a Program, you need to create a Program scope statement. This is a detailed document that contains important information about the Program's specific goals, deliverables, features, budget, and more. All the tasks needed to successfully complete the Program should be listed here, which requires you to fully understand the needs of the stakeholders.

CAI Zhiqing.(2020)When organizing your task list, you need to be very careful to make sure you don't miss anything. You can use a work breakdown structure (WBS) to organize these activities and put them in order of completion. Understanding the dependencies between tasks and the order in which they are executed is critical to program management.

For example, below is the item scope document we created in the PingCode knowledge base, which can not only be viewed at any time, unified version, but also for fine permission control.

B. Determine the order of tasks

Tasks are small steps leading to the final deliverable, and determining the order in which these tasks should be performed is critical before diving into the Program. Often the start or completion of one task depends on another. You don't want to be halfway through a task only to realize you can't complete it because there are other unfinished tasks.

C. Group tasks

Once you've collected all the tasks and put them in the right order, you should take the opportunity to categorize the tasks and rank them in order of importance. You need to know which tasks are critical to the success of the Program and must be done first, and which tasks are less important and can be done later when there is time, and you can use the priority matrix to aid in this process.

Then, you should break down your tasks into milestones based on the five phases of the Program - launch, plan, execute, monitor, and close. Organizing your tasks with milestones makes it easier to track progress and gives your team a sense of accomplishment, which helps boost team morale and productivity.

D. Link task dependencies

Some Program tasks can be done at the same time, but some tasks need to wait for other tasks to start or finish before they can be done. The dependencies between these tasks must be clearly marked out in the plan so that you can be aware of them and deal with them properly, otherwise your Program may be held up by bottlenecks or team blockages.

E. Find the critical path

The critical path is a scheduling method used to identify tasks that are critical to the success of a Program. This approach can help you make informed decisions about what tasks must be done and what tasks can be ignored within time and cost constraints. This approach is often used to conduct a program risk analysis. Using software that helps you find the critical path can make this step much easier.

F. Allocate resources

Resource management and Program scheduling are closely related. Each task in your plan should have resources and costs associated with it. Tasks don't complete automatically, and if you don't map the availability of resources to each task, the Program can go significantly over budget. By tying resources to tasks, you can plan your team's time more accurately and ensure that their workloads are balanced.

5. Manage the Program plan in the execution phase

After you've pulled the pieces of your Program plan together, the last thing you want to do is manually enter them into a static spreadsheet document like Google Sheets or Microsoft Excel. Planning tools can help you automate much of this process.

Whitaker, T. (2020) There are some Program scheduling tools on the market that are suitable for simple scheduling tasks, but when you are responsible for a Program, regardless of its size, you need a tool that can adapt to the variety of scheduling issues you need to track.

6. Best practices for Program scheduling process

To make sure the Program stays on schedule and stays within budget, you need a good plan. This means that you need to create a plan that is both reliable and meets the requirements of the Program. To ensure that your plan is optimal, you should follow the following best practices:

6.1 Collect Program tasks comprehensively

Make sure you don't miss any critical tasks and that each task is considered and put in place to complete the Program on time. The work breakdown structure is a great tool to ensure that you capture each step to the deliverable.

6.2 Stay Realistic

When developing a Program plan, it is important to set a reasonable duration for the task. In the early stages of a Program, you need to know your resources and your team's ability to get the job done. The more you do this, the fewer problems you'll have when you get started. Using Program management tools and techniques, such as the critical path method or PERT chart, can help you estimate time more accurately.

6.3 Build some floating time into your schedule

Floating is the period of time that a task can be extended without negatively impacting the final deliverable. Make sure you have a certain amount of wiggle room in your plan to provide the flexibility you need when changes occur. However, too much floating can indicate a problem in your plan.

6.4 Evaluating critical Paths continuously

The critical path approach can help you identify which tasks are critical to reaching the final deliverable and which tasks can be put on hold when time and cost become an issue. The critical path may change during the execution of the Program, so you need to go back and check it periodically.

6.5 Tracking Program scope

It is inevitable that things will change in a Program. However, it would be irresponsible not to respond to these changes. You need to monitor the scope of the Program and adjust tasks and plans to keep the Program on track. Notice how scope changes affect your Program timeline, and if changes prevent you from reaching your goal for the final deliverable.

7. Program plan and Program schedule

We need to clarify two related but distinct concepts: the Program plan and the Program schedule. A Program plan is a larger, more macro picture that focuses on how to manage the entire Program. The Program schedule, on the other hand, focuses on the details of completing specific tasks in the Program.

Wolff, C. E., Jarodzka, H., & Boshuizen, H. P. (2021) The Program plan provides an overview of how to manage the overall Program, and it is developed in the first place. The Program schedule is usually part of the Program plan and can only be created after the main contents of the Program have been outlined in the Program plan. Once the Program plan is approved, a specific schedule can be added, including specific dates, task duration, assigned tasks and resources, and so on.

A Program schedule consists of specific tasks and due dates for each task. It is a timeline of the Program, indicating when tasks will be started and completed. The schedule is usually estimated based on historical data and experience, it is fluid and will change throughout the course of the Program. The Program plan, on the other hand, is relatively stable. It defines the goals, scope, resources required,

costs, etc. of the Program. Only after these are determined can the schedule be developed.

Usanov Fayzulla Burkhanovich, J. (2020) Another difference between a Program plan and a schedule is that a Program plan does not necessarily require the use of Program management tools, as it is mostly a series of documents that you can create using word processing software. However, Program schedules usually run on Program management software tools with features such as Gantt charts.

8. Program terminology

8.1 Program Scheduling: Program scheduling is a part of the Program management process that involves creating and managing schedules to organize Program tasks, deliverables, and milestones on a timeline. The Program schedule defines the duration, start, and end dates of activities and is used by Program managers for resource management, task management, and team management purposes.

8.2 Schedule: A schedule plan or schedule management plan is a part of the Program plan that defines how the schedule will be developed, monitored, and controlled. It also establishes scheduling methods and scheduling tools for developing Program schedules. The complexity of the schedule depends on the Program. A schedule is also known as a schedule management plan.

8.3 Schedule baseline: The schedule baseline is the approved version of the Program schedule in the schedule plan. Once the Program execution phase begins, the actual start and end dates of the task are compared to the dates identified in the schedule baseline to measure performance and keep the Program on schedule. The Program schedule may differ from the schedule baseline because it changes as the Program progresses.

8.4 Schedule Performance Index: The Schedule Performance Index is part of earned value management and is a measure that lets you know if you are on schedule or behind schedule.

8.5 Schedule Variance: Schedule Variance (SV) measures whether a Program is on schedule by calculating the difference between actual progress and forecast.

8.6 Resource Schedule: This includes considering resource availability and capacity planning when making a schedule. This means planning tasks on a timeline based on the resources and constraints associated with each task.

8.7 Program Calendar: The Program calendar identifies the working days and work hours that can be used to schedule tasks. It allows Program managers to make scheduling management decisions based on the time available on the calendar. The Program calendar is part of the schedule.

8.8 Schedule compression: Schedule compression is a Program scheduling technique that shortens the duration of a Program schedule by speeding up the execution of critical path activities by adding more resources, such as team members or equipment. The goal is to reduce the duration of the schedule without affecting the scope of the Program.

8.9 Priority Matrix: A priority matrix is a time management tool that allows Program managers to prioritize tasks by evaluating the impacts and efforts associated with them. It is similar in structure to the Eisenhower Matrix, but the scales and quadrants of the priority matrix are designed for Program management.

8.10 Inverted Schedule: An inverted schedule is a Program scheduling technique that allows the Program manager to break down the Program lifecycle by reverse-analyzing its timeline. Similar to reverse engineering, this process allows them to understand the phases, tasks, deliverables, and milestones of the Program from different perspectives.

Wang Xue & Liu Yan. (2021) The Program goal is the core and soul of the Program, whether the Program can be successful, first of all depends on the Program goal set reasonable or not, the goal must have a clear output, hardware or software; It needs to be quantifiable, agreed with the Program stakeholders (especially key stakeholders) before the goal is established, and the goal must be attainable and finally achieved within a certain time frame.

Chen Jing. (2016) The goal is the effect, the task is the cause, only staring at the "effect" is useless, we must work hard from the "cause". We do not rush to make the Program plan, think that can be once and for all, the Program plan is a gradual improvement, segmentation clear process, in addition, in the implementation of the plan in the process of the need to dynamically adjust the plan is an inevitable

phenomenon, always bear in mind that the realization of the Program goal is our purpose, the plan is only a means, the means should be flexible.

70-20-10 model for learning and development

The 70-20-10 rule states that in the learning and development process, an individual's growth depends primarily on three factors: 70% experiential learning, 20% coaching and coaching, and 10% formal learning.

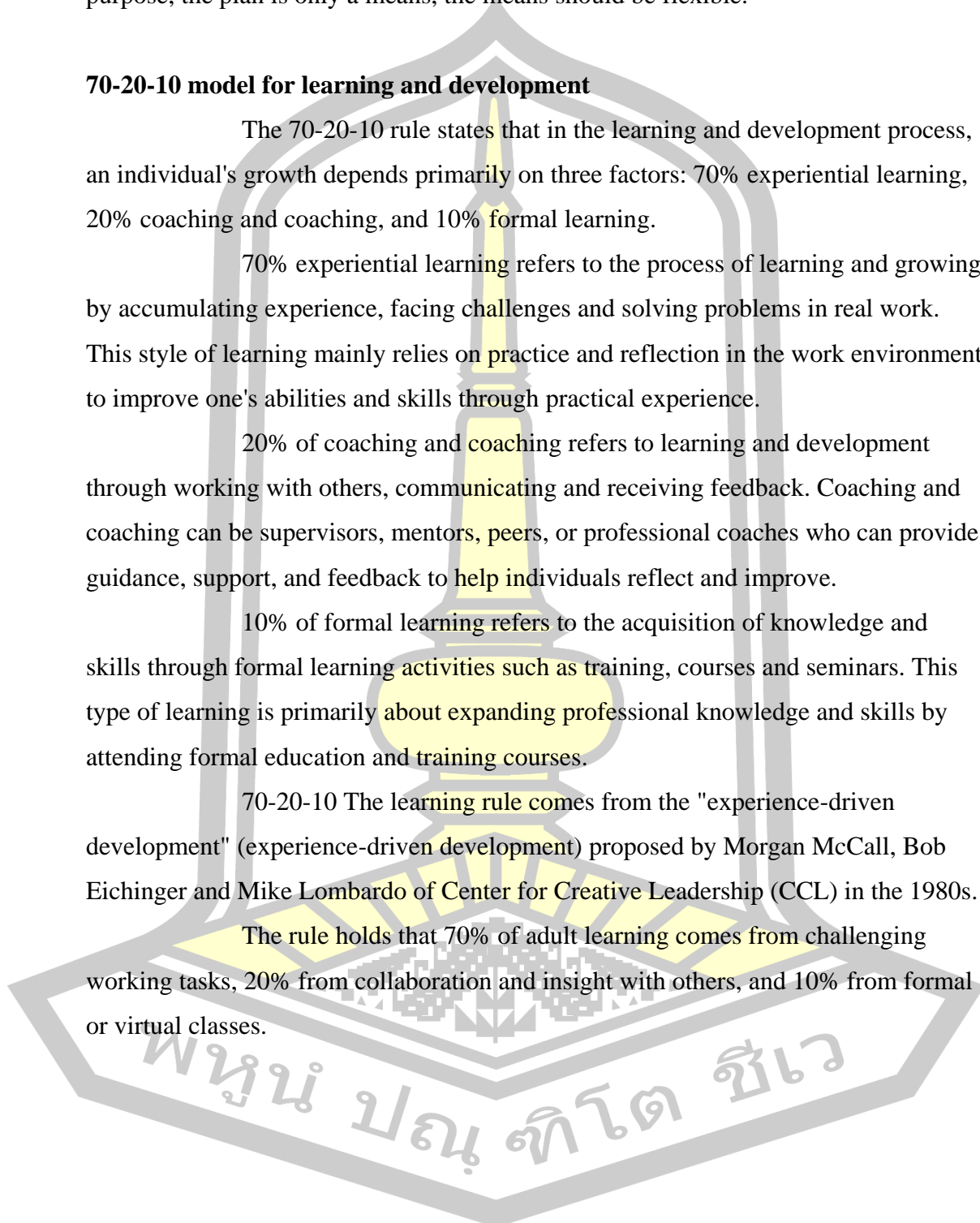
70% experiential learning refers to the process of learning and growing by accumulating experience, facing challenges and solving problems in real work. This style of learning mainly relies on practice and reflection in the work environment to improve one's abilities and skills through practical experience.

20% of coaching and coaching refers to learning and development through working with others, communicating and receiving feedback. Coaching and coaching can be supervisors, mentors, peers, or professional coaches who can provide guidance, support, and feedback to help individuals reflect and improve.

10% of formal learning refers to the acquisition of knowledge and skills through formal learning activities such as training, courses and seminars. This type of learning is primarily about expanding professional knowledge and skills by attending formal education and training courses.

70-20-10 The learning rule comes from the "experience-driven development" (experience-driven development) proposed by Morgan McCall, Bob Eichinger and Mike Lombardo of Center for Creative Leadership (CCL) in the 1980s.

The rule holds that 70% of adult learning comes from challenging working tasks, 20% from collaboration and insight with others, and 10% from formal or virtual classes.



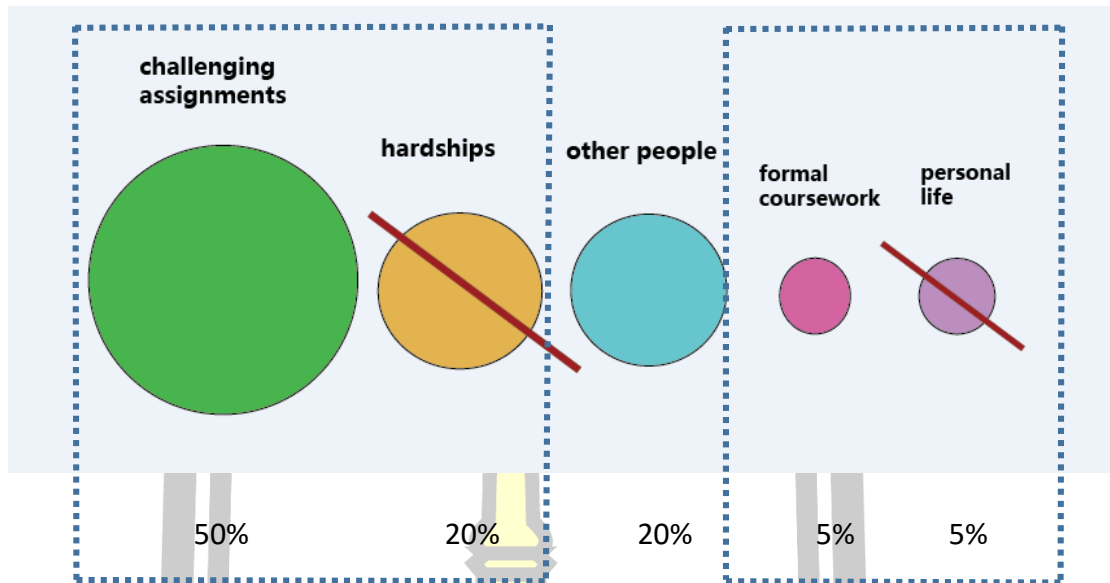


Figure 6 70-20-10 The original model
(Huang Qindong.2019)

As is shown in the picture above, "challenging tasks" accounted for less than 50%, "other people" and "hardships" accounted for 20% each, and finally, "formal courses" and "personal life" accounted for 5% each.

In fact, the creator of the 70-20-10 Rule started with "dilemmas" and "personal lives." But they chose to "cross out" these two items because these are the parts of organizational development that are difficult to control or do not want to touch.

Huang Qindong.(2019)Lessons can be copied, tutors can be distributed, but who can reach people's "dilemmas"? More importantly, who is willing to make the effort? After crossing out these two "unappealing" development blocks, the creators performed some simple recalculations and assignments. It became what we see today as the "70-20-10 rule."

The "70-20-10 rule" was born in the late 1980s. At that time, the information revolution was in full swing and everything was booming. If a business is booming, why should it care about "personal woes"? Similarly, the workplace is not considered a place to discuss personal lives.

In this context, Eichinger and Lombardo are not wrong. Today, however, the world we live in has changed.

The boundaries between work and life or home are becoming increasingly blurred. According to a recent study by CCL, a good work-life balance is one of the most important factors for a new generation of employees to accept or follow an organization. By failing to help employees explore leadership experiences in their personal lives, organizations will not only lose one of the most important drivers of development, but will also hurt a part of the work experience that employees consider most important.

As for "distress," the daily news of layoffs, budget cuts, mergers and acquisitions, executive scandals, and organizational changes has forced employees in many organizations to prepare for adversity.

Ignoring personal difficulties in favor of challenging tasks or courses can have a significant negative impact on employees. In fact, asking employees to ignore stress and psychological distress can sap almost all focus and morale.

The 70-20-10 rule emphasizes the importance of experiential learning at work and mentoring and coaching, which are more direct, practical, and better able to help individuals improve their abilities and performance than traditional formal learning.

70% through "experience", through daily tasks, challenges and practices.

20% are "tutored," learning through instruction, in person or online.

10% comes from "classrooms," formal learning that includes training.

Although the name of the model is 70:20:10, it is not meant to follow some successful formula exactly, but to refer to the proportion of weights in each way. The aim of the model is to encourage leaders and their team members to view learning and development as a core part of their daily roles, rather than an optional add-on.

At the same time, 70:20:10 does not mean that organizations should abandon their formal training programs. Instead, they can be redesigned so that employees achieve their development goals in a variety of ways, with the help of managers and colleagues.

According to leadership and change consultant Nigel Paine, organizations that want to use 70:20:10 properly need to shift their mindset. For example, as a manager, you need to encourage a new set of learning and development activities in your team and incorporate them into formal training. In the busy business life, this is easy to overlook!

So what would 70:20:10 look like in the workplace? Experience - 70% Keep in mind that 70% of team members' learning comes through hands-on experience or "doing" at work. Therefore, it is necessary to consider the type of tasks assigned to employees, the level of difficulty, as well as deadlines and quality standards.

Ji Yina. (2017) For example, tasks may be many and trivial, but, when combined, it teaches team members the set of skills needed to deliver a complete process. Coaching - 20% of learning through coaching or socializing may come from set tasks, or new Programs.

CAI Zhiqing. (2020) For example, a team member may be struggling with a task, he may simply not have mastered key skills, keep making mistakes, or fail to see how the task relates to the goal. Therefore, you can ask him to provide support and assistance to more experienced colleagues in order to experience the meaning and effects of the task for themselves. Alternatively, you can recommend an online forum or on-demand learning resource for him to sign up for so that he can solve problems independently. You may use questioning and coaching techniques to help him find answers for himself. A new task may become a stepping stone to the original task. Sometimes, nothing is more effective than formal training from a professional trainer, whether it's hard skills like using new computer software or soft skills like communication. This means taking time away from the workplace to concentrate on your studies.

Jiang Yulian. (2017) Classroom training is essential, for example, if team members need to meet legal or industry-mandated standards. As the boss, you have three roles in this 10% training :1. Provide training to your employees 2. Prepare team members to take full advantage of the value of the training 3. Reinforce and apply the new knowledge and skills learned when employees return to work. If an employee is worried about the impact of his absence from daily work on his workload

and that of his teammates, it will be difficult for him to focus on his studies. So be sure to encourage the team to plan for the absence of participants and help them understand the importance of the training so they don't feel resentful.

If he takes the course without talking to you about what he needs to get out of it, help him understand the benefits of the training for the broader purpose.

When an employee returns from training, don't let him fall back into old habits, but challenge him to apply what he has learned to the role and share it with his colleagues. Work with him to discuss any issues raised by the training, such as the need for new equipment, procedures, or communication with other teams, and involve the entire team in any changes.

70:20:10 advantage Learning on the job used to be seen as inefficient because it would prevent team members from being more productive when they were being trained. Another risk is that some middle-of-the-road colleague will teach them how to "weather the storm" in an average way, rather than showing how to excel.

Peng Huimin. (2020) In contrast, today's connected technologies and increasingly collaborative workplaces mean that it is possible to do your own job while learning high standards. The Internet makes it easy to access experts and high-quality content from around the world. Organizations increasingly trust their employees and encourage them to share their skills with each other, even across team and departmental boundaries. So instead of having to remember a lot of job-related information, you just need to know where to find it when you need it. Sources of knowledge may be your team members, colleagues, managers, your organization's Intranet or learning management system, third-party on-demand services, or even social media. As a result, learning can take place at any time, anywhere and under the guidance of anyone, rather than at a fixed time, away from the workplace and only through official "trainers".

The 70:20:10 learning model builds agile teams and organizations. Learning will become a habit, not an afterthought. People are more likely to seek out any knowledge or skill that will help them do their job better than they are to resist or fear change.

Organizations can easily misunderstand the 70:20:10 model and reduce their investment in learning and development, thinking that learning will happen naturally. And team members may see learning on the job as a cheap option and treat it negatively, so processes need to be evaluated effectively to build trust.

In this model, be sure to encourage team members to share with you what knowledge and skills they want to develop and how. You need to put more time and thought into coaching your team members. Someone may need to develop their skills instead of using "powerpoint" to train.

Mao Yanxia. (2022) Learning is about change, and change can be difficult, so be sure to encourage and support any examples of learning you see in your team. Invite team members to share their observations, ideas, and successes. Celebrate daily accomplishments and consider a formal reward program.

The 70:20:10 model tells us that effective learning can happen anywhere, anytime, with anyone's guidance, and that we need multiple ways for people to learn in the best way: experiences, tutoring, and training. Ideally, 90% of team members' learning time is based on work experience and in-person tutoring. Set them tasks and challenges tailored to their individual needs, which will lead to useful results for the team and the organization. 2. Match learners with more experts and experienced people. 3. As a manager, spend a lot of time mentoring your team members. 4. Work with the Learning and Development sector to recommend the most appropriate online resources for "self-directed" learning. Team members are encouraged to access learning when needed in the way that works best for them, while adhering to organizational rules.

Che Lina, & Xu Jicun. (2019) But 10 percent of the time, training away from the workplace is appropriate and can help the entire team through quality sessions and follow-up. Above all, a mindset of continuous learning and development is encouraged in the team, with support and rewards. Encourage and create a culture of continuous learning.

Professional development of teachers in vocational colleges in Chinese context

Hu Jinwen, (2023). In January 2019, The State Council issued the "National Vocational Education Reform Implementation Plan", the beginning of which clearly pointed out that "vocational education and general education are two different types of education and have the same important status", officially determining that vocational education is a separate type of education in China's education system. Since the "13th Five-Year Plan", under the great attention, continuous attention and active promotion of the Party and the government, the reform and development of China's higher vocational education has achieved remarkable results, and various laws and regulations related to vocational education have been promulgated one after another. By 2021, there will be 1,486 higher vocational schools. Vocational undergraduate enrollment of 41,400; Higher vocational and junior colleges enrolled 5.525,800 students. 129,300 vocational undergraduates; Higher vocational (junior college) students 15.910 million (Daily Finance, 2022). On July 6, 2023, Chinese Minister of Education Huai Jinpeng said that China has built the largest vocational education system in the world

From 2015 to 2021, the gross enrollment rate of China's higher education will increase from 40 percent to 56 percent. At the same time, the total size of higher education in China has continued to grow. Statistics show that the total number of higher education students in 2020 will reach 41.83 million, an increase of 4.5% over the previous year; In 2021, the total number of higher education students in China will reach 44.3 million, an increase of 5.9% over the previous year. However, from the perspective of talent training structure, compared with the more developed vocational education system in the United States and Germany, China's higher education schools send more research-oriented talents, the supply of applied talents is insufficient, and the imbalance of talent training structure is serious. Data show that at this stage, China, Germany and the United States accounted for 44.4%, 54.7% and 67.6% of applied talents, respectively. [Data source: China's vocational education industry development status analysis and future prospect research report (2023-2030)] As shown in Figure 7:

Comparison of the structure of higher education personnel training in China, Germany and the United States

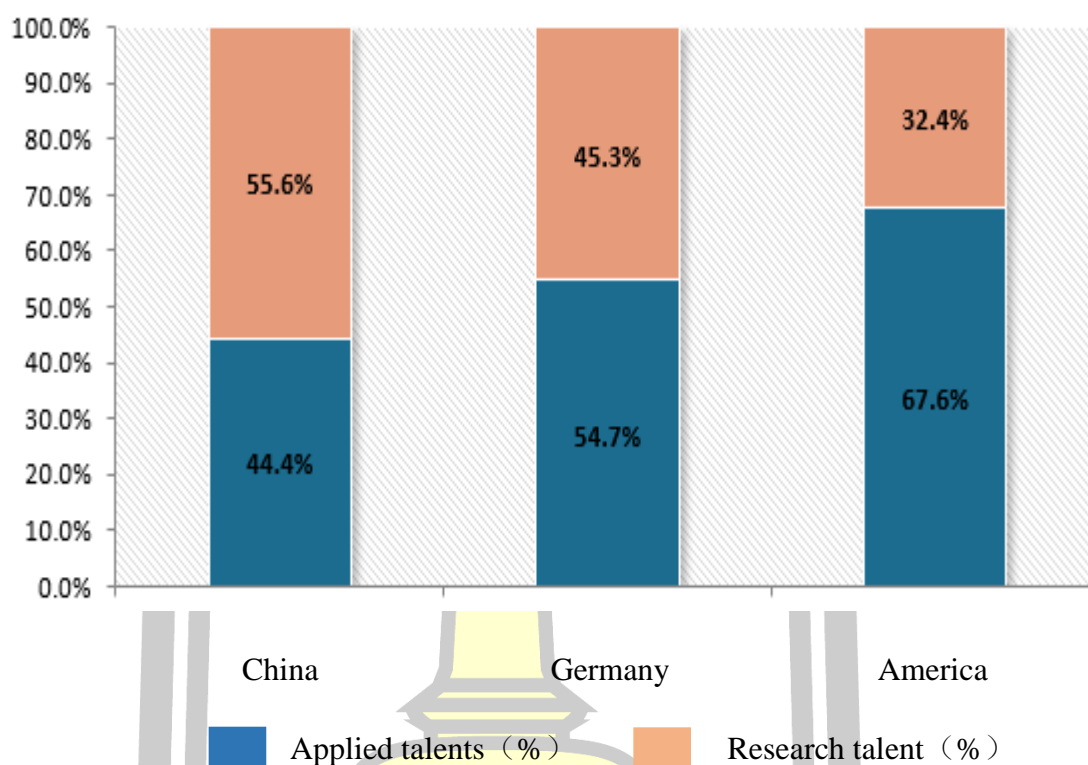


Figure 7 Comparison of the structure of higher education personnel training in China, Germany and the United States

In order to solve the problem of mismatch between talent supply and demand, the Chinese government has successively issued relevant policies to promote the development of vocational education. At present, the main policy directions of China's vocational education include vocational education reform and the promotion of non-academic vocational education and training. Among them, the Opinions on Promoting the High-quality Development of Modern Vocational Education jointly issued by the Central Government Office and the State Government Office on October 12, 2021 is a key node in the development of China's vocational education. The vocational education reform proposes that by 2025, the enrollment scale of vocational undergraduate education will not be less than 10% of the enrollment scale of higher vocational education. Under the guidance of the policy, the proportion of undergraduate and vocational college students in China will continue to improve.

[Data source: China's vocational education industry development status analysis and future prospects Research report (2023-2030)] The relevant policies are shown in Table7:

Time	Policy	Content
2019.1	Implementation Plan for National Vocational Education Reform	By 2022, a large number of regular undergraduate institutions of higher learning will transform into application-oriented institutions, and 50 high-level higher vocational schools and 150 key specialties (groups) will be built.
		Launch "Academic Certificate + Several vocational Skill level Certificates"
		1+X system pilot work
		Maintain the general education vocational ratio at the senior high school level
		By 2020, 300 demonstration vocational education groups (alliances) will be established. We will encourage the development of joint-stock and mixed ownership vocational colleges and vocational training institutions
2019.2	Education Modernization in China 2035	We will accelerate the construction of a national "credit bank" for vocational education
		We will promote the organic convergence and deep integration of vocational education and industrial development
		We will accelerate the development of overseas international schools with Chinese characteristics. Encourage qualified vocational colleges to build "Luban Workshop" overseas
		Encourage private schools to carry out the reform and innovation of modern school system according to the two organizational attributes of non-profit and for-profit

Table7 (Continued)

Time	Policy	Content
2019.5	Action Plan for Vocational Skills Upgrading (2019-2021)	Encourage enterprises and vocational colleges (including technical colleges) to build training centers, teaching factories, etc., and actively build and cultivate a number of production-education integrated enterprises
		Employees who participate in the new apprenticeship training of enterprises shall be given a vocational training subsidy of more than 4,000 yuan per person per year
2020.5	2020 Government Work Report	We will encourage workers to train on their behalf, and build and share productive training bases. Over 35 million people will receive vocational skills training this year and next, and vocational colleges will expand enrollment by 2 million. We will ensure that more workers have better skills and better employment
2021.3	2021 Government Work Report	We will expand the scope of funds for vocational skills training, carry out large-scale and multi-level vocational skills training, complete the three-year action targets for vocational skills upgrading and higher vocational enrollment expansion, and build a number of training bases for highly skilled personnel
2021.5	Law on the Promotion of Private Education (Implementing Regulations)	Public schools implementing vocational education may attract capital, technology, management and other elements of enterprises, and establish or participate in the establishment of for-profit private schools implementing vocational education
		The State encourages enterprises to establish or participate in the establishment of privately-run schools for vocational education by means of sole proprietorship, joint venture, cooperation, etc
2021.10	Opinions on Promoting the High-quality Development of Modern Vocational Education	Vocational education undergraduate to improve school level, enhance social recognition; The integration of production and education promotes higher education companies to export teaching management resources based on industrial background and develop sources of income
2022.3	2022 Government Work Report	We will carry out large-scale vocational skills training and jointly build and share public training bases. A 100 billion yuan unemployment guarantee fund will be used to support job stabilization and training
		We will develop modern vocational education, improve the conditions for running vocational education, improve the system for integrating production and education in running schools, and make vocational education more adaptable

Table 7 China's vocational education policies

With the promulgation of the national vocational education policy, the development of vocational education and vocational training is improving, and the problem of unbalanced supply of talents in China will be alleviated. The basic of vocational education is to train application-oriented technical talents for the industry and enterprises to meet the needs of the production line, and the status of teachers will directly affect the quality of education and teaching in vocational colleges. In order to further promote the reform and development of vocational education, it is necessary to improve the current situation of teachers and the teaching environment of vocational colleges.

The State Council's Decision on Accelerating the Development of Modern Vocational Education pointed out: "In recent years, China's vocational education has developed rapidly, the construction of the system has been steadily promoted, and a large number of middle and senior skilled personnel have been trained, which has made important contributions to improving the quality of workers, promoting economic and social development and promoting employment." Speeding up the development of modern vocational education is a major strategic deployment made by the Party Central Committee and The State Council, which puts forward higher requirements for the professional level of vocational college teachers.

China's vocational education teacher professionalization is a hot topic emerging in recent years, so there is a big gap between the depth and breadth of research and that of general education teacher professionalization. According to the existing research results, the professionalization of teachers in vocational colleges should include three aspects: professional knowledge, teaching ability and practical ability. The specific requirements for the professional quality of teachers in vocational colleges are as follows:

1. Teachers should meet the requirements of the corresponding academic qualifications, preferably graduate degree or above.

2. Teachers should have professional qualities in certain subject areas. Professional quality not only includes professional knowledge, but also includes a certain scientific research ability, that is, the ability to use the existing knowledge comprehensively and flexibly to create activities.

3. Teachers should have skilled professional skills and rich practical experience, obtain post qualification certificates, and have the ability to serve the industry.

4. Teachers should have professional quality in education and master the basic characteristics and laws of vocational education. Have special theoretical and practical knowledge of student development and vocational education, including vocational education, vocational education psychology, etc., understand the laws of vocational education, and establish correct educational concepts.

5. Teachers should have a high sense of professional responsibility and service spirit, be responsible for the profession they teach, become professional authorities, and avoid taking the teaching profession as a means of profit in their minds, but should have the spirit of serving society and others.

6. Teachers should meet some special requirements related to teachers and have the practical ability of vocational education, including the ability to organize educational activities, the awareness of educational response, the ability to monitor education, the ability to guide students' behavior, learning, communication and emotion, and create an environment conducive to students' development, especially harmonious teacher-student relationship, supportive peer relationship and home relationship. Of course, with the continuous development of vocational education, new requirements will be constantly put forward for vocational school teachers. This is a dynamic development process with rich connotations.

The construction of teachers is always the key to improve the quality of running schools, and the selection and training of teachers is the key to the connotation construction of contemporary vocational education. The "Professional Standards for Teachers in Vocational Schools (Trial)" (hereinafter referred to as "Professional Standards") promulgated by the Ministry of Education is very important to promote the professional development of teachers in vocational colleges, which is conducive to our strict entrance of teachers and improve the quality of "double-qualified" team construction; It is helpful to guide the training and management of teachers in vocational colleges. It is beneficial to encourage and lead the professional growth and sustainable development of teachers in vocational colleges.

1. Fully reflect the people-oriented characteristics of The Times

Teachers are human beings and their work objects are also human beings. The purpose of education is to shape human beings. Undoubtedly, human beings are in the core position in educational activities. People-oriented means student-oriented, teacher-oriented, respecting, caring for and trusting people, giving full play to the initiative and creativity of students and teachers, and promoting the healthy growth and all-round development of people. "Professional Standards" is well in line with the fundamental purpose of modern vocational education in cultivating professional ability while promoting the all-round development of people, closely linked to the era theme of vocational education "moral cultivation", teacher ethics and philosophy first, pay attention to the growth and development of people.

2. Fully embody the characteristics of vocational education with outstanding practice

Compared with other types of education, vocational education has two distinct characteristics: vocational and practical. "Professional Standards" fully reflects the characteristics of vocational education, emphasizing work experience and practical experience, focusing on the direction of professional development, work process orientation, combining theory and practice, teachers should be professional and practical throughout the teaching design, teaching implementation, practical training and practice organization, teaching research and professional development.

3. Clarify the basic requirements for the selection of teachers

"Professional Standards" put "teacher ethics first, student-oriented, ability first, lifelong learning" as the basic concept, which is in essence clear the basic requirements for the selection of teachers, namely stance, attitude, ability and accomplishment.

4. Define the growth orientation of vocational college teachers

"Professional standards" divides the professional standards of vocational college teachers into three dimensions-professional theory and ethics, professional knowledge and professional ability, which makes clear the growth orientation of professional teachers.

Drama school

School of Drama is one of the nine secondary colleges of Henan Vocational institution of Art. It has a team of teachers with high quality, high standard, courage and innovation. There are 27 full-time and part-time teachers, including 2 professors, 6 associate professors, 10 lecturers, and 10 people with master's degree or above. There are 4 dual teachers and 2 provincial academic technology leaders. There are 32 professional training rooms, such as performance experiment training room, vocal experiment training room, body experiment training room, makeup and clothing experiment training room, and photography studio. At present, it offers five majors (directions) : drama and film performance, character image design, fashion performance and communication, drama and film performance (children's drama), and modern magic design and performance. At present, the college has a total of three grades, more than ten shifts, more than 600 people. The Drama School attaches particular importance to the employment of graduates, and the employment rate of the two majors has remained above 96% for many years. In addition to classroom teaching, the teachers of the school have also made many excellent achievements in off-campus professional practice, scientific research and innovation, etc. The Drama, film and television performance professional group is the construction of high-level professional group in Henan Province. The school has a "double master" studio in Henan Province, two provincial quality online open courses, and won a second prize of Henan Education and Teaching Achievement Award. Faculty members have published more than 200 papers in national and provincial core journals and CN journals, published more than 10 works, and 3 national patents. The artistic works created and participated in have won many awards such as the "Top Ten Fine Programs of Chinese Stage Art" award, the "Five and One Program Award" of the Central Propaganda Department, the "Key Programs of the National Art Fund", the "Excellent Director Award" of the China Drama Festival, and the National "Golden Lion Award". Drama, film and television performance is the key discipline of the School of Drama, over the years for the national art institutions of higher learning, radio and television media system, art education industry and film and television drama industry to transport and cultivate a large number of talents, many of whom have become the country's famous film and television actors and industry rookies.

Henan Vocational Institute of Arts

Henan Vocational Institute of Arts is approved by the Henan Provincial government and registered by the Ministry of Education as a comprehensive public higher art vocational college with distinctive characteristics and complete art categories. It recruits graduates from ordinary high schools, secondary art schools and vocational high schools with the purpose of cultivating practical talents engaged in art performance, creation, cultural management, film and television media. At present, it is the only provincial public art vocational college in Henan Province. The university has two campuses, covering a total area of 1,637,500 square meters and teaching and administrative housing area of 292,900 square meters, with a superior geographical location and rich economic, cultural and educational resources. Teaching and research equipment assets of 89.8836 million yuan, library collection 845,100 volumes. Multimedia classroom, network laboratory, studio, lecture hall, sports hall, piano room, practice room, studio and other facilities are available. The university has a strong faculty of 1259 full-time teachers, 426 teachers with postgraduate degrees, 166 associate senior or above titles, and 29 professors. Among the teachers, there are both the old generation of famous art educators, "double-qualified" teachers, and young and middle-aged teachers with innovative spirit. The school has a complete set of majors, including 9 secondary colleges and 2 teaching departments, including news and media, opera, music, fine arts, drama, film and television arts, cultural communication, art design, dance, etc. The school offers more than 70 majors (including directions), and has more than 22,000 full-time students. The school is an important position of higher art education in Henan Province. The famous Yu opera master and people's artist Chang Xiangyu once served as the school's principal. Since its establishment, the College has always implemented the national educational policy, adhered to the correct educational direction, adhered to the distinct artistic characteristics, and with a rigorous spirit of scholarship, created a large number of technical experts and backbone forces who stick to the front line of culture and art, and trained a large number of famous artists, actors and art educators. They have made positive contributions to the prosperity of contemporary culture and art in their respective fields.

Relevant research

The Education Law, which came into effect in January 1994, stipulates that "teachers are professionals who perform the duties of education and teaching." Since then, people begin to pay attention to the problem of "teacher professionalization". The definition of the connotation of vocational education teacher specialization is to integrate the relevant factors of the characteristics of vocational education on the basis of the specialization of general education teachers, which has become a fixed model for everyone's understanding of vocational education teacher specialization, but it cannot reflect the characteristics of vocational education and form a unique understanding of vocational education teacher specialization.

Li You, (2018) believes that the connotation of professionalization of vocational education teachers includes professional ability, professional ethics, professional ability, interpersonal communication ability and management ability, etc. Teachers in vocational schools should be "double-qualified" teachers who can not only impart theoretical knowledge but also guide professional practice.

Liu Na, (2017) believes that the professionalization of vocational school teachers refers to the professional growth process in which vocational school teachers become members of their own profession. It is a dynamic development process with rich connotation. Its content includes the following three aspects: First, vocational school teachers as a professional occupation is recognized by the society, to obtain the corresponding professional status. Second, vocational school teachers have "vocational Qualification Certificate" and "Professional Qualification Certificate", and have qualifications as a teacher and professional and technical personnel. Third, every vocational school teacher should have the consciousness of research and put it into teaching practice, combining theoretical research with practical application.

Shi Weiping et al.,(2018)In terms of the strategies to promote the professionalization of vocational education teachers, many domestic scholars have discussed this aspect from their own research perspectives. After summarizing the problems in the construction goals, sources, pre-service training, post-service training and other aspects of vocational education teacher team, five countermeasures for the professionalization of vocational education teacher team were proposed.

Chen Xinwen, (2020) After investigating the characteristics of teacher specialization in higher vocational education in foreign countries, it is proposed that: strengthen the on-the-job training of teachers in vocational colleges and improve the consciousness of teacher professional development; The hiring procedure of part-time teachers should be strict, and the qualification of part-time teachers should be emphasized. Take teacher professional development as the goal.

At present, China's research on the professionalization of vocational education teachers has achieved certain results, and a consensus has been reached on some issues, such as that vocational education teachers are professionals, the professionalization of vocational education teachers includes all aspects of teacher quality, and the development of vocational education and the personal development of vocational education teachers require vocational education teachers to take the road of professional development. However, the current research level of vocational education teacher specialization in China is relatively low, and the situation is not optimistic. It has the following characteristics: more fragment research, less systematic research; There are more cross-sectional studies and less longitudinal studies. There are more macro studies and less micro studies. There are fewer "localization", "regional" and "practical" studies combined with cultural background and regional characteristics of vocational education. According to the literature seen by the author, the research on the professionalization of vocational education teachers has not yet developed, and it is a research field that people are expected to explore and solve.

The process of effective classroom management of art courses is the process of achieving the goal, which is ultimately directed to the development of students. Over the years, educational theorists and educators have tried to make the process of effective classroom management more beneficial and effective by changing the form and content of the classroom, and have made many attempts. However, in the process of research and practice, there has not been a comprehensive analysis of all the elements that need to be controlled in the effective classroom management behavior. As a result, classroom management is often only some partial, individual research, has not yet formed a multi-angle, multi-perspective research framework and system.

Chen Junxia. (2019)"Better to be lame and not lost than to be flying and lost." (Bacon) The direction of research determines the ultimate practical value of the results of research. A good research design is a research blueprint with infinite value. Starting from the research goal, the content, analysis framework, ideas and strategies of this research are determined to guide the smooth progress of the research work.

This strategy is committed to improving the classroom management of the Drama School of Henan Vocational Institute of the Arts, and strives to think of an alternative answer for the improvement of the education quality of the Drama School through the reconstruction of classroom management. Under this Program, the research is carried out "step by step, module by module and step by step". The main content consists of the following five modules, as shown in Figure 8:

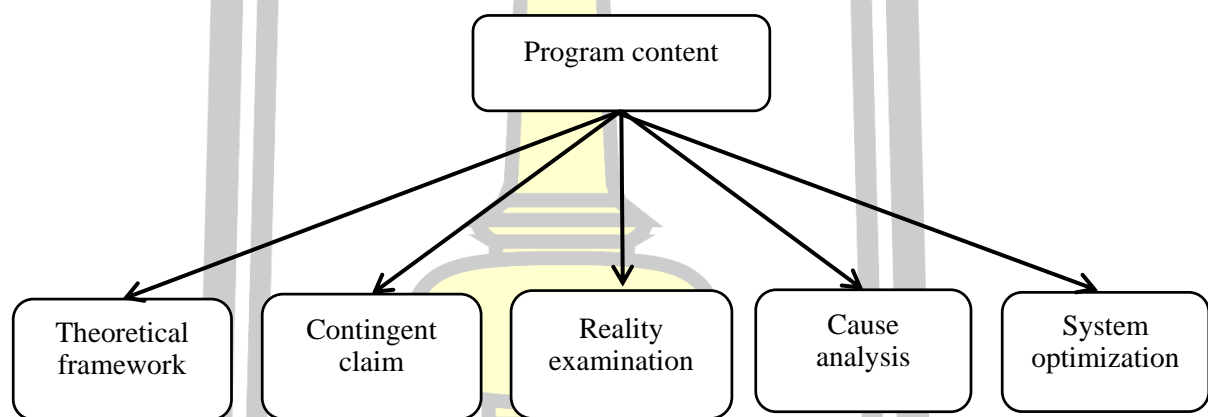


Figure 8 Contents of a Program

Wu Ying. (2015)Determining the goal of classroom management behavior is the most important link in classroom management, which determines the success or failure of classroom management, affects the process and quality of classroom management, and will inevitably affect the development of students in the classroom. When determining the behavioral goals of effective classroom management, everything should focus on students and everything for students becomes an important issue that should be paid attention to in classroom management, and students' development and progress cannot be separated from their participation. Allowing students to participate in the process of establishing behavioral goals of classroom management will help students form a sense of ownership and enhance

their awareness of goals. Make them familiar with the requirements of the goal and the sense of urgency and initiative to achieve it.

Classroom management behavior goals have a profound impact on all members in the classroom and the classroom as an organization. What is to be solved here is the coordination and integration between collective goals and individual goals in the classroom management behavior goals, so that all members in the classroom can achieve their own goals while achieving the classroom management behavior goals. As far as the behavioral goals of classroom management are concerned, they mainly include the following top-down goal system, as shown in Figure 9:

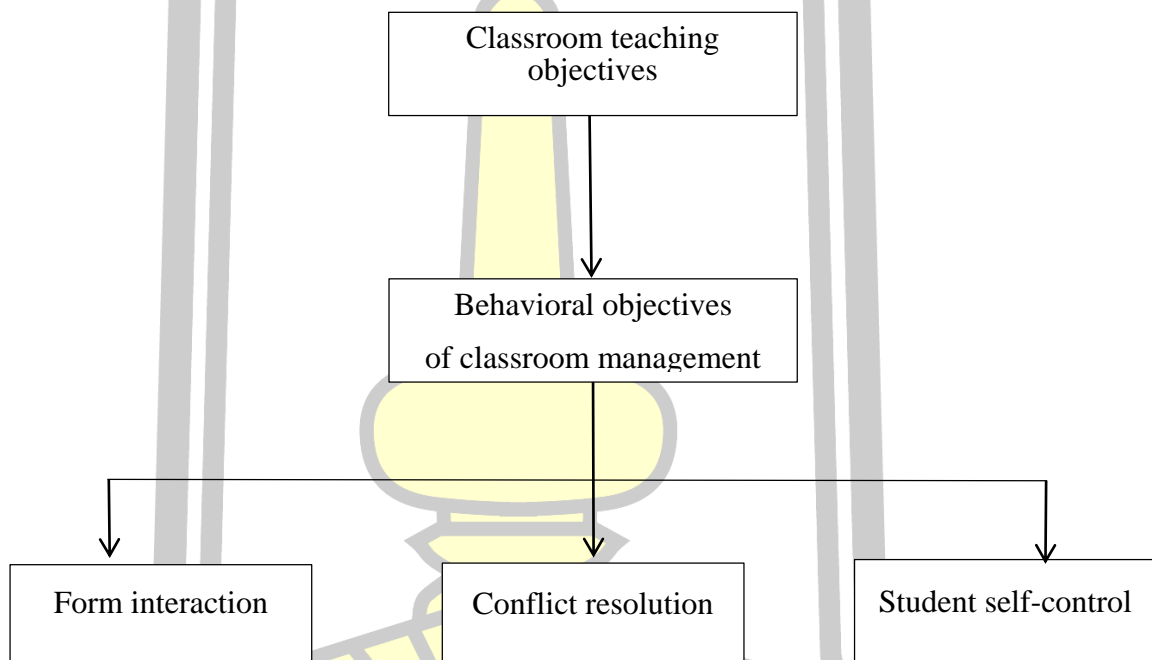


Figure 9 Behavioral objectives of classroom management
(Li Baoqiang, & Guan Jingjing, 2019)

The process model of classroom management behavior refers to the strategy system of stable management procedures and implementation methods that teachers and students must follow in the course of their behavior, which is designed according to the general idea of effective classroom management behavior. Due to differences in people's thoughts and theoretical viewpoints on effective classroom management behaviors, different strategies and methods are formed when solving relevant problems in classroom management. In actual research, the key to construction is to

form a general structure of classroom management behavior patterns, which can be shown in Figure 10.

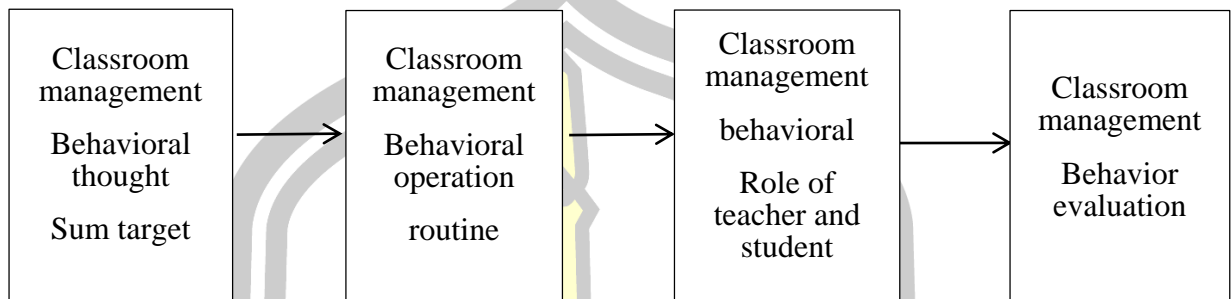


Figure 10 Effective classroom management behavior pattern structure
(Li Xinghua, & Li Wenbo. 2017)

1. Behavioral ideas and objectives of classroom management.

Any classroom management behavior model has a certain management theory or the guiding ideology of classroom management behavior as the basis for the establishment of classroom management behavior model, which plays a guiding role in other aspects of classroom management behavior.

2. Operation procedure of classroom management behavior.

This is the time series or logical steps of classroom management behavior. It is a necessary condition for the existence of any model, and it is also the central link of the behavioral model of classroom management, because The results to be achieved by each model are not the same, so there are also inconsistencies in the operating procedures.

3. The role of teachers and students in classroom management.

In the process of classroom management behavior, teachers and students are the most active factors, they occupy a certain position in the classroom, play a certain role, and interact with each other. In different classroom management behavior models, the roles played by teachers and students are different.

4. Evaluation of classroom management behavior.

Evaluation can make teachers and students understand the degree of achievement of the goal, so as to enable teachers to readjust or reorganize the operating procedures and activities of teachers and students, etc. Evaluation includes

the establishment of evaluation standards and methods, as well as the implementation of evaluation to identify existing problems and seek solutions to the problems.

There are different models of the classroom management behavior process, but the regularity of the classroom management behavior process determines that we can construct a general theoretical model of classroom management behavior, which must be applied to any classroom management behavior. The behavioral process of classroom management is a continuous process, in which there are many problems to be solved and many factors involved. According to the structure of the behavioral process model of classroom management proposed above, this paper puts forward a general process model of effective classroom management behavior, as shown in Figure 11:

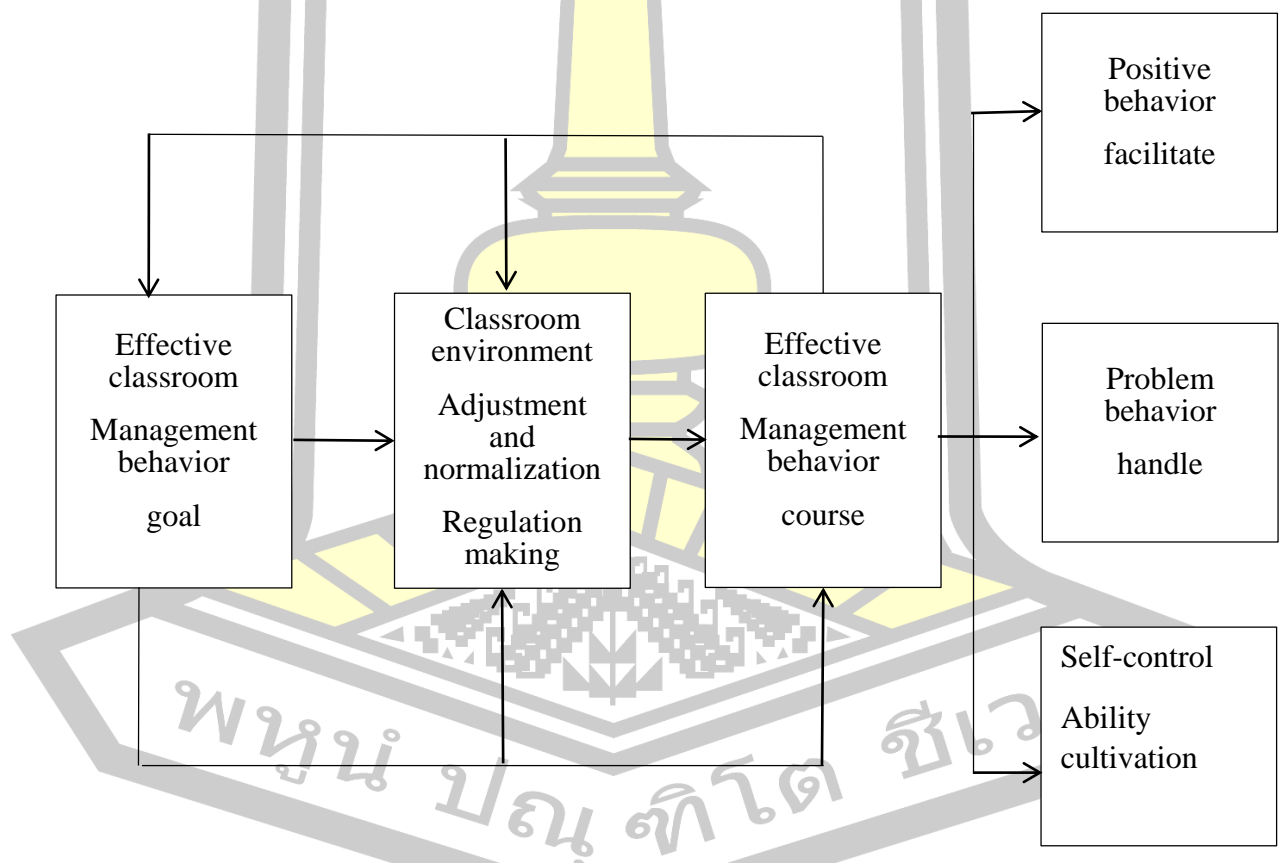


Figure 11 General process patterns of effective classroom management behavior
(Wang Dimin. 2021)

The general process of classroom management behavior is simply the process of realizing the goals of classroom management behavior, and in reality it is the process of promoting the development of students. From the perspective of contemporary foreign theoretical studies, researchers have put forward theoretical models of classroom management behavior from different angles, and the focus of these studies is to adapt to the needs of social change and educational theory construction. The purpose is to improve the content and form of classroom management. However, from the perspective of the contemporary development of the theory of classroom management behavior, any classroom management behavior must face some basic elements listed above, such as the construction of classroom management behavior objectives, classroom environment and discipline arrangement, and finally settle on the general process or process of classroom management behavior. This paper emphasizes that effective classroom management is based on the interaction between teachers and students, and takes cultivating students' self-control ability as the basic goal. Therefore, it gives self-control ability a certain status in the process model of classroom management behavior.

Xue Lin. (2021) Teachers' classroom management behavior serves the development of students. Specifically, teachers' classroom management behavior goal itself constitutes a series, which becomes the basic task and result to be achieved by teachers in the process of classroom management. According to the value orientation of this study, it is emphasized that all classroom management behaviors of teachers should start from students, and the improvement of students' self-control ability should be achieved through teacher-student interaction. The researcher proposes the following goals, as shown in Figure 12:



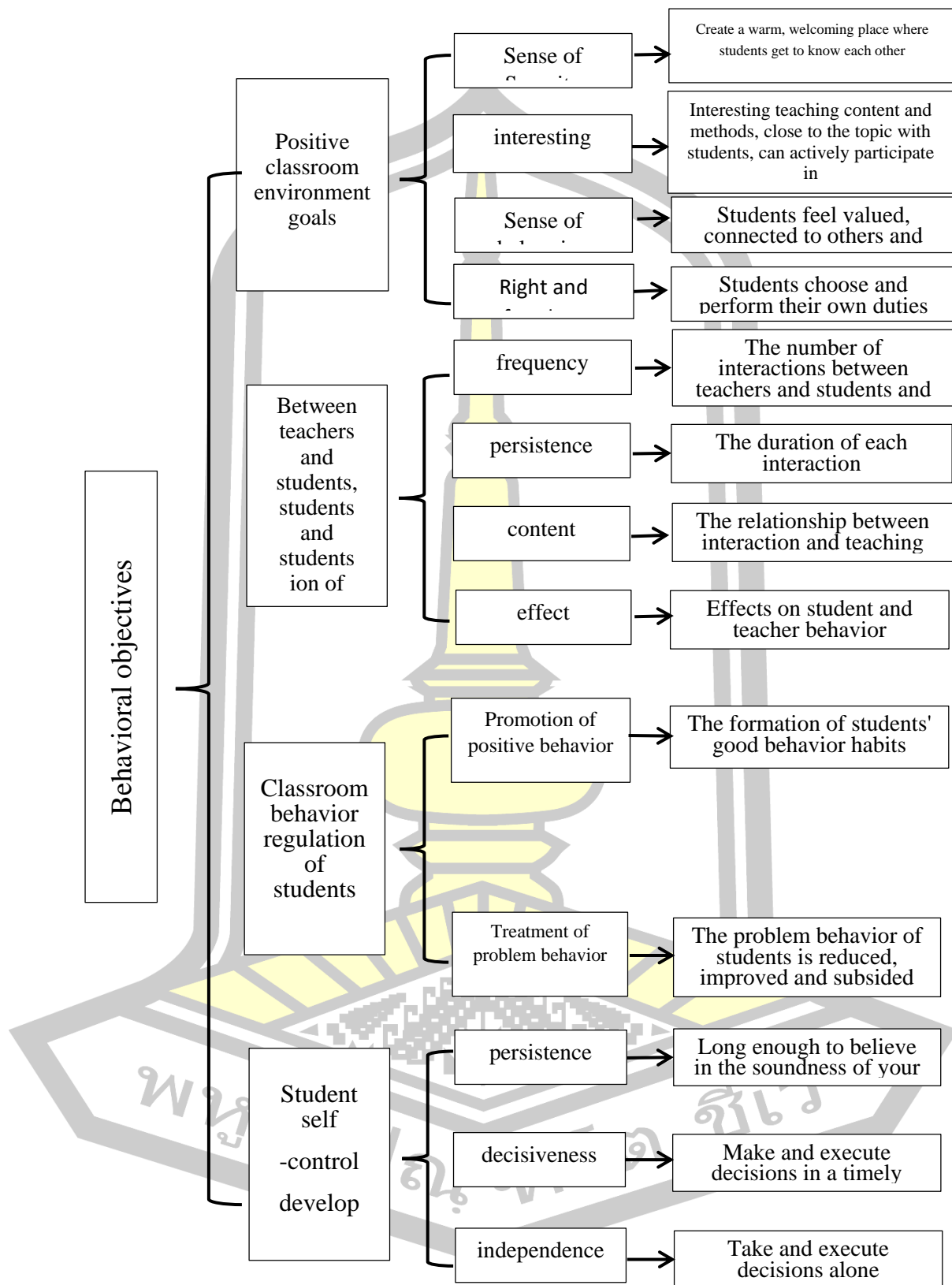


Figure 12 Behavioral objectives of classroom management

Yantoro, Pamela, I. S.(2020)Classroom management behaviors are the management-related behaviors formed and occurring by teachers and students in the classroom. In the aspect of teachers, they mainly involve the planning, organization, motivation and control of teachers' and students' behaviors in classroom management. In the aspect of students, they mainly control their own behaviors according to the direction planned by teachers, resulting in the internalization of behaviors. Therefore, the research on the relevant strategies of effective classroom management behavior process can follow the procedure of the process of classroom management behavior, and carry out the effective classroom management behavior goal, the selection of target behavior, the promotion of students' positive behavior and the treatment of problem behavior in the classroom.

Martin.G,(2015)In effective classroom management, teaching students self-control can enable teachers to spend more time on teaching and less time on managing students' problem behaviors, which can enhance students' autonomy and enthusiasm in learning. There are many theoretical models of self-management, mainly including operational model and cognitive model. The so-called operation mode regards self-control as changing students' behavior by arranging students' behavior environment so that students can distinguish and react to various accidental factors in the environment.

Nelson.R.O., (2016), this theoretical model is derived from Skinner's theory of the relationship between behavior and result. He regards the process of self-control as requiring individuals to show certain control behaviors, and such behaviors that they can control will affect the changes of future behaviors. In modern times, there are many explanations for this theoretical model, Martin and PearJ (MartinG.&PearJ.) believe that the operation model mainly includes two main parts: one is to distinguish the particularity of the behavior to be controlled, and the other is the use of behavioral techniques to manage the problem behavior. As students, they should also manage the ensuing behaviors in various ways. The key to teaching self-control, according to this model, is to use follow-up influences and give feedback on the results.

Research shows that students want to make their own behavior to achieve better results and achieve higher performance in the classroom Dynamic efficiency cannot be separated from students' high self-control. Therefore, the cultivation of

students' self-control ability has become a fundamental task for teachers in classroom management.

Chen Na, Zhou Benda, Yue Qin, & Lu Yizhong. (2020) For the cultivation of students' self-control ability, different scholars have emphasized different aspects of self-control. For example, some people believe that value and expectation are two important factors of self-control, value is students' understanding of the importance of behavior and the main reason why they engage in a certain behavior, and expectation is students' estimation of the probability of success and failure of behavior. To enable students to choose their own behaviors that are valuable in the classroom and to achieve behavioral goals through self-control. Some scholars believe that self-control should be examined from three dimensions, namely, behavioral orientation, behavioral control strategy and emotional response. In order to form self-control ability, students are affected by many factors and need specific guidance from teachers. It is the process of students' active behavior change and monitoring, which can be represented by Figure 13:

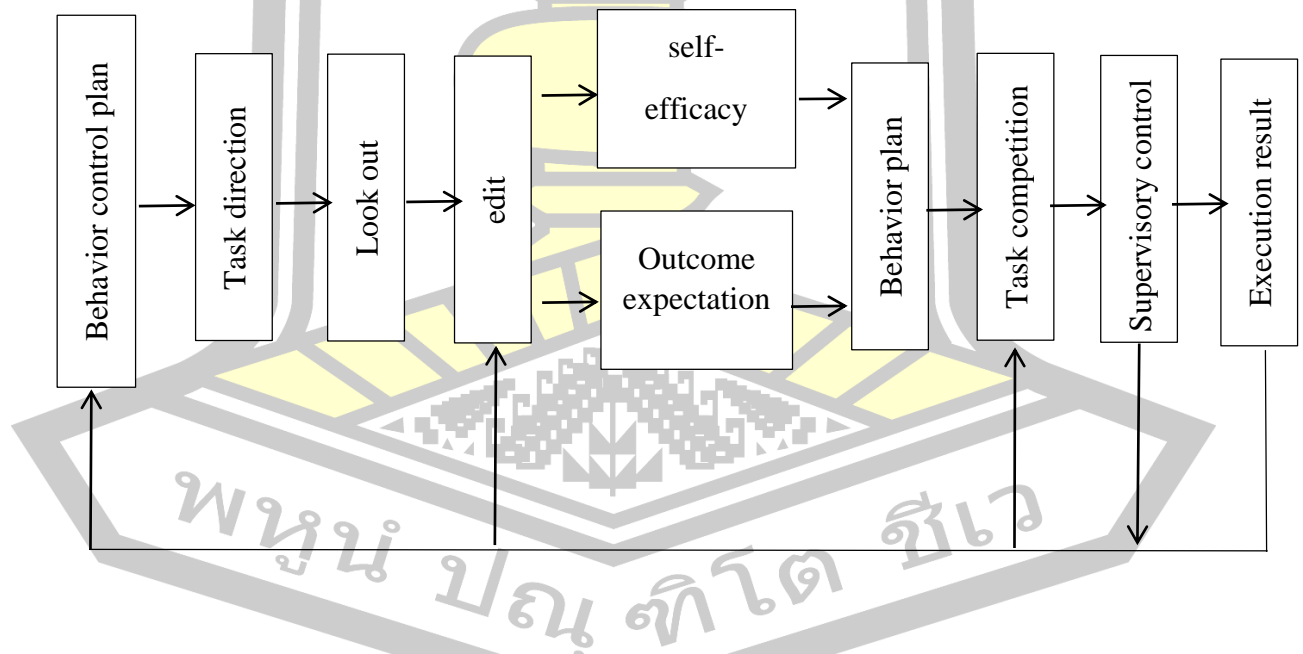


Figure 13 Student self-control model
(Chen Na, Zhou Benda, Yue Qin, & Lu Yizhong. 2020)

According to the above model, teachers can guide students to conduct self-control in the following aspects:

- 1.Determination of behavioral self-control tasks.
- 2.Select a policy.
- 3.Modify tasks.
- 4.Plan.
- 5.Monitor yourself
- 6.Execution result

Students' self-control ability has an important impact on students' behavior in the classroom, which is actually the basic goal of classroom management. Through the cultivation of students' self-control ability, teachers can achieve better classroom management effect. Therefore, cultivating students' self-control ability is not only the goal of teaching, but also the destination of classroom management.

On the basis of the problems existing in classroom management behavior, this study starts from the theoretical basis of effective classroom management behavior. This paper discusses the characteristics, essence, orientation and type of effective classroom management behavior through five aspects of teachers' classroom management ability, including (1) formulation of classroom routine, (2) adjustment of classroom environment, (3) harmonious and equal communication between teachers and students, (4) educational modernization and technology, and (5) teacher professional ethics, and builds an organizational model and process model of effective classroom management behavior. The basic strategies of effective classroom management behavior are proposed and designed. This paper focuses on the construction of strategies, aiming to combine the theoretical research of classroom management behavior with practical research. On the one hand, it enriches and improves the theories of teachers' classroom management behavior; on the other hand, it can provide operational strategies and procedures for teachers of Drama School of Henan Vocational institute of Arts in effective classroom management.

CHAPTER III

RESEARCH METHODOLOGY

Research methodology is the essential part of every research that could lead researchers to use the right tools and for compelling data and translating into complete results. Meanwhile, it is also a clue for readers to understand what effective ways researchers are implementing to conduct their full research. In this research, Mixed methodology is used.

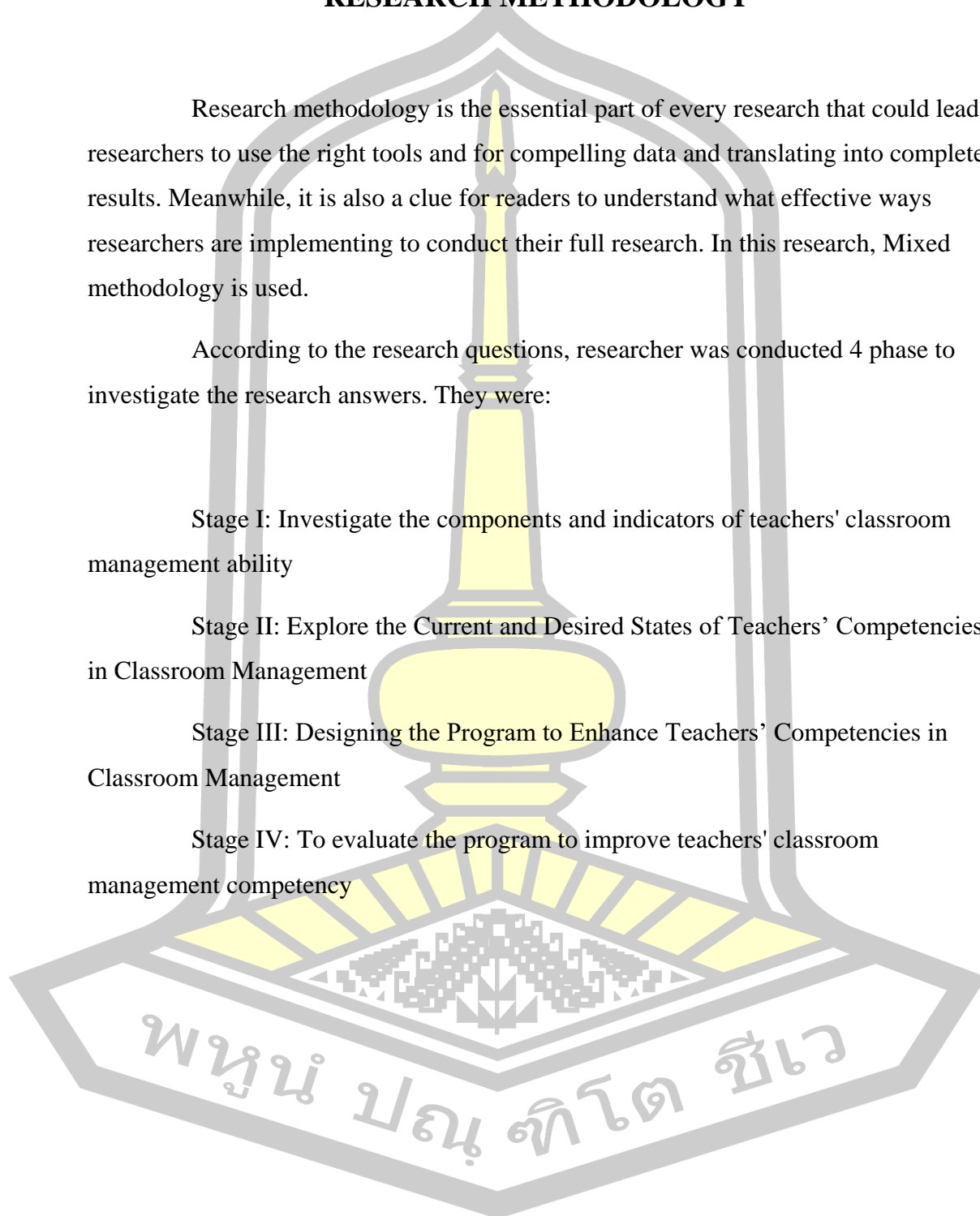
According to the research questions, researcher was conducted 4 phase to investigate the research answers. They were:

Stage I: Investigate the components and indicators of teachers' classroom management ability

Stage II: Explore the Current and Desired States of Teachers' Competencies in Classroom Management

Stage III: Designing the Program to Enhance Teachers' Competencies in Classroom Management

Stage IV: To evaluate the program to improve teachers' classroom management competency



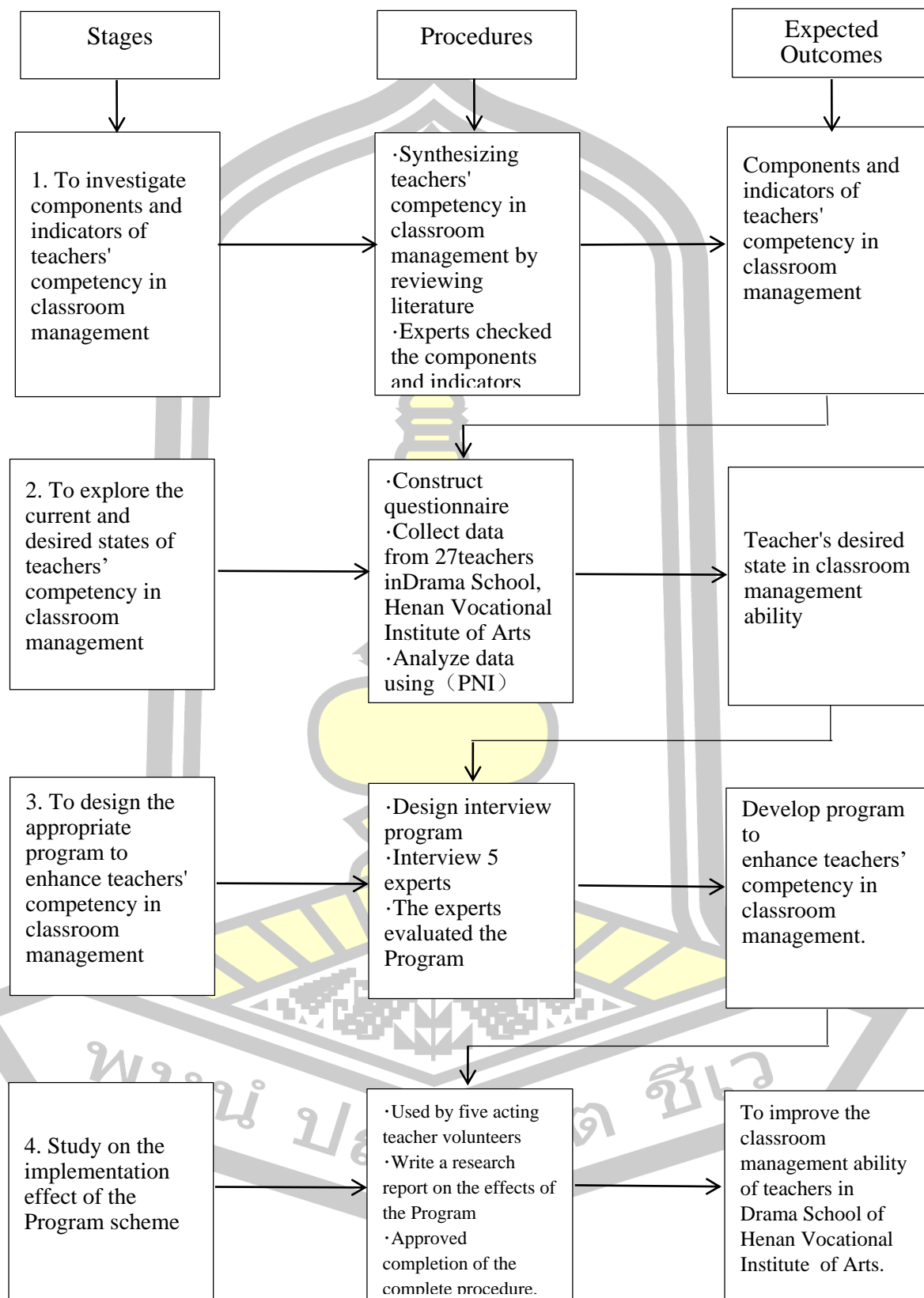


Figure 14 Flow Chart of Research Process

Phase I: Investigate the components and indicators of teachers' classroom management ability

The researcher studies documents, summarizes, analyzes and synthesizes components and indicators Measured using qualitative data analysis techniques to obtain the components and indicators of the studied variables. The research methods are as follows:

Stage 1 Study of the components and indicators of the studied variables

1. Data sources

Include books, textbooks, documents and research related to the studied variables that can be retrieved from libraries, the Internet, online databases.

2. Research instrument

Documents (record cards) or using Microsoft Word.

3. Data collection

The researcher searched for information from various sources and selected them. Categorize the content according to the variables studied. systematically store data.

4. Data Manipulation and Analysis

4.1 The researcher proceeds as follows. validate Completeness of the data according to the variables studied.

4.2 Data analysis of the documents, the researcher summarizes, analyzes and synthesizes using content analysis techniques and uses the analytical data to classify items into data analysis tables.

Step 2 Assessment of the suitability of components and indicators by qualified (Focus Group) groups of informants, including 5 experts.

1. Experts

Experts who have professional knowledge and experiences of educational management, educational research, or educational psychology; they have master degree at least, and have experience in teaching and advice post-graduate students in the fields mentioned above.

Expert in assessing the suitability of components and indicators including:

1. Assoc. Prof. Dr. Pacharawit Chansirisira, Department of Educational Administration, Faculty of Education, Mahasarakham University
2. Assoc. Dr. Suwat Julsuwan, Department of Educational Administration, Faculty of Education, Mahasarakham University
3. Dr. Surachet Noirid, Department of Educational Administration, Faculty of Education, Mahasarakham University
4. Professor Lushan, Dean of Drama School of Henan Vocational Institute of Arts
5. Professor. Liu Jing, Personnel Division, Henan Vocational Institute of Arts

2. Research Instrument

2.1 Characteristics of Research Instrument

This was an assessment form, divided into 2 parts:

Part 1 General information of the assesses consisting of 1) Name-Surname. Respondents were given 2 administrative positions, 3) Academic positions, 4) Highest educational background/branch/faculty/university/country, and 5) Work place.

Part 2 Suitability assessment form of the program

Using the 5-level rating scale (Likert Scale). Score values are set to 5 levels as follows.

Level 5 means very suitability. Very high level.

Level 4 means suitability. high level.

Level 3 means suitability, medium level.

Level 2 means not very suitability, low level.

Level 1 means not suitability, very low level.

2.2 Creating and finding quality Research Instrument

- 1) Study methods for creating assessments.

2) create an evaluation form by studying program elements; and the process developed into a framework for creating assessments.

3) Take it to the thesis advisor to verify its accuracy. and improve according to recommendations

(4) The researcher prepared a complete evaluation form and used it to collect further data.

3. Data Collection

3.1 The researcher requested official documents to collect data from the Faculty of Education. Maharakham University

3.2 Contact and coordinate with experts to schedule a date and time for data collection and collect data

4. Data Manipulation and Analysis

Data organization, the researcher carried out the verification. Completeness of the assessment form, coded, scored, and recorded in the computer.

Evaluating the suitability of teachers' teaching competency in journalism education management. Use statistics to analyze data, including mean and standard deviation, using Compare the average with the Midpoint criteria (Srisa-at, B. 2010) as follows:

4.51 - 5.00 means it is very suitability. highest level

3.51 - 4.50 means it is suitability. high level

2.51 - 3.50 mean it is suitability. medium level

1.51 - 2.50 means it is suitability. low level

1.00 - 1.50 means it is not suitability. lowest level

5. Data Manipulation and Analysis

Basic statistics include: Average (Mean), Standard Deviation (S.D).

Phase II: Explore the Current and Desired States of Teachers' Competencies in Classroom Management

1. Population and Sample

This study takes the teachers of Drama School of Henan Vocational Institute of Arts as the research object. The study group was defined as all 27 faculty members of the School of Drama.

2. Research Instrument

2.1 Instrument characteristics

In order to study the current situation and expectation of teachers' classroom management ability of Drama School of Henan Vocational Institute of Arts, a questionnaire was prepared.

Part 1 (Checklist): The analysis of respondents' demographic was analyzed by descriptive statistics including frequency (f), percentage (%) including Gender, Age, qualification and experience.

Part 2 (Questionnaire): The close-ended questionnaires was used to measure the existence state and desire state of teachers' classroom management ability. The descriptive statistic and a 5 - point rating scales questionnaires was used to rate the level of teachers' classroom management ability with the following of 5 - point rating scales from 5 = very high, 4 = high, 3 = medium, 2 = low, 1 = very low. Mean and Standard Deviation (S.D) was employed to analyze the level of the current and desired states of teachers' classroom management ability.

To interpret mean score on which the respondents ticked about the existence state and desire state of teachers' classroom management ability, the researcher interpreted based on the mean score which was proposed by Sri-Saad (2010). Mean Score were interpreted as follows:

4.51 - 5.00 refers to the level of current state and desire state of teachers' classroom management ability is very high.

3.51 - 4.50 refers to the level of current state and desire state of teachers' classroom management ability is high.

2.51 - 3.50 refers to the level of current state and desire state of teachers' classroom management ability is medium.

1.51 - 2.50 refers to the level of current state and desire state of teachers' classroom management ability is low.

1.00 - 1.50 refers to the level of current state and desire state of teachers' classroom management ability is very low.

2.2 Creating and finding quality Research Instrument

1) Bring the created questionnaire to the thesis advisor to check and make an offer.

2) The researcher takes the revised questionnaire according to the thesis advisor's recommendation and presents it to the experts. To check the validity of the content (Content Validity) and to find the Index of Congruence (IOC) by considering the text with value. The accuracy of the content validity of questionnaires were valid if the values of IOC criteria that greater than or equal 0.8. Then, the questionnaire was revised based on the experts' suggestions and recommendations, and was returned to the adviser to adjust it before trying it out. The IOC was considered as follows:

+1 The question is consistent with the definition of specific terms.

0 Questions Not sure if they correspond to the definition of specific terms.

-1 The question does not correspond to the definition of specific terms.

Ultimately, researcher acquired the questionnaire within two weeks and result of the level of agreement is +1 for questionnaire, so that the researcher used draft questionnaire fully as real questionnaire.

Experts in reviewing research and development tools give their opinion on consistency of the questions using the IOC (Index of Congruence) technique that the researcher has selected Specific (Purposive Sampling) of 5 experts. Experts who have professional knowledge and experiences of educational management, educational research, or educational psychology; they have master degree at least, and have

experience in teaching and advice post-graduate students in the fields mentioned above.

Those experts are namely:

1. Assoc. Dr. Suwat Julsuwan, Department of Educational Administration, Faculty of Education, Mahasarakham University
2. Dr. Surachet Noirid, Department of Educational Administration, Faculty of Education, Mahasarakham University
3. Professor. Lushan, Academy of Drama, Henan Vocational institute of arts
4. Professor. Liu Jing, Personnel division, Henan Vocational institute of arts
5. Associate Professor, Zhao Chenguang, School of Drama, Henan Vocational institute of Arts

The researcher used a questionnaire on current state and desired state. Let experts consider and give opinions on the consistency of the questions using the IOC (Index of Congruence) technique and select questions with a consistency index greater than or equal to 0.50. In the end, a total of 45 questions were identified

3) The researchers randomly selected 10 teachers from Henan Vocational institute of arts to test the questionnaire (Try-Out) to find the discrimination and reliability value.

4) The discrimination used to find item classification power by finding the simple correlation coefficient between item scores and total scores (Item-Total Correlation) from Pearson's simple correlation coefficient. By looking at the correlation of item scores and total scores (Item Total Correlation) The researcher took the questions that had discrimination values to find the confidence values for the entire version using the Cronbach's Alpha Coefficient method, criteria of 0.911 and above. The five parts of the final confirmation are: 1) Formulation of classroom routine. 2) Adjustment of classroom environment. 3) Harmonious and equal communication between teachers and students. 4) Education modernization and technology. 5) Teachers' professional ethics. Each section has 9 questions

5) Print the complete questionnaire. Then used to collect data from the

sample group.

3. Data Collection

1) Memo to the Faculty of Education Mahasarakham University Issue a letter asking for cooperation in answering the questionnaire asking for the assistance of collecting data from the specified sample group.

2) The researchers submitted the letter to Henan Vocational institute of arts for permission to conduct research at the school. After obtaining permission, the researchers distributed questionnaires to the 27 teachers who participated in the survey. Finally, the researchers collected 27 questionnaires.

4. Data Manipulation and analysis

1) For data analysis, descriptive statistic which included Mean (\bar{x}) and standard Deviation (S.D) was used to analyze the data from the survey on questions.

2) As the measurement scales, the following Five-point Likert scales were used for the current states of teachers' classroom management competency.

3) Take a completed questionnaire for grades.

4) Analyze necessary needs by priority Need of Index.

To interpret mean score on which the respondents ticked about the existence state and desire state of Teacher classroom management, the researcher interpreted based on the mean score which was proposed by Srisa-ard, B. (2010). Mean Score were interpreted as follows:

4.51 - 5.00 refers to the level of current state and desire state of teachers' classroom management competency is very high.

3.51 - 4.50 refers to the level of current state and desire state of teachers' classroom management competency is high.

2.51 - 3.50 refers to the level of current state and desire state of teachers' classroom management competency is medium.

1.51 - 2.50 refers to the level of current state and desire state of teachers' classroom management competency is low.

1.00 - 1.50 refers to the level of current state and desire state of teachers' classroom management competency is very low.

5. Statistics for data analysis

In this research, the researchers used statistics to analyze data by computer. By using a statistical package, selecting and analyzing data that is consistent with the aims and using statistics as follows.

1 Average (Mean)

2 Standard Deviation

3 Priority Needs Index = PNI

The needs for teacher competency development in student assessment will be analyzed by modifying Priority Needs Index (PNI modified) (Wongwanich, 2005). PNI modified was calculated by the following formula:

$$\text{PNI}_{\text{modified}} = \frac{(I - D)}{D}$$

Where

I: Importance or desired performance

D: Degree of success or current performance

The modified PNI analysis could reflect the teachers' classroom management competency to be developed. A high index represents high need, which is supposed to be more developed rather than a lower index. The teachers' classroom management competency elements showing a high value of modified PNI would result in the higher priority of that teachers' classroom management competency to be further developed. The modified PNI value was normally in the range of 0.00 - 1.00 to facilitate an interpretation. The teachers' classroom management competency that had modified PNI value above 0.30 or higher was considered critical (Wongwanich, 2005)

and will be required to be improved urgently. In case of the modified PNI values lower than 0.30, the extent of the efforts to improve themselves becomes less.

Phase III: Designing the Program to Enhance Teachers' Competencies in Classroom Management

Step 1. The study method such as a best practice or an in-depth interview, where the researcher proceeds with the following steps:

1. Informants

The third stage of this study is the formulation of classroom management ability plan for teachers in Drama School of Henan Vocational institution of Arts. After analyzing the questionnaire data, the researchers then invited relevant experience subjects from different organizations in China to conduct interviews and evaluations. In this study, 5 Chinese experts were selected to interview and check the evaluation form. (1) These experts are selected from school leaders, drama experts, professors and teachers from other universities; (2) Experts must have at least a master's degree, (3) Experts must have at least 5 years of experience in the education sector, and they are:

1. Mr. Zhang Guoqiang, Vice President and Professor of Henan Institute of Dramatic Arts

2. Ms. Lu Shan, Dean and Professor of Drama School, Henan Vocational institution of Arts

3. Mr. Xu Yan, Vice Dean and Professor, School of Music, Henan University

4. Mr. Zhao Chenguang, Vice President and Professor of Drama School, Henan Vocational institution of Arts

5. Ms. Song Shasha, National second-grade actor and Associate professor of Henan Dramatic Art Center

2. Research Instrument

2.1 Instrument characteristics

The instrument used for data collection was an interview, It has the following components:

Section I: Respondents' Profile

Section II: Components of a program (objectives, content, resources, Length, teaching method and activities and evaluation)

Section III: Comments about likes/strength/things to be continued.
Comments about dislike/ weakness/things to be changed.

2.2 Construction and quality determination of tools

The researcher has proceeded to create and find the quality of the tools as follows.

- 1) Study the concepts, theories and related research.
- 2) Create an interview questionnaire.
- 3) Take the interview form to the thesis advisor to check the correctness of the interview form, idioms, and make improvements as recommended.
- 4) Take the interview form to experts to assess the consistency between the objective questions.
- 5) Improve the interview form according to the advice of experts. to be published in the complete edition

3. Data Collection

The researcher collects data. (Describe methods for collecting data, such as coordinating with experts. conduct an interview The details are as follows.

3.1 Prepare a letter asking for cooperation from the Faculty of Education to experts.

3.2 Submit a letter requesting cooperation thesis outline and a structured interview form to the experts to ask for assistance in giving an interview

3.3 Coordinate with experts to request an interview date and time.

3.4 Interview on the appointed date and time.

4. Data Manipulation and Analysis

4.1 Collect interview data. organize information group content

4.2 Data were analyzed by qualitative data analysis techniques. Content

Analysis

Step 2. Design the program.

Explain the methods for developing Programs as follows:

1. Study related principles, concepts, and theories.
2. Study the Priority needs form the sample group.
3. In-depth interviews with experts.

Step 3. Assessment the program.

1. Expert

Three managers of educational institutions were invited to conduct interviews. The results of data analysis from interviews with researchers summarized the information used to develop the program. (a) The expert must be a member of an educational institution with good practices (best practices); (2) Having a master's degree or above; (3) More than 5 years of educational work experience. They are:

1. Ms. Wang Yan, Professor and Deputy Director of Student Affairs of Henan Provincial Department of Education

2. Mr. Zhang Runyong, Vice President and Professor of Henan Academy of Dramatic Arts

3. Mr. Wang Juwu, Vice Dean and Professor, School of Music, Henan University

2. Research Instrument

2.1 Instrument characteristics

The researcher developed it by studying documents. Relevant research of program components Then determine the key points to be assessed from the information obtained from the study. then used to create questions to cover the issue.

2.2 Construction and quality determination of tools

2.2.1 study the details of the components of the program

2.2.2 Determine the key points to be assessed from the data obtained from the study. used to write questions to cover all issues

2.2.3 Thesis Advisor the correctness of the idioms

2.2.4 Experts verify content validity, suitability. question clarity

3. Data Collection

The researcher coordinated with experts to assess the appropriateness, accuracy and feasibility of the program.

4. Data Manipulation and Analysis

After the construction of the research instruments, to check the components of program. The descriptive statistic and a five - point rating scales questionnaires was used to rate the level of the program with the following of five - point rating scales from 5 = very high, 4 = high, 3 = medium, 2 = low, 1 = very low. Mean and Standard Deviation (S.D) was employed to analyze the level of components of program. The rating is:

4.51 - 5.00 refers to the level of appropriateness, accuracy and feasibility of components in program is very high.

3.51 - 4.50 refers to the level of appropriateness, accuracy and feasibility of components in program is high.

2.51 - 3.50 refers to the level of appropriateness, accuracy and feasibility of components in program is medium.

1.51 - 2.50 refers to the level of appropriateness, accuracy and feasibility of components in program is low.

1.00 - 1.50 refers to the level of appropriateness, accuracy and feasibility of components in program is very low.

Phase IV: To evaluate the program to improve teachers' classroom management competency

1. Procedure

In the final stage of the study, the researchers developed a program to improve the classroom management competency of teachers in the drama School of Henan Vocational institution of Arts. The entire procedure was approved after an expert review. This project consists of five components: (1) Principles (2) Objectives (3) content (4) development process (5) measurement and evaluation and adopts a 70:20:10 learning model. Five modules were improved: 1) formulation of classroom routine 2) adjustment of classroom environment 3) harmonious and equal communication between teachers and students 4) Education modernization and technology 5) teacher professional ethics. Through the development method of 1) report lecture 2) experience exchange 3) class presentation 4) group activity 5) case analysis 6) research and discussion 7) interactive practice 8) evaluation and summary, a total of 60 hours of training was conducted in the Drama School building for 10 days to effectively improve the competency of classroom management and optimize the art of classroom management, Improve the efficiency of education and teaching.

2. Respondents

All 27 teachers of Drama School of Henan Vocational institution of Arts participated in the training program, including 10 male teachers and 17 female teachers, 8 young teachers under 30 years old, 7 teachers between 31 and 40 years old, 6 teachers between 41 and 50 years old, and 6 teachers between 51 and 60 years old. According to the teaching experience, there are 4 teachers with 1-3 years of teaching experience, 5 teachers with 4-10 years of teaching experience, 11 teachers with 10-20 years of teaching experience, and 7 teachers with more than 20 years of teaching experience. During the project, the researchers divided all 27 participating teachers into four groups based on age. That is, the first group consists of 8 teachers under the age of 30. The second group consisted of 7 teachers aged between 31 and 40. The

third group consisted of teachers aged 41 to 50, with a total of 6 people; The fourth group consisted of six teachers aged 51-60.

3. Data collection

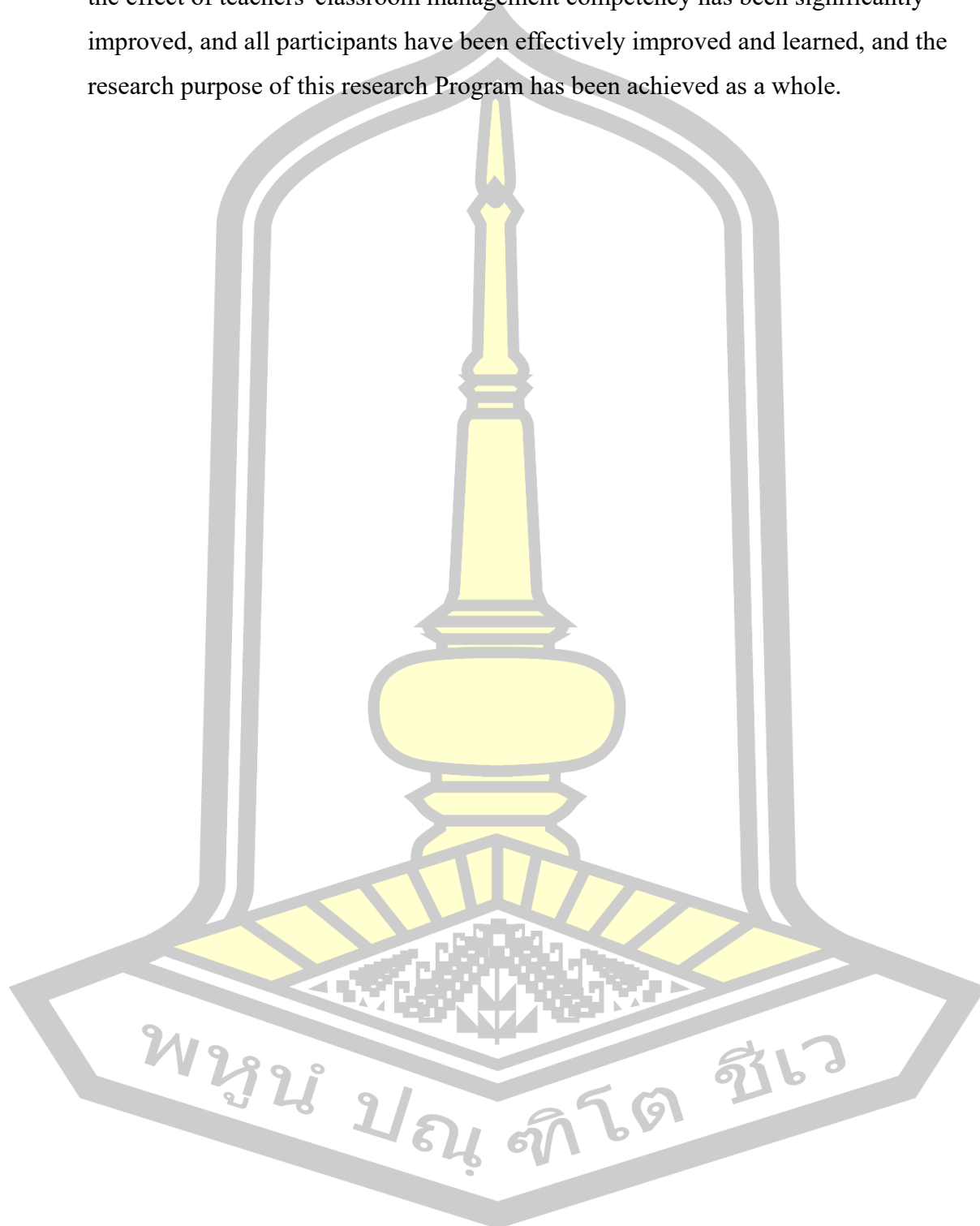
The researchers will participate in the whole project implementation process with all 27 teachers from the Drama School of Henan Vocational institution of Arts, during which the relevant data and information of 70% experiential learning, 20% tutoring and coaching, and 10% formal learning of the 27 teachers in five modules will be recorded in detail. The researchers will also collect the summary and related questions of each group at the end of each module, and summarize all the data questions at the end of the 10-day, 60-hour project.

4. Data Manipulation and Analysis

The researchers summarized and analyzed the relevant data and information collected by all 27 teachers from the Drama School of Henan Vocational institution of Arts who participated in the training program. At the end of the project, all participants were asked to do a questionnaire test on the improvement of the project implementation process. Based on the test results and data analysis, an in-depth study was conducted to summarize the improvement plan of the classroom management competency of the drama School teachers of Henan Vocational institution of Arts.

This research Program systematically explores the concept and optimization strategy of classroom management in Drama School of Henan Vocational Institute of Arts. From the theoretical perspective of academic research, it finds out the main current situation and problem attribution of classroom management of Drama School teachers of Henan Vocational institution of Arts, providing specific guidance for the practice of classroom management for school teachers. It has laid a solid theoretical foundation for improving the quality of classroom teaching and talent training, and has taken a solid step towards realizing the educational goals of the school. Adhering to the educational concept of "people-oriented", the research Program creates a democratic, positive and harmonious teaching environment for students through the improvement of teachers' classroom management competency, improves the education and teaching quality of Henan Vocational institution, and promotes the all-round high-quality development of education and teaching of Henan Vocational institution.

Through the implementation of this research Program, it can be proved that the effect of teachers' classroom management competency has been significantly improved, and all participants have been effectively improved and learned, and the research purpose of this research Program has been achieved as a whole.



CHAPTER IV

RESULTS OF DATA ANALYSIS

Results of faculty management of Drama School of Henan Vocational institute of Arts, data-based statistical analysis was obtained by experts and questionnaires. The investigators will introduce the procedures for the data analysis as follows:

1. The symbol representing for data analysis
2. Stages of data analysis
3. Results of data analysis

The Symbols representing for data analysis

\bar{X}	: Mean
S.D	: Standard Deviation
PNI modified	: Priority Need Index modified
I	: Importance
D	: Degree of success
n	: Sample

The Stages of data analysis

Stage I: Investigate the components and indicators of teachers' classroom management ability

Stage II: Explore the Current and Desired States of Teachers' Competencies in Classroom Management

Stage III: Designing the Program to Enhance Teachers' Competencies in Classroom Management

Stage IV: To evaluate the program to improve teachers' classroom management competency

Stage I: Investigate the components and indicators of teachers' classroom management ability

Results of data analysis

1.Components and indicators of teachers' classroom management competency.

Table 8 Mean and standard deviation of Classroom management ability of teachers of Drama school of Henan Vocational institution of Arts

Items	A component of teachers' classroom management ability	\bar{X}	S.D	Level of Suitability
1.	Formulation of classroom routine	4.80	0.45	Very High
2.	Adjustment of classroom environment	4.60	0.46	Very High
3.	Harmonious and equal communication between teachers and students	4.60	0.49	Very High
4.	Education modernization and technology	4.70	0.48	Very High
5.	Teachers' professional ethics	4.80	0.45	Very High
Total		4.77	0.19	Very High

Table 8 shows the mean and standard deviation of the components of teachers' classroom management competence. Teacher classroom management ability has a total of 5 components, adjusted for expert opinion, and is generally very high ($\bar{X}=4.77$). When the average value from highest to lowest component order is: 1) Teachers' professional ethics and Formulation of classroom routine ($\bar{X}=4.80$), 2) Education modernization and technology ($\bar{X}=4.70$), 3) Adjustment of classroom environment and Harmonious and equal communication between teachers and students ($\bar{X}=4.60$)

Table 9 The mean value and standard deviation of each component of Classroom management ability of teachers of Drama school of Henan Vocational institution of Arts

Items	Components and Indicator	\bar{X}	S.D	Level of Suitability
	Formulation of classroom routine			
1.	Establish classroom rules and regulations at the beginning of the school year	4.90	0.48	Very High
2.	Clarify the discipline requirements before class	4.90	0.47	Very High
3.	Classroom rules and systems are scientific and reasonable	4.90	0.48	Very High
4.	Students are widely consulted when making classroom rules	4.80	0.47	Very High
5.	Allow students to implement self-management within the framework of classroom rules	4.70	0.46	Very High
6.	At the end of the semester, we will make an overall summary of the class rules and make adjustments to the class rules for the next semester	4.80	0.47	Very High
7.	Classroom rules will be adjusted or changed at any time during the teaching process	4.90	0.48	Very High
8.	Develop special classroom rules for individual students	4.60	0.46	Very High
9.	Students who break classroom rules are punished accordingly	4.80	0.47	Very High

Table 9 (Continued)

Items	Components and Indicator	\bar{X}	S.D	Level of Suitability
	Adjustment of classroom environment			
10.	Before the beginning of the semester, the classroom space and environment layout will be adjusted reasonably according to the class situation	4.80	0.47	Very High
11.	Students actively arrange (clean) the classroom before class	4.70	0.45	Very High
12.	In class, humorous language will be used to liven up the classroom atmosphere	4.80	0.46	Very High
13.	The classroom space environment will affect the teaching quality	4.60	0.45	Very High
14.	The classroom space environment and layout will be temporarily adjusted according to the teaching content and students' situation	4.60	0.45	Very High
15.	Students will be arranged to leave the classroom to attend classes outdoors or in other locations	4.50	0.43	Very High
16.	Let students arrange the classroom environment according to their own preferences	4.50	0.44	Very High
17.	The classroom space layout is reasonable and the facilities are complete	4.60	0.45	Very High
18.	A relaxed and pleasant classroom environment will enhance the teaching effect	4.50	0.45	Very High

Table 9 (Continued)

Items	Components and Indicator	\bar{X}	S.D	Level of Suitability
	Harmonious and equal communication between teachers and students			
19.	Respect every student in the classroom and treat every student fairly and justly	4.70	0.47	Very High
20.	Spend more time and energy communicating with problem students	4.80	0.45	Very High
21.	They often praise and encourage students in class	4.60	0.46	Very High
22.	Trust every student, even if they make mistakes	4.80	0.45	Very High
23.	There will be no prejudice against students with poor grades	4.60	0.43	Very High
24.	will take the initiative to establish contact with students' parents and communicate frequently	4.50	0.44	Very High
25.	Care about students' living conditions and ideological problems	4.60	0.45	Very High
26.	Help students from poor families and provide financial support	4.50	0.45	Very High
27.	Establish wechat groups and interact with students frequently	4.50	0.46	Very High
	Education modernization and technology			
28.	Educational concepts and ideas keep pace with The Times	4.80	0.46	Very High

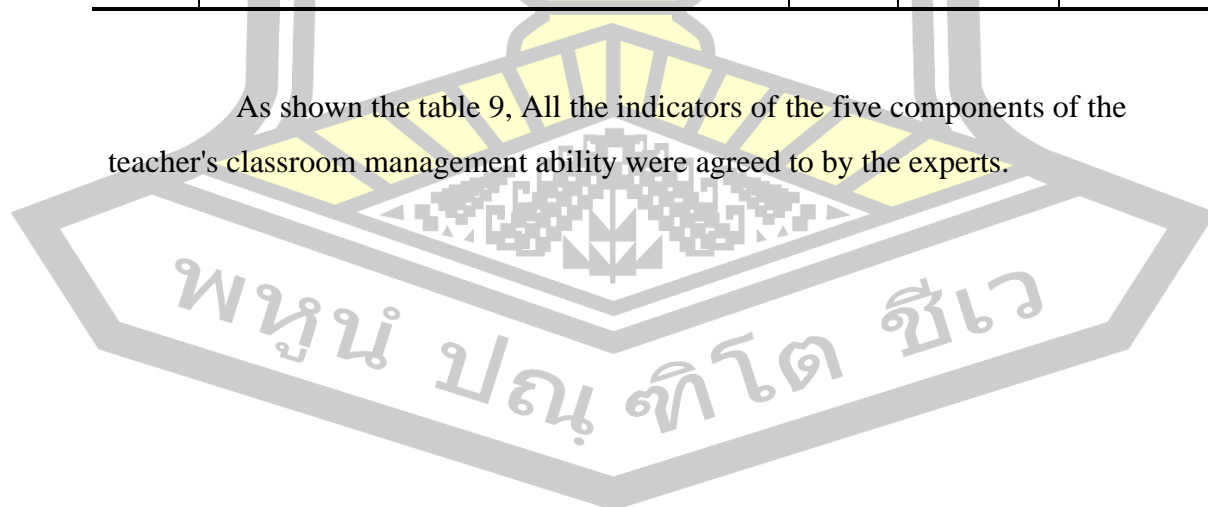
Table 9 (Continued)

Items	Components and Indicator	\bar{X}	S.D	Level of Suitability
29.	The teaching content is cutting-edge and advanced	4.70	0.46	Very High
30.	The teaching method is novel and caters to contemporary students	4.80	0.47	Very High
31.	Multimedia and advanced equipment are used in teaching	4.80	0.45	Very High
32.	Use Internet + and other technical means as auxiliary teaching tools	4.70	0.46	Very High
33.	Accept and try to use new things and use them in teaching	4.60	0.45	Very High
34.	Use artificial intelligence in the classroom	4.70	0.46	Very High
35.	Change in teaching according to students' wishes	4.60	0.45	Very High
36.	Use spare time, active learning, improve the most advanced professional knowledge and technical means	4.70	0.46	Very High
	Teachers' professional ethics			
37.	Implement educational policies, abide by educational laws and regulations, and fulfill the duties and rights of teachers	4.80	0.47	Very High
38.	highly responsible for work, prepare lessons carefully, and coach students patiently.	4.90	0.48	Very High
39.	Protect students' safety, care for students' health, and safeguard students' rights and interests	4.90	0.48	Very High

Table 9 (Continued)

Items	Components and Indicator	\bar{X}	S.D	Level of Suitability
40.	Cultivate students' good conduct, stimulate students' innovative spirit, and promote students' all-round development	4.90	0.47	Very High
41.	Civilized behavior, decent style, strict self-discipline, clean and honest	4.80	0.46	Very High
42.	Care for the collective, unity and cooperation, respect teachers and love students	4.70	0.47	Very High
43.	Establish the idea of lifelong learning and update the knowledge structure, Devote oneself to study the business, improve the teaching level	4.80	0.48	Very High
44.	A strong sense of professional identity, belonging and honor	4.90	0.46	Very High
45.	Loyal to the cause of education, willing to be a ladder, willing to contribute.	4.60	0.47	Very High

As shown the table 9, All the indicators of the five components of the teacher's classroom management ability were agreed to by the experts.



Stage II: Explore the Current and Desired States of Teachers' Competencies in Classroom Management

Part 1 (Population and sample): This study was based on the teachers of the Drama School of Henan Vocational institution of the Arts. The research group was defined as all 27 teachers in the drama School.

Table 10 Personal data analysis of the respondents

Teaching experiences	
1-- 3 years	14.81%
4 -- 10 years	18.52%
10-- 20 years	40.74%
More than 20 years	25.93%
Job category	
Full-time teachers	51.85%
Part-time teacher	11.11%
College counselor	14.81%
Administrative staff	22.22%

Table 10 shows that there are 27 teachers in the Drama School of Henan Vocational institution of Arts, 17 were female (62.96%), 10 were male (37.04%), 8 were young (29.63%) under the age of 30, 7 were 31-40 (25.93%), and 6 were 41-50 (22.22%). There were 6 teachers aged 51-60 (22.22%), 4 teachers with 1-3 years of teaching experience (14.81%), 5 teachers with 4-10 years of teaching experience (18.52%), and 11 teachers with 10-20 years of teaching experience (40.74%), There were 7 teachers (25.93%) with more than 20 years of teaching experience.

Part 2 (Questionnaire): The close-ended questionnaires was used to measure the existence state and desire state of teachers' classroom management ability. The descriptive statistic and a five - point rating scales questionnaires was used to rate

level of teachers' classroom management ability the following of five - point rating scales from 5 = Very high, 4 = high, 3 = fair, 2 = poor, 1 = very poor. Mean and standard deviation (S.D) were used Methods We analyzed the current situation and expected level of teachers' classroom management ability.

Table 11 Means and standard deviations of the current and expected states of teacher classroom management ability

Items	Teacher's classroom management ability	Current State			Desired State		
		\bar{X}	S.D	Level of Competency	\bar{X}	S.D	Level of Competency
1.	Formulation of classroom routine	2.30	0.12	Medium	3.55	0.18	Medium
2.	Adjustment of classroom environment	2.68	0.11	Medium	3.87	0.11	High
3.	Harmonious and equal communication between teachers and students	2.84	0.16	Medium	4.07	0.17	High
4.	Education modernization and technology	2.59	0.06	Medium	4.12	0.15	High
5.	Teachers' professional ethics	3.21	0.17	Medium	4.35	0.16	High
Total		2.72	0.10	Medium	3.99	0.12	High

Table 11 shows the average and standard deviation of the current and expected state of teachers' classroom management ability. It can be seen from the table that the overall status quo of teachers' classroom management ability in Drama School of Henan Vocational institution of Arts is medium, (1) teachers' professional ethics (\bar{X} =3.21). (2) harmonious and equal communication between teachers and students (\bar{X} =2.84). (3) the adjustment of the classroom environment (\bar{X} =2.68), in last place was the formulation of classroom routine (\bar{X} =2.30). In the overall desired state, all components are at a high level, (1) teacher professional ethics (\bar{X} =4.35), (2) educational modernization and technology (\bar{X} =4.12), (3) harmonious and equal

communication between teachers and students ($\bar{X}=4.07$), and the formulation of classroom routine ($\bar{X}=3.55$).

Table 12 The mean and standard deviation of the current and expected state of formulation of classroom routine in the teacher's classroom management ability

Items	Formulation of classroom routine	Current State			Desired State		
		\bar{X}	S.D	Level of Competency	\bar{X}	S.D	Level of Competency
1.	Establish classroom rules and regulations at the beginning of the school year	2.63	0.92	Medium	3.96	0.80	High
2.	Clarify the discipline requirements before class	2.59	0.93	Medium	4.14	0.76	High
3.	Classroom rules and systems are scientific and reasonable	3.25	0.91	Medium	4.44	0.64	High
4.	Students are widely consulted when making classroom rules	2.07	0.95	lower	3.96	0.81	High
5.	Allow students to implement self-management within the framework of classroom rules	2.14	0.98	lower	3.88	0.97	High
6.	At the end of the semester, we will make an overall summary of the class rules and make adjustments to the class rules for the next semester	1.96	0.85	lower	3.63	0.77	High
7.	Classroom rules will be adjusted or changed at any time during the teaching process	1.96	0.85	lower	3.14	0.86	Medium

Table 12 (Continued)

Items	Formulation of classroom routine	Current State			Desired State		
		\bar{X}	S.D	Level of Competency	\bar{X}	S.D	Level of Competency
8.	Develop special classroom rules for individual students	1.92	0.78	lower	2.44	0.57	lower
9.	Students who break classroom rules are punished accordingly	2.25	0,88	lower	2.37	0.56	lower
Total		2.30	0.12	Medium	3.55	0.18	High

Table 12 shows the average and standard deviation of the current and expected status of classroom routine formulation in teachers' classroom management ability. It can be seen from the table that the overall status of classroom routine formulation is medium, (1) classroom rules and systems are scientific and reasonable ($\bar{X}=3.25$), (2) establishing classroom rules and regulations at the beginning of the school year ($\bar{X}=2.63$), (3) is a clear rule requirement before class ($\bar{X}=2.59$), and at the bottom is a special class rule for individual students ($\bar{X}=1.92$). In the overall expected state, all components are at a high level, (1) classroom rules and systems are scientific and reasonable ($\bar{X}=4.44$), (2) rules are clearly required before class ($\bar{X}=4.14$), (3) students are widely consulted when making classroom rules ($\bar{X}=3.965$). The last student who breaks class rules is punished accordingly ($\bar{X}=2.37$).

Table 13 The mean and standard deviation of the current and expected state of adjustment of classroom environment in the teacher's classroom management ability

Items	Adjustment of classroom environment	Current State			Desired State		
		\bar{X}	S.D	Level of Competency	\bar{X}	S.D	Level of Competency
1.	Before the beginning of the semester, the classroom space and environment layout will be adjusted reasonably according to the class situation	2.66	0.78	Medium	4.11	0.75	High
2.	Students actively arrange (clean) the classroom before class	2.92	0.82	Medium	4.07	0.95	High
3.	In class, humorous language will be used to liven up the classroom atmosphere	2.14	0.76	low	3.88	0.72	High
4.	The classroom space environment will affect the teaching quality	2.37	0.84	low	3.85	0.66	High
5.	The classroom space environment and layout will be temporarily adjusted according to the teaching content and students' situation	2.60	0.97	Medium	4.11	0.97	High
6.	Students will be arranged to leave the classroom to attend classes outdoors or in other locations	2.63	0.79	Medium	3.40	0.78	Medium

Table 13 (Continued)

Items	Adjustment of classroom environment	Current State			Desired State		
		\bar{X}	S.D	Level of Competency	\bar{X}	S.D	Level of Competency
7.	Let students arrange the classroom environment according to their own preferences	2.78	0.79	Medium	3.92	0.83	High
8.	The classroom space layout is reasonable and the facilities are complete	2.81	0.64	Medium	3.85	0.69	High
9.	A relaxed and pleasant classroom environment will enhance the teaching effect	3.23	0.73	Medium	3.66	0.64	High
Total		2.68	0.12	Medium	3.87	0.11	High

Table 13 shows the average and standard deviation of the current and expected state of classroom environment adjustment in teachers' classroom management ability. It can be seen from the table that the overall status quo of classroom environment adjustment is medium level. (1) a relaxed and comfortable classroom environment will improve the teaching effect ($\bar{X}=3.23$). (2) take the initiative to arrange (clean) the classroom before class ($\bar{X}=2.92$); (3) have reasonable classroom space layout and complete facilities ($\bar{X}=2.81$); students in the last place use humorous language in class to invigorate the classroom atmosphere ($\bar{X}=2.14$). In the overall expected state, all components are at a high level. (1) the semester begins, the classroom space and environment layout will be reasonably adjusted according to the class situation ($\bar{X}=4.15$). (2) the classroom space environment and environment layout will be temporarily adjusted according to the teaching content and students' situation ($\bar{X}=4.11$). (3) take the initiative to arrange (clean) the classroom before class ($\bar{X}=4.07$), and students in line ($\bar{X}=3.40$) will be arranged to leave the classroom to attend classes outdoors or in other locations.

Table 14 The mean and standard deviation of the current and expected state of harmonious and equal communication between teachers and students in the teacher's classroom management ability

Items	Harmonious and equal communication between teachers and students	Current State			Desired State		
		\bar{X}	S.D	Level of Competency	\bar{X}	S.D	Level of Competency
1.	Respect every student in the classroom and treat every student fairly and justly	2.96	0.89	Medium	4.81	0.64	High
2.	Spend more time and energy communicating with problem students	2.59	0.87	Medium	4.44	0.75	High
3.	They often praise and encourage students in class	2.70	0.77	Medium	4.25	0.94	High
4.	Trust every student, even if they make mistakes	2.63	0.66	Medium	4.09	0.80	High
5.	There will be no prejudice against students with poor grades	2.33	0.62	low	4.29	0.82	High
6.	will take the initiative to establish contact with students' parents and communicate frequently	2.11	0.68	low	3.96	0.85	High
7.	Care about students' living conditions and ideological problems	2.57	0.72	Medium	4.11	0.61	High

Table 14 (Continued)

Items	Harmonious and equal communication between teachers and students	Current State			Desired State		
		\bar{X}	S.D	Level of Competency	\bar{X}	S.D	Level of Competency
8.	Help students from poor families and provide financial support	2.60	0.56	Medium	2.85	0.76	Medium
9.	Establish wechat groups and interact with students frequently	2.52	0.52	Medium	4.22	0.89	High
Total		2.84	0.16	Medium	4.11	0.17	High

Table 14 shows the average and standard deviation of the current and expected states of harmonious and equal communication between teachers and students in the classroom management ability of teachers. It can be seen from the table that the overall status quo of harmonious and equal communication between teachers and students is medium, (1) respecting every student in the classroom and treating every student fairly and justly (\bar{X} =2.96). (2) they often praise and encourage students in class (\bar{X} =2.70), (3) believe every student even if they make mistakes (\bar{X} =2.63), ranked last will take the initiative to establish contact with students' parents and communicate frequently (\bar{X} =2.11). Harmonious and equal communication between teachers and students in the overall desired state, all components are at a high level, (1) respect for every student in the classroom, fair and impartial treatment of every student (\bar{X} =4.47), (2) spending more time and energy communicating with problem students (\bar{X} =4.44). (3) has no bias against low-achieving students (\bar{X} =4.29), and ranking last helps students from poor families and provides financial support (\bar{X} =2.85).

Table 15 The mean and standard deviation of the current and expected state of education modernization and technology in the teacher's classroom management ability

Items	Education modernization and technology	Current State			Desired State		
		\bar{X}	S.D	Level of Competency	\bar{X}	S.D	Level of Competency
1.	Educational concepts and ideas keep pace with The Times	2.70	0.66	Medium	3.96	0.80	High
2.	The teaching content is cutting-edge and advanced	2.58	0.57	Medium	4.44	0.80	High
3.	The teaching method is novel and caters to contemporary students	2.64	0.71	Medium	4.37	0.79	High
4.	Multimedia and advanced equipment are used in teaching	2.63	0.68	Medium	4.40	0.69	High
5.	Use Internet + and other technical means as auxiliary teaching tools	2.61	0.60	Medium	4.42	0.69	High
6.	Accept and try to use new things and use them in teaching	2.57	0.68	Medium	4.11	0.69	High
7.	Use artificial intelligence in the classroom	2.54	0.76	Medium	3.77	0.97	High
8.	Change in teaching according to students' wishes	2.55	0.65	Medium	3.85	0.56	High
9.	Use spare time, active learning, improve the most advanced professional knowledge and technical means	2.56	0.75	Medium	3.83	0.63	High
Total		2.59	0.06	Medium	4.12	0.16	High

Table 15 shows the average and standard deviation of the current and expected status of educational modernization and technology in teachers' classroom management ability. It can be seen from the table that the overall status quo of educational modernization and technology is medium, (1) advancing with The Times

in educational concepts and ideas ($\bar{X}=2.70$), (2) novel teaching methods suitable for contemporary students' learning ($\bar{X}=2.64$). (3) in the use of multimedia and advanced equipment in teaching ($\bar{X}=2.63$), ranked last in the use of artificial intelligence in the classroom ($\bar{X}=2.54$). In the overall expected state of education modernization and technology, all components are at a high level, (1) frontier and advanced teaching content ($\bar{X}=4.44$), (2) the use of Internet + and other technical means as auxiliary teaching tools ($\bar{X}=4.42$). (3) in the use of multimedia and advanced equipment in teaching ($\bar{X}=4.40$), ranked last in the use of artificial intelligence in the classroom ($\bar{X}=3.77$).

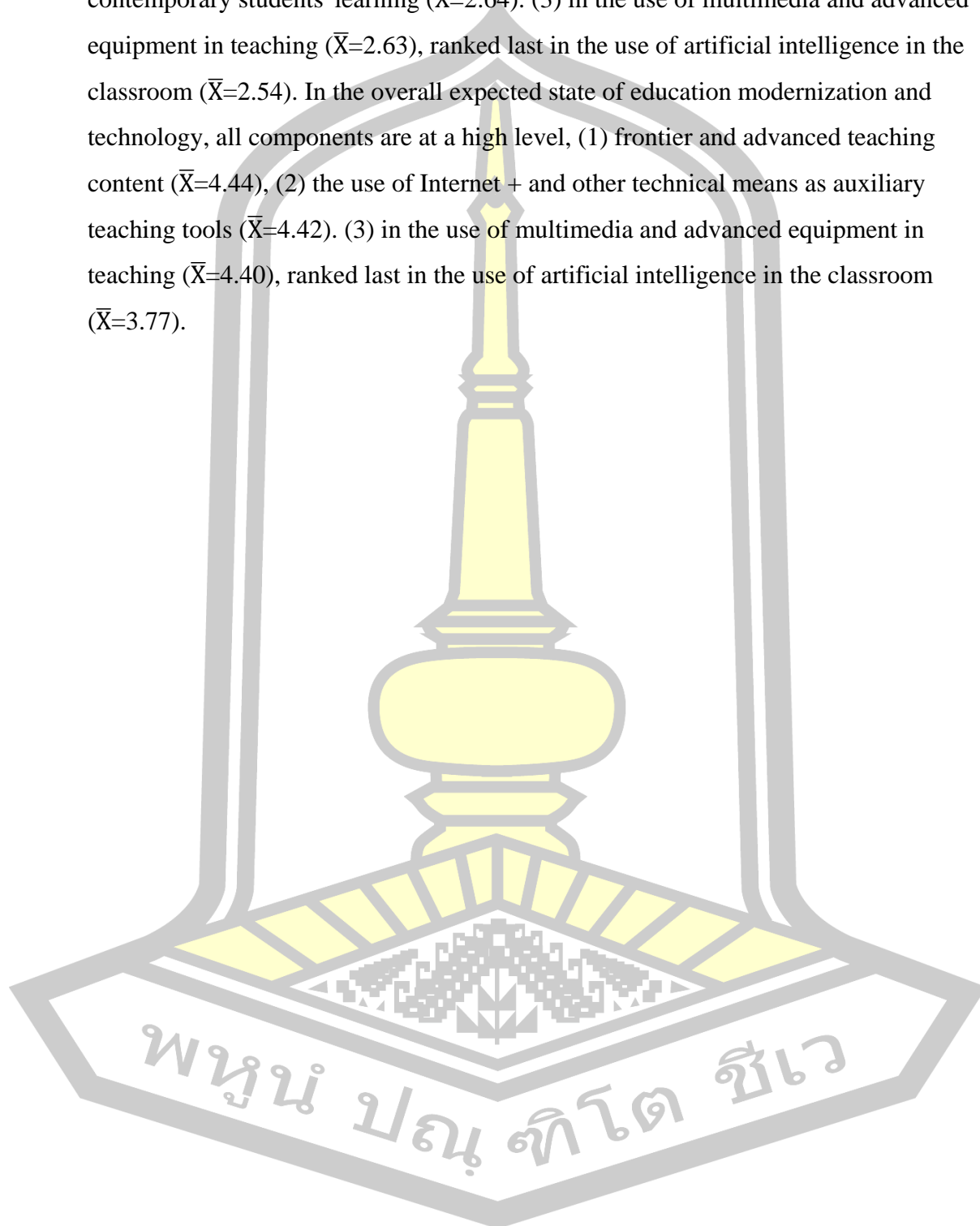


Table 16 The mean and standard deviation of the current and expected state of teachers' professional ethics in the teacher's classroom management ability

Items	Teachers' professional ethics	Current State			Desired State		
		\bar{X}	S.D	Level of Competency	\bar{X}	S.D	Level of Competency
1.	Implement educational policies, abide by educational laws and regulations, and fulfill the duties and rights of teachers	3.49	0.77	Medium	4.48	0.46	High
2.	highly responsible for work, prepare lessons carefully, and coach students patiently.	3.15	0.86	Medium	4.44	0.44	High
3.	Protect students' safety, care for students' health, and safeguard students' rights and interests	2.77	0.50	Medium	3.96	0.85	High
4.	Cultivate students' good conduct, stimulate students' innovative spirit, and promote students' all-round development	3.43	0.88	Medium	4.40	0.57	High
5.	Civilized behavior, decent style, strict self-discipline, clean and honest	3.47	0.81	Medium	4.50	0.46	High
6.	Care for the collective, unity and cooperation, respect teachers and love students	3.44	0.68	Medium	4.34	0.48	High

Table 16 (Continued)

Items	Teachers' professional ethics	Current State			Desired State		
		\bar{X}	S.D	Level of Competency	\bar{X}	S.D	Level of Competency
7.	Establish the idea of lifelong learning and update the knowledge structure, Devote oneself to study the business, improve the teaching level	3.29	0.91	Medium	4.43	0.49	High
8.	A strong sense of professional identity, belonging and honor	2.96	0.75	Medium	4.33	0.67	High
9.	Loyal to the cause of education, willing to be a ladder, willing to contribute.	2.92	0.82	Medium	4.29	0.82	High
Total		3.21	0.17	Medium	4.35	0.16	High

Table 16 shows the average and standard deviation of the current state and expected state of teachers' professional ethics in the classroom management ability. It can be seen from the table that the overall status quo of teachers' professional ethics is medium. (1) implementing education policies, abiding by education laws and regulations, and fulfilling the duties and rights of teachers (\bar{X} =3.49); (2) behaving in a civilized, decent manner, strict self-discipline, honesty and honesty (\bar{X} =3.47); (3) caring for the collective, solidarity and cooperation, respecting teachers and caring for students (\bar{X} =3.44), ranked last in protecting students' safety, caring for students' health and safeguarding students' rights and interests (\bar{X} =2.77). In the overall expected state, all components of teacher professional ethics are at a high level, ranking in (1) civilized behavior, decent behavior, strict self-discipline, honesty and honesty (\bar{X} =4.50), (2) to implement education policies, abide by education laws and regulations, and fulfill the duties and rights of teachers (\bar{X} =4.48); (3) to be highly responsible for work, carefully prepare courses, and patiently guide students (\bar{X} =4.44); At the bottom of the list were protecting students' safety, caring for students' health, and safeguarding students' rights and interests (\bar{X} =3.96).

Table 17 Priority demand index of the components of teacher classroom management ability

Items	Components	Current States (D)	Desired States (I)	PNI modified (I-D)/D	Rank
1.	Formulation of classroom routine	2.30	3.55	0.54	2
2.	Adjustment of classroom environment	2.68	3.87	0.44	3
3.	Harmonious and equal communication between teachers and students	2.84	4.07	0.43	4
4.	Education modernization and technology	2.59	4.12	0.59	1
5.	Teachers' professional ethics	3.21	4.35	0.35	5

Table 17 shows the Priority demand index of the components of teacher classroom management ability. From this table, it can be seen that the priority of (1) is education modernization and technology (PNI=0.59), the priority of (2) is the formulation of classroom routine (PNI=0.54), the priority of (3) is the adjustment of classroom environment (PNI=0.44), the priority of (4) is the harmonious and equal communication between teachers and students (PNI=0.43). the priority of (5) priority is teachers' professional ethics (PNI=0.35).

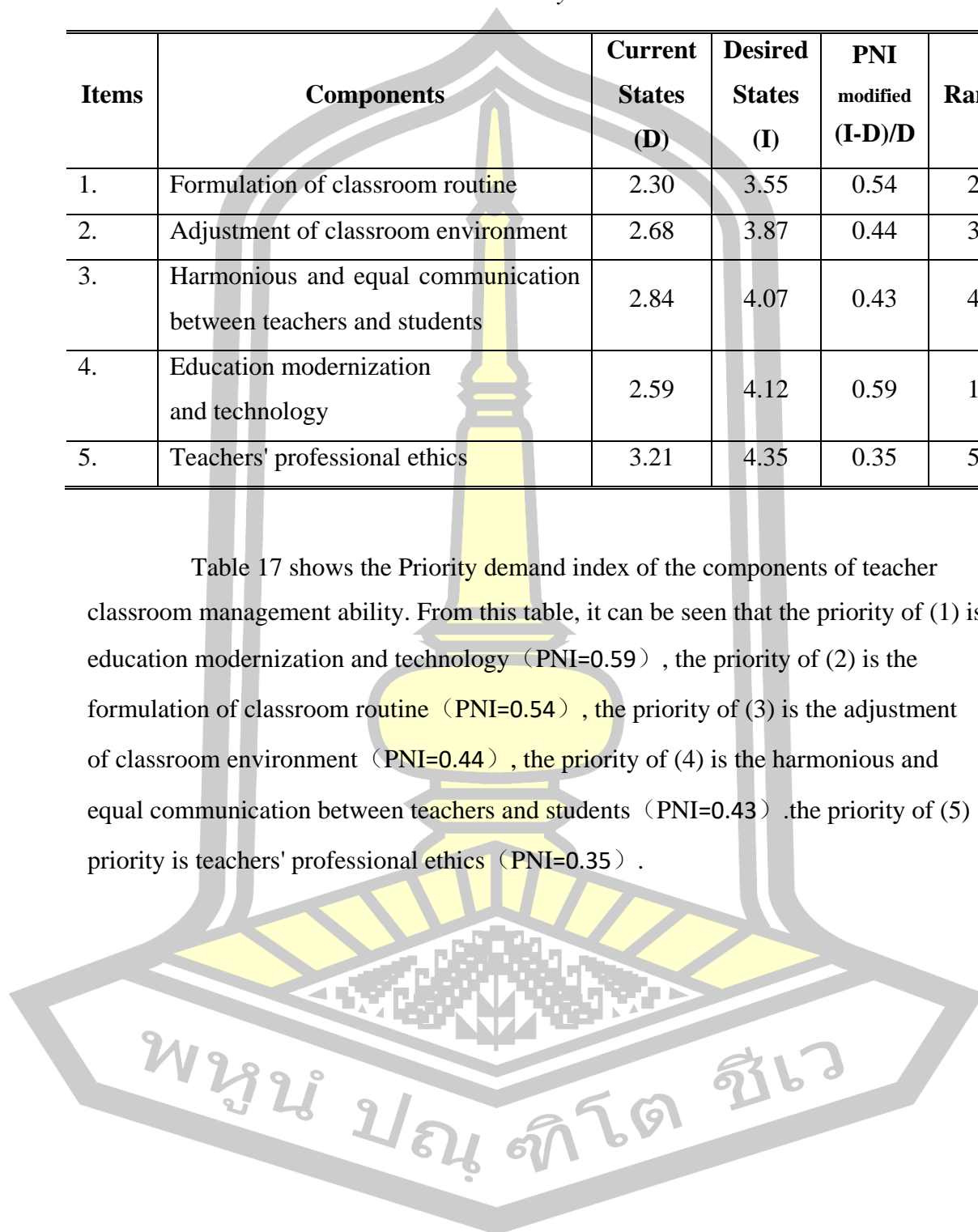


Table 18 Teacher classroom management ability formulation of classroom routine of priority demand index table

Items	Formulation of classroom routine	Current State (D)	Desire d State (I)	PNI modified	Rank
1.	Establish classroom rules and regulations at the beginning of the school year	2.63	3.963	0.50	6
2.	Clarify the discipline requirements before class	2.59	4.14	0.59	5
3.	Classroom rules and systems are scientific and reasonable	3.25	4.44	0.36	7
4.	Students are widely consulted when making classroom rules	2.07	3.965	0.91	1
5.	Allow students to implement self-management within the framework of classroom rules	2.14	3.88	0.81	3
6.	At the end of the semester, we will make an overall summary of the class rules and make adjustments to the class rules for the next semester	1.96	3.63	0.85	2
7.	Classroom rules will be adjusted or changed at any time during the teaching process	1.96	3.14	0.60	4
8.	Develop special classroom rules for individual students	1.92	2.44	0.27	8
9.	Students who break classroom rules are punished accordingly	2.25	2.37	0.05	9

Table 18 is an indicator of the priority needs for the formulation of classroom routine of teachers' classroom management ability. It can be seen from this table that the priority order is (1) students are widely consulted when making classroom rules (PNI=0.91); (2) At the end of the semester, the course rules will be

comprehensively summarized and the course rules for the next semester will be adjusted (PNI=0.85);(3)Students are allowed to implement self-management within the framework of classroom rules(PNI=0.81), and the last student who violates classroom rules will be punished accordingly(PNI=0.05).

Table 19 Teacher classroom management ability adjustment of classroom environment of priority demand index table

Items	Adjustment of classroom environment	Current State (D)	Desired State (I)	PNI modified	Rank
1.	Before the beginning of the semester, the classroom space and environment layout will be adjusted reasonably according to the class situation	2.66	4.15	0.56	4
2.	Students actively arrange (clean) the classroom before class	2.92	4.07	0.39	6
3.	In class, humorous language will be used to liven up the classroom atmosphere	2.14	3.88	0.81	1
4.	The classroom space environment will affect the teaching quality	2.37	3.85	0.62	2
5.	The classroom space environment and layout will be temporarily adjusted according to the teaching content and students' situation	2.60	4.11	0.58	3
6.	Students will be arranged to leave the classroom to attend classes outdoors or in other locations	2.63	3.40	0.29	8
7.	Let students arrange the classroom environment according to their own preferences	2.78	3.92	0.41	5

Table 19 (Continued)

Items	Adjustment of classroom environment	Current State (D)	Desired State (I)	PNI modified	Rank
8.	The classroom space layout is reasonable and the facilities are complete	2.81	3.85	0.37	7
9.	A relaxed and pleasant classroom environment will enhance the teaching effect	3.23	3.66	0.13	9

Table 19 is an indicator of the adjustment priority needs of the classroom environment of teachers' classroom management ability. It can be seen from this table that the priority order is (1) in the classroom, humorous language is used to enliven the classroom atmosphere (PNI=0.81); (2) the classroom space environment will affect the teaching quality (PNI=0.62); (3) The space environment and layout of the classroom will be temporarily adjusted according to the teaching content and the situation of students (PNI=0.58), and the relaxed and comfortable classroom environment ranked last will improve the teaching effect (PNI=0.13).

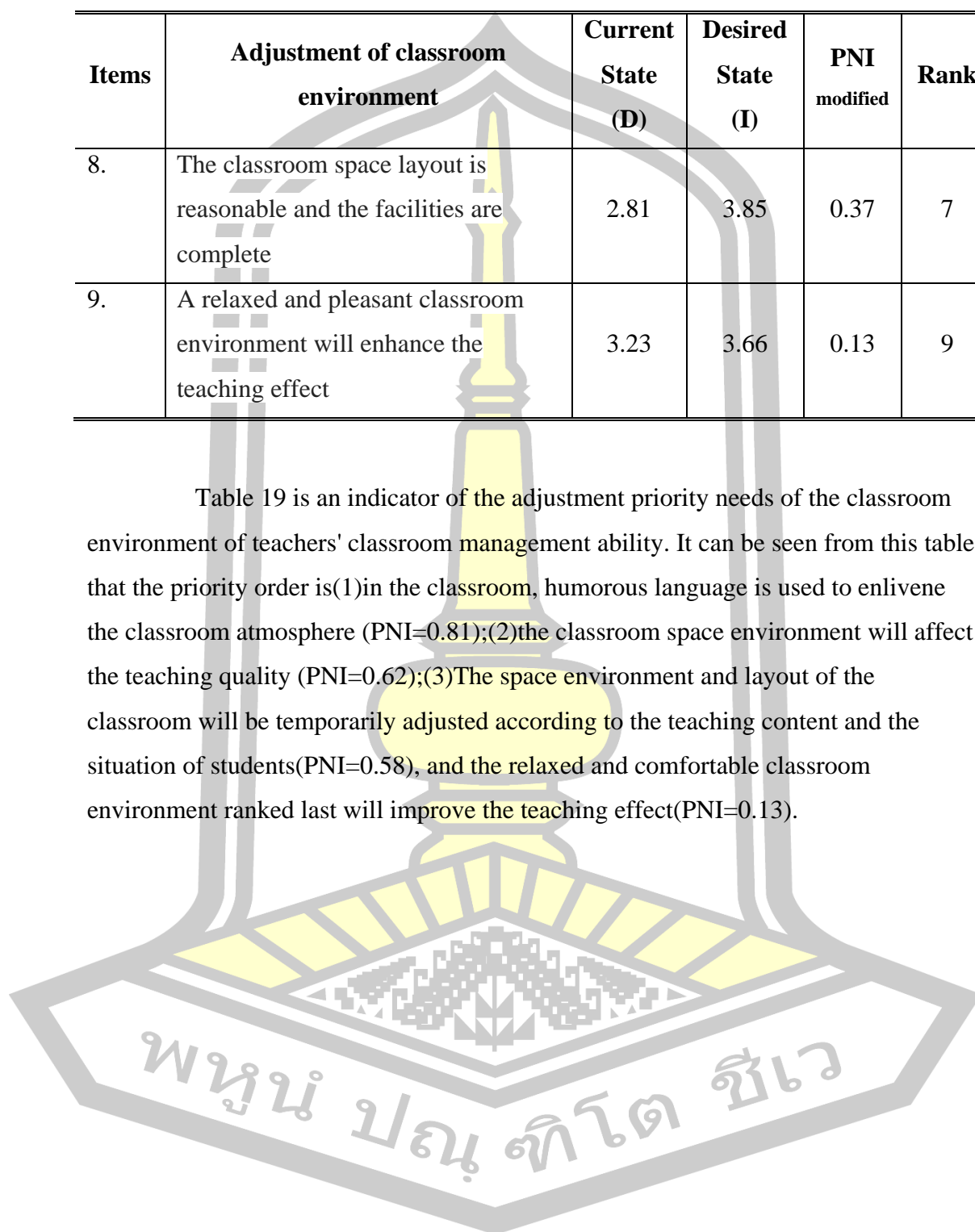


Table 20 Teacher classroom management ability harmonious and equal communication between teachers and students of priority demand index table

Items	Harmonious and equal communication between teachers and students	Current State (D)	Desired State (I)	PNI modified	Rank
1.	Respect every student in the classroom and treat every student fairly and justly	2.96	4.47	0.51	8
2.	Spend more time and energy communicating with problem students	2.59	4.44	0.71	3
3.	They often praise and encourage students in class	2.70	4.25	0.57	6
4.	Trust every student, even if they make mistakes	2.63	4.09	0.55	7
5.	There will be no prejudice against students with poor grades	2.33	4.29	0.84	2
6.	Will take the initiative to establish contact with students' parents and communicate frequently	2.11	3.96	0.87	1
7.	Care about students' living conditions and ideological problems	2.57	4.11	0.59	5
8.	Help students from poor families and provide financial support	2.60	2.85	0.09	9
9.	Establish wechat groups and interact with students frequently	2.52	4.22	0.67	4

Table 20 is an indicator of the priority needs for harmonious and equal communication between teachers and students in the classroom management ability of teachers. It can be seen from this table that priority ranking(1)will actively establish contact with students' parents and communicate frequently(PNI=0.87); (2)there is no

bias against students with poor performance(PNI=0.84); (3)Spend more time and energy communicating with troubled students(PNI=0.71), come last in helping students from poor families, and provide financial support(PNI=0.09).

Table 21 Teacher classroom management ability education modernization and technology of priority demand index table

Items	Education modernization and technology	Current State (D)	Desired State (I)	PNI modified	Rank
1.	Educational concepts and ideas keep pace with The Times	2.70	3.96	0.46	9
2.	The teaching content is cutting-edge and advanced	2.58	4.44	0.72	1
3.	The teaching method is novel and caters to contemporary students	2.64	4.37	0.65	4
4.	Multimedia and advanced equipment are used in teaching	2.63	4.40	0.67	3
5.	Use Internet + and other technical means as auxiliary teaching tools	2.61	4.42	0.69	2
6.	Accept and try to use new things and use them in teaching	2.57	4.11	0.59	5
7.	Use artificial intelligence in the classroom	2.54	3.77	0.48	8
8.	Change in teaching according to students' wishes	2.55	3.85	0.50	6

Table 21 (Continued)

Items	Education modernization and technology	Current State (D)	Desired State (I)	PNI modified	Rank
9.	Use spare time, active learning, improve the most advanced professional knowledge and technical means	2.56	3.83	0.49	7

Table 21 shows the priority demand index of modernization and technology for teachers' classroom management ability. It can be seen from this table that the priority order is (1) the teaching content is frontier and advanced (PNI=0.72); (2) The use of Internet + and other technical means as auxiliary teaching tools (PNI=0.69); (3) The use of multimedia and advanced equipment in teaching (PNI=0.67), ranked last in the educational concepts and ideas with The Times (PNI=0.46).

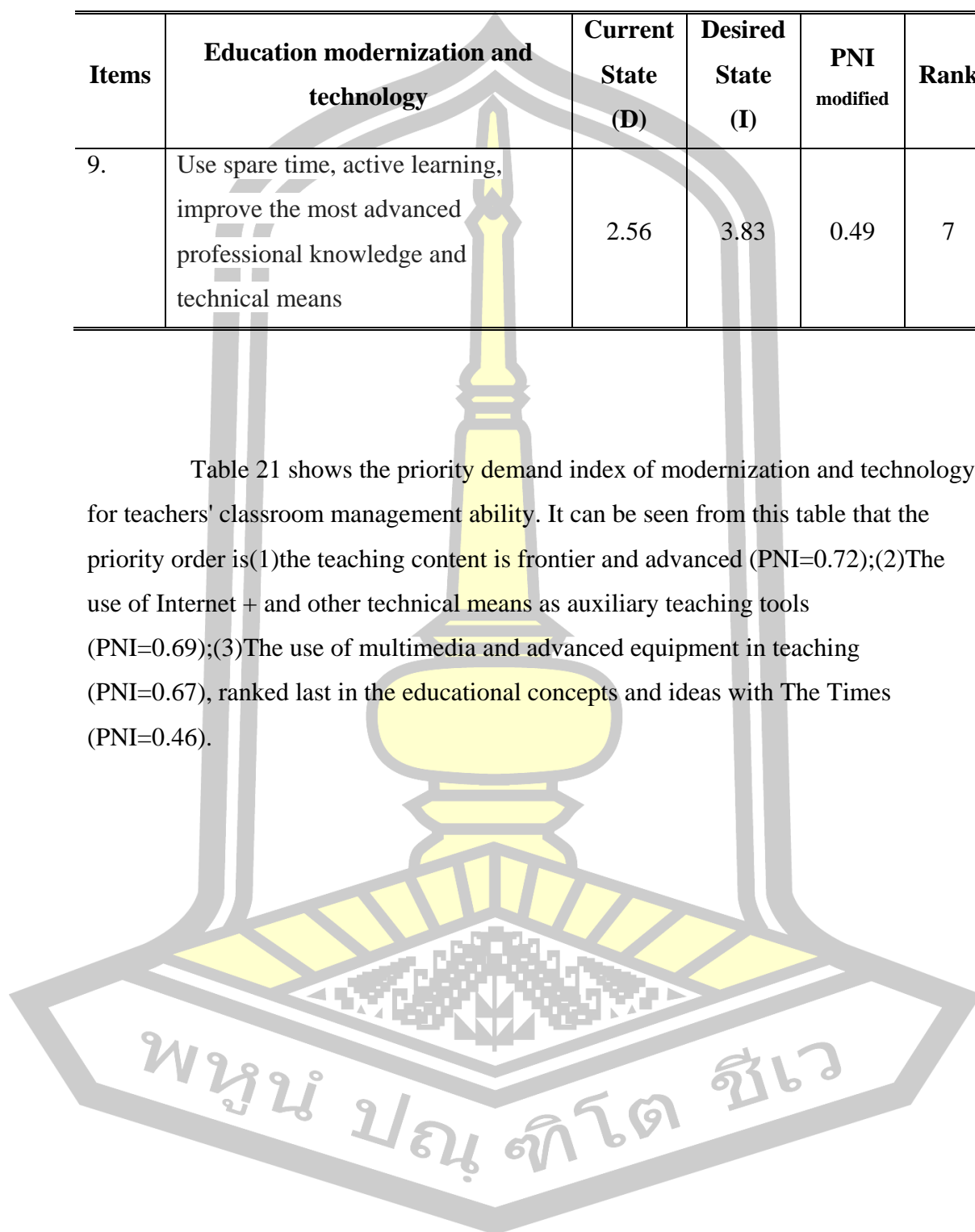


Table 22 Teacher classroom management ability teachers' professional ethics of priority demand index table

Items	Teachers' professional ethics	Current State (D)	Desired State (I)	PNI modified	Rank
1.	Implement educational policies, abide by educational laws and regulations, and fulfill the duties and rights of teachers	3.49	4.48	0.283	7
2.	highly responsible for work, prepare lessons carefully, and coach students patiently.	3.15	4.44	0.40	4
3.	Protect students' safety, care for students' health, and safeguard students' rights and interests	2.77	3.96	0.42	3
4.	Cultivate students' good conduct, stimulate students' innovative spirit, and promote students' all-round development	3.43	4.40	0.282	8
5.	Civilized behavior, decent style, strict self-discipline, clean and honest	3.47	4.50	0.29	6
6.	Care for the collective, unity and cooperation, respect teachers and love students	3.44	4.34	0.26	9
7.	Establish the idea of lifelong learning and update the knowledge structure, Devote oneself to study the business, improve the teaching level	3.29	4.43	0.34	5

Table 22 (Continued)

Items	Adjustment of classroom environment	Current State (D)	Desired State (I)	PNI modified	Rank
8.	A strong sense of professional identity, belonging and honor	2.96	4.33	0.462	2
9.	Loyal to the cause of education, willing to be a ladder, willing to contribute.	2.92	4.29	0.469	1

Table 22 shows the priority demand index of teachers' classroom management ability and professional ethics. From this table, it can be seen that the priority order is (1) loyal to the educational cause, willing to become a ladder, willing to make contributions (PNI=0.469); (2) having a strong sense of professional identity, belonging and honor (PNI=0.462); (3) in the protection of students' safety, care for students' health, safeguard students' rights and interests. (PNI=0.42), the last one cares for the collective, solidarity and cooperation, respects teachers, and loves students (PNI=0.26).

Stage III: Designing the Program to Enhance Teachers' Competencies in Classroom Management

The third stage of this study is the formulation of classroom management ability plan for teachers in Drama School of Henan Vocational institution of Arts. After analyzing the questionnaire data, the researchers then invited relevant experience subjects from different organizations in China to conduct interviews and evaluations. In this study, 5 Chinese experts were selected to interview and check the evaluation form. (1) These experts are selected from school leaders, drama experts, professors and teachers from other universities; (2) Experts must have at least a

master's degree, (3) Experts must have at least 5 years of experience in the education sector, and they are:

1. Mr. Zhang Guoqiang, Vice President and Professor of Henan Institute of Dramatic Arts
2. Ms. Lu Shan, Dean and Professor of Drama School, Henan Vocational institution of Arts
3. Mr. Xu Yan, Vice Dean and Professor, School of Music, Henan University
4. Mr. Zhao Chenguang, Vice President and Professor of Drama School, Henan Vocational institution of Arts
5. Ms. Song Shasha, National second-grade actor and Associate professor of Henan Dramatic Art Center

The researchers collected semi-structured interviews with five experts and concluded that the evaluation of the elements of teachers' classroom management ability, the evaluation of the key performance indicators of other components were appropriate and complete, and other recommendations for improving teachers' classroom management ability.

1. Teachers' classroom management ability to develop classroom routine:

Five experts gave pertinent suggestions on the formulation of classroom management ability of Drama School teachers in Henan Vocational institution of Arts from different angles and aspects. As a college art teacher, it is very important to establish classroom routine, which helps to establish a good learning atmosphere and promote students' participation and concentration. Developing classroom routines is crucial to developing students' acting skills and creativity. Classroom routines are developed to ensure the effective management of teaching order and student learning outcomes. The formulation of classroom routine can be made according to the specific teaching objectives and the teaching philosophy of the school. When formulating classroom routine, teachers should fully consider the subject

characteristics, student groups and curriculum objectives, and adjust the routine flexibly to adapt to different teaching situations and students' needs.

"...Make classroom rules and expectations clear to students at the beginning of the semester to ensure they understand what teachers are looking for in their learning environment. This includes being able to show up to class on time, respecting others, and participating actively. Having a clear class schedule can provide students with better organization and planning. Include topics, activities, and breaks for each class in the schedule so that students know the schedule for each session. Create an engaged classroom atmosphere where students are encouraged to ask questions, answer questions, present ideas, and participate in group discussions. Make sure students know what disciplinary rules they need to follow, including cell phone use, tardiness, absences, etc. Develop measures to deal with disciplinary violations in order to maintain order in the classroom. Give students timely feedback and praise their efforts and progress..."

(Expert 1, Interview, December 6, 2023)

"...Develop a detailed course outline, including the theme, content, learning objectives and assessment modalities for each class. In this way, students can understand the arrangement and learning objectives of each lesson in advance, and help them to better organize their studies. Design classroom activities such as role play, group play, improvisation, etc. to stimulate students' creativity and performance skills. Use a variety of assessment methods, such as performance assessment, written reflection, peer assessment, etc., to get a full picture of student learning outcomes and progress. Regularly review and evaluate the effectiveness of classroom routines and make adjustments based on student feedback and needs. Maintain communication and feedback with students to continually improve your teaching methods and classroom management strategies..."

(Expert 2, Interview, December 8, 2023)

"...Clarify student attendance requirements, including attendance rates, leave procedures, and absence tracking. This helps ensure student engagement and continuity. Students are required to complete assigned preview tasks before class in order to better participate in class discussions and activities. Students are encouraged to prepare class materials, assignments, and questions in advance to facilitate in-depth learning and interaction. Rules stipulating the use of mobile phones and other electronic devices by students in the classroom to avoid distracting and interfering with the teaching process. Set engagement ratings to motivate students to engage and learn. Clarify assignment submission requirements, deadlines and assessment methods. Specify that students should complete assignments on time and provide appropriate feedback and assessment. Emphasize the importance of academic integrity, prohibit plagiarism and cheating, and make clear the consequences of violating academic integrity..."

(Expert 3, Interview, December 12, 2023)

"...Both students and teachers are expected to arrive at class on time to ensure that lessons are carried out normally. Students and teachers should respect each other and not interfere with others' learning. Be polite and modest in the classroom, and respect the views and learning outcomes of others. Students should prepare materials or other learning materials required for class in advance. Teachers should also prepare the teaching content and teaching AIDS in advance to ensure the efficient conduct of the class. Students should actively participate in class discussions and practice activities. Teachers can group students according to their characteristics and interests to promote cooperation and mutual assistance among students. Teachers should provide students with feedback and evaluation of homework regularly to help students find problems and improve. Teacher evaluations should be specific, objective and constructive, and encourage continuous improvement..."

(Expert 4, Interview, December 15, 2023)

"...Establish clear disciplinary rules, including the code of conduct students should follow, the treatment of late and early leave, mobile phone use, etc. Students are encouraged to actively participate in class discussions and activities. Participation requirements can be set, such as questions, group discussions, presentations, etc., to stimulate students' thinking and active learning. Clarify the requirements and criteria for class work and assessment. Including homework submission time, exam format, grade assessment method, etc. Encourage interaction between teachers and students by asking questions, answering questions, and leading discussions. Provide students with timely feedback, including instructive comments and encouragement. We can help students improve their learning through classroom discussions, homework correction and individual tutoring..."

(Expert 5, Interview, December 18, 2023)

2. Teachers' classroom management ability Adjustment of classroom environment:

Five experts gave pertinent suggestions on the adjustment of classroom environment of Drama School teachers of Henan Vocational institution of Arts from different angles and aspects. Adjusting the classroom environment is crucial to creating a good learning atmosphere and stimulating students' artistic creativity. The classroom environment is adjusted to create a comfortable and functional space that is conducive to student learning and teaching effectiveness. Teachers and school administrators should pay close attention to the needs and feedback of students, and continuously improve and optimize the classroom environment to provide students with a better learning experience. Teachers can flexibly adjust the classroom environment according to the actual situation and the needs of students to provide the best teaching results.

"...According to the teaching theme and curriculum content, the classroom is arranged to create an artistic atmosphere. Make sure the classroom has enough natural light or proper lighting. Optimize the layout of the classroom according to

different teaching activities. Ensure classrooms are equipped with the necessary art utensils, tools and equipment to support students' artistic practice and creation. Create a dedicated art creation area for students to practice and create. A display area or exhibition wall can be set up to allow students to display their artwork and encourage them to appreciate and communicate with each other. Keep the classroom safe and clean, especially when it comes to using artistic tools and materials. Provide the necessary safety instruction and facilities to ensure that students can learn and create in a safe environment..."

(Expert 1, Interview, December 6, 2023)

"...Provide a theater-like arrangement for the classroom of the acting program, including stage, lighting and sound equipment. Ensure that classrooms are equipped with appropriate lighting and sound equipment so that students can experience and learn the skills of stage performances. Design a multifunctional classroom space that can be used for different types of performance training, set up a feedback and discussion area where students and teachers can evaluate and discuss performance works. Creative and rehearsal Spaces are provided, giving students the opportunity to create and rehearse performance pieces independently or collaboratively. Provide students with a comfortable and safe learning environment, including suitable temperature, ventilation and seating. Improve students' learning and performance..."

(Expert 2, Interview, December 8, 2023)

"...Rationally arrange classroom seating to promote interaction and collaboration between students and teachers. Make sure there is plenty of natural light and good ventilation in the classroom. According to different teaching needs, reasonable decoration and layout of the classroom. Use appropriate wall stickers, posters and display boards to display students' work and relevant information and stimulate students' interest in learning. Ensure that classrooms are accessible to meet

the needs of students with special needs. Take measures to control noise in the classroom to provide a quiet and focused learning environment. Regular inspection and maintenance of classroom facilities to ensure that equipment is working properly, desks and chairs are tidy, and classrooms are clean and hygienic. Clean up rubbish and repair faults in a timely manner to provide a good learning environment..."

(Expert 3, Interview, December 12, 2023)

"...Acting classrooms can be equipped with a small stage for students to perform and perform training. In order to facilitate students' dance and physical performance training, the classroom can install large mirrors and professional dance floors. To provide a more authentic performance experience, classrooms can be equipped with some basic lighting and sound equipment. The space arrangement of the classroom can be adjusted according to different performance needs. Classrooms should provide a comfortable and safe learning environment. The temperature, ventilation and lighting of the classroom should be appropriate, the seating and desks should be ergonomic, and the classroom can be designed as a multi-functional space that can meet the needs of performance training as well as other types of teaching activities..."

(Expert 4, Interview, December 15, 2023)

"...Arrange the seats reasonably according to the teaching content and teaching objectives. Make sure the classroom has enough natural light or good lighting. Keep the classroom ventilated and fresh. Take measures to reduce noise interference and improve speech clarity. According to the teaching content and needs, reasonable arrangement of teaching materials and decorations in the classroom. Provide study areas for students, such as group discussion area, reading corner, laboratory area, etc. These areas can stimulate students' interest in learning and cultivate students' ability to learn independently..."

(Expert 5, Interview, December 18, 2023)

3. Teacher classroom management ability Harmonious and equal communication between teachers and students:

Five experts gave relevant suggestions on the harmonious and equal communication between teachers and students in the Drama School of Henan Vocational institution of Arts from different perspectives and aspects. As a teacher, it is very important to establish harmonious and equal communication between teachers and students, especially in the field of acting, which requires close cooperation and communication. To realize the harmonious and equal communication between teachers and students is the key to establish a positive learning environment and effective teaching. By establishing a communication atmosphere, teachers and students can better understand each other, cooperate and grow. This good communication relationship will help improve students' learning results while also providing teachers with more understanding of students' needs.

"...Respect students' opinions, experiences and uniqueness and encourage them to share their ideas and perspectives. Listen carefully to students' questions, suggestions, and puzzles. Give them enough time to express themselves and show understanding and compassion. Use simple and clear language and avoid overly specialized terms to ensure students can understand them. Create a positive and interactive learning atmosphere where students are encouraged to participate in discussions and questions. Each student has their own unique learning style and needs. Try to adapt to the learning styles of different students and provide a variety of learning resources and activities to ensure that every student can get equal opportunities. Be aware of students' individual circumstances and focus on their mental health and provide appropriate resources or guidance..."

(Expert 1, Interview, December 6, 2023)

"...Respect students' opinions and perspectives, give them a full voice, and listen carefully to their ideas and questions." Maintain an open attitude of communication and encourage students to share their ideas, puzzles, and needs.

Create an inclusive environment where students are encouraged to show their individuality and uniqueness, and give students timely feedback to help them discover their strengths and directions for improvement. Strive to build trust and good relationships with students. Show genuine care, pay attention to their academic and personal development, and provide necessary support and assistance. Encourage cooperation and teamwork among students so that they learn to support and cooperate with each other. Respect the privacy and confidentiality of students and ensure that their personal information and performance are not accessed or used by unauthorized persons..."

(Expert 2, Interview, December 8, 2023)

"...Teachers should respect the opinions and perspectives of students and give them equal treatment and respect. Encourage two-way communication between teachers and students. Teachers should provide timely and specific feedback to students on a regular basis to help them improve their learning and improve their grades. Teachers should set up open office hours to provide students with additional opportunities for communication and consultation. Teachers can design interactive teaching activities to promote interaction and communication between teachers and students. Schools can establish mentor systems that assign teachers to students and provide more personalized guidance and support. Schools can establish student feedback channels and encourage students to provide feedback on teachers and programs, anonymously or not..."

(Expert 3, Interview, December 12, 2023)

"...Teachers and students should respect each other and treat each other's opinions and perspectives as equals. Students are encouraged to ask questions, share and debate in class. Teachers should give timely feedback to students, encourage students to participate in self-evaluation and mutual evaluation, and promote their self-learning and growth. Provide a variety of communication channels so that

students can easily communicate and exchange with teachers. Provide students with the opportunity for individual tutoring to meet their individual needs and learning differences. Teachers should respect students' individual differences, including learning styles, expressions and backgrounds. Teachers and students can work together to develop learning goals and plans, with regular assessments and feedback. This can make students more actively involved in the learning process and increase their sense of responsibility and motivation..."

(Expert 4, Interview, December 15, 2023)

"...Teachers should respect students' opinions and ideas, establish an open communication atmosphere, and encourage students to express their ideas and concerns." Teachers should encourage students to provide feedback and respond positively to student feedback. Teachers can organize discussions and group activities to encourage communication and cooperation among students. In addition to face-to-face communication in the classroom, teachers can make use of modern technologies such as email, online discussion platforms and instant messaging tools to communicate with students. Teachers should respect students' individual differences, including cultural background, interests and learning styles. Teachers can actively build close and professional relationships with students. Demonstrating care and attention and responding to students' questions and needs in a timely manner makes students feel respected and supported..."

(Expert 5, Interview, December 18, 2023)

4. Teacher classroom management ability education modernization and technology:

Five experts gave pertinent suggestions on the modernization and technology of classroom management ability education for teachers of Drama School of Henan Vocational institution of Arts from different perspectives and aspects. Education modernization and technology play an important role in teaching. Understanding education modernization and technology for teachers means constantly

updating teaching concepts and methods, exploring and applying the latest modern educational technology suitable for the profession, in order to improve students' learning results, develop their modern skills, and create a better learning experience for them. Use modern technologies and resources to develop students' professional skills and creativity, effectively promote learning and development, and make it easier to communicate and collaborate with teachers and industry professionals.

"...Use educational technology tools to enrich teaching content, provide multimedia teaching resources, and stimulate students' interest in learning." Provide online course content, assignment submission and feedback mechanisms with an online learning platform. Provide digital learning resources so that students can access learning materials and conduct self-directed learning and research at any time and place. Use distance learning tools and platforms to promote distance communication and collaboration between teachers and students. Use virtual reality (VR) and augmented reality (AR) technologies to create immersive learning experiences for students. Develop innovative assessment methods using technical tools and online platforms. Use data analytics to understand students' learning and progress and provide personalized learning advice and support..."

(Expert 1, Interview, December 6, 2023)

"...Education modernization refers to the integration of educational concepts, teaching methods and educational management with the development of The Times to meet the needs of contemporary students and the requirements of society." The combination of educational modernization and technology can enhance students' learning outcomes and experiences, help students better understand and apply what they have learned, and provide more learning opportunities and resources. The modernization of education and the application of technology help to develop students' modernization skills and help students better adapt to and respond to changes and challenges in the industry. The combination of educational modernization and technology can support personalized and self-directed learning.

Students are encouraged to develop self-directed learning and self-management skills..."

(Expert 2, Interview, December 8, 2023)

"...Through the web and online platform, distance education and online learning opportunities are provided, and students can choose courses of study at any time and place, interact with teachers and other students. Equipped with intelligent classrooms, interactive whiteboards, student response systems and smart devices. Facilitate interaction between teachers and students, provide real-time feedback, and support personalized adaptation of teaching content. Using big data and learning analysis technology, the learning data of students is collected, analyzed and evaluated. Provide online educational resources, such as open courses, instructional videos, e-books, etc., to expand the range of learning content and resources, so that students can study independently and explore areas of interest in depth. Utilize remote collaboration tools and platforms to facilitate collaboration and team Programs among students. Provide a personalized learning experience with AI and adaptive learning systems..."

(Expert 3, Interview, December 12, 2023)

"...The use of modern online teaching platform to achieve remote teaching and learning, providing real-time interactive teaching and learning resources, convenient for students to study and participate in discussions anytime and anywhere." Modern recording and post-production technology can help students record, edit and produce their own work. Using social media and online platforms, students can communicate and share with other students, faculty, and industry professionals. Teachers can use digital teaching materials and resources to assist teaching, provide more rich and diversified learning content, and help students better understand and master knowledge and skills. Use data analysis and assessment tools

to provide an objective assessment of student progress. Understand students' learning needs and issues, and provide personalized guidance and support..."

(Expert 4, Interview, December 15, 2023)

"...To organize training courses for modern education and technology to help teachers become familiar with and master the methods and tools of using modern education technology. Provide teachers with advanced educational technology facilities and resources, and ensure the normal operation and maintenance of these facilities and resources to support the use of technology by teachers in teaching. Teachers are encouraged to adopt innovative teaching design and teaching material development methods, combined with modern educational technology, to design interactive and diversified teaching content. Teachers are encouraged to apply online teaching and blended learning to their teaching to provide more flexible learning styles, increase interaction between students and teachers, and promote self-directed and collaborative learning. Teachers are encouraged to participate in research and innovative Programs to explore the application and development of educational technology. Provide faculty with research funding, laboratory facilities, and collaborative opportunities to support their research and practice in the field of educational technology..."

(Expert 5, Interview, December 18, 2023)

5. Teacher classroom management ability teachers' professional ethics:

Five experts gave pertinent suggestions on the classroom management ability of the teachers of Drama School of Henan Vocational institution of Arts from different perspectives and aspects. Teacher's professional ethics is the basis of teacher's behavior and an important criterion and guiding principle in teaching work. The implementation of teachers' professional ethics requires teachers to have a high degree of professional ethics and moral accomplishment, and they should actively supervise and guide their peers to jointly maintain the good order and reputation of

education and teaching. Schools and education management departments should also provide corresponding support and supervision to ensure the implementation and maintenance of teachers' professional ethics.

"...Maintain the principles of honesty and integrity, abide by academic norms, adhere to academic integrity, and do not deceive students, review works or copy the work of others." Treat every student equally, without favoritism or discrimination against any student. Ensure that the assessment and scoring process is fair, transparent, and provides impartial opportunities and resources. Continuously improve their teaching skills and subject knowledge, and actively participate in educational research and professional development activities. Support the academic freedom of students and colleagues by encouraging them to explore and express different perspectives and creativity. Protect the privacy and rights of students and comply with relevant laws and ethics. Respect the diversity of students, including their cultural background, beliefs, gender, abilities and special needs. To create an inclusive and equal learning environment where students are encouraged to respect and collaborate with each other..."

(Expert 1, Interview, December 6, 2023)

"...As a teacher, we should respect the dignity, rights and background of every student. Treat students fairly and equally, and give them full attention and care. Build a trusting relationship with students, keep your promises, keep your students' privacy, and build good communication and cooperation with them. Stimulate students' interest and potential, give them the confidence and support to help them achieve their goals and dreams. When evaluating students' work and academic achievements, they should be honest and fair, giving them fair evaluation and feedback. Appropriate professional boundaries should be maintained when interacting with students. Avoid overly close or inappropriate relationships with students and ensure that you act ethically and in accordance with the law..."

(Expert 2, Interview, December 8, 2023)

"...Teachers shall respect the personality and dignity of their students and treat each student equally, without favoritism or discrimination against any student." Teachers should respect students' opinions and perspectives and give them full opportunities for expression and participation. Teachers should treat academic and educational activities with integrity and impartiality. Abide by the code of academic ethics, do not engage in plagiarism, plagiarism and other academic misconduct. Protect students' legal rights and privacy, and do not infringe on students' personal rights, property rights and ideological rights. Teachers should be committed to continuous professional development, and constantly improve their subject knowledge and teaching ability. Actively participate in teacher training and academic seminars, and constantly update the teaching content and methods to provide high-quality education for students. Teachers should shoulder the responsibility of education and try their best to cultivate students' comprehensive quality and social responsibility..."

(Expert 3, Interview, December 12, 2023)

"...Teachers shall respect the personality and dignity of each student and shall treat students sincerely, equally and fairly. Teachers should pay attention to the individual differences of students and treat each student with respect and understanding. Ensure that students' rights are protected, including physical safety, mental health and academic development. Teachers should have solid professional knowledge and skills and be responsible for passing them on to their students. Teachers should create a positive, safe and harmonious learning environment to help students reach their full potential. Teachers should listen to students' opinions and suggestions, and deal with students' problems and difficulties in a timely manner. Teachers should be life-long learning, constantly improve their teaching level and professional quality. They should actively participate in teaching research and academic exchange activities to share experiences and teaching methods with their peers..."

(Expert 4, Interview, December 15, 2023)

"...Teachers should respect the human dignity, rights and diversity of students, treat every student equally, and do not discriminate or abuse students. Listen to your students and care about their growth and development. Adhere to the principle of honesty and trustworthiness, do not exaggerate facts, do not hide the truth. Guide students correctly and do not spread misinformation or mislead students. Teachers should be objective and impartial in evaluating students, free from personal preferences or biases. The intellectual property rights of others should be respected and protected, and the academic achievements and intellectual property rights of others should not be infringed. Teachers should take teaching and educating as their duty and pay attention to the all-round development of students. Teachers are responsible for the safety of students and ensure a safe teaching environment. Teachers should continuously improve their teaching ability and professional level, and participate in educational teaching research and teacher training. Actively reflect on and improve their own education and teaching practice, and constantly pursue innovation and improvement in education and teaching..."

(Expert 5, Interview, December 18, 2023)

Based on the results of interviews with five experts, including school leaders, drama experts, professors and teachers from other universities, the researchers synthesized teachers' classroom management abilities to guide development. For the teachers of Drama School of Henan Vocational institution of Arts, I drafted a plan to improve teachers' classroom management ability, as shown in Table 24-28.



Table 23 Improve teachers' classroom management ability Formulation of classroom routine the comprehensive result

Current State Desired State	Research Result (Best • Practice)	Development Method		Draft Program
		Current State Desired State	Best Practice	
1.Establish classroom rules and regulations at the beginning of the school year	1.Establish regulations at the beginning of the school year			Step 1: Preparation before development.
2.Clarify the discipline requirements before class	2.Clarify the discipline requirements before class	1.Lecture presentation	1.Lecture presentation	1. Explain the importance and knowledge understanding of classroom routine development in classroom management
3.Classroom rules and systems are scientific and reasonable	3.Rules and institutions are scientific and reasonable	2.Experience exchange	2.Experience exchange	(1 hour)
4.Students are widely consulted when making classroom rules	4.Students are widely consulted in making the rules	3.Class presentation	3.Class presentation	Step 2: Training. (Learning and Development Toolkit activities)
		4.Group activities	4.Group activities	1.1 Presentation Seminar (1.5 hours)
5.Allow students to implement self-management within the framework of classroom rules	5.Allow students to implement self-management within the framework of the rules			2.2 Exchange of Experience (1 hour)

Table 23 (Continued)

Current State Desired State	Research Result (Best • Practice)	Development Method		Draft Program
		Current State Desired State	Best Practice	
6.At the end of the semester, we will make an overall summary of the class rules and make adjustments to the class rules for the next semester	6.At the end of the semester, we will fully summarize and adjust the curriculum rules for the next semester	5. Case study 6.Research and discuss 7.Interactive practice 8.Evaluation summary	5. Case study 6.Research and discuss 7.Interactive practice 8.Evaluation summary	2.3 Class Presentation (1 hour) 2.4 Group Activities (1 hour) 2.5 Case Study (1 hour) 2.6 Interactive Practice (1.5 hours) 2.7 Research Discussion (1 hour) 2.8 Evaluation Summary (1 hour) Step 3: Track results and feedback after development (2 hours)
7.Classroom rules will be adjusted or changed at any time during the teaching process	7.The classroom rules will be flexibly adjusted or changed during the teaching process			
8.Develop special classroom rules for individual students	8.Make special rules for individual students			
9.Students who break classroom rules are punished accordingly	9.Students who violate the classroom rules are also punished			

Table 23 shows the comprehensive results of guidelines for developing classroom routines to improve teachers' classroom management ability. From this table, we can see the indicators: (1) Establishing classroom rules and regulations at the beginning of the school year; (2) Clear rules and requirements before class; (3) Classroom rules and systems are scientific and reasonable; (4) Students are consulted

extensively in the formulation of classroom rules; (5) Allow students to exercise self-management within the framework of classroom rules; (6) At the end of the semester, the course rules will be comprehensively summarized, and the course rules of the next semester will be adjusted; (7) Classroom rules will be adjusted or changed at any time during the teaching process; (8) Develop special classroom rules for individual students; (9) Students who violate classroom rules will also be punished accordingly. Step 1: Preparation before development, Step 2: training, Step 3: Tracking the results and feedback after development. In the training, teachers should develop the following: (1) report lecture (2) Experience exchange (3) class presentation (4) group activity (5) Case analysis (6) research discussion (7) interactive practice (8) evaluation summary.

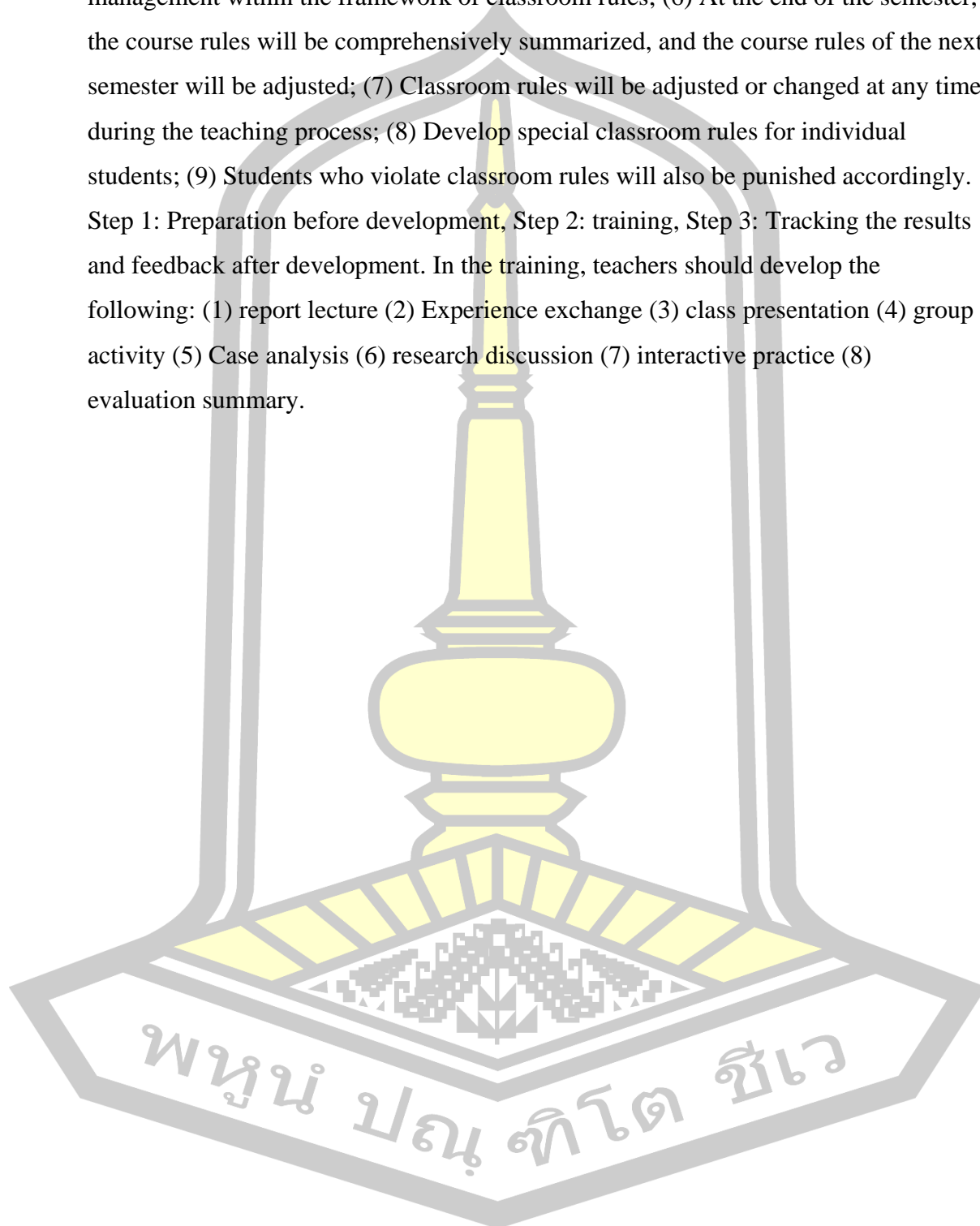


Table 24 Improve teachers' classroom management ability Adjustment of classroom environment the comprehensive result

Current State Desired State	Research Result (Best • Practice)	Development Method		Draft Program
		Current State Desired State	Best Practice	
1.Before the beginning of the semester, the classroom space and environment layout will be adjusted reasonably according to the class situation	1. Before the beginning of the semester, reasonably adjust the space and layout reasonably according to the classroom situation			Step 1: Preparation before development. 2. Explain the importance and knowledge understanding of classroom environment adjustment in teachers' classroom management (1 hour) Step 2: Training. (Learning and Development Toolkit activities) 2.1 Presentation Seminar (1.5 hours)
2.Students actively arrange (clean) the classroom before class	2. Students have volunteered to arrange the classroom before class	1. Lecture presentation 2. Experience exchange 3. Class presentation	1. Lecture presentation 2. Experience exchange 3. Class presentation	
3.In class, humorous language will be used to liven up the classroom atmosphere	3. In class, use language to activate the classroom atmosphere	4. Group activities	4. Group activities	
4.The classroom space environment will affect the teaching quality	4. The classroom environment affects the quality of teaching			
5.The classroom space environment and layout will be	5. The classroom space and layout will be adjusted			

Table 24 (Continued)

Current State Desired State	Research Result (Best • Practice)	Development Method		Draft Program
		Current State Desired State	Best Practice	
temporarily adjusted according to the teaching content and students' situation	flexibly, according to the teaching content and the students' conditions			2.2 Exchange of Experience (1 hour)
6.Students will be arranged to leave the classroom to attend classes outdoors or in other locations	6. Students will be arranged to leave the classroom for attend outdoors or at other locations			2.3 Class Presentation (1 hour)
7.Let students arrange the classroom environment according to their own preferences	7. Let the students arrange the classroom environment according to their own preferences	5. Case study 6. Research and discuss 7. Interactive practice 8. Evaluation summary	5. Case study 6. Research and discuss 7. Interactive practice 8. Evaluation summary	2.4 Group Activities (1 hour) 2.5 Case Study (1 hour) 2.6 Interactive Practice (1.5 hours) 2.7 Research Discussion (1 hour)
8.The classroom space layout is reasonable and the facilities are complete	8.The classroom space layout is reasonable and the facilities are complete			2.8 Evaluation Summary (1 hour)
9.A relaxed and pleasant classroom environment will enhance the teaching effect	9. A relaxed and comfortable classroom environment will improve the teaching effect			Step 3: Track results and feedback after development (2 hours)

Table 24 shows the comprehensive results of guidelines for Adjustment of classroom environment to improve teachers' classroom management ability. From this

table we can see the indicators: (1) Before the beginning of the semester, the classroom space and environment layout will be adjusted reasonably according to the class situation; (2) Students actively arrange (clean) the classroom before class; (3) In class, humorous language will be used to liven up the classroom atmosphere ; (4) The classroom space environment will affect the teaching quality; (5) The classroom space environment and layout will be temporarily adjusted according to the teaching content and students' situation; (6) Students will be arranged to leave the classroom to attend classes outdoors or in other locations; (7) Let students arrange the classroom environment according to their own preferences; (8) The classroom space layout is reasonable and the facilities are complete; (9) A relaxed and pleasant classroom environment will enhance the teaching effect. Step 1: Preparation before development, Step 2: training, Step 3: Tracking the results and feedback after development. In the training, teachers should develop the following: (1) report lecture (2) Experience exchange (3) class presentation (4) group activity (5) Case analysis (6) research discussion (7) interactive practice (8) evaluation summary.

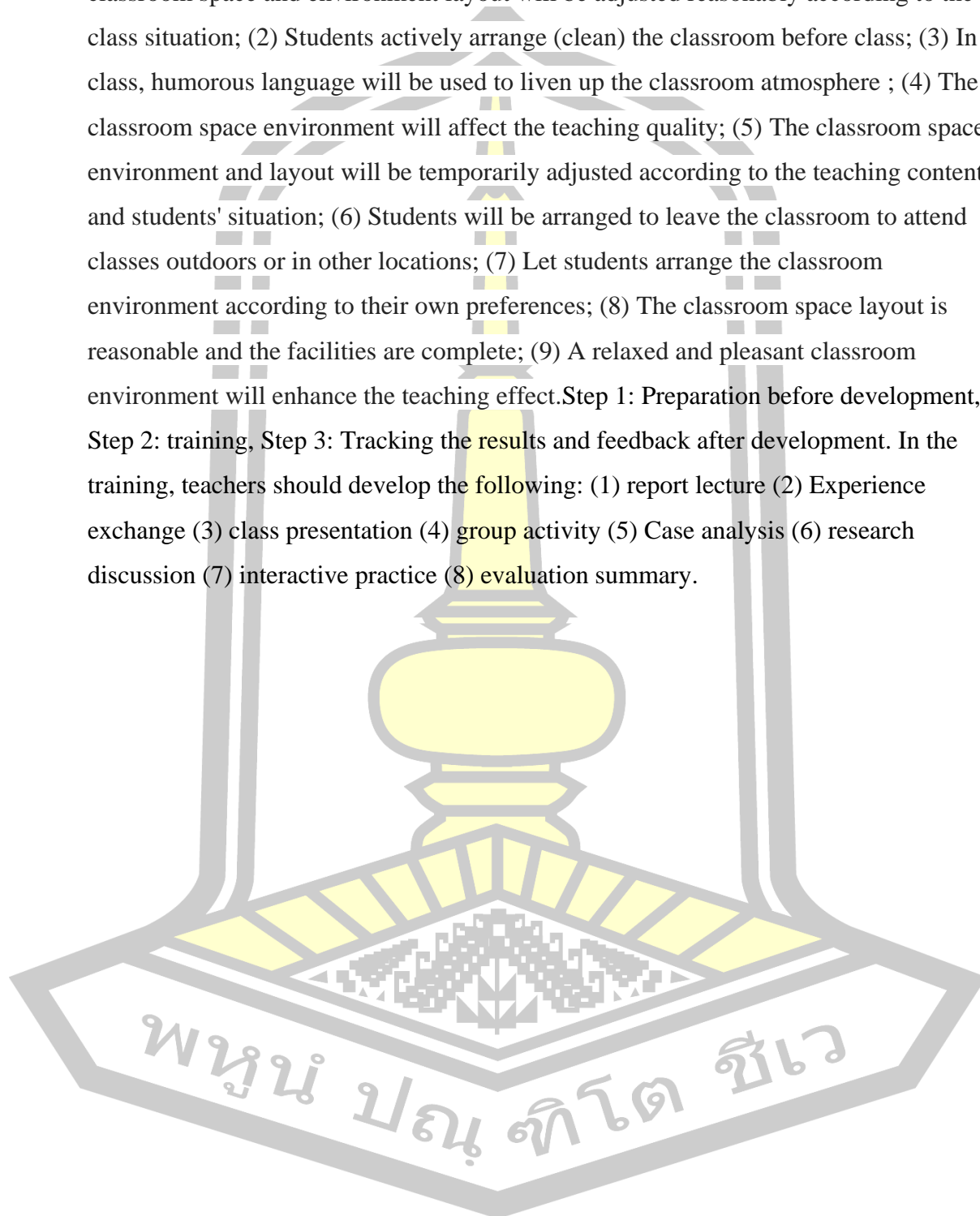


Table 25 Improve teachers' classroom management ability Harmonious and equal communication between teachers and students the comprehensive result

Current State Desired State	Research Result (Best-Practice)	Development Method		Draft Program
		Current State Desired State	Best Practice	
1. Respect every student in the classroom and treat every student fairly and justly	1. Respect every student, and treat every student fairly and justly	1. Lecture presentation 2. Experience exchange 3. Class presentation 4. Group activities	1. Lecture presentation 2. Experience exchange 3. Class presentation 4. Group activities	Step 1: Preparation before development.
2. Spend more time and energy communicating with problem students	2. Spend more time and energy communicating with problem students			3. Explain the importance and knowledge understanding of harmonious and equal communication between teachers and students in teacher classroom management (1 hour)
3. They often praise and encourage students in class	3. Praise and encourage the students regularly			Step 2: Training. (Learning and Development Toolkit activities)
4. Trust every student, even if they make mistakes	4. Trust every student, even if they make mistakes			2.1 Presentation Seminar (1.5 hours)
5. There will be no prejudice against students with poor grades	5. There will be no prejudice against students with poor grades			
6. will take the initiative to establish contact with students' parents and communicate frequently	6. will take the initiative to establish contact with students' parents and communicate frequently			

Table 25 (Continued)

Current State Desired State	Research Result (Best-Practice)	Development Method		Draft Program
		Current State Desired State	Best Practice	
7.Care about students' living conditions and ideological problems	7. Care about students' lives and thoughts			2.2 Exchange of Experience (1 hour) Class Presentation (1 hour) Group Activities (1 hour)
8.Help students from poor families and provide financial support	8.Help students from poor families and provide financial support	5. Case study 6. Research and discuss 7. Interactive practice 8. Evaluation summary	5. Case study 6. Research and discuss 7. Interactive practice 8. Evaluation summary	2.5 Case Study (1 hour) 2.6 Interactive Practice (1.5 hours) 2.7 Research Discussion (1 hour) 2.8 Evaluation Summary (1 hour)
9. Establish wechat groups and interact with students frequently	9. Establish wechat groups and interact with students frequently			Step 3: Track results and feedback after development (2 hours)

Table 25 shows the comprehensive results of guidelines for Harmonious and equal communication between teachers and students to improve teachers' classroom management ability. From this table we can see the indicators: (1) Respect every student in the classroom and treat every student fairly and justly; (2) Spend more time and energy communicating with problem students; (3) They often praise and encourage students in class; (4) Trust every student, even if they make mistakes; (5) There will be no prejudice against students with poor grades; (6) will take the initiative to establish contact with students' parents and communicate frequently; (7) Care about students' living conditions and ideological problems; (8) Help students from poor families and provide financial support; (9) Establish wechat groups and interact with students frequently. Step 1: Preparation before development, Step 2: training, Step 3: Tracking the results and feedback after development. In the training, teachers should develop the following: (1) report lecture (2) Experience exchange (3) class presentation (4) group activity (5) Case analysis (6) research discussion (7) interactive practice (8) evaluation summary.

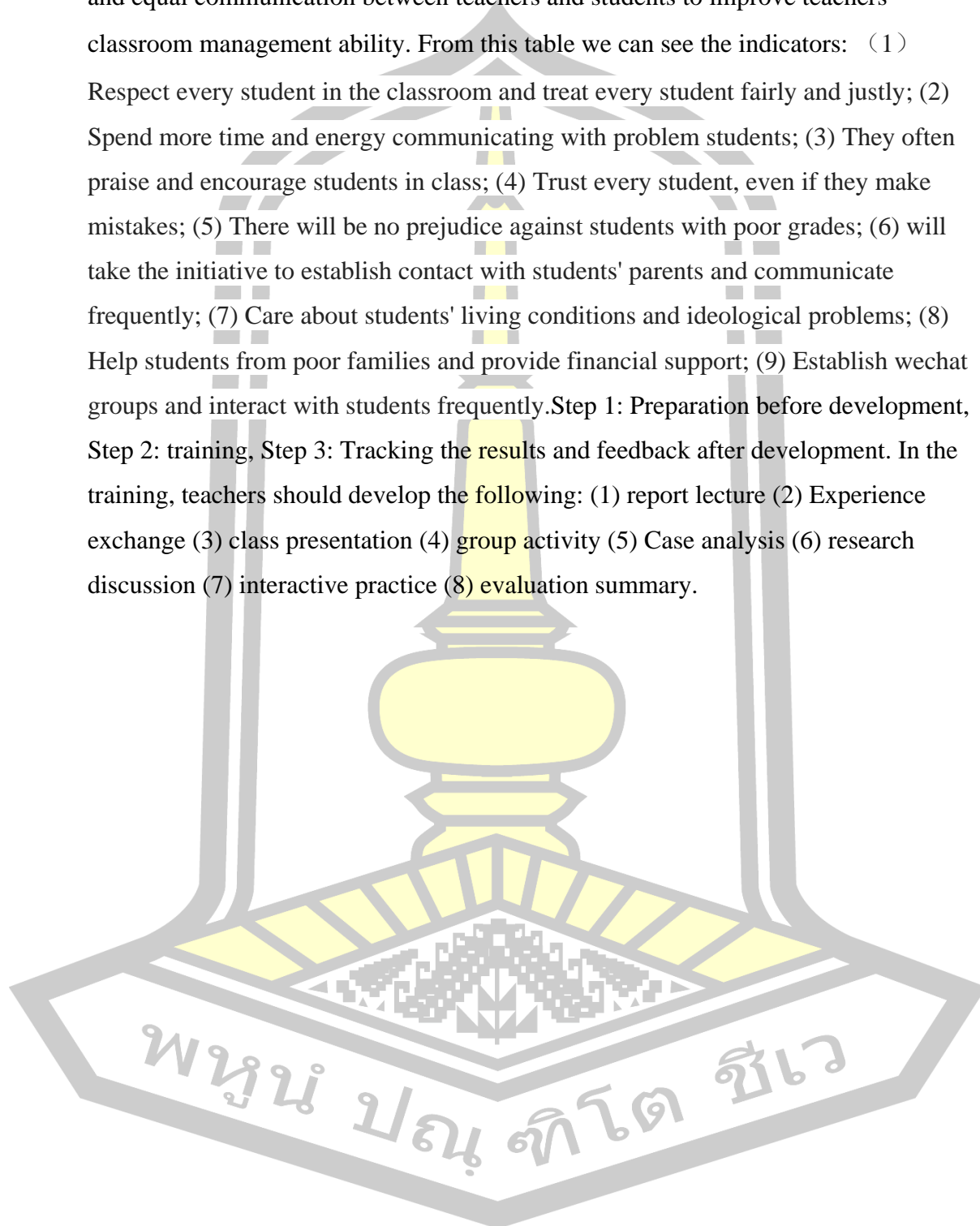


Table 26 Improve teachers' classroom management ability Education modernization and technology the comprehensive result

Current State Desired State	Research Result (Best • Practice)	Development Method		Draft Program
		Current State Desired State	Best Practice	
1.Educational concepts and ideas keep pace with The Times	1.Educational concepts and ideas keep pace with The Times			Step 1: Preparation before development. 4.Explain the importance and knowledge understanding of educational modernization and technology in teachers' classroom management (1 hour) Step 2: Training. (Learning and Development Toolkit activities) 2.1 Presentation Seminar (1.5 hours)
2.The teaching content is cutting-edge and advanced	2.The teaching content is cutting-edge and advanced			
3.The teaching method is novel and caters to contemporary students	3.The teaching method is novel and caters to contemporary students	1. Lecture presentation 2. Experience exchange 3. Class presentation	1. Lecture presentation 2. Experience exchange 3. Class presentation	
4.Multimedia and advanced equipment are used in teaching	4.Multimedia and advanced equipment are used in teaching	4. Group activities	4. Group activities	
5.Use Internet + and other technical means as auxiliary teaching tools	5.Use Internet + and other technical means as auxiliary teaching tools			
6.Accept and try to use new things and use them in teaching	6.Accept and try to use new things and use them in teaching			

Table 26 (Continued)

Current State Desired State	Research Result (Best • Practice)	Development Method		Draft Program
		Current State Desired State	Best Practice	
7. Use artificial intelligence in the classroom	7. Use artificial intelligence in the classroom			2.2 Exchange of Experience (1 hour) 1.2 Class Presentation 1.3 (1 hour) 2.4 Group Activities (1 hour)
8. Change in teaching according to students' wishes	8. Change in teaching according to students' wishes	5. Case study 6. Research and discuss 7. Interactive practice 8. Evaluation summary	5. Case study 6. Research and discuss 7. Interactive practice 8. Evaluation summary	2.5 Case Study (1 hour) 2.6 Interactive Practice (1.5 hours) 2.7 Research Discussion (1 hour)
9. Use spare time, active learning, improve the most advanced professional knowledge and technical means	9. Use spare time, active learning, improve the most advanced professional knowledge and technical means			2.8 Evaluation Summary (1 hour) Step 3: Track results and feedback after development (2 hours)

Table 26 shows the comprehensive results of guidelines for Education modernization and technology to improve teachers' classroom management ability. From this table we can see the indicators: (1) Educational concepts and ideas keep pace with The Times; (2) The teaching content is cutting-edge and advanced; (3) The teaching method is novel and caters to contemporary students; (4) Multimedia and advanced equipment are used in teaching; (5) Use Internet + and other technical means as auxiliary teaching tools; (6) Accept and try to use new things and use them in teaching; (7) Use artificial intelligence in the classroom; (8) Change in teaching according to students' wishes; (9) Use spare time, active learning, improve the most advanced professional knowledge and technical means. Step 1: Preparation before development, Step 2: training, Step 3: Tracking the results and feedback after development. In the training, teachers should develop the following: (1) report lecture (2) Experience exchange (3) class presentation (4) group activity (5) Case analysis (6) research discussion (7) interactive practice (8) evaluation summary.

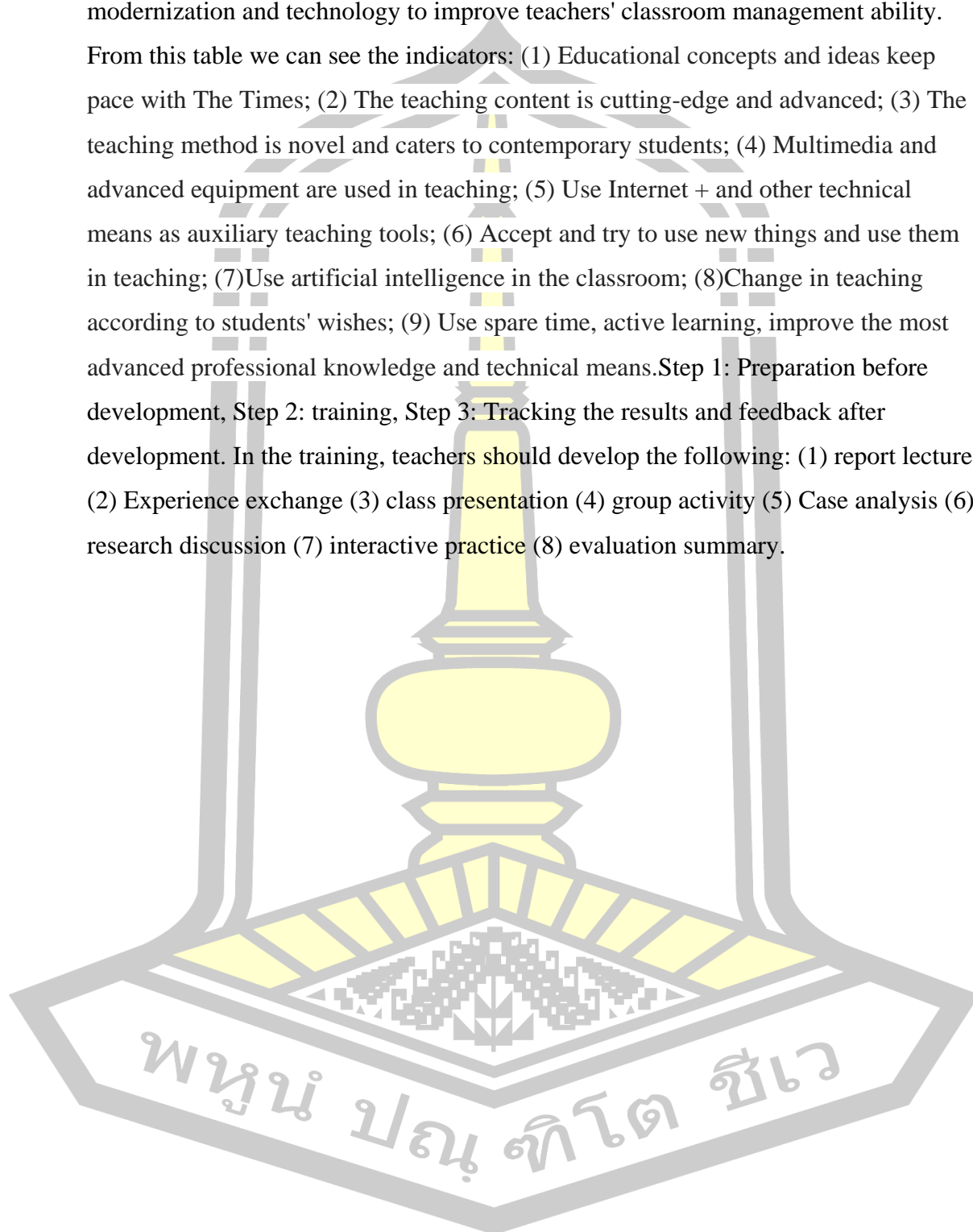


Table 27 Improve teachers' classroom management ability Teachers' professional ethics the comprehensive result

Current State Desired State	Research Result (Best • Practice)	Development Method		Draft Program
		Current State Desired State	Best Practice	
1.Implement educational policies, abide by educational laws and regulations, and fulfill the duties and rights of teachers	1. Implement the policies, abide by the laws and regulations, and perform their duties and rights			Step 1: Preparation before development. 5. Explain the importance and knowledge understanding of teacher professional ethics in teacher classroom management (1 hour)
2.highly responsible for work, prepare lessons carefully, and coach students patiently	2. Highly responsible, careful preparation and patient guidance	1. Lecture presentation 2. Experience exchange	1. Lecture presentation 2.Experience exchange	
3.Protect students' safety, care for students' health, and safeguard students' rights and interests	3.Protect students' safety, care for students' health, and safeguard students' rights and interests	3. Class presentation 4. Group activities	3. Class presentation 4. Group activities	
4.Cultivate students' good conduct, stimulate students' innovative spirit, and promote students' all-round development	4. Cultivate students' good behavior, stimulate the spirit of innovation, and promote their all-round development			Step 2: Training. (Learning and Development Toolkit activities) 2.1 Presentation Seminar (1.5 hours)

Table 27 (Continued)

Current State Desired State	Research Result (Best • Practice)	Development Method		Draft Program
		Current State Desired State	Best Practice	
5.Civilized behavior, decent style, strict self-discipline, clean and honest	5.Civilized behavior, decent style, strict self-discipline, clean and honest	5. Case study 6. Research and discuss 7. Interactive practice 8. Evaluation summary	5. Case study 6. Research and discuss 7. Interactive practice 8. Evaluation summary	2.2 Exchange of Experience (1 hour) 1.4 Class Presentation 1.5 (1 hour) 2.4 Group Activities (1 hour) 2.5 Case Study (1 hour) 2.6 Interactive Practice (1.5 hours) 2.7 Research Discussion (1 hour) 2.8 Evaluation Summary (1 hour) Step 3: Track results and feedback after development (2 hours)
6.Care for the collective, unity and cooperation, respect teachers and love students	6.Care for the collective, unity and cooperation, respect teachers and love students			
7.Establish the idea of lifelong learning and update the knowledge structure, Devote oneself to study the business, improve the teaching level	7.Establish the idea of lifelong learning and update the knowledge structure, Devote oneself to study the business, improve the teaching level			
8.A strong sense of professional identity, belonging and honor	8.A strong sense of professional identity, belonging and honor			
9.Loyal to the cause of education, willing to be a ladder, willing to contribute	9.Loyal to the cause of education, willing to be a ladder, willing to contribute			

Table 27 shows the comprehensive results of guidelines for Teachers' professional ethics to improve teachers' classroom management ability. From this table we can see the indicators: (1) Implement educational policies, abide by educational laws and regulations, and fulfill the duties and rights of teachers; (2) highly responsible for work, prepare lessons carefully, and coach students patiently; (3) Protect students' safety, care for students' health, and safeguard students' rights and interests; (4) Cultivate students' good conduct, stimulate students' innovative spirit, and promote students' all-round development; (5) Civilized behavior, decent style, strict self-discipline, clean and honest; (6) Care for the collective, unity and cooperation, respect teachers and love students; (7) Establish the idea of lifelong learning and update the knowledge structure, Devote oneself to study the business, improve the teaching level; (8) A strong sense of professional identity, belonging and honor; (9) Loyal to the cause of education, willing to be a ladder, willing to contribute.. Step 1: Preparation before development, Step 2: training, Step 3: Tracking the results and feedback after development. In the training, teachers should develop the following: (1) report lecture (2) Experience exchange (3) class presentation (4) group activity (5) Case analysis (6) research discussion (7) interactive practice (8) evaluation summary.

The conclusion is that, through the study of relevant literature and the summary of excellent practice methods, as well as the interviews with school leaders, industry experts, professors and teachers from relevant colleges and universities, the researchers have summarized the plan on how to improve teachers' classroom management ability, and comprehensively sorted out the development methods of the plan on improving teachers' classroom management ability of Drama School of Henan Vocational institution of Arts. Each component of the training program will be divided into three steps: Step 1: preparation before development, Step 2: Training, and step 3: tracking results and feedback after development. The learning and development Toolkit activities include (1) lecture presentations (2) experience exchange (3) class presentations (4) group activities (5) Case studies (6) research discussions (7) interactive practice (8) evaluation and summary.

The teachers' classroom management ability scheme created by the researchers was evaluated and validated by 5 experts, and the results showed that the method of teachers' classroom management ability in Drama School of Henan Vocational institution of Arts was reliable and effective. The data analysis results are shown in Table 28.

Table 28 Verification and verification results of methods to improve teachers' classroom management ability

Improve teachers' classroom management ability	\bar{X}	S.D	Appropriate degree
Step 1 Preparation before development			
1. Explain the importance and knowledge understanding of each component of teachers' classroom management	4.75	0.54	High
Step 2 Program-based development			
1. Training (Learning and Development Toolkit activities)	4.85	0.45	High
Step 3 Tracking after development and outcome feedback			
1. Tracking after development and outcome feedback	4.81	0.42	High
Total	4.80	0.47	High

Table 28 experts verify the appropriateness of methods for teachers' classroom management competence. Experts further suggest that each approach should be accompanied by complementary activities, such as self-study, brainstorming, examination and reflection, learning experience, and feedback on problems.

Step 1: Program development data analysis

A plan to improve the classroom management ability of teachers in Drama School of Henan Vocational institution of Arts. From the results of the research on teachers' classroom management ability, the necessary demand priority value (PNI modification) of the current conditions and expected conditions, in the Drama School of Henan Vocational institution of the Arts, The researchers obtained important questions and necessary needs from the components and invited 3 educational institution administrators to be interviewed. The results of the data analysis of the interviews with the researchers summarized the information used to develop the program. (1) The experts must be personnel of educational institutions with good practices (best practices); (2) Experts must have at least a master's degree; (3) Experts must have at least 5 years of working experience in the education sector. They are:

1. Ms. Wang Yan, Professor and Deputy Director of Student Affairs of Henan Provincial Department of Education
2. Mr. Zhang Runyong, Vice President and Professor of Henan Academy of Dramatic Arts
3. Mr. Wang Juwu, Vice Dean and Professor, School of Music, Henan University

1. Program elements

In the evaluation of the program to improve the classroom management ability of teachers of Drama School of Henan Vocational institution of Arts, experts agreed that the plan to improve the classroom management ability of teachers should include five modules: (1) principles (2) objectives (3) content (4) development process (5) evaluation and consensus. The following are excerpts from expert interviews:

"...Programs to improve teachers' classroom management capabilities should have clear components. If the promotion plan is clear, it will be a guideline to improve teacher capacity in the right direction. ... After analysis and judgment, these five modules are clear and comprehensive..."

(Expert 1, Interview, January 3, 2024)

"...The promotion program saw his importance. The principles and objectives are clear, the content of the promotion process and the development process are detailed, appropriate and diversified. The evaluation is also complete, and the composition of the five modules shows the reliability and appropriateness of the scheme..."

(Expert 2, Interview, January 4, 2024)

"...It is agreed that the program module for improving teachers' classroom management ability should include principles, objectives, contents, development process and evaluation, and only a complete and applicable program can improve teachers' classroom management ability..."

(Expert 3, Interview, January 5, 2024)

2. Principles for the development of teachers' classroom management ability

According to the interviews with experts on the topic of teachers' classroom management ability using 70:20:10 learning model principles, the experts' views on the use of 70:20:10 learning model principles in teachers' classroom management ability are consistent. The following are excerpts from expert interviews:

"...In learning, learning from direct experience is the most important thing. The lecture or training itself may provide knowledge, but it may still not be practical or applicable..."

(Expert 1, Interview, January 3, 2024)

"...Curriculum to enhance teachers' classroom management capabilities should include training and knowledge acquisition. It is important to get real practice in a variety of Settings, including guidance from a mentor. Code of Conduct and Work..."

(Expert 2, Interview, January 4, 2024)

"...Effective learning can be through a variety of ways and means, but the 70:20:10 learning model principle is the most direct and effective, through experience, coaching and training to carry out the implementation of the Program, especially experience learning, which is not taught by books, only to learn from the seniors and old teachers their valuable experience, in order to let us face the problem has enough solutions..."

(Expert 3, Interview, January 5, 2024)

3. Methods to improve teachers' classroom management ability

In the evaluation of the program to improve the classroom management ability of the teachers of Drama School of Henan Vocational institution of Arts, experts believe that various methods should be adopted to improve the classroom management ability of teachers, such as lecture, class demonstration, research discussion, interactive practice and so on. The following are excerpts from expert interviews:

"...The development method should be clearly defined... The teacher's classroom management ability should be developed in a variety of forms and situations, such as the actual situation in the drama school class or the teacher's actual work in the class is also important. Manage and, more importantly, build a sustainable platform..."

(Expert 1, Interview, January 3, 2024)

"...The most important thing in development is to have knowledge first. So, what knowledge should you have in the process of development? Training always provides knowledge first, but some teachers have a lot of knowledge that they can't use, so it's up to the facts... It must be practiced through the actual situation of the class and the actual work of the teacher. Knowledge is something that exists in the human body, and experience is something that makes us use..."

(Expert 2, Interview, January 4, 2024)

"...Teachers learn something about classroom management that is not taught in textbooks. We must learn from our real experience of seeing prototypes, and it is important to have a good role model... There are also experienced people to teach the work..."

(Expert 3, Interview, January 5, 2024)

4. Time to improve teachers' classroom management ability

In the evaluation of the program to improve the classroom management ability of the Drama School teachers of Henan Vocational institution of the Arts, the experts interviewed agreed that about 60 hours (10 days in total) should be spent on the development of the Program. The following are excerpts from expert interviews:

"...The development of teachers' classroom management skills should be followed up continuously if you want to seriously see results. After a semester of development, but since teachers have general responsibilities, an 8 - or 10-day course is appropriate..."

(Expert 1, Interview, January 3, 2024)

"...All five elements of improving teachers' classroom management skills are important. Maximum time should be given to the development of knowledge management. Because there is a lot of knowledge inside and outside of educational institutions. In school and home, in class and out of class, student management is everywhere. Therefore, it is essential to have 60 hours to guarantee the training course..."

(Expert 2, Interview, January 4, 2024)

"...Human management is supposed to be something deep in the heart of teachers. Whether it is school or family, individual students will have different differences. Focus on case analysis and individualized teaching, which takes time to develop, and the overall time should be controlled within 10 working days..."

(Expert 3, Interview, January 5, 2024)

5. Measurement and evaluation

In the evaluation of the program to improve the classroom management ability of teachers in the Drama School of Henan Vocational institution of the Arts, experts agreed that a variety of tools should be used to measure and evaluate the results, and the level of teachers' classroom ability should be evaluated and checked before development. During the development process, it is necessary to examine the problems and obstacles in the development. Evaluation should be carried out after the development to check whether the teacher's classroom ability level has improved. The following are excerpts from expert interviews:

"...Measuring and evaluating development is important because we will know how well the curriculum enhances teachers' classroom management skills." Teachers' classroom management abilities should be measured before and after development for comparison..."

(Expert 1, Interview, January 3, 2024)

"...During the development process, the assigned activities and tasks should be measured and evaluated. Listen to participants reflect on the results of the development training and use these reflections to improve the activities in the following days. In addition, the results should be reflected to teachers to keep them informed of their own development progress..."

(Expert 2, Interview, January 4, 2024)

"...Measurement and evaluation are essential in the overall Program development process, and it is the only way to test whether the program is feasible. Through measurement and evaluation, researchers can clearly see how much new knowledge students have acquired during the Program development process, how much they have corrected their previous improper behavior, and how much they have made up for their lack of ability..."

(Expert 3, Interview, January 5, 2024)

In the interview with three experts on the above questions about the plan to improve the classroom management ability of teachers of Drama School of Henan Vocational institution of Arts, the researcher analyzed and studied the interview content, and then summarized and sorted out in order to design a more appropriate improvement plan. See Table 30 and 31.

Table 29 Experts' suggestions on the Program guidelines for improving the classroom management ability of teachers in Drama School of Henan Vocational institution of Arts.

	Content	Principle	Development Method	Time
Expert 1	1.Formulation of classroom routine	Main 70:20:10 Learning model	1. Lecture presentation	12 hours
	2.Adjustment of classroom environment		2. Experience sharing	12 hours
	3.Harmonious and equal communication between teachers and students		3. Class presentation	12 hours
	4.Education modernization and technology		4. Brainstorm	12 hours
	5.Teachers' professional ethics		5. Case studies	12 hours
Expert 2	1.Formulation of classroom routine	Main 70:20:10 Learning model	6. Research and discuss	12 hours
	2.Adjustment of classroom environment		7. Interactive games	12 hours
	3.Harmonious and equal communication between teachers and students		8. Evaluation summary	12 hours
	4.Education modernization and technology		1. Lecture presentation	15 hours
	5.Teachers' professional ethics		2. Experience exchange	12 hours
	1.Formulation of classroom routine	Main 70:20:10 Learning model	3. Class presentation	10 hours
	2.Adjustment of classroom environment		4. Group activities	10 hours
	3.Harmonious and equal communication between teachers and students		5. Case study	10 hours
	4.Education modernization and technology		6. Research and discuss	15 hours
	5.Teachers' professional ethics		7. Interactive practice	8 hours
	1.Formulation of classroom routine	Main 70:20:10 Learning model	8. Evaluation summary	8 hours
	2.Adjustment of classroom environment			
	3.Harmonious and equal communication between teachers and students			
	4.Education modernization and technology			
	5.Teachers' professional ethics			

Table 29 (Continued)

	Content	Principle	Development Method	Time
Expert 3	1. Formulation of classroom routine	Main 70:20:10 Learning model	1. Lecture presentation	10 hours
	2. Adjustment of classroom environment		2. Experiential learning	15 hours
	3. Harmonious and equal communication between teachers and students		3. Lecture in class 4. Team activities	10 hours
	4. Education modernization and technology		5. Case study 6. Discussion and exchange	15 hours
	5. Teachers' professional ethics		7. Practice 8. Reflect and summarize	10 hours

Table 30 Results of the design of the plan to improve the classroom management ability of the teachers of Drama School of Henan Vocational institution of Arts after the interview with the experts.

Interview topic	Summary of interview results
1. Program elements	(1) Principles (2) Objectives (3) Content (4) Development process (5) Measurement and evaluation
2. Development model	Use concept learning 70:20:10 -70% to learn through experience (Learn by Experience) -20% Learn from others (Learn by Others) -10% to study through the course (Learn by Courses)
3. Development methods	1. Report lecture 2. Experience exchange 3. Class Presentations 4. Group activities 5. Case Analysis 6. Research and discussion 7. Interactive practice 8. Evaluation summary
4. Duration	Total 60 hours (10 days)
5. Measurement and evaluation	Improve teachers' classroom management ability before, during and after development Program evaluation.

Step 2: Create a Program to improve the classroom management ability of the Drama School teachers of Henan Vocational institution of the Arts.

Part 1: The introduction of the plan to improve the classroom management ability of teachers in Drama School of Henan Vocational institution of Arts. The program components are as follows:

1. Principles

The 70-20-10 rule states that in the learning and development process, an individual's growth depends primarily on three factors: 70% experiential learning, 20% coaching and coaching, and 10% formal learning. 70% experiential learning refers to the process of learning and growing by accumulating experience, facing challenges and solving problems in real work. 20% of coaching and coaching refers to learning and development through working with others, communicating and receiving feedback. 10% of formal learning refers to the acquisition of knowledge and skills through formal learning activities such as training, courses and seminars. The success of classroom management directly affects the efficiency of classroom teaching. This research Program aims to implement the development of the Program through the principle of 70:20:10 learning model. Through the 70:20:10 learning model, teachers can effectively improve their classroom management ability, master the formulation of control routine, adjustment of classroom environment, harmonious and equal communication between teachers and students, education modernization and technology, teacher professional ethics, etc., and optimize the art of classroom management. Improve the efficiency of education and teaching, so that classroom teaching full of vitality.

2. Purpose

1. Improve teachers' knowledge and understanding of the principles of classroom management.

2. To improve teachers' classroom management ability of Drama School of Henan Vocational institution of the Arts, there are five components: (1) formulation of classroom routine, (2) adjustment of classroom environment, (3) harmonious and equal communication between teachers and students, (4) educational modernization and technology, and (5) teacher professional ethics.

3. Teachers of the School of Drama who receive promotion have the ability to develop continuously and to apply knowledge and experience to the effective operation of the School of Drama classroom management.

3. Content

In order to improve teachers' classroom management ability of Drama School of Henan Vocational institution of the Arts, the content range is divided into five module :

Module 1: Formulation of classroom routine. This element is to ensure the effective management of teaching order and student learning effect through the formulation of classroom routine. At the beginning of the semester, the classroom rules and expectations are clearly explained to students to ensure that they understand the teacher's requirements for the learning environment, and students will be better organized and plan reasonable time. Teachers should formulate scientific and reasonable classroom rules according to specific teaching objectives and teaching concepts of the school, fully consider the characteristics of disciplines, student groups and curriculum objectives, and allow students to participate in the formulation. In daily management, teachers should flexibly adjust the rules to adapt to different teaching situations and students' needs.

Module 2: Adjustment of classroom environment. This element is to create a good learning atmosphere for students by optimizing space layout, arranging art atmosphere, promoting interaction and display, lighting, sound and ventilation, and stimulating students' artistic creativity. The classroom environment is adjusted to

create a comfortable and functional space that is conducive to student learning and teaching effectiveness. At the same time, teachers and school administrators should pay close attention to the needs and feedback of students, and constantly improve and optimize the classroom environment to provide students with a better learning experience. Teachers should flexibly adjust the classroom environment according to the actual situation and the needs of students to provide the best teaching effect.

Module 3: harmonious and equal communication between teachers and students. This element is to establish harmonious and equal communication between teachers and students through different perspectives such as respect and tolerance, openness and transparency, listening and understanding, feedback and communication, especially in the field of performance, which requires close cooperation and communication. To realize the harmonious and equal communication between teachers and students is the key to establish a positive learning environment and effective teaching. By establishing a communication atmosphere, teachers and students can better understand each other, cooperate and grow. This good communication relationship will help improve students' learning effectiveness and performance ability, while also providing teachers with more opportunities to understand students' needs and improve teaching. Through long-term practice, teachers can establish a harmonious and equal communication relationship between teachers and students and promote students' learning and growth.

Module 4: Educational modernization and technology. This element is to enable students to participate in learning from multiple perspectives and ways through distance education and online learning, digital textbooks and resources, instructional design and textbook development, educational technology facilities and resources, data analysis and evaluation, and improvement of learning effect and experience, and to understand that educational modernization and technology mean constantly updating teaching concepts and methods for performing teachers. Explore and apply modern educational technologies suitable for the profession to enhance students'

learning outcomes, develop their modern skills, and create a better learning experience for them. The combination of education modernization and technology can improve teaching quality, expand learning resources, and promote innovation and personalized learning. Effectively promote student learning and development, but also make it easier to communicate and collaborate with teachers and industry professionals.

Module 5: Teacher professional ethics. This element is an important criterion and guiding principle in teachers' teaching work. The implementation of teachers' professional ethics requires teachers to have a high degree of professional ethics and moral accomplishment. Teachers should actively supervise and guide their peers to jointly maintain the good order and reputation of education and teaching. Schools and education management departments should also provide corresponding support and supervision to ensure the implementation and maintenance of teachers' professional ethics. By adhering to the code of professional ethics, teachers can better perform their educational duties and provide students with a good educational environment and guidance, which is essential for cultivating students with all-round development of morality, intelligence, physical beauty.

4. Development process

4.1 Development Principles

(1) 70% learning from experience (70% learning mode)

70% experiential learning refers to the process of learning and growing by accumulating experience, facing challenges and solving problems in real work. This style of learning mainly relies on practice and reflection in the work environment to improve one's abilities and skills through practical experience. Seventy percent of team members' learning comes through hands-on experience or "hands-on" at work. Therefore, it is necessary to consider the types of tasks assigned to team members, the level of difficulty, the deadline and quality standards, and use 70% of the time to

assign team members to practice application, apply the knowledge to practical problem solving, and learn through case analysis and other ways to better promote team members to apply what they have learned.

(2) 20% learn from others (20% learning mode)

20% of learning from others means learning and developing by working with others, communicating, and receiving feedback. Coaching and mentoring can be supervisors, mentors, peers, or professional coaches who can provide guidance, support, and feedback to help individuals reflect and improve. 20% of learning through instruction or social interaction may come from set tasks or new Programs. A team member may be struggling with a task, he may simply not have mastered key skills, keep making mistakes, or fail to see the relationship between the task and the goal. Therefore, he can provide support and assistance to more experienced colleagues in order to experience the meaning and effects of the task for himself. 20% of the time is devoted to communication, communication and feedback in the course of learning from extracurricular tutoring or partners.

(3) 10% through the course (10% learning mode)

10% of course learning refers to the acquisition of knowledge and skills through formal learning activities such as training, courses and seminars. This type of learning is primarily about expanding professional knowledge and skills by attending formal education and training courses. Sometimes, nothing is more effective than formal training from a professional trainer, whether it's hard skills like using new computer software or soft skills like communication. This means taking time away from the workplace to concentrate on your studies. Classroom training is essential, and 10% of the time is spent on formal classroom learning, through which theoretical knowledge is learned and imparted.

4.2 Development Method

The methods to improve the classroom management ability of teachers in Henan Art Vocational Drama College are as follows:

4.2.1 70% Learn from experience (experiential learning)

The following development method takes approximately 42 hours.

(1) Experience exchange (5 hours), (2) Group activities (5 hours), (3) Case study (12 hours), (4) Interactive practice (15 hours), (5) evaluation summary (5 hours)

4.2.2 20% Learn from others (by others)

The following development method takes approximately 12 hours.

(1) Class presentation (8 hours), (2) Research discussion (4 hours)

4.2.3 10% study through the course (study by course)

The following development method takes approximately 6 hours.

(1) Presentation Seminar (6 hours)

6. Measure and evaluate

5.1 Assess and test the level of teachers' classroom competence prior to development.

5.2 In the development process, evaluate and detect the problems and obstacles in the development.

5.3 After the development, evaluate and test whether the teacher's classroom ability level has improved.

The researchers summarized the details of the draft plan to improve the classroom management ability of teachers at the Drama School of Henan Vocational institution of the Arts, As shown in Figure 15.

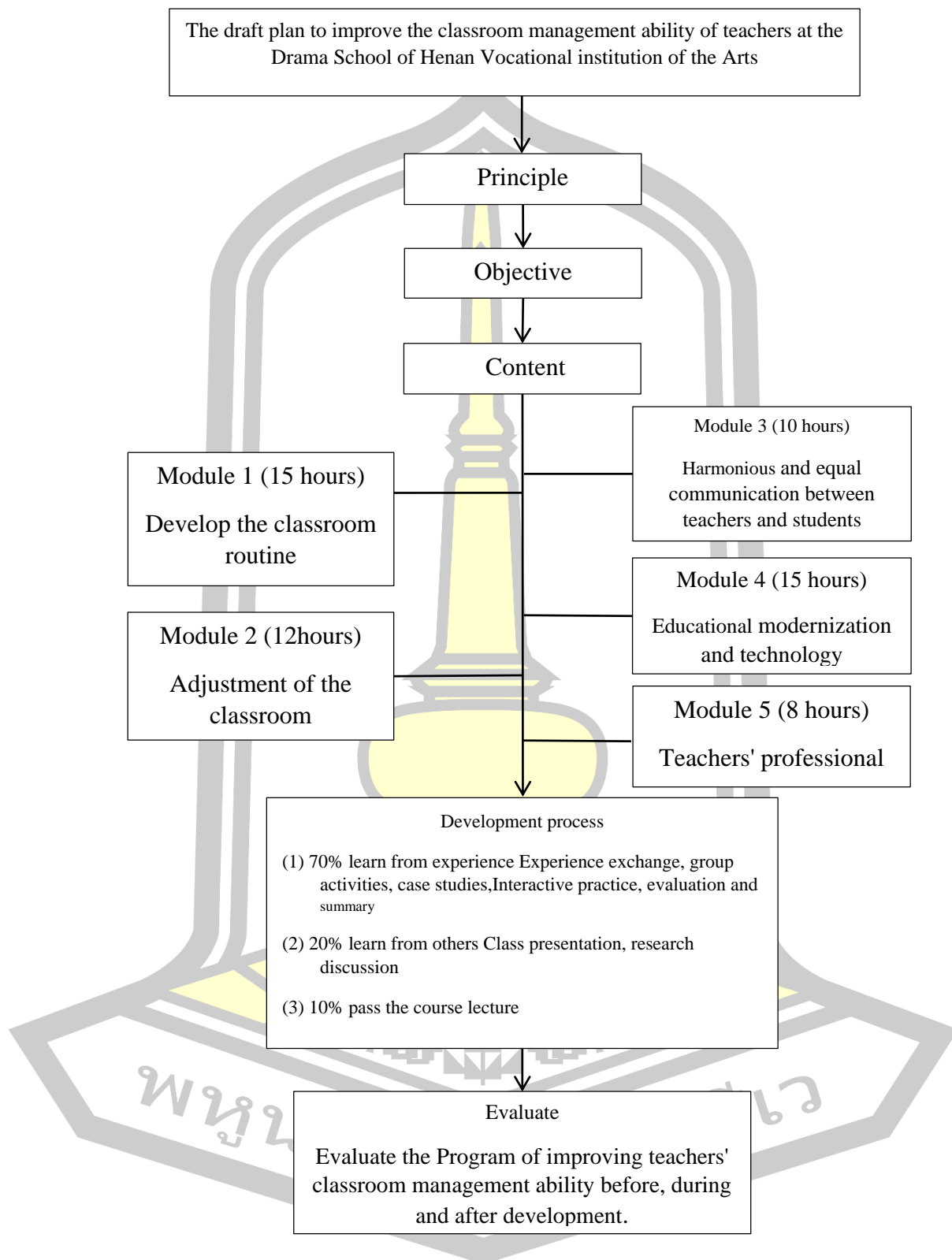


Figure 15 Scheme details plan for improve the classroom management ability of teachers at the Drama School of Henan Vocational institution of the Arts.

Part 2: introduces in detail the content of the program to improve the classroom management ability of teachers at the Drama School of Henan Vocational institution of the Arts. The components of the plan are as follows:

Module 1: Formulation of classroom routine

1.1 Principles

Classroom routine refers to the classroom behavior norms that require students to abide by in order to maintain normal teaching order, coordinate students' behavior, not interfere with teachers' class, and ensure the realization of classroom objectives. Classroom discipline is the external norms and controls imposed on student behavior. Effective classroom management is actually achieved in the process of establishing orderly classroom rules.

1.2 Objectives

When teachers fix some general requirements, form students' classroom behavior norms and strictly supervise their implementation, they can not only improve the efficiency of classroom management and avoid chaos, but also form a sense of psychological stability once students adapt to these rules and enhance their sense of identity in classroom teaching. Once this requirement becomes the behavior habit of students, it can play a role for a long time and produce positive management and teaching benefits.

1.3 Content

1.3.1 Understand the importance and significance of classroom routine

1.3.2 Components of the classroom routine

1.3.3 Methods and procedure to develop classroom routine

1.3.4 Use and implementation of classroom routine

1.4 The development process of classroom routine formulation is shown in Table 31.

Table 31 The development process of classroom routine formulation.

How to develop	Development activity (15 hours)
70% learn from experience Experiential learning: 10.5 hours	
Exchange of experience: 2 hours	Exchange experience in classroom rulemaking with senior teachers and colleagues
Group activity: 2 hour	Ask students widely for suggestions on setting classroom routines
Case study: 2 hours	Classroom routine of different professional classes
Interactive practice: 4 hours	Try out the developed classroom routine in the class
Evaluation summary: 0.5 hours	Find the problem and fix it
20% learn from others Learn from others: 3 hours	
Class presentation: 1.5 hours	Professionals provide guidance on how to develop classroom routines
Research discussion: 1.5 hours	Components of the classroom routine
10% through the course of study Course study: 1.5 hour	
Lecture: 1.5 hours	(1) The importance and significance of making classroom routine (2) Methods and procedure to develop classroom routine (3) Implementation and monitoring of classroom routine

1.5 Measurement and evaluation

1.5.1 Assess teachers' cognition and ability to develop classroom routines.

1.5.2 Evaluate teachers' implementation methods and steps for formulating classroom routines.

1.5.3 Evaluate and monitor teachers' use of classroom routines.

1.5.4 Evaluate the results of the teacher's modification of the classroom routine.

Module 2: Adjustment of classroom environment

2.1 Principles

The classroom is the main place for students to learn, and it is also the spiritual home for teachers and students to communicate their feelings. The environment of a classroom influences students imperceptibly. Classroom layout is a potential course, it has invisible educational power, the lack of teaching equipment, poor sound effect, external noise, insufficient lighting and other factors, enough to cause bad teaching effect. Taking classroom environment construction as the carrier, it is very important to create a scientific education environment.

2.2 Goals

The arrangement of the classroom should give full play to the cooperation between teachers and students to create a green and healthy learning atmosphere. Students are the masters of the class, and the layout of the classroom should listen to their opinions and allow them to participate in it. According to the situation of each class or subject, set posters, art corners, class goals, warning maxims, etc., use the environment to edify and inspire people, so that the classroom can truly become a paradise for students to learn and a fertile soil for growth.

2.3 Contents

2.3.1 Importance and significance of classroom environment

2.3.2 Components of the classroom environment

2.3.3 Reasonable position of classroom environment

2.3.4 Methods and procedures for adjusting changes

2.3.5 Classroom environment management and maintenance

2.4 The adjustment and development process of classroom environment is shown in Table 32.

Table 32 The adjustment and development process of classroom environment.

How to develop	Development activity (12 hours)
70% learn from experience Experiential learning: 10.5 hours	
Exchange of experience: 1 hours	Exchange experiences with experienced teachers and colleagues on classroom environment adjustment
Group activity: 1 hours	Solicit widely student suggestions for classroom environment adjustments
Case study: 3 hours	Inspect the classroom environment of related majors in friendly universities
Interactive practice: 3 hours	Teachers and students work together to adjust the current classroom environment
Evaluation summary: 0.4 hours	Find the problem and fix it
20% learn from others Learn from others: 2.4 hours	
Class presentation: 1.4 hours	Professional staff provide guidance on the methods and steps of classroom environment adjustment and change
Research discussion: 1 hours	The problems existing in the current classroom environment and the methods of adjustment and change
10% through the course of study Course duration: 1.2 hours	
Lecture: 1.2 hours	(1) The importance and significance of classroom environment adjustment (2) Classroom environment components and reasonable location (3) Adjust the implementation and operation of the classroom environment

2.5 Measurement and evaluation

2.5.1 Evaluate teachers' cognition and ability to adjust classroom environment.

2.5.2 Evaluate teachers' layout planning and implementation methods for classroom environment adjustment.

2.5.3 Evaluate and monitor teachers' adjustments and changes to the classroom environment.

2.5.4 Evaluate the results of teachers' adjustment and change of classroom environment.

Element 3: harmonious and equal communication between teachers and students

Module 3: harmonious and equal communication between teachers and students

3.1 Principles

The teacher-student relationship is the main constituent factor of the class social system, which affects the class social atmosphere, the organization and effect of teaching activities, and the academic performance of students. The exchange of information between teachers and students, proper and effective communication, not only make the two sides of the communication get useful information, but also can be respected and understood in mind and mind. Communicate with students with smile and sincerity, form psychological resonance and interaction between teachers and students, and make the relationship between teachers and students harmonious.

3.2 Target

To achieve harmonious and equal communication between teachers and students, teachers should first go deep into the middle of students, communicate

openly and openly with students, and establish a harmonious and open relationship between teachers and students; Secondly, teachers should put themselves in students' shoes and try their best to understand their feelings and experience. Thirdly, teachers should overcome the prejudice against students, establish a correct view of students, and treat every student as objectively and fairly as possible.

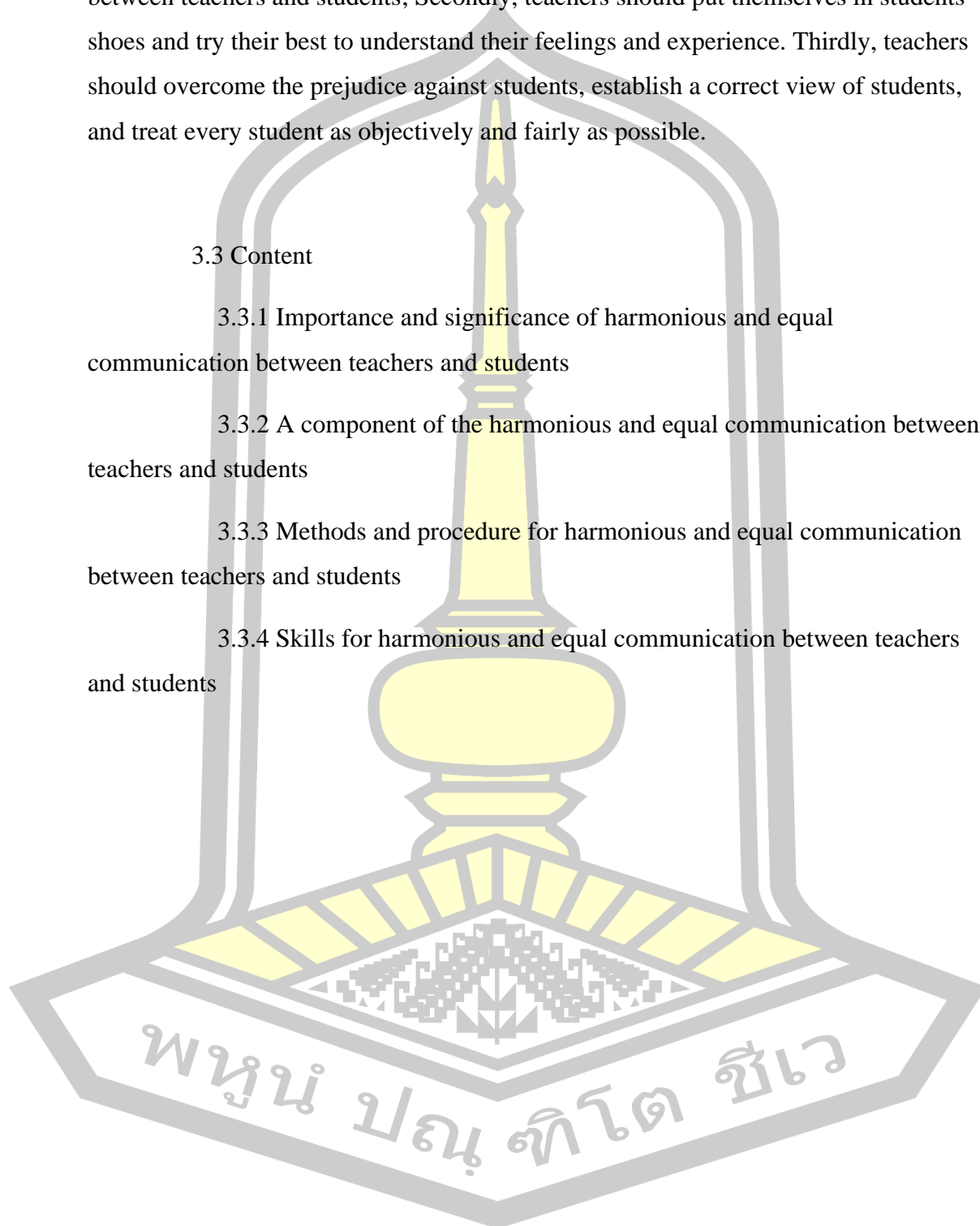
3.3 Content

3.3.1 Importance and significance of harmonious and equal communication between teachers and students

3.3.2 A component of the harmonious and equal communication between teachers and students

3.3.3 Methods and procedure for harmonious and equal communication between teachers and students

3.3.4 Skills for harmonious and equal communication between teachers and students



3.4 The development process of harmonious and equal communication between teachers and students is shown in Table 33.

Table 33 The development process of harmonious and equal communication between teachers and students.

How to develop	Development activity (10hours)
70% learn from experience Experiential learning: 7 hours	
Exchange of experience: 1 hours	Exchange experience of harmonious and equal communication between teachers and students with senior teachers and colleagues
Group activity: 1 hours	Role play
Case study: 2 hours	Communication skills between teachers and students
Interactive practice: 2.5 hours	Different types of communication with students
Evaluation summary: 0.5 hours	Find the problem and fix it
20% learn from others Learning from others: 2 hours	
Classroom presentation: 1.5 hours	Professional staff provide guidance on methods and techniques for harmonious and equal communication between teachers and students
Research and discussion: 0.5 hours	Methods and skills for effective communication with problem students
10% through the course of study Course duration: 1 hours	
Lecture: 1 hours	(1) The importance and significance of harmonious and equal communication between teachers and students (2) Principles of effective communication between teachers and students (3) Language art between teachers and students

3.5 Measurement and evaluation

3.5.1 Evaluate teachers' cognition and ability of harmonious and equal communication between teachers and students.

3.5.2 Evaluate teachers' methods and skills for harmonious and equal communication between teachers and students.

3.5.3 Assessment Monitor the process of effective communication between teachers and students.

3.5.4 Evaluate teachers' efforts to improve harmonious and equal communication between teachers and students.

Module 4: Educational modernization and technology

4.1 Principles

Educational modernization and technology refers to the process of using advanced scientific means and methods to promote educational reform and development under the support of modern information technology. To renew the traditional ideas, concepts and theories; Make the teaching content more suitable for students' needs; To carry out classroom teaching activities in a way that is easier to be accepted and mastered; Modern education is not only about the physical facilities and teachers of the school, but also about the learning styles of the students and the teaching methods of the teachers.

4.2 Objectives

The main content of educational modernization and technology is to improve the quality of education and the better development of teachers. Teaching content is more scientific and reasonable, teaching methods should be innovative, through appropriate methods to guide students, so that they can learn more efficiently.

In addition, the school infrastructure should be strengthened to provide good teaching conditions for teachers.

4.3 Content

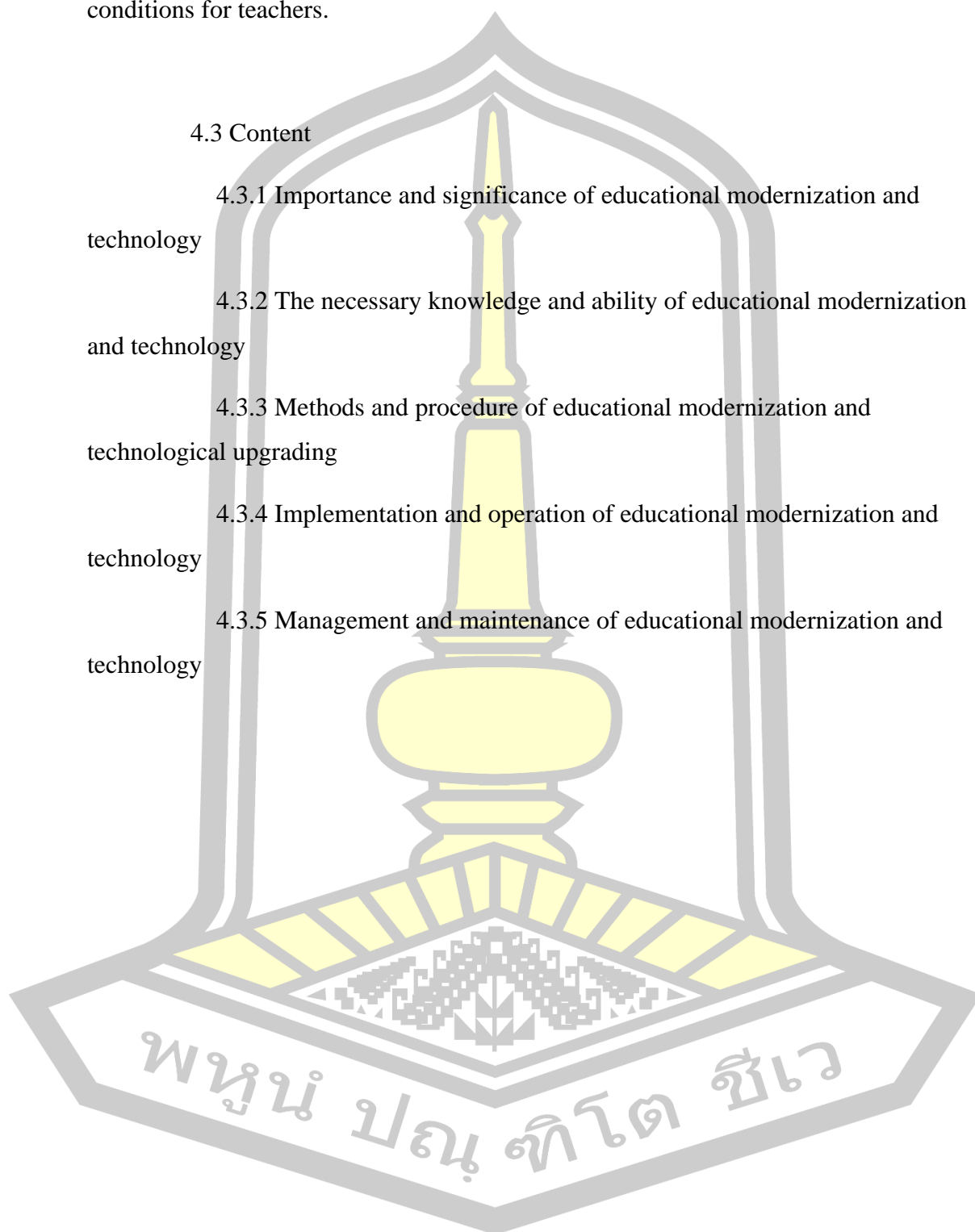
4.3.1 Importance and significance of educational modernization and technology

4.3.2 The necessary knowledge and ability of educational modernization and technology

4.3.3 Methods and procedure of educational modernization and technological upgrading

4.3.4 Implementation and operation of educational modernization and technology

4.3.5 Management and maintenance of educational modernization and technology



4.4 The process of educational modernization and technology is shown in Table 34.

Table 34 The process of educational modernization and technology.

How to develop	Development activity (15hours)
70% learn from experience Experiential learning: 10.5 hours	
Exchange of experience: 1 hours	Exchange experience of educational modernization and technology with senior teachers and colleagues
Group activity: 2 hours	Visit and experience high-end equipment
Case study: 3 hours	Examine the educational modernization and technology of related majors in friendly universities
Interactive practice: 4 hours	Operation of modern technology and equipment
Evaluation summary: 0.5 hours	Find the problem and fix it
20% learn from others Learn from others: 3 hours	
Class presentation: 2 hours	Professionals provide guidance on the methods and steps for modernizing education and upgrading technology
Research discussion: 1 hours	Modernization of education and upgrading of technology
10% through the course of study Course duration: 1.5 hours	
Lecture: 1.5 hours	(1) The importance and significance of educational modernization and technology (2) The necessary knowledge and ability of educational modernization and technology (3) Practical operation and management of educational modernization and technology

4.5 Measurement and evaluation

4.5.1 Evaluate teachers' cognition and ability of educational modernization and technology

4.5.2 Evaluate the methods and steps for teachers to improve educational modernization and technology.

4.5.3 Evaluate and monitor the results of teachers' efforts to improve educational modernization and technology.

4.5.4 Evaluate the results of teachers' promotion of educational modernization and technology.

Module 5: Teacher professional ethics

5.1 Principles

Work ethics is a kind of social consciousness. Consciousness can make people draw out concepts, thoughts, plans from the objective reality to guide their behavior, so that the behavior has purpose, direction and foresight. Strengthening the education and training of teachers' professional ethics and actively carrying out teachers' professional ideal education are the premise and basis for improving teachers' professional ethics.

5.2 Goals

In fact, the professional ethics of teachers is the code of conduct and moral norms that teachers need to abide by when they are engaged in the education industry and the responsibility of teaching and educating people. As a teacher, only by strictly regulating themselves, educating and influencing students with pure soul and noble quality, can we cultivate the next generation with good personality quality. Strengthen teachers' moral quality, professional ethics, ideas, professional spirit as the core content of education. Encourage teachers to take the initiative to improve moral cultivation, consciously strengthen the study of professional ethics, consciously regulate their own education and teaching behavior.

5.3 Contents

5.3.1 Importance and significance of teachers' professional ethics

5.3.2 The component of teacher's professional ethics

5.3.3 Self-examination and correction of teachers' professional ethics

5.3.4 Methods for improving teachers' professional ethics

5.4 The development process of teachers' professional ethics is shown in Table 35.

Table 35 The development process of teachers' professional ethics

How to develop	Development activity (8 hours)
70% learn from experience Experiential learning: 5.6 hours	
Exchange of experience: 1 hours	Exchange experience with senior teachers and colleagues on teaching ethics
Group activity: 1 hour	Self-examination and self-correction of teachers' professional ethics standards
Case study: 2 hours	Watch typical examples of "the most beautiful teacher"
Interactive practice: 1 hour	"Teacher's ethics" keynote speech
Evaluation summary: 0.6 hours	Find the problem and fix it
20% learn from others Learning from others: 1.6 hours	
Class presentation: 1 hours	The professional staff will guide the methods and steps of improving the professional ethics of teachers
Research and discussion: 0.6 hours	The necessary condition of teacher's professional ethics
10% through the course of study Course duration: 0.8 hours	
Lecture: 0.8 hours	(1) The importance and significance of teachers' professional ethics (2) The constituent elements of teachers' professional ethics (3) Methods for improving teachers' professional ethics

5.5 Measurement and evaluation

5.5.1 Evaluate the cognition and ability of teachers' professional ethics.

5.5.2 Methods and procedure for evaluating the improvement of teachers' professional ethics.

5.5.3 Evaluate and monitor the results of teachers' professional ethics self-examination and self-correction.

5.5.4 Evaluate the improvement results of teachers' professional ethics.

Step 3: Evaluation results of the appropriateness of the plan to improve teachers' classroom management ability in Drama School of Henan Vocational institution of Arts

1. Five experts evaluated the appropriateness of the plan to improve teachers' classroom management ability in Drama School of Henan Vocational institution of the Arts, as shown in Table 37.

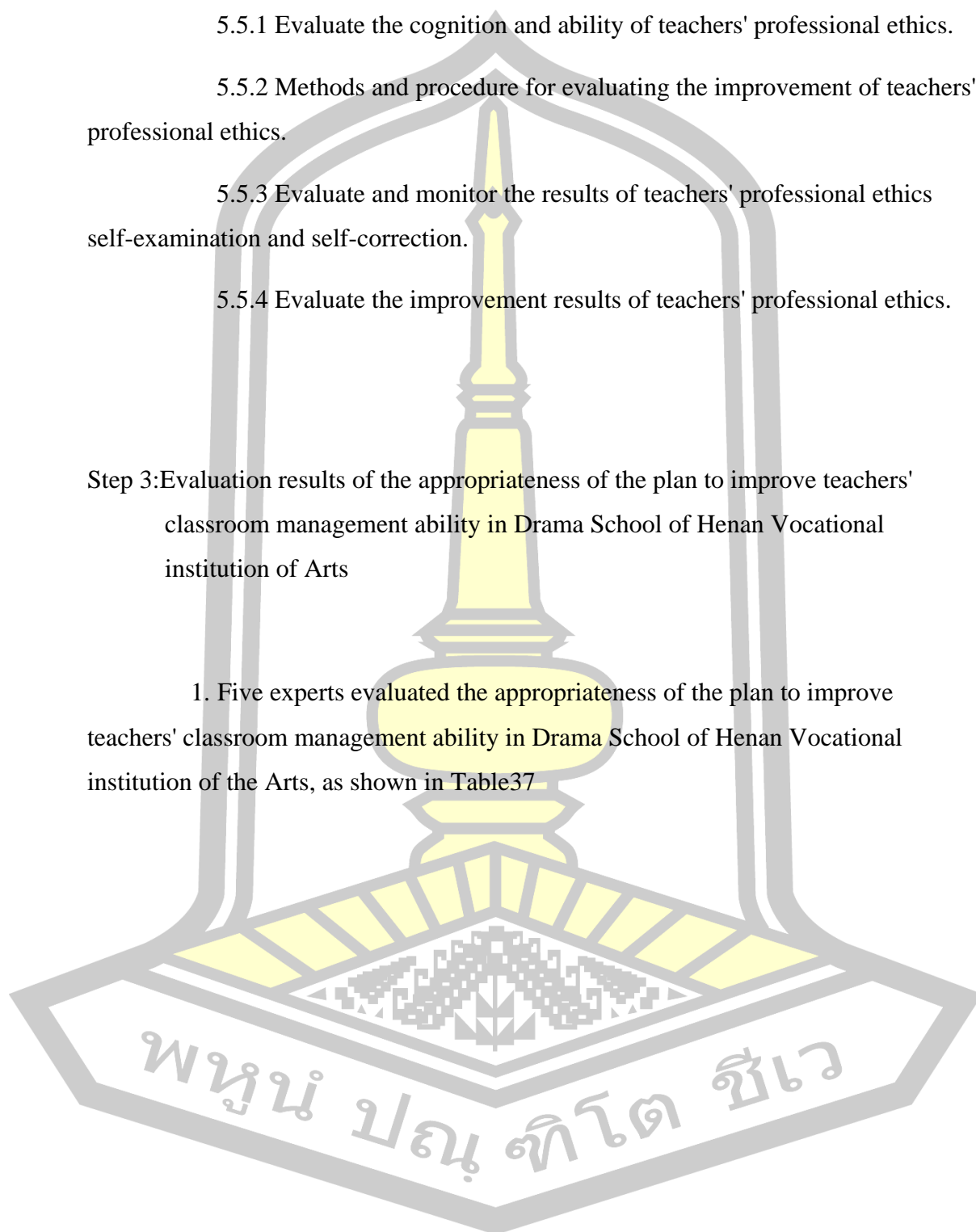


Table 36 The mean and standard deviation of appropriateness of the plan to improve teachers' classroom management ability in Drama School of Henan Vocational institution of the Arts

Evaluation list	Suitability		
	\bar{X}	S.D	Appropriate degree
1.Principles	4.78	0.45	High
2. Purpose	4.82	0.56	High
3. Content			
3.1 Module1: Formulation of classroom routine	4.75	0.44	High
3.2 Module2: Adjustment of the classroom environment	4.83	0.77	High
3.3 Module3: Harmonious and equal communication between teachers and students	4.80	0.62	High
3.4 Module4: Educational modernization and technology	4.78	0.55	High
3.5 Module5: Teacher professional ethics	4.68	0.62	High
4. Development process			
4.1 Presentation Lecture	4.76	0.54	High
4.2 Exchange of Experience	4.79	0.56	High
4.3 Classroom Presentation	4.83	0.73	High
4.4 Group Activities	4.80	0.55	High
4.5 Case Analysis	4.81	0.56	High
4.6 Research and Discussion	4.77	0.55	High
4.7 Interactive Practice	4.82	0.72	High
4.8 Evaluation Summary	4.78	0.57	High
5. Measurement and evaluation			
5.1 Pre-development evaluation	4.77	0.52	High
5.2 Evaluation during development	4.83	0.76	High
5.3 Post-development evaluation	4.74	0.44	High
Total	4.78	0.58	High

As can be seen in Table 36, the plans to improve the classroom management ability of teachers of Drama School of Henan Vocational institution of Arts include (1) principles, (2) objectives, (3) content, (4) development process, and (5) measurement and evaluation. Overall, they are appropriate. It is used at the highest level to improve the classroom management ability of teachers of Drama School of Henan Vocational institution of Arts, with an average value of 4.78.

Table 37 Assessment of the Level of Appropriately, Level of Accuracy and Level of Feasibility of the study Program

Teachers' Competencies in Classroom Management	Level of Appropriately		Level of Accuracy		Level of Feasibility	
	\bar{X}	Level of Competency	\bar{X}	Level of Competency	\bar{X}	Level of Competency
1. Formulation of classroom routine	4.88	Very High	4.88	Very High	4.88	Very High
2. Adjustment of classroom environment	4.89	Very High	4.77	Very High	4.78	Very High
3. Harmonious and equal communication between teachers and students	4.78	Very High	4.80	Very High	4.76	Very High
4. Education modernization and technology	4.87	Very High	4.77	Very High	4.80	Very High
5. Teachers' professional ethics	4.89	Very High	4.75	Very High	4.86	Very High
Total	4.84	Very High	4.79	Very High	4.81	Very High

As can be seen in Table 37, Assessment the classroom management ability improvement Program of Drama School teachers of Henan Vocational institution of Arts of the Level of Appropriately, Level of Accuracy and Level of Feasibility of the study Program, all components are at the highest level, The average values of the total are ($\bar{X}=4.84$), ($\bar{X}=4.79$), ($\bar{X}=4.81$). The Program plan can be carried out.

Stage IV: To evaluate the program to improve teachers' classroom management competency

The fourth stage: the implementation effect of the Program plan is studied. The researchers developed a plan to improve the classroom management ability of teachers in the Drama School of Henan Vocational institution of the Arts. All 27 teachers in the Drama School of Henan Vocational institution of the Arts participated in the Program, totaling 60 hours and 10 days. The details are as follows:

1. Implement a plan to improve the classroom management ability of Drama School teachers of Henan Vocational institution of the Arts for teachers to use in the classroom.

Step 1: Preparation before development.

The researchers invited 27 teachers from the Drama School of Henan Vocational institution of the Arts to participate in the Program. They are:

1. Ms. Lu Shan, a teacher of the School of Drama, aged 51-60, with more than 20 years of teaching experience;
2. Mr. Zhao Chenguang, a teacher of the School of Drama, aged 41 -- 50, with 10-- 20 years of teaching experience;
3. Mr. Shi Yang, a teacher of the School of Drama, aged 41 -- 50, with 10-- 20 years of teaching experience;
4. Ms. Ma Yuanxin, a teacher of Drama School, aged 31-40, with 10-20 years of teaching experience;
5. Ms. Xue Xue, a teacher of Drama School, aged 41 -- 50 years, with 10-- 20 years of teaching experience;

6. Ms. Sun Sixia, a teacher at the School of Drama, aged 31-40, with 10 to 20 years of teaching experience;

7. Mr. Li Huan, teacher of Drama School, aged 30 and below, with 4 to 10 years of teaching experience;

8. Mr. Shi Wei, teacher of Drama School, age 30 and below, with 4 to 10 years of teaching experience;

9. Mr. Ma Yanxiang, a teacher of the School of Drama, aged 31-40, with 10 to 20 years of teaching experience;

10. Ms. Dang Xuan, teacher of Drama School, aged 30 and below, with 1-3 years of teaching experience;

11. Mr. Cao Yalin, teacher of Drama School, age 51-60, with more than 20 years of teaching experience;

12. Mr. Yang Changqing, a teacher of the School of Drama, aged 31-40, with 10 to 20 years of teaching experience;

13. Ms. Zhu Yanan, teacher of Drama School, aged 30 and below, with 1-3 years of teaching experience;

14. Ms. Weng Wenqian, teacher of Drama School, aged 30 and below, with 1-3 years of teaching experience;

15. Ms. Jia Ruoqian, a teacher at the School of Drama, aged 31-40, with 10 to 20 years of teaching experience;

16. Ms. Wang Jia, teacher of Drama School, aged 30 and below, with 1-3 years of teaching experience;

17. Ms. Qiao Jun, a teacher of Drama School, aged 41-50, with more than 20 years of teaching experience;

18. Ms. Yang Yang, a teacher of Drama School, aged 30 and below, with 4-10 years of teaching experience;

19. Mr. Chen Chen, a teacher of the School of Drama, aged 31-40, has 10 to 20 years of teaching experience;

20. Ms. Tang Hongna, a teacher of the School of Drama, aged 51-60, with more than 20 years of teaching experience;

21. Ms. Zhao Yanfang, teacher of Drama School, aged 30 and below, with 1-3 years of teaching experience;

22. Ms. Li Xuemei, a teacher of Drama School, aged 51-60, with more than 20 years of teaching experience;

23. Ms. Qiao Menzi, a teacher at the School of Drama, aged 31-40, with 4-10 years of teaching experience;

24. Mr. Chen Lixin, a teacher of Drama School, aged 41-50, with more than 20 years of teaching experience;

25. Ms. Zhang Yongmei, a teacher of the School of Drama, aged 41-50, with 10 to 20 years of teaching experience;

26. Ms. Guo Ji, a teacher at the School of Drama, aged 51-60, has more than 20 years of teaching experience;

27. Mr. Wang Jiyang, a teacher of the School of Drama, aged 41 -- 50 years, with 10-- 20 years of teaching experience;

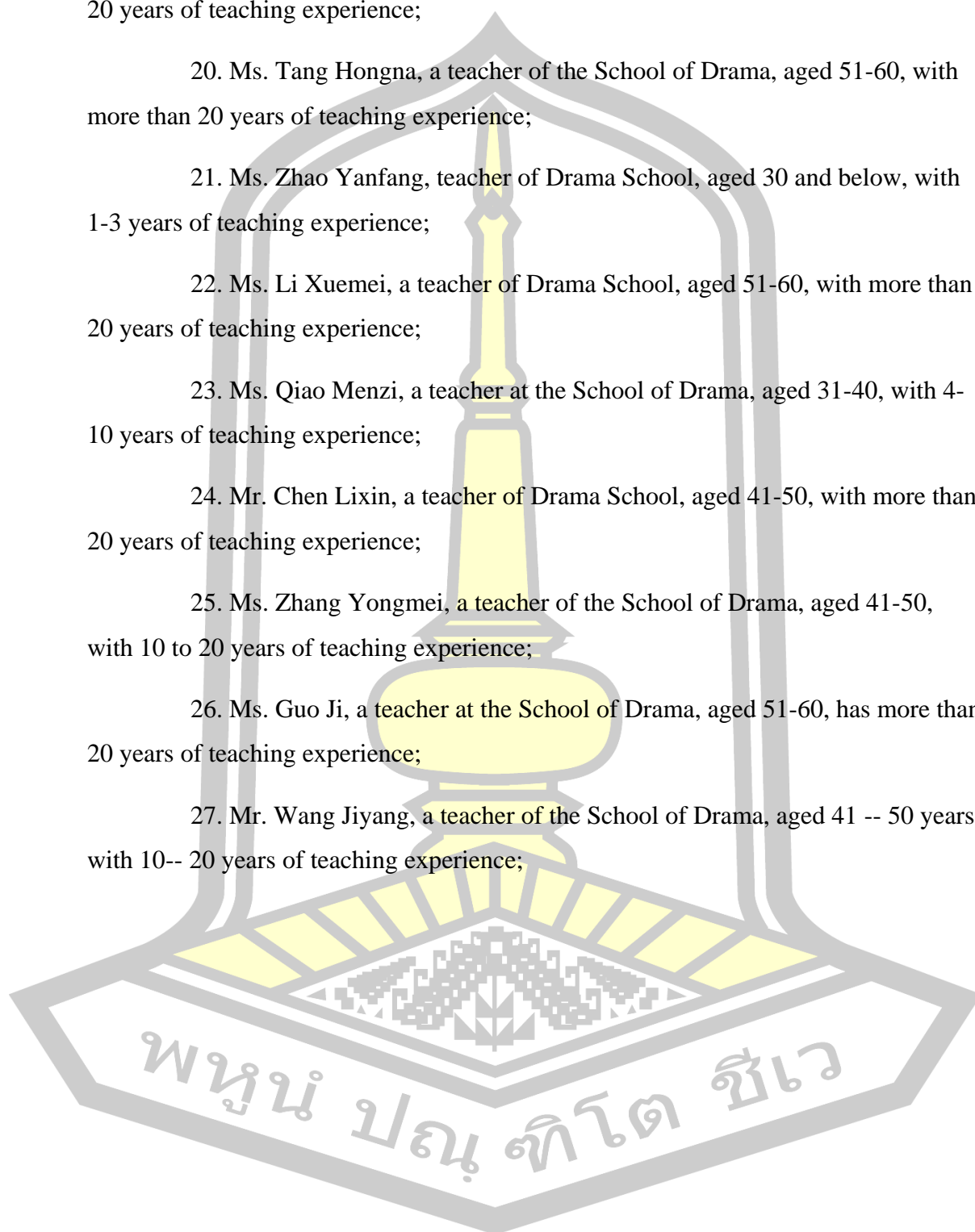


Table 38 Number and percentage of teachers participating in the Program

Item	Number of people	Percent	Group
Gender			
Male	10	37.04%	
Female	17	62.96%	
Age			
30 years old and Under	8	29.63%	Group 1
31 -- 40 years old	7	25.93%	Group 2
41 -- 50 years old	6	22.22%	Group 3
51 -- 60 years old	6	22.22%	Group 4
Teaching experiences			
1-- 3 years	4	14.81%	
4 -- 10 years	5	18.52%	
10-- 20 years	11	40.74%	
More than 20 years	7	25.93%	

Table 38 is teachers who participated in the program, 17 were female (62.96%), 10 were male (37.04%), 8 were young (29.63%) under the age of 30, 7 were 31-40 (25.93%), and 6 were 41-50 (22.22%). There were 6 teachers aged 51-60 (22.22%), 4 teachers with 1-3 years of teaching experience (14.81%), 5 teachers with 4-10 years of teaching experience (18.52%), and 11 teachers with 10-20 years of teaching experience (40.74%). There were 7 teachers (25.93%) with more than 20 years of teaching experience. During the implementation of the training, the researchers divided all 27 participating teachers into four groups based on age. That is, the first group consists of 8 teachers under the age of 30. The second group consisted of 7 teachers aged between 31 and 40. The third group consisted of teachers aged 41 to 50, with a total of 6 people; The fourth group consisted of six teachers aged 51-60. Each group will elect a teacher to be the group leader.

The training will be held in the School of Drama Building, starting from Friday, January 5, 2023 to Sunday, January 14, 2023, for a total of 10 days and 60 hours.

Step 2: Implement the training according to the plan

Day 1 of training: Friday, January 5, 2023.

Table 39 Plan for improving classroom management ability of teachers of Drama School of Henan Vocational institution of Arts, Day 1 training schedule

Day 1 AM	8:30—9:00	9:00—9:15	9:15—9:30	9:30—9:45	10:00—11:00	11:00—12:00
Cultivate content	Opening ceremony	Description of training objectives	Program introduction	Training rules	Advance assessment	Question expound
Cultivate place	lecture hall	lecture hall	lecture hall	lecture hall	School room	School room
Join personnel	College leader	Participant	Participant	Participant	Participant	Participant
Day 1 PM	13:00—14:30	14:45—15:30	15:30—16:00			
Cultivate content	Report lectures	Case analysis	Experience exchange	9:45—10:00	Tea Break	
Cultivate place	lecture hall	lecture hall	School room	12:00—13:00	For lunch time	
Join personnel	lecturer	Participant	Participant	14:30—14:45	Tea Break	

Table 39 is the training arrangement on the 1th day of the plan to improve the classroom management ability of teachers of Drama School of Henan Vocational institution of the Arts. The opening ceremony of the development Program was held in the lecture hall of the School of Drama from 8:30 to 9:00 in the morning. The school leaders of Henan Vocational institution of Arts gave great attention and support to the opening ceremony. The school president, vice president, Director of personnel Office, director of Academic Affairs Office and relevant school leaders attended the opening ceremony. Teaching is the central work of the school, and the quality of education and teaching is the lifeline and eternal theme of the school, which is related to the success or failure of the school. Classroom management is a topic that schools and teachers pay much attention to. The success of classroom management directly affects the efficiency of classroom teaching, and the quality of classroom management is related to the healthy development of students' mind and body. We must focus on the central link of classroom teaching and improve the quality of education and teaching in schools. The purpose of "classroom-centered" is to allow teachers to base themselves on the classroom, study the classroom, develop the classroom, and strive to improve the professional quality of each teacher from the most fundamental point to practice excellent professional ability. How to optimize classroom management and improve teaching efficiency is the core content of this Program development. I hope that this training can improve the classroom management ability of the teachers of the Drama School, and promote it to the teachers of the whole school through your final improvement results. After the opening ceremony, the leaders and 27 teachers who participated in the Program took a group photo together.

Before the development of the plan, the researchers spent 45 minutes (9:00-9:45) to introduce the importance of the Program and related matters to the participating teachers. (1) Introduce the training objectives and importance of the Program; (2) Introduce and explain the training content, training time and training place of the Program; (3) Introduce and explain the discipline requirements, leave system and detailed rules of the Program; (4) Introduce and explain the situation and requirements of the study (investigation); (5) Introduce and explain the personal

information and items that teachers participating in the Program need to prepare during the training.

After introducing the relevant issues of the Program, the researchers spent 1 hour (10:00-11:00) for the teachers involved in the development to conduct a pre-development assessment before receiving the formal training of the Program. After understanding the basic situation of the Program, all the participating teachers submitted an evaluation report on their knowledge cognition, ability level, appropriateness of the Program, and other suggestions for the Program. After the researchers recovered the 27 assessment reports, they matched them for one hour (11:00-12:00) Questions are given detailed answers and explanations. In the lunch time (12:00-13:00), the researchers carefully analyzed and summarized the rationalization suggestions given by the participating teachers in the evaluation report, and absorbed the good suggestions into the flexible adjustment and improvement of the Program plan.

13:00 to 14:30, the classroom routine assigned in Module 1 of improving teachers' classroom management ability was studied in the lecture hall of Drama Academy. Well-known educational experts from Henan Province were invited to give lectures. The lectures included: (1) The importance and significance of making classroom routine (2) the methods and steps of making classroom routine (3) the implementation and monitoring of classroom routine. On the above three issues, experts deeply analyzed the essence of the problem of formulating classroom routine through theoretical concepts and empirical data, and gave effective methods and operational steps to solve the problem, which benefited participating teachers.

14:45 to 15:30, a 45-minute case study was carried out in the lecture hall of the School of Drama. The researchers analyzed and studied the classroom rules and related systems of four different professional classes prepared in advance. During the study, some teachers had different opinions on some regulations and systems. The researchers recorded it so that participants could discuss it further at a later time. It can also be seen from the differences that the teachers' participation and learning enthusiasm are very high.

15:30-16:00 The researchers allowed participants to exchange experience on the formulation of classroom routine in the classroom according to the groups, and the participants shared their experience with each other. Through their experience sharing and analysis of their own examples, the participants got a basic understanding and understanding of the specific operation and implementation monitoring of the formulation of classroom routine.

Overall evaluation The first day of training was very good on the whole, the participants did not arrive late and leave early, everyone was able to seriously participate in various activities, many teachers made a lot of notes and conclusions. The shortcoming is that researchers are not strict enough in time control, especially after the expert lecture, many teachers still consult the experts on relevant issues, so that the case analysis in the next period is delayed for nearly ten minutes. In the subsequent training, researchers will strictly control the time according to the time specified in the plan.

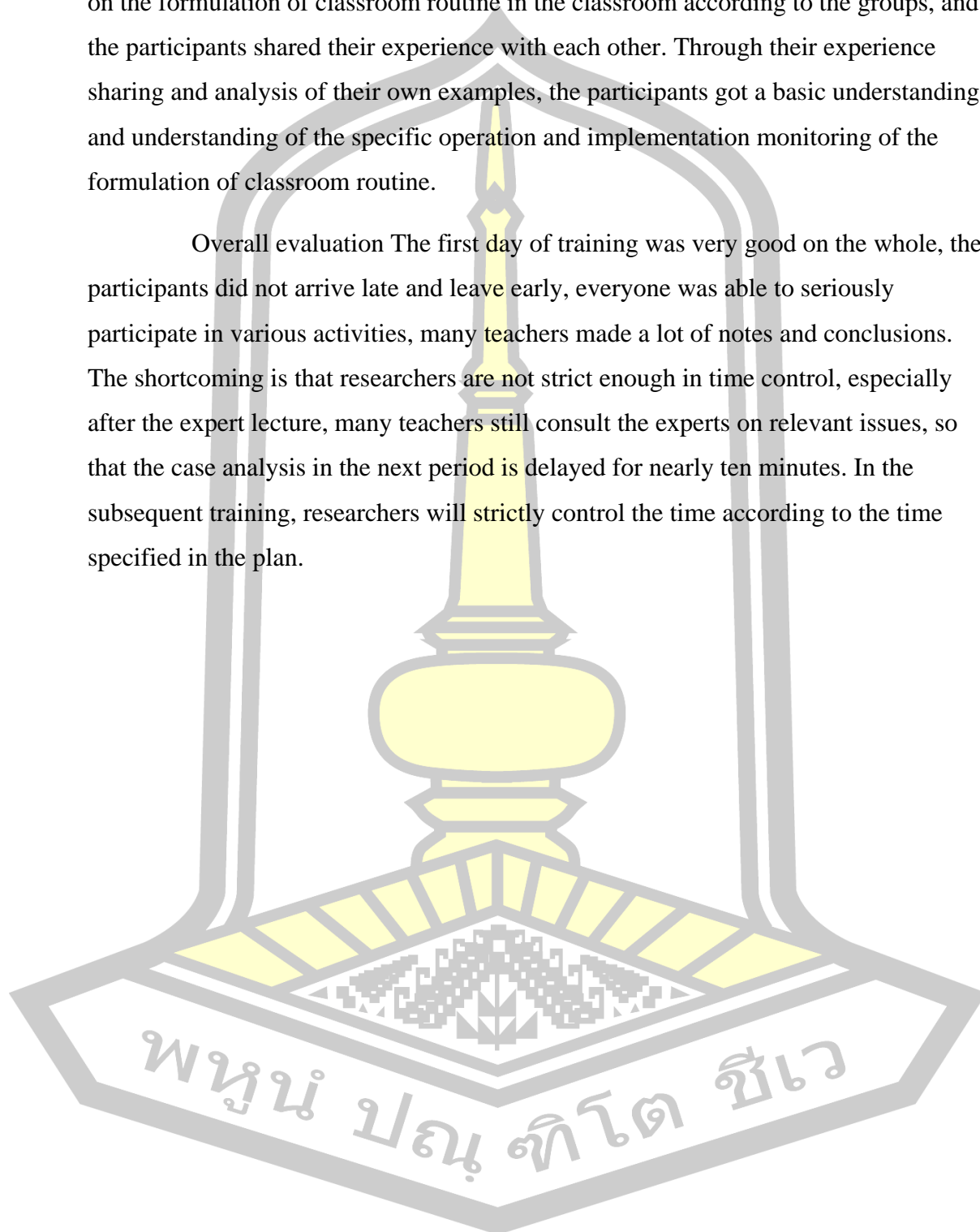


Table 40 Plan for improving classroom management ability of teachers of Drama School of Henan Vocational institution of Arts, Day 2 training schedule

Day 2 AM	8:30—10:00	10:15—11:00	11:00—12:00	
Cultivate content	Classroom demonstration	Research discussion	Group activity	
Cultivate place	School room	School room	School room	
Join personnel	Professional personnel	Participant	Participant	10:00—10:15 Tea Break
Day 2 PM	13:00—14:30	14:45—15:30	15:30—16:00	12:00—13:00 For lunch time
Cultivate content	Interactive practice	Research discussion	Experience exchange	14:30—14:45 Tea Break
Cultivate place	School room	School room	School room	
Join personnel	Participant	Participant	Participant	

Table 40 is the training arrangement on the 2th day of the plan to improve the classroom management ability of teachers of Drama School of Henan Vocational institution of the Arts. After the first day of Program development, participants had a basic knowledge and understanding of the formulation of classroom routine in Module 1 of teachers' classroom management ability. From 8:30 to 10:00 , researchers invited professionals to give specific guidance and explanation to participants on the methods and steps in the formulation of classroom routine for 1.5 hours. The specific contents are as follows: (1) Classroom rules and regulations must be established before the start of the school year; (2) The formulation of classroom routine must be scientific and reasonable; (3) The rules and regulations of the class must be clearly defined before class; (4) In the formulation of classroom rules,

students should be widely consulted and approved by students; (5) Encourage students to implement self-management within the framework of classroom rules; (6) After a stage of use, it is necessary to comprehensively summarize the advantages and disadvantages of rule-making, and timely modify and adjust according to the actual situation. In the process of guidance, the participants also put forward their own ideas and questions, and the professionals gave reasonable answers and specific operation methods according to the questions raised by the teachers.

After the class presentation, the participants entered the first round of research discussion, which lasted for 45 minutes from 10:15 to 11:00. In this round of research discussion, the researchers asked everyone to continue to discuss the differences of views that appeared in the case analysis on the first day. Through the intense discussion and research, they applied what they had just learned in the class presentation. The participants have reached a consensus on the differences and understood the reason and reason. I have a deeper understanding and understanding of the formulation of classroom routine. The researchers then asked each participant to create a complete set of classroom rules.

11:00 - 12:00 The researchers assigned the participants to the designated classrooms in groups. Representatives of students of different grades and majors in the four classrooms were waiting in the classroom. The researchers gave the participants one hour to ask the teachers to widely solicit the students' suggestions and ideas when making the classroom routine, which was unexpected by the participants. Some teachers have always believed that classroom rules are made by the teacher alone, and students can only obey or obey them. After the explanation and communication of researchers, some participants gradually changed and accepted them, and they gradually changed from asking questions to talking with each other. Young teachers are more likely to communicate with students. They change their roles and think from the perspective of students. The communication in each classroom is very lively.

13:00-14:30 The researchers asked all participants to return to the classroom teaching online or offline, and tested the comprehensive application of the classroom routine they had developed through 90 minutes and two classes (45 minutes for one

class). The researchers inspected some classes. The teachers are operating in accordance with the latest classroom routine, and the students have given great cooperation in both online and offline classroom teaching. Through inspection, the researchers found that all the teachers announced the rules and related systems of the classroom before class, and the students also agreed to accept them, and the violators voluntarily accepted the corresponding punishment according to the rules and systems. The overall classroom order is good, and the teaching quality has been improved accordingly. In individual class inspections, the researchers found that students who violated classroom rules were also punished accordingly, and these punishments were not malicious, let alone physical punishment, but through some physical labor or exercise programs (for example, students who were late to clean the classroom after class, students who talked in class do five push-ups, etc.) to make students understand that The truth that you are responsible for your actions.

After one and a half hours of interactive practice, from 14:45 to 15:30, the researchers gathered all the participants into a classroom, conducted research and discussion on the small problems and specific operation methods in their interaction practice, found reasonable solutions to the problems in the mutual discussion, and optimized the classroom rules and corresponding systems formulated by each other.

15:30-16:00 After optimizing and revising the classroom rules and corresponding systems, the researchers once again asked them to exchange their experiences in classroom practice and share their individual problems in class. The young teachers were very active in seeking advice from the older teachers. The old teachers also imparted their experience and operation methods to the young teachers without reservation, and helped the young teachers to revise and improve the classroom rules they had made.

Table 41 Plan for improving classroom management ability of teachers of Drama School of Henan Vocational institution of Arts, Day 3 training schedule

Day 3 AM	8:30—10:00	10:15—11:30	11:30—12:00	10:00—10:15
Cultivate content	Interactive practice	Case analysis	Experience exchange	Tea Break
Cultivate place	School room	School room	School room	12:00—13:00
Join personnel	Participant	Participant	Participant	For lunch time 14:00—14:15 Tea Break
Day 3 PM	13:00—14:00	14:15—15:15	15:15—15:45	15:45—16:15
Cultivate content	Group activity	Interactive practice	Experience exchange	Evaluation summary
Cultivate place	School room	School room	School room	School room
Join personnel	Participant	Participant	Participant	Participant

Table 41 is the training arrangement on the 3th day of the plan to improve the classroom management ability of teachers of Drama School of Henan Vocational institution of the Arts. Through the development process of the previous day, the participants had a deep understanding and knowledge of the formulation of classroom rules, which needed to be continuously improved in practical work. In order to test the reliability and appropriateness of the classroom rules formulated by the participants in teaching, the researchers rearranged new classes and students, and asked the participants to return to the classroom again to verify the effect. This interactive practice will last for 1.5 hours and two classes from 8:30 to 10:00. In order to ensure the authenticity of the test and the applicability of the rules and regulations, participants will be randomly arranged in different teaching classes. All students and teachers have never met and do not know each other. This will be a new challenge for

the participants. At the same time, the researchers invited ten senior teachers as monitors to randomly inspect the operation of the classroom rules of each teaching class, and recorded the problems and shortcomings found, and then gave feedback.

10:15-11:30: The researchers gathered all the participants into a classroom and conducted a 75-minute case analysis on the problems and shortcomings in the just-concluded interactive practice. First, ten supervisors briefed on the problems and shortcomings found in the inspection. The main problems and shortcomings are as follows: (1) Students' self-management within the framework of classroom rules is not good. (2) Inadequate management of students' use of mobile phones in class. (3) When teaching in the rehearsal classroom, the management of students bringing drinks or colored and smelly liquids into the classroom is not in place. The above questions are put forward by the participants gladly accept, and carry out a specific analysis one by one.

During half an hour from 11:30 to 12:00, the researchers asked the participants to exchange experience on the problems raised by the monitors, find solutions to the problems, and exchange their own experiences with each other, and summed up reasonable modification suggestions in the experience, specific suggestions are as follows: (1) It is suggested that each class may elect one or more disciplinary members to assist teachers in implementing self-management of students; (2) It is recommended that each classroom be equipped with a mobile phone storage bag, and the mobile phone should be uniformly placed in the storage bag before class; (3) It is recommended to explicitly prohibit students from bringing beverages or colored and smelly liquids into the class during the rehearsal classroom through warning signs and other measures; The rationalization suggestions summarized through the exchange of experience have also been unanimously agreed and praised by the ten monitors.

13:00-14:00 After the interactive practice, case analysis and experience exchange in the morning, the researchers let the participants spend one hour in group activities with the student representatives again according to the groups, and solicit the students' opinions on the problems and suggestions in the morning. At the same time, it also allows students to give real feedback on the problems and feelings they

found in the interactive practice in the morning, so as to excavate the authenticity and reliability in the implementation of routine operations in the classroom from different levels.

After the group activity, from 14:15 to 15:15, the researchers will conduct an hour-long interactive practice with the teacher representatives recommended and elected by the participants. Through the form of open class, they will return to the classroom again to verify the implementation and operation of the improved and optimized classroom rules. The participants and researchers have watched this open class together. According to the theoretical basis and practical experience, the teachers' representatives have made reasonable optimization, improvement and modification of the previous problems and shortcomings. The whole process is reasonable and clear, the teaching order is good, and the classroom effect has been significantly improved.

15:15-15:45, the researcher asked the teacher representative to exchange experience in this open class, and shared with the participants his personal experience and experience in the process of making classroom rules and implementing them, as well as the problems encountered in each stage, optimization process, and solutions. His experience has also been learned from by many participants.

15:45-16:15, the researchers spent 30 minutes for all participants to make an evaluation summary of the Module 1 classroom routine. The leaders of the four groups made concluding speeches and shared their learning experiences. The participants agreed that the improvement in this stage was effective, and the verification results also showed that it was true and reliable in the actual operation verification of the classroom routine formulation after the improvement, and the degree of appropriateness was also the highest.

Table 42 Plan for improving classroom management ability of teachers of Drama School of Henan Vocational institution of Arts, Day 4 training schedule

Day 4 AM	8:30—9:45	10:00—11:00	11:00—12:00
Cultivate content	Report lectures	Research discussion	Group activity
Cultivate place	lecture hall	School room	School room
Join personnel	lecturer	Participant	Participant
Day 4 PM	13:00—16:00		
Cultivate content	Case analysis	9:45—10:00 Tea Break	
Cultivate place	Sister school	12:00—13:00 For lunch time	
Join personnel	Participant		

Table 42 is the training arrangement on the 4th day of the plan to improve the classroom management ability of teachers of Drama School of Henan Vocational institution of the Arts. After three days of Program development, the participants' enthusiasm for learning increased. The Program development entered the fourth day. 8:30-9:45 The researchers asked the participants to gather in the lecture hall, and spent 75 minutes in the lecture hall to learn the module 2 classroom environment adjustment course on improving teachers' classroom management ability. Well-known educational experts from Henan Province were invited to give lectures, and the contents were as follows: (1) The importance and significance of classroom environment adjustment (2) the components and reasonable position of the classroom environment (3) the implementation and operation of classroom environment adjustment. On the above three issues, experts analyzed the essence of classroom

environment adjustment in a simple way through theoretical concepts and empirical data, and put forward effective methods to solve the problem and specific operational steps for implementation, which were widely quoted and easy to understand, so that participating teachers had a clearer understanding and understanding of classroom environment adjustment.

10:00-11:00, the researchers took the participants to different classrooms according to groups for group activities. Each classroom invited representatives of students of various majors and grades to spend 1 hour asking for suggestions on adjustment and change of the classroom environment. Each teacher carefully listened to and recorded the students' suggestions and appeals, and the students also collected and organized the suggestions and ideas one by one, the specific questions are: (1) The tables and chairs in individual classrooms are damaged (2) the heating function of the air conditioning in individual classrooms is not good, and the noise is too large (3) the Windows in individual classrooms lack screens, and mosquitoes interfere with learning in summer (4) The props and sets in the rehearsal classrooms are in disrepair, and there are certain safety risks (5) The props in the rehearsal classrooms are stacked in disarray and not classified and stored. Lack of management (6) Multifunctional rehearsal hall backstage clutter is too much, affecting the passage (7) the sound environment of the dialogue classroom is not good (8) The function and layout of the makeup classroom need to be improved. The researchers sorted out and classified the questions and suggestions widely solicited by the participants and submitted them to the relevant functional departments of the school. The relevant functional departments attached great importance to the questions and suggestions submitted, especially the logistics department sent staff to each classroom for maintenance, repair and replacement as soon as possible (in the afternoon of the same day) after checking the submitted problems.

11:00-12:00 After the end of the group activities, the researchers asked all participants to go back to their classrooms and spend 1 hour with the students to clean the classrooms first and do a thorough cleaning, so as to re-arrange the classrooms reasonably afterwards. Teachers and students began a cleaning Program, some people mop the floor, some people clean the glass, some people reclassify the props stacked

in the classroom, some people thoroughly clean the health of the classroom dead corners, 1 hour of time, all the classrooms in everyone's concerted efforts to unite and cooperate with each other, a new look, bright and clean.

13:00-16:00 All participants will take a bus to the friendly university Henan Dramatic Arts Institute for field visit. 13:20 Participants arrive at the destination and are warmly received by friendly colleges and universities. According to the reception procedures, participants first go to the exhibition hall of the school and learn about the development, change and current situation of the school under the guidance of the explanation staff. Afterwards, a grand welcome ceremony was held in the conference room. Relevant leaders of the two universities attended the welcome ceremony, and relevant leaders of the friendly universities also introduced the classroom environment of the relevant majors in the school in detail. Then, under the guidance of the staff, we went to the classrooms with different functions for a field visit.

After the visit at 15:00, the researchers conducted a case study on the environment of the classroom with the participants in the classroom prepared in advance, specifically analyzing (1) the lighting environment of the classroom, (2) the sound environment of the classroom, (3) the color environment of the classroom, (4) the functional layout of the classroom, (5) the equipment and equipment of the classroom, and (6) the seating division of the classroom. 15:20 The researchers and the participants went to the multifunctional theater prepared in advance and made a case analysis of the environment of the theater, specifically analyzing (1) the lighting and sound of the theater, (2) the stage facilities of the theater, (3) the functional layout of the theater, (4) the seating area of the theater, (5) the supporting environment of the theater, (6) the management and maintenance of the theater. After the field investigation and case analysis, everyone's imagination is more open, their thinking is more active, and they have greater confidence and clearer ideas about the adjustment and change of the current classroom environment. At 16:00, all the staff returned to the school by bus.

Table 43 Plan for improving classroom management ability of teachers of Drama School of Henan Vocational institution of Arts, Day 5 training schedule

Day 5 AM	8:30—9:30	9:45—11:10	11:10—12:00	9:30—9:45 Tea Break 12:00—13:00 For lunch time 14:00—14:15 Tea Break
Cultivate content	Research discussion	Classroom demonstration	Interactive practice	
Cultivate place	School room	School room	School room	
Join personnel	Participant	Professional personnel	Participant	
Day 5 PM	13:00—14:00	14:15—15:25	15:25—16:00	
Cultivate content	Experience exchange	Interactive practice	Evaluation summary	
Cultivate place	School room	School room	School room	
Join personnel	Senior teacher	Participant	Participant	

Table 43 is the training arrangement on the 5th day of the plan to improve the classroom management ability of teachers of Drama School of Henan Vocational institution of the Arts. After the case study of the previous day, the researchers gathered the participants in the classroom and spent 1 hour focusing on the study and discussion of various problems existing in the current classroom environment as well as ways to adjust and change them. All participants actively discussed and expressed their personal views on various problems existing in the current classroom environment. Various suggestions were made for areas requiring adjustment and change, and the team leaders recorded the problems and suggestions so that follow-up solutions could be developed based on the problems.

9:45-11:10 The researchers invited professionals in the designated classroom to give an 85-minute classroom demonstration on the methods and steps of

classroom environment adjustment and change. All the participants listened carefully, took detailed notes, took frequent photos, and spared no problems and details. The professionals explained mainly from the following aspects: (1) Keep the classroom safe and clean (2) Optimize the layout of the classroom according to different teaching activities (3) ensure that the classroom has enough natural light or suitable lighting equipment (4) Keep the classroom air circulation and fresh (5) Arrange the classroom seating properly, To promote interaction and cooperation between students and teachers (6) ensure that the classroom is equipped with the necessary tools, tools and equipment (7) according to different teaching needs, reasonable decoration and layout of the classroom (8) regular inspection and maintenance of classroom facilities to ensure the normal operation of equipment, etc.

11:10-12:00 After in-depth research and discussion on the adjustment and change of the classroom environment and detailed classroom demonstration, the researchers asked the participants to return to their respective classrooms and conduct 50 minutes of interactive practice with the students according to the actual situation of each teacher's own teaching and the needs of students, so as to carry out specific operations on the adjustment of the classroom environment.

13:00-14:00, the researchers invited four senior teachers from the school to conduct in-depth experience exchange on the adjustment and change of the classroom environment with the participants. The participants asked the four senior teachers one by one about the difficult problems recorded in the previous stage. The four senior teachers also gave their own views on the difficult problems and solutions through years of work experience. The four senior teachers made a telephone call to the relevant departments of the school to solve the problems related to the funding of equipment renewal. After the telephone communication, the relevant departments of the school also actively expressed that in order to strengthen the improvement of the classroom management ability of the teachers of the school of Drama, We will implement funding and policy issues as soon as possible, and update and improve supporting infrastructure and hardware construction conditions.

14:15-15:25 The researchers asked the participants to return to the classroom for the third time and spend 70 minutes to optimize and improve the

problems and shortcomings found. The participants worked with the students to solve the problems and deficiencies one by one. Thanks to the specific guidance and explanation and the previous operations, the work efficiency of each classroom in this interactive practice was very high. The reasonable optimization and adjustment of the current situation was completed within 40 minutes. All the participants and students worked together to adjust and change the classrooms or areas in public areas such as multifunctional theater and prop storage room, which has achieved reasonable optimization and improvement. According to the group, the division of labor is clear, each performs its own duties, and the optimization and adjustment of their respective areas are completed on time within the specified time.

15:25-16:00 Researchers and participants spent 35 minutes to make a comprehensive evaluation and summary of the adjustment of classroom environment in Module 2 of improving teachers' classroom management ability. The specific contents are as follows: (1) The adjustment and change of the classroom environment should give full play to the cooperation between teachers and students (2) the classroom environment should be infused with a strong cultural atmosphere (3) The classroom environment should create a green and healthy atmosphere (4) The classroom environment should reflect the characteristics of the class (5) the classroom environment should pay attention to the encouragement of students. Participants consistently said that the classroom is the main place for students to learn, but also the emotional communication between teachers and students of the spiritual home, a classroom environment for the influence of students is imperceptible, the adjustment and change of the classroom environment has an invisible educational power, the construction of the classroom environment as the carrier, to create a scientific education environment is crucial. We believe that the development and training of classroom environment adjustment in Module 2 to improve teachers' classroom management ability is very effective, and the final results also show that the actual operation of classroom environment adjustment after the improvement is real and reliable, and the degree of appropriate degree is also the highest.

Table 44 Plan for improving classroom management ability of teachers of Drama School of Henan Vocational institution of Arts, Day 6 training schedule

Day 6 AM	8:30—9:30	9:45—11:00	11:00—12:00
Cultivate content	Report lectures	Interactive practice	Experience exchange
Cultivate place	lecture hall	School room	School room
Join personnel	lecturer	Participant	Senior teacher
Day 6 PM	13:00—14:30	14:45—16:00	9:30—9:45 Tea Break 12:00—13:00 For lunch time 14:30—14:45 Tea Break
Cultivate content	Classroom demonstration	Interactive practice	
Cultivate place	Lecture hall	School room	
Join personnel	Professional personnel	Participant	

Table 44 is the training arrangement on the 6th day of the plan to improve the classroom management ability of teachers of Drama School of Henan Vocational institution of the Arts. From 8:30 to 9:30, the researchers gathered the participants to the lecture hall and spent 1 hour in the lecture hall to learn the course of Module 3, which is to improve teachers' classroom management ability and harmonious and equal communication between teachers and students. Well-known educational experts from Henan Province were invited to give lectures. The contents of the lectures were as follows: (1) The importance and significance of harmonious and equal communication between teachers and students (2) the principles of effective communication between teachers and students (3) the language art between teachers and students. Through the theoretical analysis and explanation of the teaching experts, the participants have a deeper understanding of the importance and significance of

harmonious and equal communication between teachers and students, the principles of effective communication between teachers and students, and the language art between teachers and students. Experts point out that the communication between teachers and students is a bridge of eternal friendship between teachers and students, which can help teachers avoid detours and enable students to develop healthily.

Teachers should take students as the main body of communication, study their communication needs and personality differences, communicate with students with smile and sincerity, encouragement and trust, form psychological resonance and interaction between teachers and students, and make the relationship between teachers and students harmonious.

After the end of the course, the participants entered the first interactive practice session from 9:45 to 11:00. The researchers asked the participants to choose 3 students in the class for 75 minutes to communicate effectively in different forms, namely: (1) face-to-face conversation, (2) text message or chat tool communication, (3) telephone or video communication. And record the results of the conversation and related questions for further research and discussion.

11:00-12:00 After the interactive practice, the researchers gathered the participants into the classroom according to the groups, and invited four senior teachers to exchange experience with them. Through years of work experience and theoretical research, the four senior teachers shared common problems in effective communication with the participants. Every student is different, no matter in terms of personality characteristics or personal needs, therefore, teachers should take into account the personality differences and psychological and physical characteristics of students as much as possible in effective communication. The participants learned from the exchange of experience that it is a basic need for students to get teachers' attention, encouragement and approval.

13:00-14:30 The researchers gathered the participants in the lecture hall for a one-and-a-half hour classroom demonstration. The researchers asked the professionals to give guidance on the harmonious and equal communication methods and skills between teachers and students. The professionals pointed out that whatever

communication methods the teachers adopted depended on the teachers' understanding of their students. (1) Teachers should go deep into the middle of students, communicate with students openly and honestly, and establish a harmonious and open teacher-student relationship; (2) Teachers should put themselves in students' shoes and try their best to understand their feelings and experiences. (3) Teachers should overcome the prejudice against students, establish a correct view of students, and treat every student as objectively and fairly as possible. After listening to the suggestions and specific guidance of the professionals, the participating members have a deeper understanding of the harmonious and equal communication methods and skills between teachers and students.

14:45-16:00, the researchers reassigned the participants to each classroom for the second interaction practice, lasting 75 minutes. This time, two "problem" students with very different personalities were arranged successively in the classroom, and the participants were asked to have face-to-face talks with the two students according to the communication methods and skills guided by professionals. Write down the results and questions. In the process of talking with students, the participants must respect the individual differences of students and treat each student with an equal vision and attitude. Guide communication according to the different characteristics and personalities of each student; At the same time, we should learn as much as possible about each student's living environment and learning environment in a short period of time, and respect each student's family situation and personal privacy.

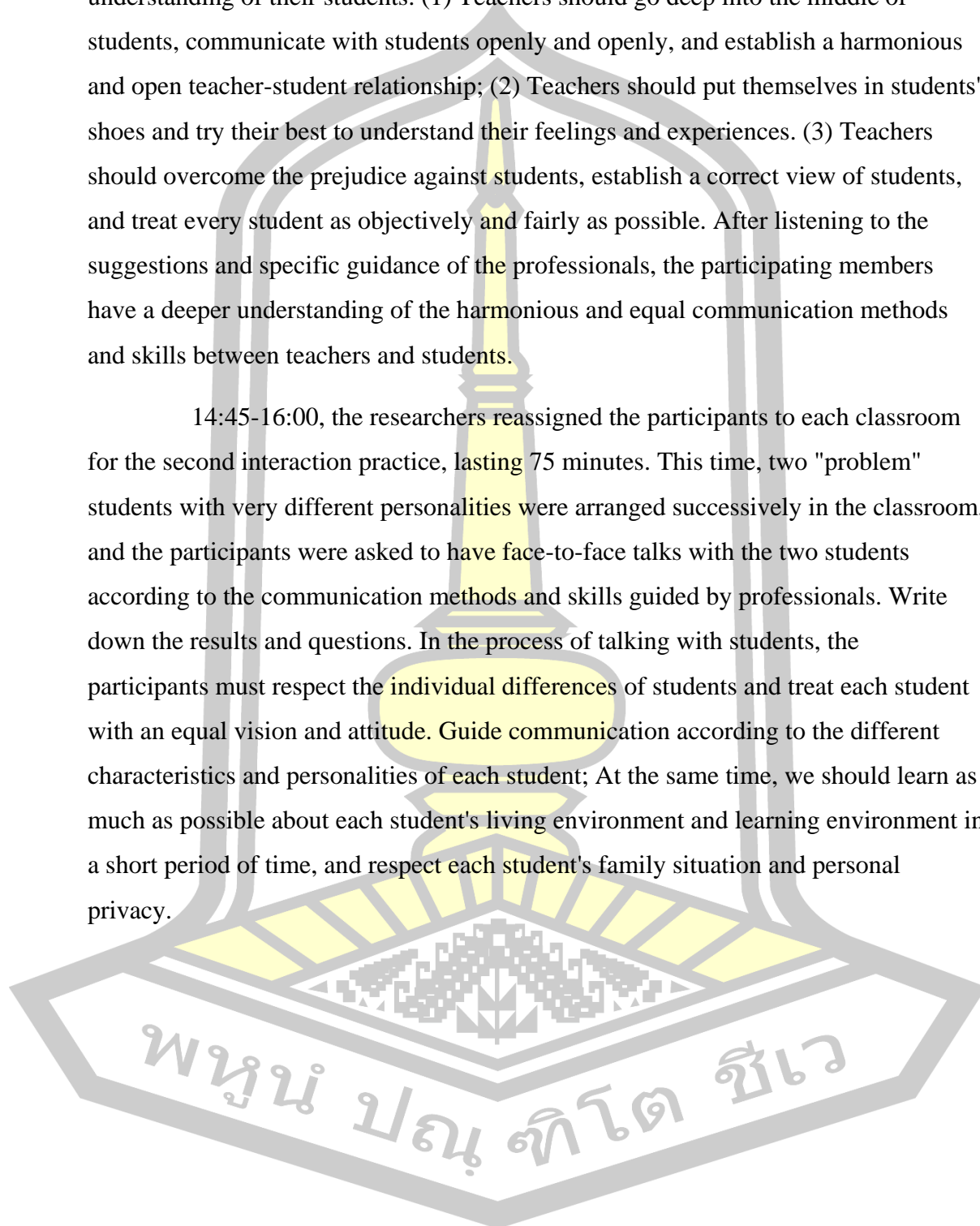


Table 45 Plan for improving classroom management ability of teachers of Drama School of Henan Vocational institution of Arts, Day 7 training schedule

Day 7 AM	8:30—8:45	8:45—9:45	10:00—12:00	9:45—10:00 Tea Break 12:00—13:00 For lunch time 13:45—14:00 Tea Break
Cultivate content	Research discussion	Group activity	Case analysis	
Cultivate place	School room	lecture hall	lecture hall	
Join personnel	Participant	Participant	Participant	
Day 7 PM	13:00—13:15	13:15—13:45	14:00—15:30	15:30—16:00
Cultivate content	Research discussion	Evaluation summary	Report lectures	Experience exchange
Cultivate place	School room	School room	lecture hall	School room
Join personnel	Participant	Participant	lecturer	Participant

Table 45 is the training arrangement on the 7th day of the plan to improve the classroom management ability of teachers of Drama School of Henan Vocational institution of the Arts. through the course learning and interactive practice of harmonious and equal communication between teachers and students on the previous day from 8:30 to 8:45, the researchers asked the participants to have a 15-minute research discussion in the classroom, combined with the theoretical explanation of the teaching experts and the results and corresponding questions of the two interactive and effective communication talks yesterday, and carried out an active research discussion.

8:45-9:45, the researchers gathered the participants into the lecture hall and conducted a one-hour group activity on harmonious and equal communication

methods and skills between teachers and students. According to the requirements of the researchers, all the participants were randomly divided into two groups to conduct a simulated demonstration of "teacher-student dialogue" through role-playing. The participants who were assigned to play the role of teacher each handed out a talk outline, and the participants who played the role of student also handed out the corresponding talk content, but there were three or more answers for each topic, and they were free to choose their answers, and the teachers would conduct effective dialogue according to the students' on-site responses.

10:00-12:00 After the end of the group activity, the researchers spent 1 hour with the participants to conduct a case analysis of the group activity "role playing" just now, and the effective communication of each group was analyzed in detail one by one. After the case analysis, the participants agreed that the information exchange between teachers and students is appropriate and effective. Not only can the two sides of the communication get useful information, but also can let the students understand the happiness of being respected and understood in the fusion of hearts and the impact of ideas. In the process of improving the harmonious and equal communication between teachers and students, the participants have a deeper understanding of the four basic principles of effective communication, namely equality, respect, trust and praise.

13:00-13:15, researchers and participants conducted a 15-minute research discussion in the classroom, and actively discussed the problems that should be paid attention to and prevented in the process of harmonious and equal communication between teachers and students. It was agreed that by establishing a harmonious and equal communication atmosphere, teachers and students could better understand each other, cooperate and grow. This good communication relationship will help to improve students' learning effectiveness and professional competence, while also providing teachers with more opportunities to understand students' needs and improve teaching.

13:15-13:45 Researchers and participants spent half an hour making a comprehensive evaluation and summary of the harmonious and equal communication between teachers and students in Module 3 of improving teachers' classroom management ability. The specific contents are as follows: (1) Teachers should respect

students' opinions and ideas and actively listen to them. (2) Teachers should express themselves in clear and concise language in communication and avoid using overly technical or complex terms to ensure that students can understand and participate in the dialogue. (3) Teachers should encourage students to provide feedback. (4) Teachers can organize discussions and group activities to encourage communication and cooperation among students. (5) In addition to face-to-face communication in the classroom, teachers can use modern technologies such as email, online discussion platforms and instant messaging tools to communicate with students. (6) Teachers should respect students' individual differences. Including cultural background, interests and learning style, etc. (7) Teachers should set up open office hours to provide students with additional opportunities for communication and consultation (8) Respect the privacy and confidentiality of students and ensure that their personal information and work (works) are not accessed or used by unauthorized persons. The participants said that through the above improvement methods, the harmonious and equal communication relationship between teachers and students can be effectively established, and the teaching effect and student satisfaction can be improved. Everyone agreed that the development and training of Module 3 to improve teachers' classroom management ability for harmonious and equal communication between teachers and students is very effective, and the final result also shows that the actual operation of harmonious and equal communication between teachers and students after the improvement is real and reliable, and the degree of appropriate degree is also the highest.

14:00-15:30 The researchers gathered the participants into the lecture hall and spent one and a half hours in the lecture hall to learn the module 4 Education Modernization and technology for improving teachers' classroom management ability. Well-known education experts from Henan Province were invited to give lectures, the contents of which were as follows: (1) The importance and significance of educational modernization and technology (2) the necessary knowledge and ability of educational modernization and technology (3) the practical operation and management of educational modernization and technology. Experts pointed out that understanding education modernization and technology for teachers of drama performance means

constantly updating teaching concepts and methods, exploring and applying modern educational technologies suitable for drama performance majors, in order to improve students' learning results, cultivate their modern skills, and create better learning experiences for them.

15:30-16:00 The researchers allowed the participants to have a 30-minute experience exchange session in the classroom to fully exchange and share on the modernization of education and the improvement of technology. In this session, the older teachers humbly consulted the young teachers, and the young teachers also combined their own experience and cognition. In detail to introduce their understanding of modern technology and equipment and application, we communicate with each other, share.

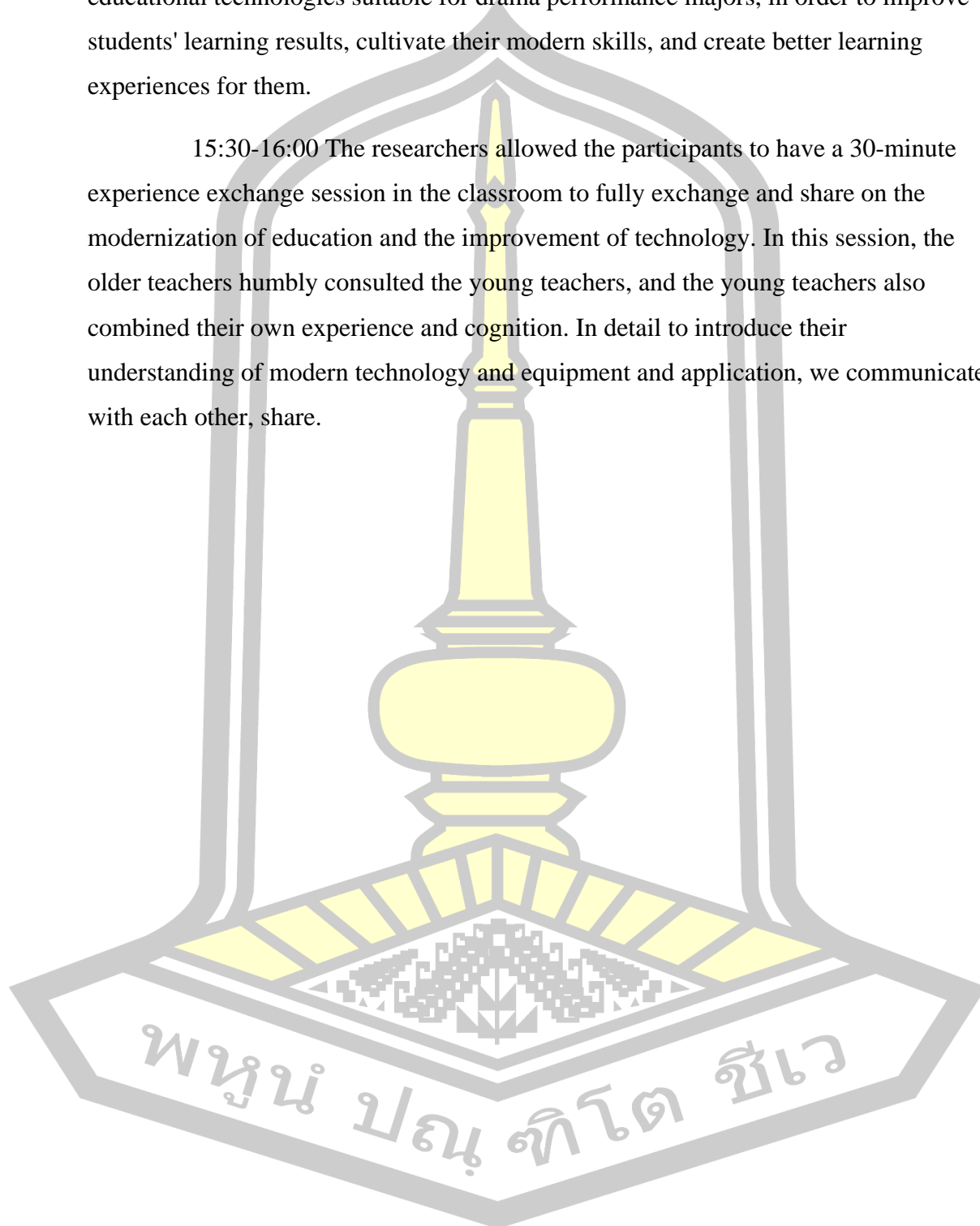


Table 46 Plan for improving classroom management ability of teachers of Drama School of Henan Vocational institution of Arts, Day 8 training schedule

Day 8 AM	8:30—11:30	11:30—12:00	12:00—13:00 For lunch time The tea breaks in the morning and afternoon are arranged by the school-enterprise cooperation units according to the actual situation on the site
Cultivate content	Case analysis	Experience exchange	
Cultivate place	School-enterprise cooperation unit	School-enterprise cooperation unit	
Join personnel	Participant	Participant	
Day 8 PM	13:00—15:00	15:00—16:00	
Cultivate content	Group activity	Interactive practice	
Cultivate place	School-enterprise cooperation unit	School-enterprise cooperation unit	
Join personnel	Participant	Participant	

Table 46 is the training arrangement on the 8th day of the plan to improve the classroom management ability of teachers of Drama School of Henan Vocational institution of the Arts. At 8:30 in the morning, researchers and participants took a bus to the school-enterprise cooperation unit "Only Henan -- Drama Fantasy City" under the leadership of relevant school leaders. 8:50 All the personnel arrived at the destination, received the warm reception of the school-enterprise cooperation units, according to the reception process of the visitors first for 40 minutes to visit the activities, in the "Only Henan - Drama fantasy City" we saw all kinds of high-tech theater, rehearsal hall, training room, classroom and other infrastructure, everywhere is advanced equipment and facilities and sophisticated technical operations. Everyone was surprised by it, stopped to browse with curiosity, frequently took photos, and carefully recorded. 9:30 Everyone came to Theatre 1, where a brief welcome

ceremony was held, after which the staff introduced the design concept, construction process, regional functions, equipment and facilities of Theatre 1 in detail, and then watched the operation demonstration of the staff on the spot. Under the concept thinking of breaking the traditional theatre, the design of Theatre 1 is unique. It is equipped with a variety of instruments and technologies are also the most advanced at present, after watching the on-site operation, the on-site case analysis, by the staff to explain in detail the function and operation of each equipment, the implementation and management of technology, the participants do not understand or do not understand the question and consultation, everyone from the theater audience to the stage, Careful study of various equipment and facilities, and from the stage to the backstage, detailed understanding of the specific operation, and from the backstage to the underground space, and from the underground space to the top of the theater, from the equipment technology in the theater to the supporting facilities around the theater, we do not let go of any details, careful observation, record, inquiry, analysis.

At 11:30, after finishing the case analysis of Theater 1, a 30-minute experience exchange was held in rehearsal Hall 3 not far away. The school-enterprise cooperation unit invited technical directors, directors, actors and technicians of the park for everyone. They exchanged and shared modernization and technology with everyone through their practical experience in their jobs. The participants exchanged and consulted on relevant issues. When the staff announced the end of this session, many participants were reluctant to leave and were still scrambling to consult and consult various questions.

After the working meal in the park, a two-hour group activity was held in the Virtual workshop of the park from 13:00 to 15:00. Participants entered the workshop according to groups and experienced Virtual Reality (VR) and augmented reality (AR) technology on the spot. Virtual Reality (VR) and Augmented Reality (AR) are hot topics in the technology field in recent years. Both technologies bring unprecedented experiences to users by creating immersive virtual environments or overlaying virtual information on the real world. Virtual reality (VR) is a computer-generated three-dimensional virtual environment that allows users to have immersive interactions with the virtual world through devices such as head-mounted displays

(HMD) and handheld controllers. At the core of VR technology is an immersive experience that makes users feel as if they are in a completely different world. Unlike VR, augmented reality (AR) technology does not transport users into a completely fictional environment, but overlays virtual information on the real world. By fusing elements such as computer-generated images, text or audio into the real world environment, it provides users with an augmented reality experience. Through field experience, participants learned that VR and AR technology will play a more important role in the future of education. They can provide students with a more immersive and interactive learning experience, improving learning outcomes and interest. At the same time, it is no longer limited by geography and time, and provides high-quality educational resources for learners around the world.

15:00-16:00 After finishing the group activities, everyone went to the virtual modeling hall for interactive practice. Through live recording and post-production techniques, participants gained a deeper understanding of how modern recording and post-production techniques can help students record, edit and produce their own performance works. Students can use professional audio and video equipment and software to improve their performance skills and creative abilities, while also recording works for self-assessment and presentation.

After case studies, group activities and interactive practices, the participants have developed a strong interest in and confidence in education modernization and technology, and they unanimously expressed that through the application of education modernization and technology, they can provide a more rich, flexible and personalized learning experience. Students can make better use of modern technology and resources to develop their professional skills and artistic creativity, but also be more convenient to communicate and cooperate with teachers and industry professionals, such an educational environment will promote students' comprehensive ability and career development. 16:00 After the end of the field visit, all participants return to the school by bus.

Table 47 Plan for improving classroom management ability of teachers of Drama School of Henan Vocational institution of Arts, Day 9 training schedule

Day 9 AM	8:30—9:30	9:45—11:00	11:00—12:00	9:30—9:45 Tea Break 12:00—13:00 For lunch time 14:00—14:15 Tea Break
Cultivate content	Classroom demonstration	Interactive practice	Research discussion	
Cultivate place	lecture hall	Multimedia classroom	School room	
Join personnel	Professional personnel	Participant	Participant	
Day 9 PM	13:00—14:00	14:15—16:00	16:00—16:30	
Cultivate content	Classroom demonstration	Interactive practice	Evaluation summary	
Cultivate place	Multimedia classroom	Multimedia classroom	Multimedia classroom	
Join personnel	Professional personnel	Participant	Participant	

Table 47 is the training arrangement on the 9th day of the plan to improve the classroom management ability of teachers of Drama School of Henan Vocational institution of the Arts. 8:30-9:30: The researchers gathered the participants into the lecture hall for an hour-long classroom demonstration. The researchers asked professionals to give professional guidance on the methods and specific operations of education modernization and technology improvement. The professionals pointed out that education modernization and technology play an important role in art teaching. Because they have an important impact on both teaching and student development. Educational modernization refers to the combination of educational ideas, teaching methods and educational management with the development of The Times to meet the needs of contemporary students and the requirements of society. In the major of

drama performance, the modernization of education means constantly updating and improving the teaching content, teaching methods and teaching resources to adapt to the development and changes of modern drama performing arts. (1) The application of technology in education can provide more teaching tools and resources to promote students' learning and creativity; (2) the combination of educational modernization and technology can improve students' learning effect and experience; (3) The application of educational modernization and technology can help cultivate students' modern skills, such as information and media literacy, innovative thinking, collaboration ability and problem-solving ability. (4) The combination of educational modernization and technology can support personalized and self-directed learning. After listening to the explanation and specific guidance of the professionals, the participating members have a deeper understanding of the true connotation of education modernization and technology.

9:45-11:00 The researchers gathered the participants in the multimedia classroom for 75 minutes of interactive practice. Through the specific operation of educational modernization and technology, the participants' teaching ability and professional level were improved. They successively performed: (1) Intelligent classrooms and learning tools (2) distance education and online learning (3) data analysis and learning analysis (4) collaboration and distance cooperation tools (5) Digital teaching materials and resources and other systems, through practical operations, participants deeply understand that the combination of education modernization and technology requires schools and teachers to have the corresponding technical capabilities and support systems.

11:00-12:00, the researchers asked the participants to return to the classroom and conduct research and discussion for 1 hour on specific problems arising in the interactive practice. Everyone carried out active discussion. The older teachers had more problems and doubts about new things and technology operation, while the young teachers explained them patiently and carefully. And download relevant technical operation videos from the Internet for them to watch and record, some colleagues with a variety of practical books and journals prepared in advance, carefully read the research, and mark the key points. Some of the participants called

for help from relevant professionals when they encountered problems, and got solutions to the problems, and everyone's enthusiasm and participation were unprecedented.

13:00-14:00 The researchers gathered the participants in the multimedia classroom for the second round of classroom demonstration. The professionals spent one hour to focus on solving the specific operation problems that occurred in the morning. Through detailed explanation and detailed operation demonstration, everyone's problems were effectively solved. The professionals also made specific guidance and explanations on some common problems.

14:15-16:00 The researchers let everyone carry out the second round of interactive practice in the multimedia classroom. According to the explanation and guidance of the professional staff, everyone operated the new system or platform in detail. The professional staff also gave technical guidance to the participants on the new problems in the actual operation. (1) The use of online resources and open education resources (2) Artificial intelligence and adaptive learning systems (3) data analysis and evaluation systems (4) research and innovation support platforms (5) online teaching and blended learning systems, etc. After we have mastered the specific operation, professionals also remind us that we should standardize the use of various systems or platforms, and pay attention to issues such as privacy and data security in daily use to ensure that the application of technology can truly improve the quality of education and the learning experience of students.

16:00-16:30 Researchers and participants spent half an hour making a comprehensive evaluation and summary of education modernization and technology in Module 4 of improving teachers' classroom management ability. Each group recommended a representative member to make a summary speech and share their learning experiences. Everyone believed that education modernization is a complex systematic Program. There are several aspects that need to be addressed. It includes: (1) to realize the rational allocation and use of educational resources; (2) The innovation ability and practical ability of students should be cultivated through the reform and innovation of traditional teaching methods and means; (3) To strengthen the digital construction, improve the technology management system, so that the

overall modern teaching resources of the college can be promoted. The participants agreed that the development and training of education modernization and technology in Module 4 to improve teachers' classroom management ability was very effective, and the final results also showed that the actual operation of education modernization and technology after the improvement was real and reliable, and the degree of appropriate degree is also the highest.

Table 48 Plan for improving classroom management ability of teachers of Drama School of Henan Vocational institution of Arts, Day 10 training schedule

Day10 AM	8:00—8:50	8:50—9:25	9:40—10:40	10:40—11:40	9:25—9:40 Tea Break
Cultivate content	Report lectures	Research discussion	Group activity	Classroom demonstration	11:40—12:40 For lunch time
Cultivate place	lecture hall	School room	School room	lecture hall	14:40—14:55 Tea Break
Join personnel	lecturer	Participant	Participant	Professional personnel	17:30—19:00 Dine together
Day 10 PM	12:40—14:40	14:55—15:55	15:55—16:55	16:55—17:30	19:00—19:45
Cultivate content	Case analysis	Experience exchange	Interactive practice	Evaluation summary	Closing ceremony and certificate presentation ceremony
Cultivate place	lecture hall	lecture hall	lecture hall	lecture hall	lecture hall
Join personnel	Participant	Model teacher	Participant	Participant	School leader

Table 48 is the training arrangement on the 10th day of the plan to improve the classroom management ability of teachers of Drama School of Henan Vocational institution of the Arts. As the development Program enters its last day, today's

schedule is relatively tight due to the banquet and closing ceremony in the evening. From 8:00 to 8:50, the researchers gathered the participants in the lecture hall and spent 50 minutes in the lecture hall to learn the module 5 of teachers' professional ethics to improve teachers' classroom management ability. Well-known excellent teachers from Henan Province were invited to give lectures. The contents of the lectures were as follows: (1) The importance and significance of teachers' professional ethics (2) the conditions required for teachers' professional ethics (3) the methods for improving teachers' professional ethics. Experts on the above three issues through theoretical concepts, combined with their own years of teaching experience in-depth analysis of the nature of teachers' professional ethics, experts pointed out that teachers' professional ethics is actually engaged in the education industry, teaching and educating responsibilities, need to abide by the code of conduct and ethics. Teacher ethics cultivation refers to the gradual formation of some of the moral norms we mentioned in the teacher's own cultivation, and then become an important part of the leading role in teacher literacy. As a teacher, only by strictly regulating themselves, educating and influencing students with pure soul and noble quality, can we cultivate the next generation with good personality quality. At the end of the course, all the participants stood up and gave warm applause to the expert's wonderful teaching.

8:50-9:25 The researchers let the participants go back to the classroom and conduct a 35-minute research discussion on the necessary conditions of teacher professional ethics according to the groups. Everyone actively participated in the discussion and expressed their opinions. Everyone had different prerequisites for teacher professional ethics. (1) patriotism and law-abiding (2) dedication (3) Care for students (4) Teaching (5) being a model for teachers (6) lifelong learning, etc., everyone agrees that teachers' professional ethics are the source of teachers' lives and the foundation of their careers. Only by strengthening the cultivation of teachers' ethics and continuously improving the level of teachers' ethics can college teachers be worthy of this glorious and sacred profession. Only by vigorously advocating the cultivation of teachers' ethics and casting the spirit of teachers in The Times, can we

forge a team of college teachers who are excellent in thought, noble in character, good at teaching and diligent in educating people.

9:40-10:40 into the group activity session, the researchers asked the participants to self-examine and evaluate their work ethics for one hour. Man is the sum total of social relations. People's ideas and consciousness change with the change of social existence. The diversification trend of economic composition, employment mode and interest relationship in the social transition period has an important impact on the professional ethics of college teachers, causing some teachers' professional ethics to be abnormal, and seriously affecting and restricting the improvement of education and teaching level. It is worth encouraging that the participants can start from themselves and start from reality to find the root cause of the problem. In everyone's self-examination, each participant has done a deep reflection, compared with the theoretical concepts and conditions given by the course learning experts, and carefully check their own shortcomings and deficiencies. Concentrated on the following points: (1) lack of professionalism, low professional identity (2) lack of education concept, teacher consciousness is weak (3) eager for quick success, lack of collaborative spirit.

10:40-11:40 Researchers let everyone gather in the lecture hall, with 1 hour of time, ask professionals to give specific guidance on the promotion of teachers' professional ethics, professionals pointed out that the formation of good teacher professional ethics, the key lies in the teachers can consciously internalize the requirements of professional ethics, therefore, The quality of teachers themselves is the internal factor that affects the construction of professional ethics of teachers in colleges and universities. Strengthening the education and training of teachers' professional ethics and actively carrying out teachers' professional ideal education are the premise and basis for improving teachers' professional ethics. (1) It is necessary to organically combine the continuing education of teachers with the cultivation of teacher ethics, promote the majority of teachers to constantly learn modern educational technology and modern educational methods, improve teachers' vocational skills and professional quality, and adhere to the teacher ethics cultivation education system that combines pre-job training and vocational retraining. (2)

Formulate clear training programs and plans, incorporate teacher ethics training into the planning of teacher construction, and strengthen the education of all teachers with teachers' moral quality, professional ethics, ideological concepts and professional spirit as the core content. Integrate teacher ethics education into the daily work of colleges and universities; Encourage teachers to take the initiative to improve moral cultivation, consciously strengthen the study of professional ethics, consciously regulate their own education and teaching behavior. Finally, the professionals emphasized that how to deal with the challenges of the social transformation to the construction of professional ethics of college teachers, and how to build a team of teachers with excellent business and noble ethics are the problems that higher education must solve under the new situation.

12:40-14:40, all the participants gathered in the lecture hall for two small case studies. They collectively watched the feature film of the advanced deeds of the "Most beautiful Teachers" selection in recent years. In two hours, they got to know a group of "most beautiful teachers" through real and touching short films and delicate and vivid on-site interviews. The image of sincere, simple and brave dedication of the teacher made every participant deeply moved, and most of the participants were moved to tears in the process of watching the film, and everyone unanimously said that only by constantly improving their professional ethics can they truly be a qualified "most beautiful teacher".

14:55-15:55, the experience exchange activity was held in the lecture hall. The researchers invited an expert who was awarded the title of "model teacher" to exchange experience with the participants for one hour. The "model teacher" shared her decades of experience in teaching with everyone. As a teacher, no matter where you are, you must care about the cause of education, and you must care about every student you teach. For their own education, for their own students, she silently paid their own efforts, he dedicated his youth, but also harvested the fragrance of peaches and plums. Participants have said that he learned to be a teacher, behavior of the world's noble spirit and noble moral character, worthy of every teacher to learn.

15:55-16:55 After the exchange of experience, we held another one-hour interactive practice in the lecture hall. According to the groups, each group

recommended three members to give a keynote speech on teachers' professional ethics in turn. Through the keynote speech activities, we enhanced teachers' sense of responsibility, sense of mission and sense of honor, standardized professional behavior and clarified the bottom line of professional ethics. Strive to become an excellent teacher with ideals, morality, knowledge and love.

16:55-17:30 Researchers and participants spent half an hour making a comprehensive evaluation and summary of teacher professional ethics in the module 5 of improving teachers' classroom management ability, and the group leaders made a summary speech and shared their learning experiences. Everyone believed that improving teachers' ethics and strengthening teachers' ethics construction. The purpose is for teachers to consciously transform the professional ethics agreed by the society into their own professional code of conduct, and internalize all kinds of external constraints and requirements into their own moral cultivation. Strengthening teachers' professional ethics is not only to improve teachers' own level, but also to directly affect the realization of teaching management objectives. Teachers are the engineers of human soul and the inheritors of human civilization. To improve the professional ethics of teachers, we must do the following: (1) stand firm (2) abide by discipline and law (3) spread culture (4) devote ourselves to teaching (5) Care for students (6) speak and act upright (7) Academic norms (8) Fairness and integrity (9) Honesty and self-discipline (10) Contribute to society. The participants agreed that the development and training of teacher professional ethics in Module 5 to improve teachers' classroom management ability was very effective, and the final result also showed that the practical operation of teacher professional ethics after the improvement was true and reliable, and the degree of appropriate degree is also the highest.

16:55-17:30 In order to celebrate the successful completion of the ten-day Program development, all the participants jointly held a celebration dinner. After the dinner, a grand closing ceremony and certificate presentation ceremony were held in the lecture hall from 19:00-19:45. Relevant leaders of the school attended the event. School leaders spoke highly of the Program development to improve teachers'

classroom management ability. School leaders awarded completion certificates to the participants in turn and took a group photo.

Through the above ten days and 60 hours of implementation of the plan to improve the classroom management ability of the drama School teachers of Henan Vocational institution of Arts, it can be seen that the overall development process is real and reliable. Teachers showed significant improvement and improvement in the five modules of classroom management ability.

Module 1: The formulation of classroom routine

In the process of formulation and development of classroom routine in Module 1, participants spent 1.5 hours of course learning, 3 hours of learning from others, and 10.5 hours of learning from experience. They deeply understood the importance and significance of formulation of classroom routine, mastered the methods and steps of formulation of classroom routine, and learned the implementation and management of classroom routine. They have made significant improvements in the formulation of classroom rules for Module 1 classroom management ability. Before the start of the academic year, they worked out scientific and reasonable classroom rules and systems after extensively soliciting students' suggestions, and made clear the rule requirements before class, allowing students to implement self-management within the framework of classroom rules, and flexibly adjust or modify classroom rules during the teaching process. At the end of the semester, the course rules will be comprehensively summarized and the course rules for the next semester will be adjusted.

Module 2: Adjustment of classroom environment

In the process of adjustment and development of classroom environment in Module 2, participants learned 1.2 hours of course learning, 2.4 hours of learning from others, and 8.4 hours of learning from experience. They deeply understood the importance and significance of classroom environment adjustment, mastered the components and reasonable positions of the classroom environment, and learned the specific operations of classroom environment adjustment. After the development of the Program, they have significantly improved the classroom management ability of

Module 2 in terms of classroom environment adjustment, rationally optimized and adjusted the seating arrangement and functional area division of dance classroom, makeup classroom and vocal music classroom, investigated and solved the hidden infrastructure and teaching equipment in the classroom, created a comfortable and good learning environment for students, and created a healthy learning atmosphere. Overall improve the classroom effect and teaching quality.

Module 3: Harmonious and equal communication between teachers and students

In the process of developing harmonious and equal communication between teachers and students in Module 3, participants have a deep understanding of the importance and significance of harmonious and equal communication between teachers and students, mastered the principles of effective communication between teachers and students, and learned effective communication methods and skills through 1 hour of course learning, 2 hours of learning from others, and 7 hours of learning from experience. In their work, they treat each student fairly and justly, respect students, spend more time and energy to communicate with students, care about students' life and ideological problems, praise and encourage students in class, and establish contact with students' parents. Through social software to establish a variety of channels to interact with students, effectively improve the exchange and communication between teachers and students.

Module 4: Educational modernization and technology

In the development process of Module 4 education modernization and technology, participants through 1.5 hours of course learning, 3 hours of learning from others, 10.5 hours of learning from experience, they deeply understand the importance and significance of education modernization and technology, master the necessary knowledge and ability of education modernization and technology. They have learned the practical operation and application of education modernization and technology. After the development of the Program, they have significantly improved the education modernization and technology of Module 4 classroom management ability. They have integrated the modernization and technology of recording and

editing performance works, making multimedia presentations, providing virtual reality and enhancing reality experience into daily teaching. Through the online cooperation and communication with other students and professionals through modern technological means, there has been a significant change in educational concepts and ideas, and the teaching content and teaching methods have been significantly improved.

Module 5: Teacher professional ethics

In the process of developing teachers' professional ethics in Module 5, participants have a deep understanding of the importance and significance of teachers' professional ethics through 0.8 hours of course learning, 1.6 hours of learning from others, and 5.6 hours of learning from experience. They have mastered the components of teachers' professional ethics, and learned how to improve teachers' professional ethics. They have significantly improved the classroom management ability of Module 5 teachers in terms of professional ethics. They look for problems from themselves, check and summarize their code of conduct, be strict with themselves, be highly responsible for their work, prepare courses carefully, guide students patiently, protect students' safety, care for students' health, safeguard students' rights and interests, and behave in a civilized and proper manner. Enhance their own sense of responsibility, sense of mission, sense of honor, regulate professional behavior, clear the bottom line of professional ethics, and strive to become an ideal, moral, knowledgeable, and caring excellent teacher.

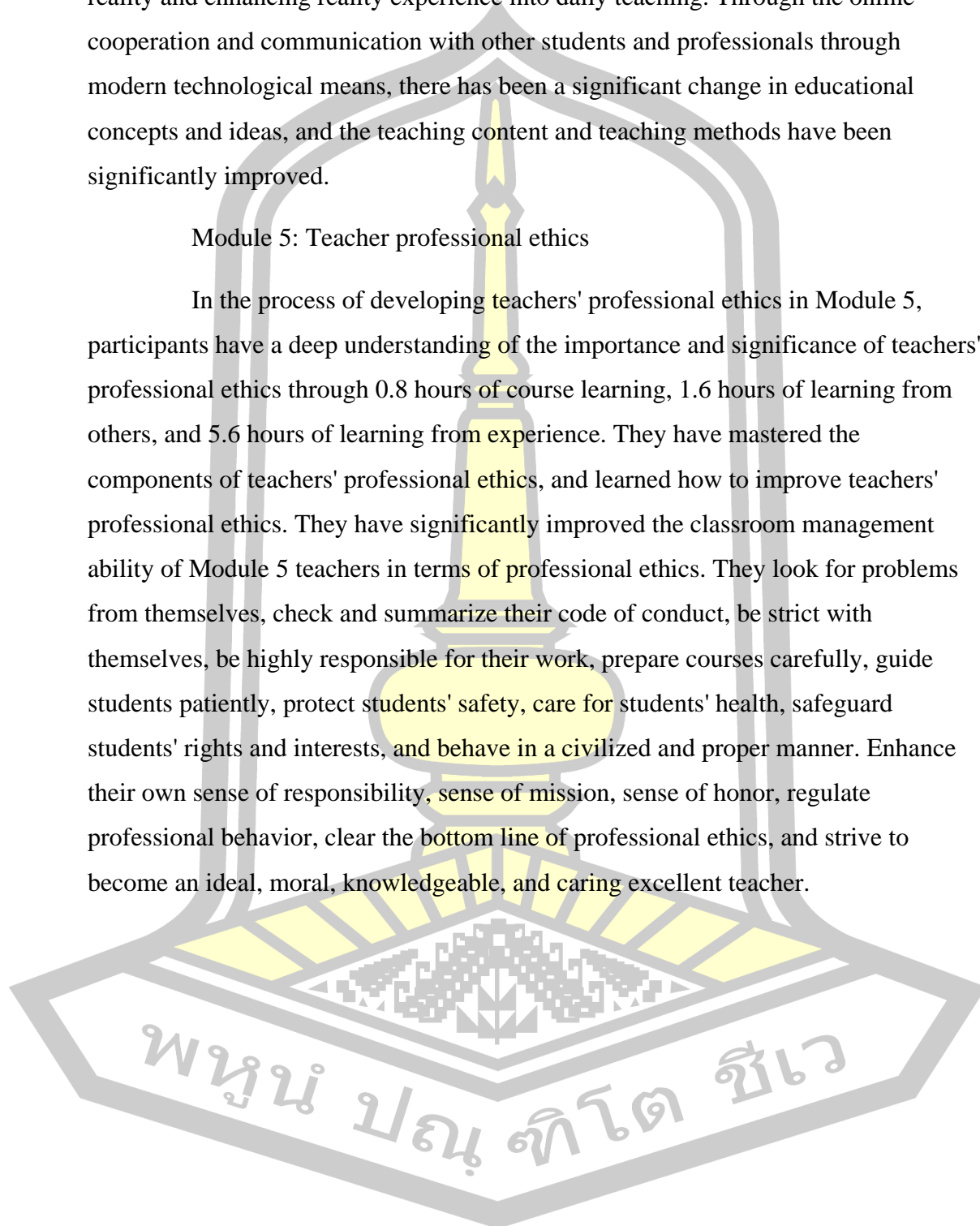


Table 49 Mean and standard deviation of suitability of participants after project development

Evaluation list	Suitability		
	\bar{X}	S.D	Appropriate degree
1. Evaluation of course content			
1.1 Course Design	4.79	0.45	High
1.2 Teaching Content	4.82	0.56	High
1.3 Comprehensive and practical	4.78	0.44	High
2.Evaluation of curriculum quality			
2.1 Teacher teaching quality	4.80	0.62	High
2.2 Quality of interactive learning	4.78	0.55	High
2.3 Quality of self-learning	4.74	0.62	High
3.Evaluation of the schedule			
3.1 Course Arrangement	4.83	0.54	High
3.2 Activity Arrangement	4.79	0.56	High
3.3 Other Arrangements	4.76	0.73	High
4.Evaluation of training improvement			
4.1 Solving Existing Problems	4.81	0.56	High
4.2 Improved capabilities	4.77	0.55	High
4.3 Apply what you learn to work	4.82	0.72	High
5.Evaluation of overall satisfaction			
5.1 Willing to participate in other types of training	4.77	0.52	High
5.2 Willing to recommend more teachers to participate	4.83	0.76	High
5.3 Overall evaluation of project development	4.74	0.44	High
Total	4.82	0.56	High

As can be seen in Table 49, the evaluation of the project to improve the classroom management ability of teachers of Drama School of Henan Vocational institution of Arts include (1) course content, (2) curriculum quality, (3)the schedule,

(4) training improvement, and (5) overall satisfaction. Overall, the indicators are high. Overall satisfaction, with a mean of 4.82.

To sum up, in the whole process of project development, teachers' classroom management ability has been significantly improved and promoted in each module, and the feasibility level of the participants on the implementation effect after project development is also the highest.

Classroom management plays an important role in the whole development of school curriculum. Starting from improving the essence of teacher classroom management, this research Program systematically explores the concept and optimization strategy of classroom management in Drama School of Henan Vocational institution of Arts. From the theoretical perspective of academic research, it finds out the main current situation and problem attribution of classroom management of Drama School teachers of Henan Vocational institution of Arts, providing specific guidance for the practice of classroom management for school teachers. It has laid a solid theoretical foundation for improving the quality of classroom teaching and talent training, and has taken a solid step towards realizing the educational goals of the school. Adhering to the educational concept of "people-oriented", the research Program creates a democratic, positive and harmonious teaching environment for students through the improvement of teachers' classroom management ability, improves the education and teaching quality of Henan Vocational institution, and promotes the all-round high-quality development of education and teaching of Henan Vocational institution.

Through the implementation of this research Program, it can be proved that the effect of teachers' classroom management ability has been significantly improved, and all participants have been effectively improved and learned, and the research purpose of this research Program has been achieved as a whole.

CHAPTER V

CONCLUSION

This chapter contains research objectives, the summary of the major findings of the study, conclusions and suggestions to solve some of the problems found out. The outline of research is described as follows:

1. Research objectives
2. Research results
3. Discussion
4. Suggestions and Recommendations

Research Objectives

The objectives of this study were:

1. To explore the elements and indicators of ability in classroom management of teachers in Drama school of Henan Vocational institute of Arts.
2. To explore the current situation and expectation of classroom management ability of teachers in Drama school of Henan Vocational institute of Arts.
3. To design the appropriate program to enhance teachers' competency in classroom management in Drama school of Henan Vocational institute of Arts.
4. To explore the implementation effect of the classroom management ability Program of teachers in the Drama school of Henan Vocational institute of Arts.

Research Results

The full results of this study are reported as follows, in order of study questions:

1. Through the investigation of the components and indicators of teachers' classroom management ability, the results are as follows:

1.1 Researchers have found that teachers' classroom management ability consists of five components: (1) formulation of classroom routine (2) adjustment of classroom environment (3) harmonious and equal communication between teachers and students (4) education modernization and technology (5) teacher professional ethics.

1.2 Indicators of each component are:

1.2.1 Indicators for the formulation of classroom rules and regulations (1) establishing classroom rules and regulations at the beginning of the academic year (2) clarifying rules and regulations before class (3) Classroom rules and regulations are scientific and reasonable (4) students are widely consulted in the formulation of classroom rules (5) Students are allowed to implement self-management within the framework of classroom rules (6) At the end of the semester, the curriculum rules will be comprehensively summarized. (7) Classroom rules will be adjusted or changed at any time during the teaching process (8) Special classroom rules will be established for individual students (9) Students who violate classroom rules will also be punished accordingly.

1.2.2 Adjustment indicators of the classroom environment (1) Before the beginning of the semester, the classroom space and environment layout will be adjusted reasonably according to the class situation (2) Students take the initiative to arrange (clean) the classroom before class (3) in class, We will use humorous language to enliven the classroom atmosphere (4) the classroom space environment will affect the quality of teaching (5) The classroom space environment and layout will be temporarily adjusted according to the teaching content and the situation of students (6) students will be arranged to leave the classroom to the outdoor or other places for classes (7) students can arrange the classroom environment according to their own preferences (8) The classroom space layout is reasonable A relaxed and comfortable classroom environment will improve the teaching effect.

1.2.3 Indicators of harmonious and equal communication between teachers and students (1) respect for each student in the classroom, treat each student fairly and imitably (2) spend more time and energy communicating with problem

students (3) They often praise and encourage students in the classroom (4) believe in each student, Even if they make mistakes (5) they have no prejudice against students with poor grades (6) they will take the initiative to establish contact with students' parents and communicate frequently (7) they are concerned about students' living conditions and ideological problems (8) They help students from poor families and provide financial support (9) They set up wechat groups and often interact with students.

1.2.4 Educational modernization and technical indicators (1)

Educational concepts and ideas keep pace with The Times (2) teaching content is cutting-edge and advanced (3) teaching methods are novel and suitable for contemporary students' learning (4) multimedia and advanced equipment are adopted in teaching (5) Internet + and other technical means are used as auxiliary teaching tools (6) new things are accepted and tried. And to use them in teaching (7) to use artificial intelligence in the classroom (8) to change teaching methods according to the wishes of students (9) to use spare time, actively learn, and improve the most advanced professional knowledge and technological means

1.2.5 Indicators of teachers' professional ethics: (1) Implement

educational policies, abide by educational laws and regulations, fulfill the duties and rights of teachers; (2) be highly responsible for work, prepare courses carefully, and guide students patiently; (3) protect students' safety, care for students' health, and safeguard students' rights and interests; (4) cultivate students' good behavior and stimulate students' innovative spirit; Promote the comprehensive development of students (5) civilized behavior, decent behavior, strict self-discipline, honesty and honesty (6) care for the collective, unity and cooperation, respect teachers, love students (7) Establish the concept of lifelong learning, update the knowledge structure, concentrate on learning majors, improve teaching level (8) have a strong professional identity, sense of belonging and sense of honor (9) loyal to the cause of education, Willing to be a ladder, willing to contribute.

2. The status quo, problems and expectations of teachers' classroom management ability in Drama School of Henan Vocational institution of Arts are as follows:

2.1 Through the investigation and research, it is found that the overall status quo of classroom management ability of teachers in Drama School of Henan Vocational institution of Arts is medium level, ranked from high to low (1) teachers' professional ethics, (2) harmonious and equal communication between teachers and students, (3) adjustment of classroom environment, (4) education modernization and technology, and (5) formulation of classroom routine. The status quo of each component of teachers' classroom management ability is medium level.

2.2 Through the investigation and research, it is found that the overall expectation state of classroom management ability of Drama School teachers of Henan Vocational institution of Arts is at a high level, ranked from high to low (1) teacher professional ethics, (2) educational modernization and technology, (3) harmonious and equal communication between teachers and students, (4) adjustment of classroom environment, (5) formulation of classroom routine. Expectations for all components of teachers' classroom management competence are at a high level.

3. In the scheme design of improving teachers' classroom management ability, the research results show that:

3.1 Through survey research and data analysis, the priority demand index shows that, in order from high to low: (1) educational modernization and technology (2) establishment of classroom routines (3) adjustment of classroom environment (4) harmonious and equal communication between teachers and students (5) teacher professional ethics.

3.2 Through data analysis, according to the modified value of PNI, the research finds that the items with significant differences in teachers' ability in classroom management are between the current and expected states as follows:

3.2.1 Students are consulted extensively in setting classroom rules

3.2.2 At the end of the semester, the course rules will be comprehensively summarized and the course rules for the next semester will be adjusted

3.2.3 Allow students to implement self-management within the framework of classroom rules

3.2.4 In class, use humorous language to liven up the atmosphere in class

3.2.5 Classroom space environment will affect teaching quality

3.2.6 The spatial environment and layout of the classroom will be temporarily adjusted according to the teaching content and the situation of the students

3.2.7 Will take the initiative to establish contact with students' parents and communicate frequently

3.2.8 There is no prejudice against students with poor grades

3.2.9 Spend more time and energy communicating with problem students

3.2.10 Teaching content is cutting-edge and advanced

3.2.11 Use Internet + and other technical means as auxiliary teaching tools

3.2.12 Multimedia and advanced equipment are used in teaching

3.2.13 Loyal to the cause of education, willing to be a ladder, willing to contribute

3.2.14 Have a strong sense of professional identity, belonging and honor

3.2.15 Protect students' safety, care for students' health, and safeguard students' rights and interests

3.3 The training program to improve teachers' classroom management ability consists of five elements, namely (1) principles (2) objectives (3) content (4) development process (5) measurement and evaluation objectives.

3.3.1 Principles

The importance of classroom teaching is to emphasize the classroom content as the medium, so that teachers and students can closely unite and jointly carry out teaching activities, but this process must have the participation of management. The success of classroom management directly affects the efficiency of classroom teaching, and the quality of classroom management is related to the healthy development of students' mind and body. Teachers are not only the transmitters of knowledge, but also the moral leaders, the inspirators of thoughts, and the pioneers of the spiritual world. In classroom management, teachers must master and control the formulation of classroom routine, adjustment of classroom environment, harmonious and equal communication between teachers and students, educational modernization and technology, teachers' professional ethics and other elements to improve teachers' classroom management ability, optimize classroom management art, improve education and teaching efficiency, and make classroom teaching full of vitality.

3.3.2 Target

The learning objectives of this training programme are based on two main learning areas:

1. Cognitive learning
2. Skill learning

3.3.3 Contents

The content of this training program is based on research results and data analysis. In order to achieve the desired training improvement results, the training content is based on: The theoretical concept of classroom management, the components of classroom management, the practical operation of classroom management, the formulation of scientific and reasonable classroom routine, the change and adjustment of the classroom environment, the establishment of

harmonious and equal communication between teachers and students, the improvement of the technical skills of education modernization, the correction and improvement of teachers' professional ethics.

3.3.4 Development process

The Program development process adopts 70:20: 10 Principles for the development of learning mode, a variety of development methods were adopted for a total of 60 hours (10 days). The author designed (1) classroom demonstration (2) case analysis (3) interactive practice (4) experience exchange (5) group activities (6) report lecture (7) communication discussion (8) evaluation summary, etc., to evaluate the changes before and after the development of teachers' classroom management ability. Evaluate the appropriateness of programs to improve teachers' classroom management capabilities.

3.3.5 Measurement and evaluation

Program evaluation is divided into three stages, which are the evaluation before the Program development, the evaluation during the Program development and the evaluation after the Program development. Improve the design and delivery of training programs by assessing the extent to which participating members have gained knowledge during the training process.

4. The results of the research on the implementation effect of the classroom management ability Program for teachers of Drama School of Henan Vocational institution of Arts are as follows:

4.1 Formulation of classroom routine

Before the development of the Program, most teachers of Drama School of Henan Vocational institution of Arts did not pay enough attention to the formulation of classroom rules, and had insufficient knowledge, deep understanding and implementation. Many teachers were not sure whether the characteristics and standards of classroom rules were fair, clear and achievable. The survey found that most teachers have simple procedures for class and class (such as attendance checking,

course summary, etc.), but there is no specific implementation and management, and some teachers believe that classroom rules and procedures should be formulated and set by teachers.

After the development of the Program, the teachers of Drama School of Henan Vocational institution of Arts have gained a deep understanding of the formulation of classroom rules and realized the importance and significance of the formulation of classroom rules. Through the development and improvement of the Program, they were able to establish classroom rules and regulations at the beginning of the academic year, and extensively solicit students' suggestions when formulating classroom rules. The established classroom rules and systems are scientific and reasonable, and the rules requirements are clearly defined before class, allowing students to implement self-management within the framework of classroom rules, flexibly adjust or modify classroom rules in the teaching process, and comprehensively summarize the course rules at the end of the semester, and adjust the course rules for the next semester.

4.2 Adjustment of classroom environment

Before the development of the Program, most teachers in the Drama School of Henan Vocational institution of Arts did not pay enough attention to the adjustment of the classroom environment, and had insufficient cognition and understanding. There were many problems in most classrooms, such as piling up a large number of props, scenery and debris in the performance classroom without scientific management and classification, which made it necessary to find the needed items from a large number of items in the organization of teaching. The classroom teaching time is wasted; The use of makeup classroom space is unreasonable, the placement of tables and chairs is a big problem, and individual students cannot see the teacher's explanation, which affects their learning.

After the development of the Program, the teachers of the Drama School of Henan Vocational institution of Arts have a deeper understanding of the adjustment of the classroom environment, and deeply realize the importance and significance of establishing classroom routine. In the process of the Program

development, with the guidance and help of professionals, they have rationally optimized and adjusted the dance classroom, makeup classroom, vocal music classroom, etc. Through the assistance and investigation of the relevant departments of the school, the damaged infrastructure of all classrooms and the props and scenery with potential safety hazards were repaired and replaced in time. Through the development and improvement of the Program, teachers were able to reasonably adjust the classroom space and environment layout according to the class situation before the semester began, and reasonably optimize the classroom space layout and the placement of desks and chairs. They will also ask students for suggestions to arrange the classroom environment according to their own preferences, and let students take the initiative to arrange (clean) the classroom before class, improving the overall quality of teaching.

4.3 Harmonious and equal communication between teachers and students

Before the development of the Program, the teachers of Drama School of Henan Vocational institution of Arts did not attach great importance to and have a deep understanding of the harmonious and equal communication between teachers and students, and did not establish a harmonious and equal communication relationship between teachers and students. Most teachers only made relevant requirements, no matter whether the students accepted them or not, the relationship between them and students was only command and obedience. There is no in-depth understanding of students' study and life, and the communication and interaction with students are not satisfactory. No matter in class or after class, students are reluctant to have too much communication and contact with teachers, which makes the relationship between teachers and students very tense and affects the effective communication between teachers and students.

After the development of the Program, the teachers of Drama School of Henan Vocational institution of Arts have a new cognition and deeper understanding of the harmonious and equal communication between teachers and students, and understand the importance and significance of effective communication between teachers and students. Through the development and improvement of the

Program, the teachers have achieved respect for every student in the class and treated every student fairly and justly. They are willing to spend more time and energy in communicating with students with problems. They often praise and encourage students in class, and care about students' living conditions and ideological problems. They also take the initiative to establish contact with students' parents and communicate frequently. Effectively enhance the harmonious and equal communication relationship between teachers and students.

4.4 Educational modernization and technology

Before the development of the Program, the teachers of Drama School of Henan Vocational institution of the Arts paid little attention to the knowledge and understanding of educational modernization and technology. They were not clear in theory and concept, did not pay enough attention to it, and also lacked in practical operation ability. Most of the teachers except the electronic courseware used in daily teaching, the music played in teaching rehearsal, and the normal requirements of lighting and sound during rehearsal and performance. There is no other modern means and technology integrated into the teaching. Most teachers believe that as teachers of drama school, most of the courses need to be taught orally and belong to the specific guidance and demonstration of professional skills, without modern teaching instruments and equipment, which hinders the long-term development of the discipline.

After the development of the Program, the teachers of the Drama School of Henan Vocational institution of Arts have a new orientation and understanding of educational modernization and technology, a deep understanding of the importance and significance of educational modernization, and a deeper understanding of theoretical concepts. In the development process, with the help of training and professional staff, they have integrated modern technologies such as recording and editing performance works, producing multimedia presentations, providing virtual reality and augmented reality experiences into their daily teaching, and using modern technological means to collaborate and communicate with other students and professionals online. Through the development and improvement of this Program, teachers have significantly changed their educational concepts and ideas,

and significantly improved their teaching content and teaching methods. They are able to adopt multimedia and advanced equipment in teaching and use Internet + and other technical means as auxiliary teaching tools. They are willing to accept and try to use new things in teaching and use their spare time. Actively study, improve the most advanced professional knowledge and technical means, and lay a good foundation for the long-term development of the discipline.

4.5 Professional ethics of teachers

Before the development of the Program, although the teachers of the Drama School of Henan Vocational institution of Arts had a certain cognition and understanding of the professional ethics of teachers, they were not profound, did not pay enough attention to it, and did not fully implement it. Through self-examination in the process of development, many problems in their thinking were found, and teachers concentrated on the following problems: Lack of professionalism, low professional identity; Lack of education concept, teacher consciousness is weak; Eager for quick success and instant gain, lack of collaborative spirit, etc., affect the teacher's personal development, but also to the classroom management and teaching quality has brought some hidden dangers.

After the development of the Program, the teachers of Drama School of Henan Vocational institution of Arts have a clearer understanding and understanding of the professional ethics of teachers, and deeply understand the importance and significance of the professional ethics of teachers. In the process of the development of the Program, teachers have found out their own problems through self-examination and deep reflection, and through relevant training and learning, The teachers also made a keynote speech on the professional ethics of teachers, and they unanimously expressed that they should strengthen the professional ethics of teachers, improve their comprehensive ability, and provide a good educational environment and guidance for students. Through the development and improvement of the Program, teachers can fully achieve a high degree of responsibility, carefully prepare courses, patiently guide students, protect students' safety, care for students' health, safeguard students' rights and interests, behave in a civilized and decent manner, strict self-discipline, honesty and honesty, establish the concept of lifelong learning, update

knowledge structure, concentrate on learning majors, and improve teaching level. They have a more comprehensive knowledge and understanding of the sacred profession of teachers, which greatly enhances their work enthusiasm and professional mission.

Discussion

According to the sequence of research questions, the entire discussion of the results of this study is as follows:

1. The components and average values of teachers' classroom management ability should be improved

In the first stage, the results show that teachers' competence in classroom management has five components (1) the development of classroom routines (2) the adjustment of the classroom environment (3) harmonious and equal communication between teachers and students (4) educational modernization and technology (5) teacher professional ethics. According to the verification of the implementation effect of the Program to improve teachers' classroom management ability Module 1 formulation of classroom routine ($\bar{X}=4.57$), the respondents believed that the establishment of classroom rules and systems should be scientific and reasonable. Classroom rules and regulations should be established at the beginning of the school year, and the rules and requirements should be clarified before class, and the suggestions of students should be widely solicited when formulating classroom rules. Module 2 Adjustment of classroom environment ($\bar{X}=4.55$), respondents agree that before the semester starts, the classroom space and environment layout should be reasonably adjusted according to the class situation, and flexible adjustment should be made according to the teaching content and students' situation. They let students take the initiative to arrange (clean) the classroom before class. In Module 3, harmonious and equal communication between teachers and students ($\bar{X}=4.54$), respondents believe that they should respect every student in class, treat each student fairly and justly, spend more time and energy to communicate with problem students, and have no prejudice against students with poor performance. In module 4, Education Modernization and technology ($\bar{X}=4.58$), respondents believe that teaching content

should be cutting-edge and advanced, and technical means such as Internet + should be used as auxiliary teaching tools in teaching, and they are willing to use multimedia and advanced equipment in teaching. In Module 5, teachers' professional ethics ($\bar{X}=4.53$), respondents agree that they should behave in a civilized manner, behave properly, be strict in self-discipline, be honest and honest, and that teachers should implement educational policies, abide by educational laws and regulations, fulfill their duties and rights, be highly responsible for their work in teaching, prepare courses carefully, and guide students patiently.

It can be seen that the average value of each module after Program development is much higher than the average value before development, and the order from high to low is: (1) Education modernization and technology ($\bar{X}=4.58$), (2) formulation of classroom routine ($\bar{X}=4.57$), (3) adjustment of classroom environment ($\bar{X}=4.55$), (4) harmonious and equal communication between teachers and students ($\bar{X}=4.54$), (5) teacher professional ethics ($\bar{X}=4.53$)

2. Research and analysis after the development of the Program to improve teachers' classroom management ability

2.1 Formulation of classroom routine

Classroom rules are a kind of norm that students should abide by when entering the classroom and participating in various activities in the classroom. They are the most common and familiar element constituting classroom management behavior. They are also an indispensable condition to ensure the effective achievement of classroom teaching objectives and the effective learning of all students within the limited teaching time and space. Classroom rules are the basis of teachers' classroom management, and establishing classroom rules is an important professional ability of teachers.

Through the implementation effect after the development of the Program, it can be seen that (1) classroom rules and systems are scientific and reasonable ($\bar{X}=4.64$), (2) rules are clearly required before class ($\bar{X}=4.61$), and (3) students are widely consulted when making classroom rules ($\bar{X}=4.58$). This is consistent with the

research result of (Libaoqiang & Guanjinjing, 2019) When rules are made, they must be clear, reasonable, and enforceable, if not, students will not understand what behavior is expected, what is required of them, and will not be able to afford it. (Libaoqiang & Guanjinjing, 2019) Teachers fail to realize that establishing procedures can effectively manage the classroom. The most effective classroom managers do not simply impose rules and procedures on students; Instead, they involve students in the design of rules and procedures.

Through the development of the Program to improve teachers' classroom management ability, the teachers of Drama School of Henan Vocational institution of the Arts believe that the establishment of classroom routine is of great significance for effective classroom management. They have learned the specific implementation methods and formulated scientific and reasonable classroom rules and corresponding systems.

2.2 Adjustment of classroom environment

The classroom is the main place for students to learn, and it is also the spiritual home for teachers and students to communicate their feelings. The environment of a classroom influences students imperceptibly. Classroom layout is a potential course, it has invisible educational power, with the classroom environment construction as the carrier, to create a scientific education environment is very important.

It can be seen from the implementation effect after the development of the Program that (1) the classroom space and environment layout will be reasonably adjusted according to the class situation before the beginning of this semester ($\bar{X}=4.65$); (2) The classroom space environment and environment layout will be temporarily adjusted according to the teaching content and students' situation ($\bar{X}=4.61$). (3) Teachers will let students take the initiative to arrange (clean) the classroom before class ($\bar{X}=4.60$), This is consistent with the research result of . (Liu Degeng.2020) The purpose of adjusting the classroom environment is to provide a comfortable and conducive atmosphere for learning. Adjusting the classroom

environment is crucial to creating a good learning atmosphere and stimulating students' artistic creativity. (Yan Tingxue. 2019) Adjusting the classroom environment is to create a comfortable and functional space that is conducive to student learning and teaching effects. Through the adjustment and improvement of the classroom environment, more suitable learning and performance places can be provided for students majoring in performance, and their artistic development and creative ability can be promoted. Through the development of the Program to improve teachers' classroom management ability, the teachers of Drama School of Henan Vocational institution of Arts believe that the adjustment of classroom environment can only provide students with better learning experience by continuous improvement and optimization. They are willing to flexibly adjust the classroom environment according to the actual situation and students' needs in the future teaching work, so as to provide the best teaching effect.

2.3 Harmonious and equal communication between teachers and students

The teacher-student relationship is the main constituent factor of the class social system, which affects the class social atmosphere, the organization and effect of teaching activities, and the academic performance of students. The establishment of a positive, effective, ideal and new teacher-student relationship is inseparable from the harmonious and equal communication between teachers and students.

Through the implementation effect after the development of the Program, it can be seen that (1) respect every student in the class, treat every student fairly and justly ($\bar{X}=4.67$), (2) spend more time and energy to communicate with students with problems ($\bar{X}=4.64$), and (3) have no prejudice against students with poor performance ($\bar{X}=4.63$). This is consistent with the research result of . (Zhang meirong&Huxiuqing. 2019) Harmonious and equal communication between teachers and students is the exchange of information between teachers and students. Proper and effective communication not only enables both parties to obtain useful information, but also enables us to appreciate the happiness of being respected and understood in the fusion

of hearts and the collision of thoughts. (Song Guilin, 2019) As a college art teacher, it is very important to establish harmonious and equal communication between teachers and students, especially in the field of performance, which requires close cooperation and communication.

Through the development of the Program to improve teachers' classroom management ability, the teachers of Drama School of Henan Vocational institution of Arts believe that by establishing a harmonious and equal communication atmosphere, teachers and students can better understand each other, cooperate with each other and grow each other. This good communication relationship will help improve students' learning effect and performance ability. At the same time, it also provides teachers with more opportunities to understand the needs of students and improve teaching. They are willing to establish a lasting communication relationship between teachers and students through long-term practice to promote students' learning and growth.

2.4 Educational modernization and technology

Educational modernization refers to the process of using advanced scientific means and methods to promote educational reform and development under the support of modern information technology. Modern education is not only about the physical facilities and teachers of the school, but also about the learning styles of the students and the teaching methods of the teachers.

Through the implementation effect after the development of the Program, it can be seen that (1) the teaching content is cutting-edge and advanced ($\bar{X}=4.67$), (2) the use of Internet + and other technical means as auxiliary teaching tools ($\bar{X}=4.65$), (3) the willingness to use multimedia and advanced equipment in teaching ($\bar{X}=4.63$). This is consistent with the research result of . (Wangjinwei&Xuyan.2023) To understand the modernization of education and technology for college teachers majoring in performance means to constantly update their teaching concepts and methods, explore and apply modern educational technologies suitable for performance majors, in order to improve students' learning results, cultivate their modern skills, and create a better learning experience for them. (Chen Hua, 2020) The modernization of education is a

complex systematic Program, which needs to start from many aspects. Firstly, the rational allocation and use of educational resources should be realized; 2. Secondly, through the reform and innovation of traditional teaching methods and means, students' innovative ability and practical ability should be cultivated; 3. Finally, it is necessary to strengthen the construction of teachers, improve the teacher training system, and improve the overall quality of teachers.

Through the development of the Program to improve teachers' classroom management ability, the teachers of Drama School of Henan Vocational institution of the Arts believe that it is very important to improve their teaching ability and professional level and adapt to the rapidly changing educational environment. They all agree that educational modernization and technology are very important in the classroom teaching of performance majors. The modernization of education and the use of technology can help students better adapt to and respond to changes and challenges in the industry.

2.5 Professional ethics of teachers

The code of professional ethics for teachers refers to the code of conduct and necessary moral qualities that teachers follow in engaging in educational work. The formation of good teacher professional ethics lies in the fact that teachers can consciously internalize the requirements of professional ethics, consciously strengthen the study of professional ethics, and consciously regulate their own educational and teaching behaviors, which is the premise and basis for improving the level of teacher professional ethics.

Through the implementation effect after the development of the Program, it can be seen that (1) the behavior is civilized, decent, strict self-discipline, honesty and honesty ($\bar{X}=4.71$), (2) the implementation of educational policies, the compliance with educational laws and regulations, and the fulfillment of the responsibilities and rights of teachers ($\bar{X}=4.68$), (3) the high degree of responsibility for work, and the careful preparation of courses. Patient guidance to students ($\bar{X}=4.65$) This is consistent with the research result of . (Penghuimin. 2020) Teacher ethics refers to the gradual

formation of some of the moral norms we mentioned into teachers' own cultivation, and then become an important part of the leading role in teacher literacy. As a teacher, only by strictly regulating themselves, educating and influencing students with pure soul and noble quality, can we cultivate the next generation with good personality quality. (Huang Yuanguo, & Chen Xueying, 2019) Teacher professional ethics is actually the code of conduct and moral code that teachers need to abide by when they are engaged in the education industry and the responsibility of teaching and educating people. It is the basis of teachers' behavior and an important guideline and guiding principle in teaching work.

Through the development of the Program to improve teachers' classroom management ability, the teachers of Drama School of Henan Vocational institution of the Arts believe that improving teachers' professional ethics and fulfilling their educational responsibilities will affect the realization of teaching management goals. They unanimously expressed that in the future work, they should continuously strengthen the professional ethics of teachers, improve their comprehensive ability, provide students with a good educational environment and guidance, and strive to cultivate all-round development of students.

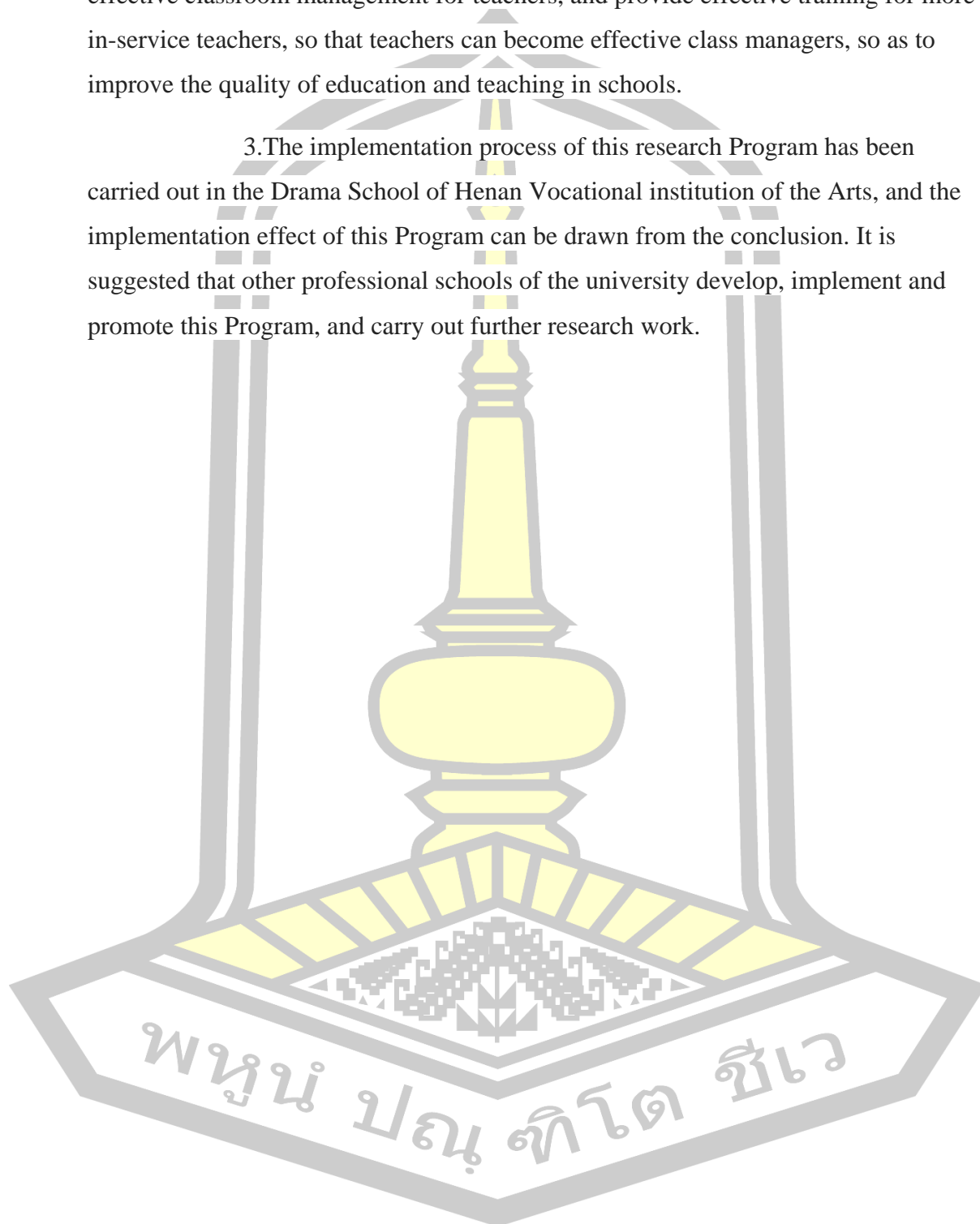
Comments and suggestions

In order to improve the classroom management ability of drama School teachers of Henan Vocational institution of Arts, the following suggestions are put forward.

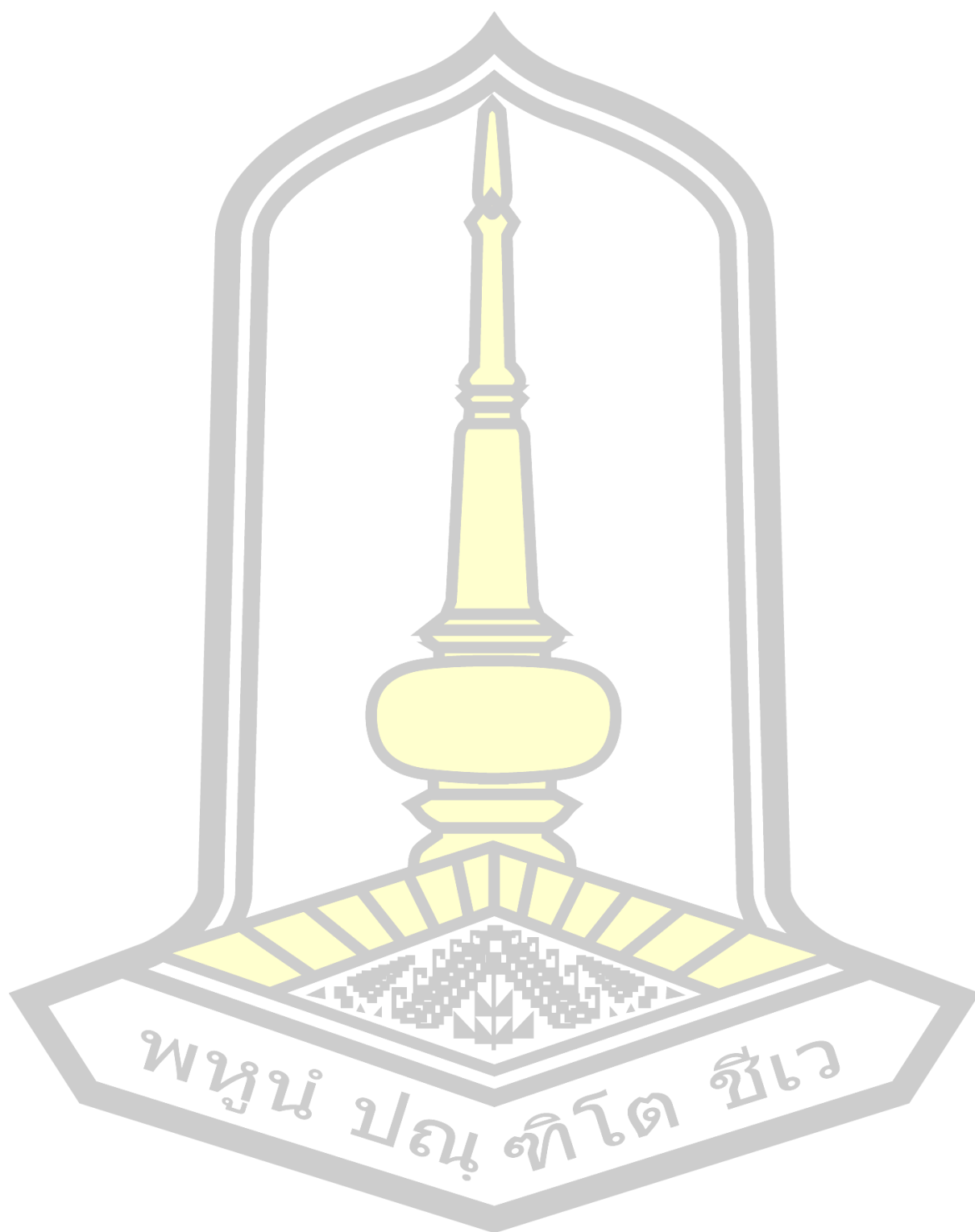
1. In order to improve teachers' classroom management ability, while improving their comprehensive quality, schools and education management departments should strengthen supervision and management, establish learning and training mechanisms, reward and restraint mechanisms, evaluation and supervision mechanisms, and collaborative participation mechanisms to form a long-term mechanism for teachers' classroom management ability.

2.School administrators should pay attention to the importance of effective classroom management for teachers, and provide effective training for more in-service teachers, so that teachers can become effective class managers, so as to improve the quality of education and teaching in schools.

3.The implementation process of this research Program has been carried out in the Drama School of Henan Vocational institution of the Arts, and the implementation effect of this Program can be drawn from the conclusion. It is suggested that other professional schools of the university develop, implement and promote this Program, and carry out further research work.



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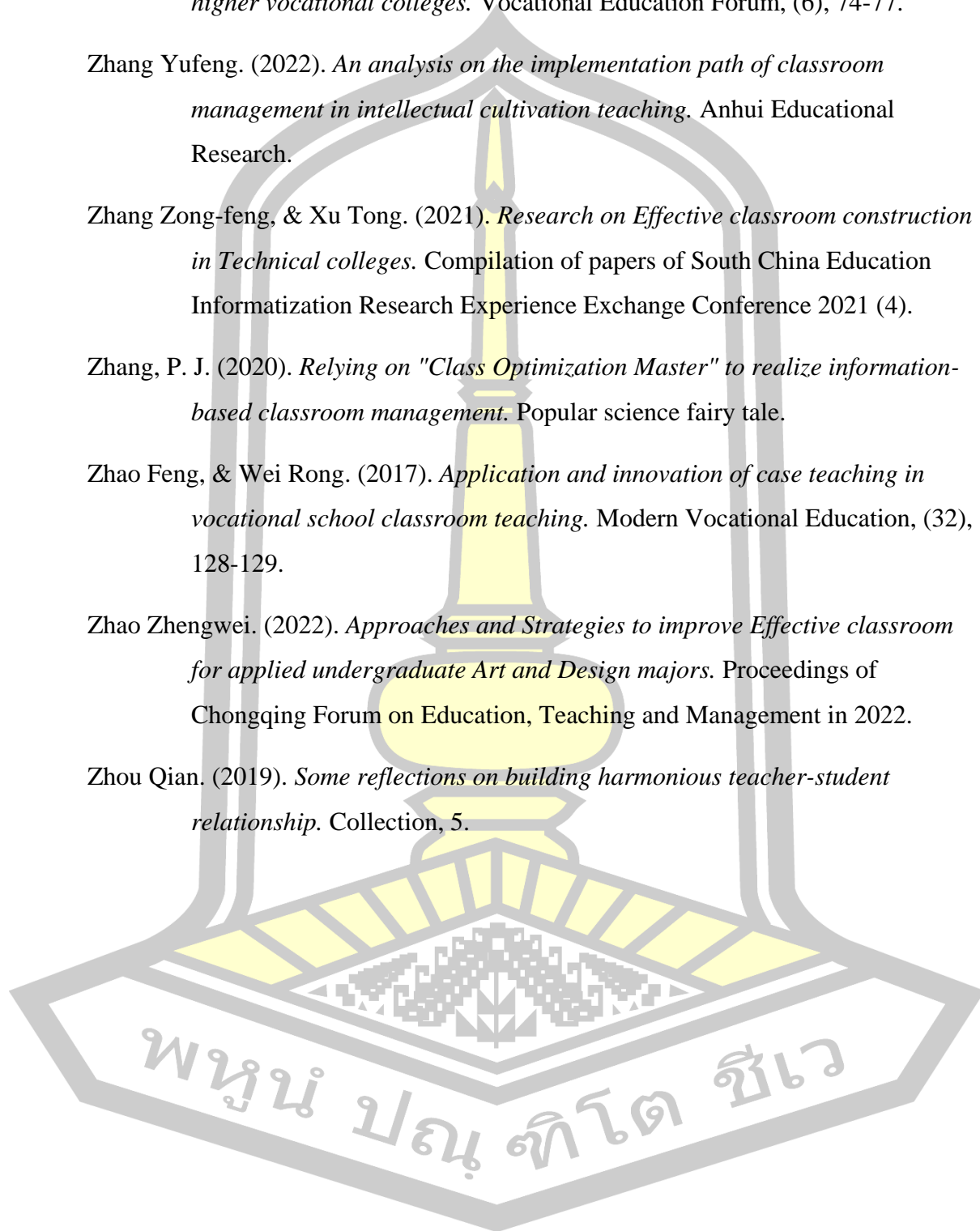
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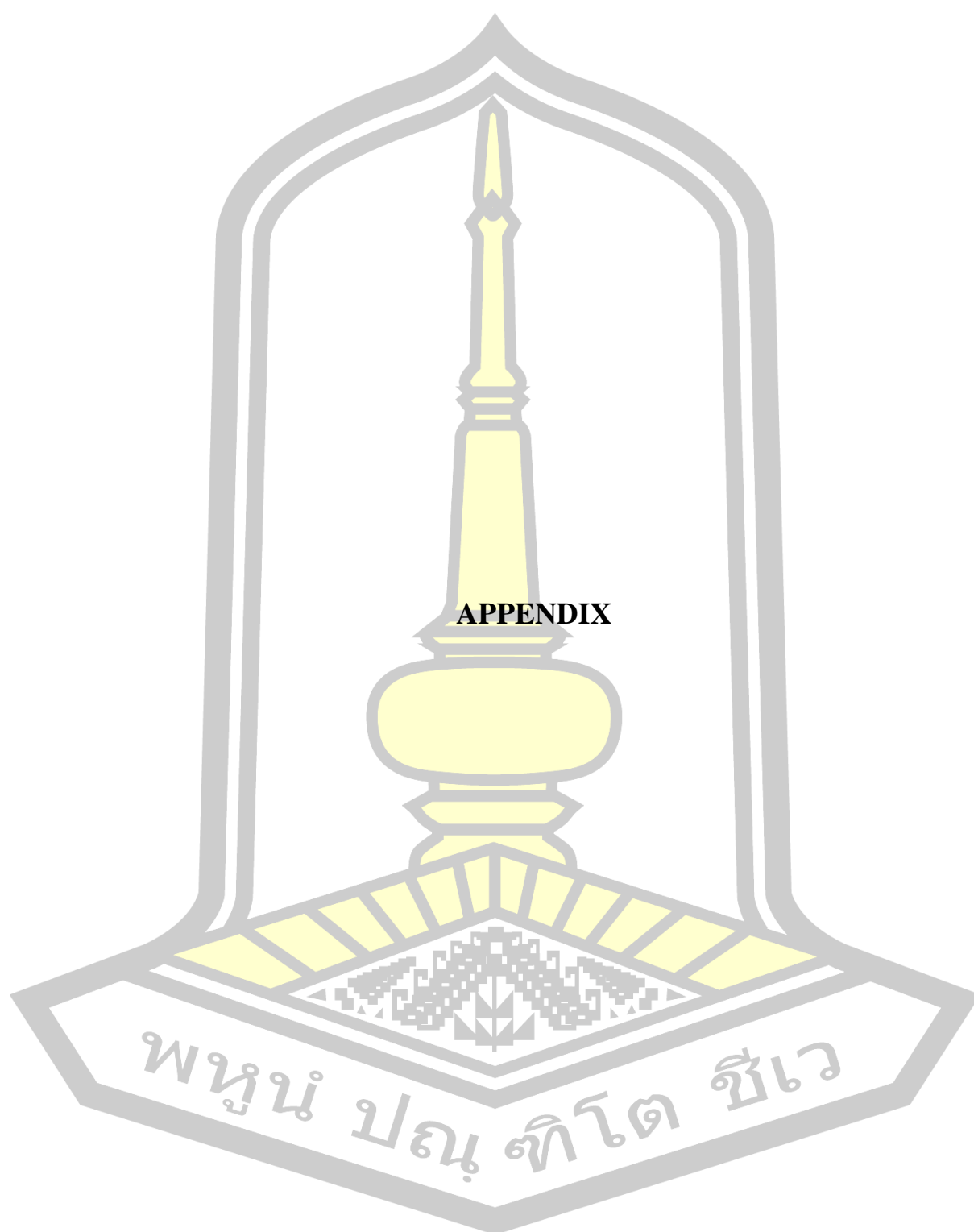
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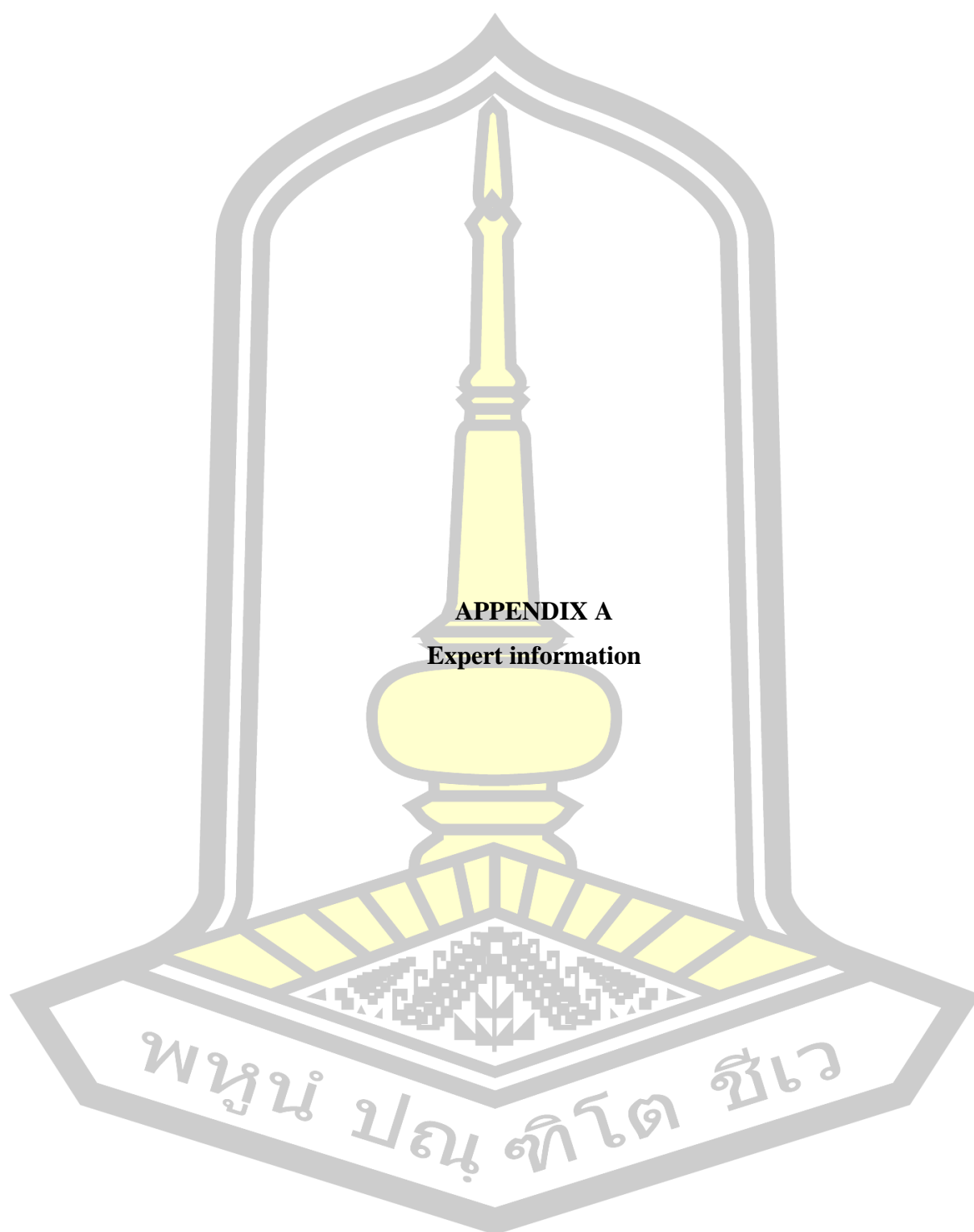
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APPENDIX A

Expert information

Stage I: The experts are:

1. Assoc. Prof. Dr. Pacharawit Chansirisira, Department of Educational Administration, Faculty of Education, Mahasarakham University
2. Assoc. Dr. Suwat Julsuwan, Department of Educational Administration, Faculty of Education, Mahasarakham University
3. Dr. Surachet Noirid, Department of Educational Administration, Faculty of Education, Mahasarakham University
4. Professor Lushan, Dean of Drama School of Henan Vocational Institute of Arts
5. Professor. Liu Jing, Personnel Division, Henan Vocational Institute of Arts

Stage II: The experts are:

1. Assoc. Dr. Suwat Julsuwan, Department of Educational Administration, Faculty of Education, Mahasarakham University
2. Dr. Surachet Noirid, Department of Educational Administration, Faculty of Education, Mahasarakham University
3. Professor. Lushan, Academy of Drama, Henan Vocational Institute of Arts
4. Professor. Liu Jing, Personnel Division, Henan Vocational Institute of Arts
5. Associate Professor, Zhao Chenguang, School of Drama, Henan Vocational Institute of Arts

Stage III: The experts are:

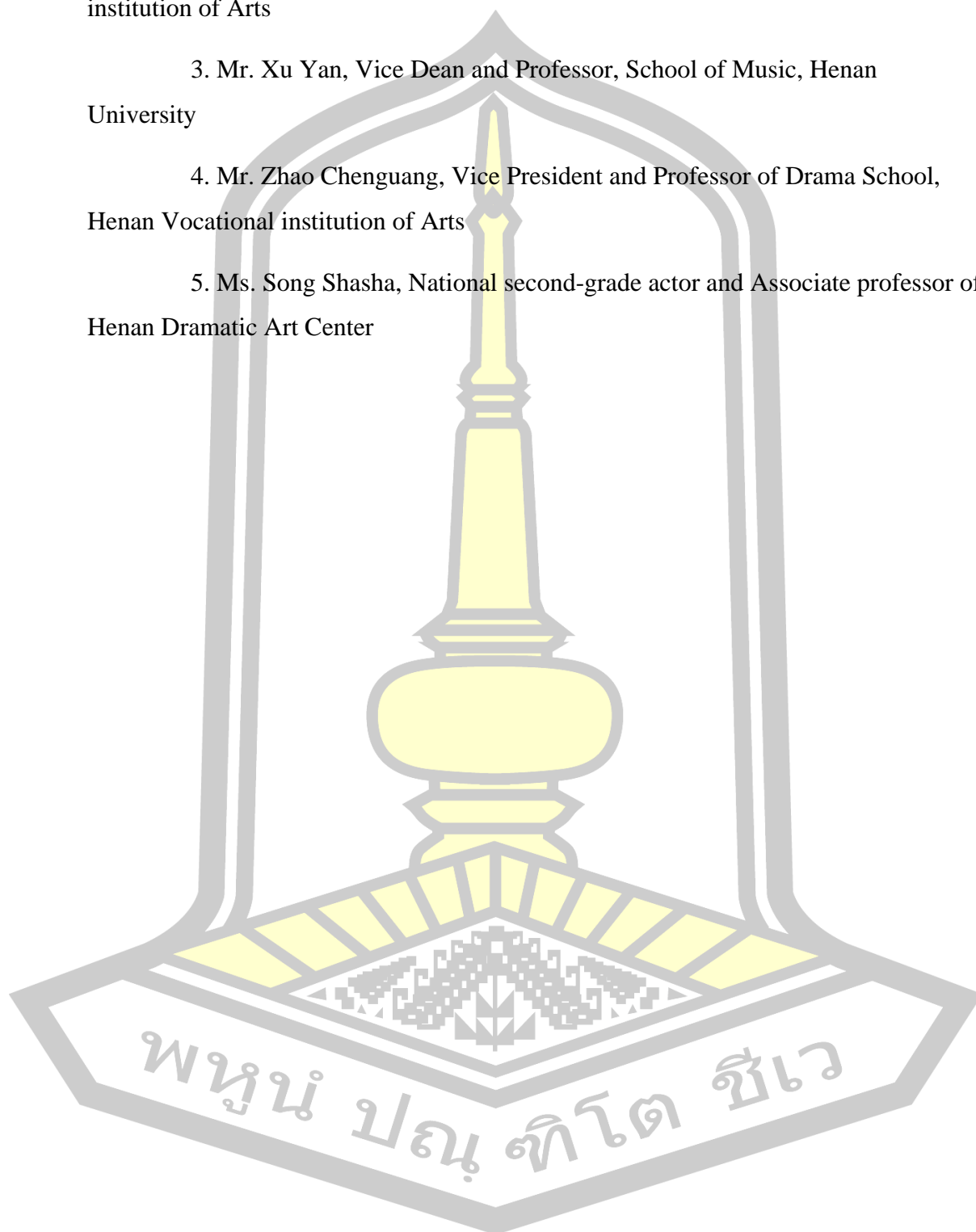
1. Mr. Zhang Guoqiang, Vice President and Professor of Henan Institute of Dramatic Arts

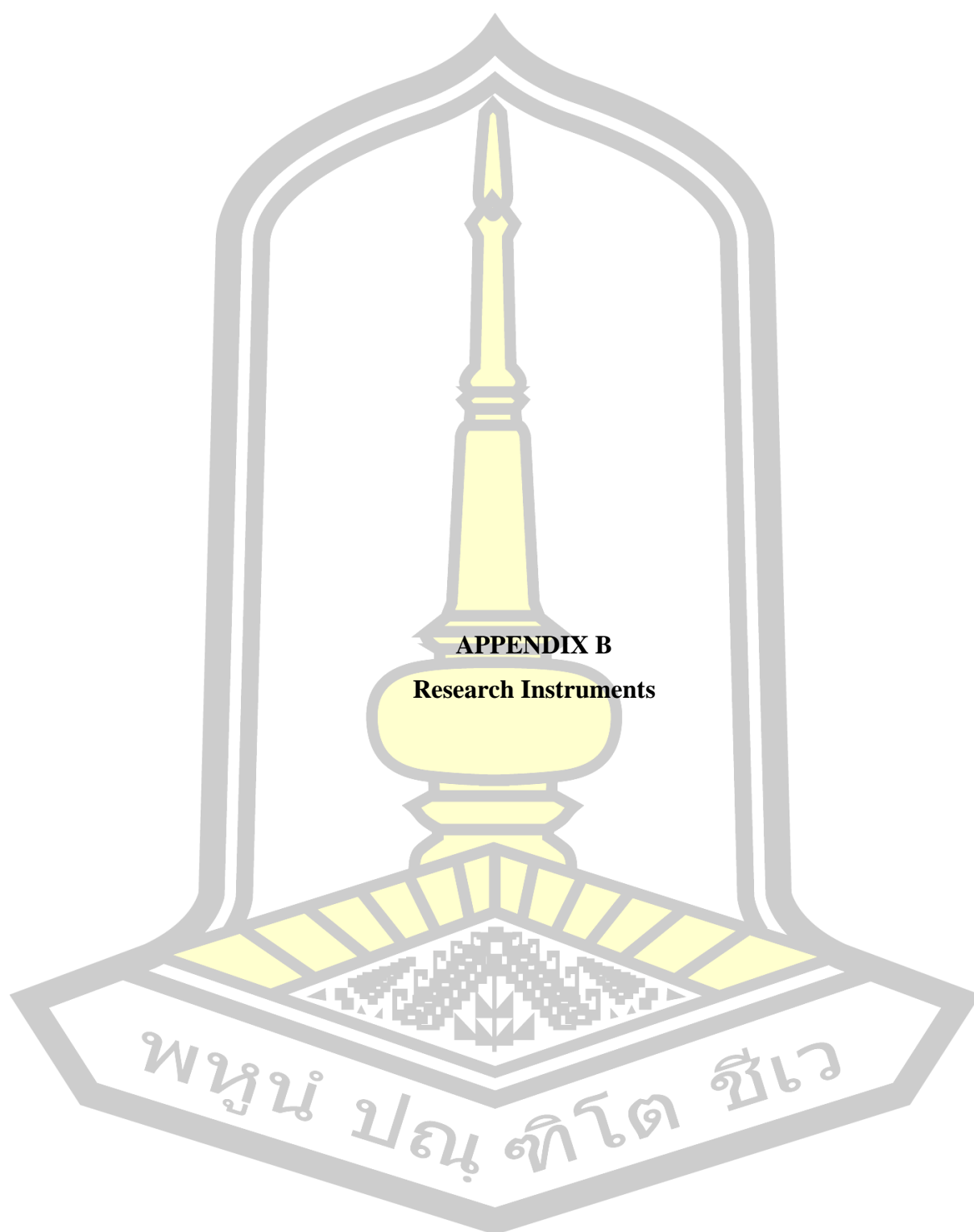
2. Ms. Lu Shan, Dean and Professor of Drama School, Henan Vocational institution of Arts

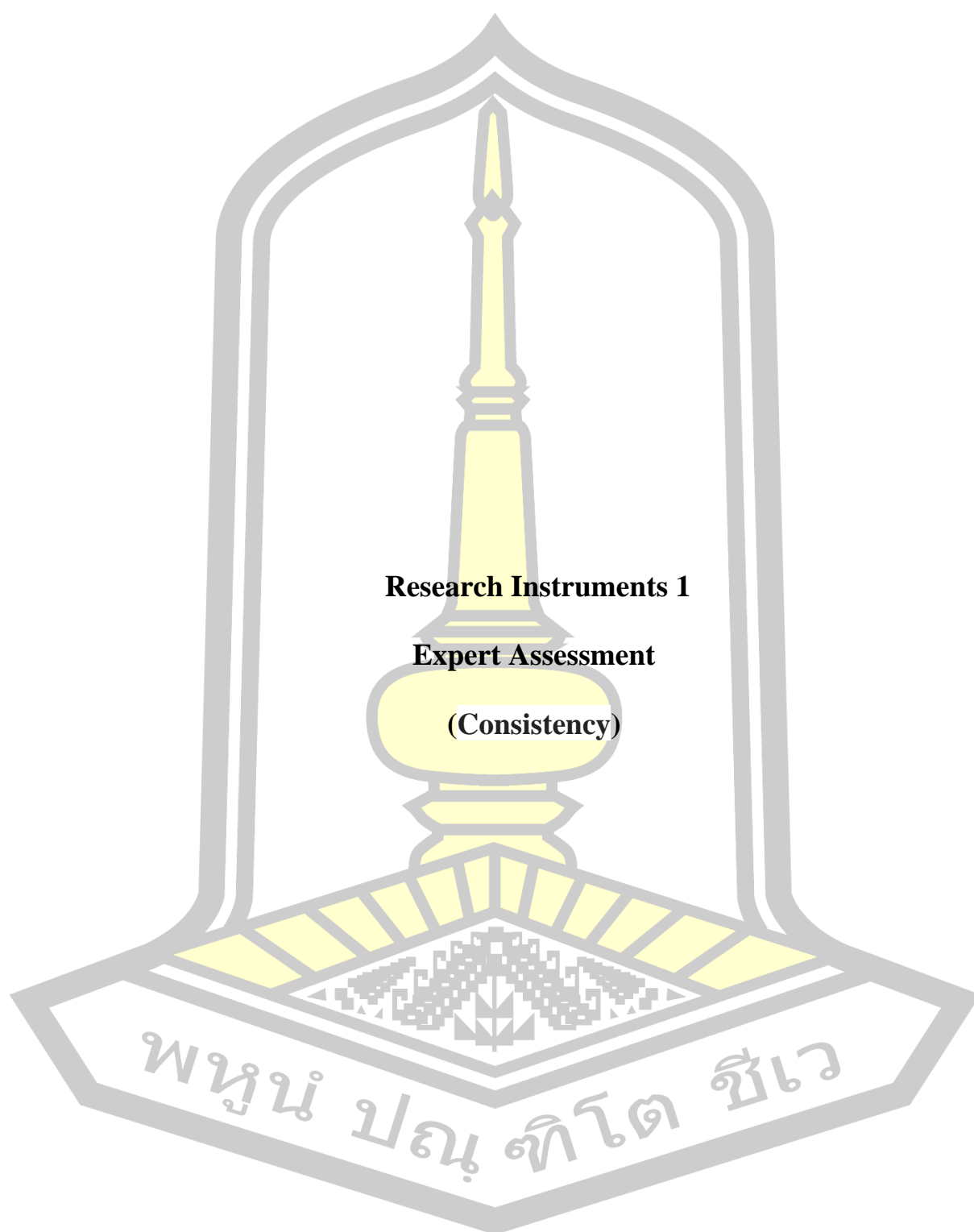
3. Mr. Xu Yan, Vice Dean and Professor, School of Music, Henan University

4. Mr. Zhao Chenguang, Vice President and Professor of Drama School, Henan Vocational institution of Arts

5. Ms. Song Shasha, National second-grade actor and Associate professor of Henan Dramatic Art Center







Expert Assessment

Title: Program to Enhance Teachers' Competency on Classroom Management in Drama school, Henan Vocational institute of Arts

Direction:

1. The purpose of the questionnaire is to find out whether the components and indicators of classroom management ability of drama school teachers are consistent.

2. The purpose of evaluation is to evaluate the matching degree and evaluation of its components and indicators The correctness of classroom management ability of drama school teachers. Through literature research, the relevant components and indicators of teachers' teaching ability are put forward :1) establishment of classroom routine 2) adjustment of classroom environment 3) harmonious and equal communication between teachers and students 4) educational modernization and technology 5) teacher professional ethics. The information obtained from this questionnaire is helpful to improve the classroom management ability of the teachers of Drama School of Henan Vocational institute of Arts. So ask the experts to evaluate the questionnaire.

3.

+1 refers to experts sure the item responds the content.

0 refers to experts are not sure the items respond the content.

-1 refers to experts are sure the items does not respond the content.

Should you have any inquiries regarding this research study, please contact the researcher, Mr Ding Kai, Faculty of Education, Mahasarakham University, Thailand +660910994718, E-mail: 595023151@qq.com

Thank you very much for your cooperation!

Teachers' Competencies in Classroom Management	Consistency		
	+1	0	-1
1.Formulation of classroom routine			
1.Establish classroom rules and regulations at the beginning of the school year			
2.Clarify the discipline requirements before class			
3.Classroom rules and systems are scientific and reasonable			
4.Students are widely consulted when making classroom rules			
5.Allow students to implement self-management within the framework of classroom rules			
6.At the end of the semester, we will make an overall summary of the class rules and make adjustments to the class rules for the next semester			
7.Classroom rules will be adjusted or changed at any time during the teaching process			
8.Develop special classroom rules for individual students			
9.Students who break classroom rules are punished accordingly			

(Continued)

Teachers' Competencies in Classroom Management	Consistency		
	+1	0	-1
2.Adjustment of classroom environment			
1.Before the beginning of the semester, the classroom space and environment layout will be adjusted reasonably according to the class situation			
2.Students actively arrange (clean) the classroom before class			
3.In class, humorous language will be used to liven up the classroom atmosphere			
4.The classroom space environment will affect the teaching quality			
5.The classroom space environment and layout will be temporarily adjusted according to the teaching content and students' situation			
6.Students will be arranged to leave the classroom to attend classes outdoors or in other locations			
7. Let students arrange the classroom environment according to their own preferences			
8.The classroom space layout is reasonable and the facilities are complete			
9.A relaxed and pleasant classroom environment will enhance the teaching effect			

(Continued)

Teachers' Competencies in Classroom Management	Consistency		
	+1	0	-1
3.Harmonious and equal communication between teachers and students			
1.Respect every student in the classroom and treat every student fairly and justly			
2.Spend more time and energy communicating with problem students			
3.They often praise and encourage students in class			
4.Trust every student, even if they make mistakes			
5.There will be no prejudice against students with poor grades			
6.will take the initiative to establish contact with students' parents and communicate frequently			
7.Care about students' living conditions and ideological problems			
8.Help students from poor families and provide financial support			
9.Establish wechat groups and interact with students frequently			

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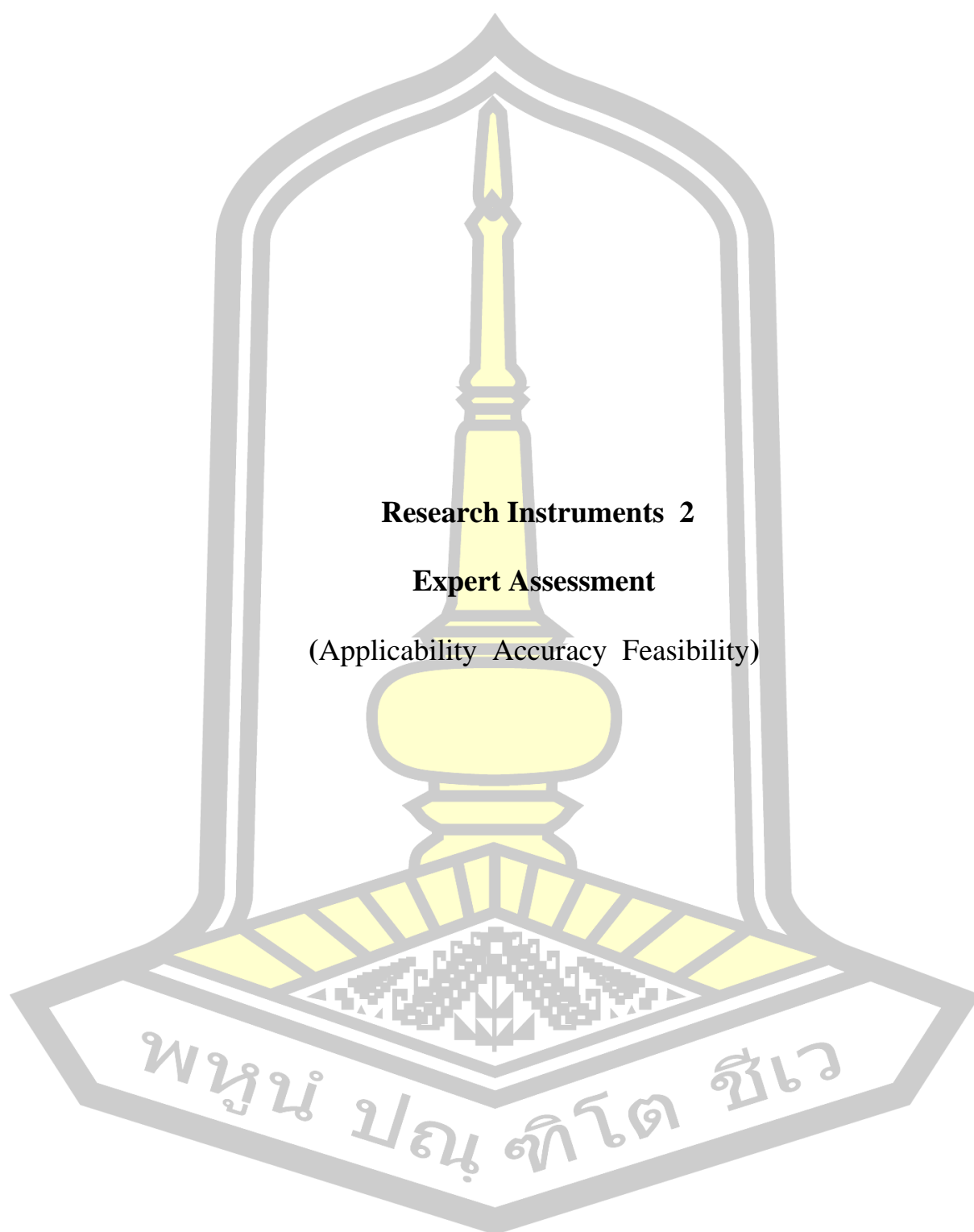
(Continued)

Teachers' Competencies in Classroom Management	Consistency		
	+1	0	-1
4.Education modernization and technology			
1.Educational concepts and ideas keep pace with The Times			
2.The teaching content is cutting-edge and advanced			
3.The teaching method is novel and caters to contemporary students			
4.Multimedia and advanced equipment are used in teaching			
5.Use Internet + and other technical means as auxiliary teaching tools			
6.Accept and try to use new things and use them in teaching			
7.Use artificial intelligence in the classroom			
8.Change in teaching according to students' wishes			
9.Use spare time, active learning, improve the most advanced professional knowledge and technical means			

พหุ ประถมศึกษา

(Continued)

Teachers' Competencies in Classroom Management	Consistency		
	+1	0	-1
5. Teachers' professional ethics			
1. Implement educational policies, abide by educational laws and regulations, and fulfill the duties and rights of teachers			
2. highly responsible for work, prepare lessons carefully, and coach students patiently.			
3. Protect students' safety, care for students' health, and safeguard students' rights and interests			
4. Cultivate students' good conduct, stimulate students' innovative spirit, and promote students' all-round development			
5. Civilized behavior, decent style, strict self-discipline, clean and honest			
6. Care for the collective, unity and cooperation, respect teachers and love students			
7. Establish the idea of lifelong learning and update the knowledge structure, Devote oneself to study the business, improve the teaching level			
8. A strong sense of professional identity, belonging and honor			
9. Loyal to the cause of education, willing to be a ladder, willing to contribute.			



Research Instruments 2

Expert Assessment

(Applicability Accuracy Feasibility)

Expert Assessment

Title: Program to Enhance Teachers' Competency on Classroom Management in Drama school, Henan Vocational institute of Arts

Direction:

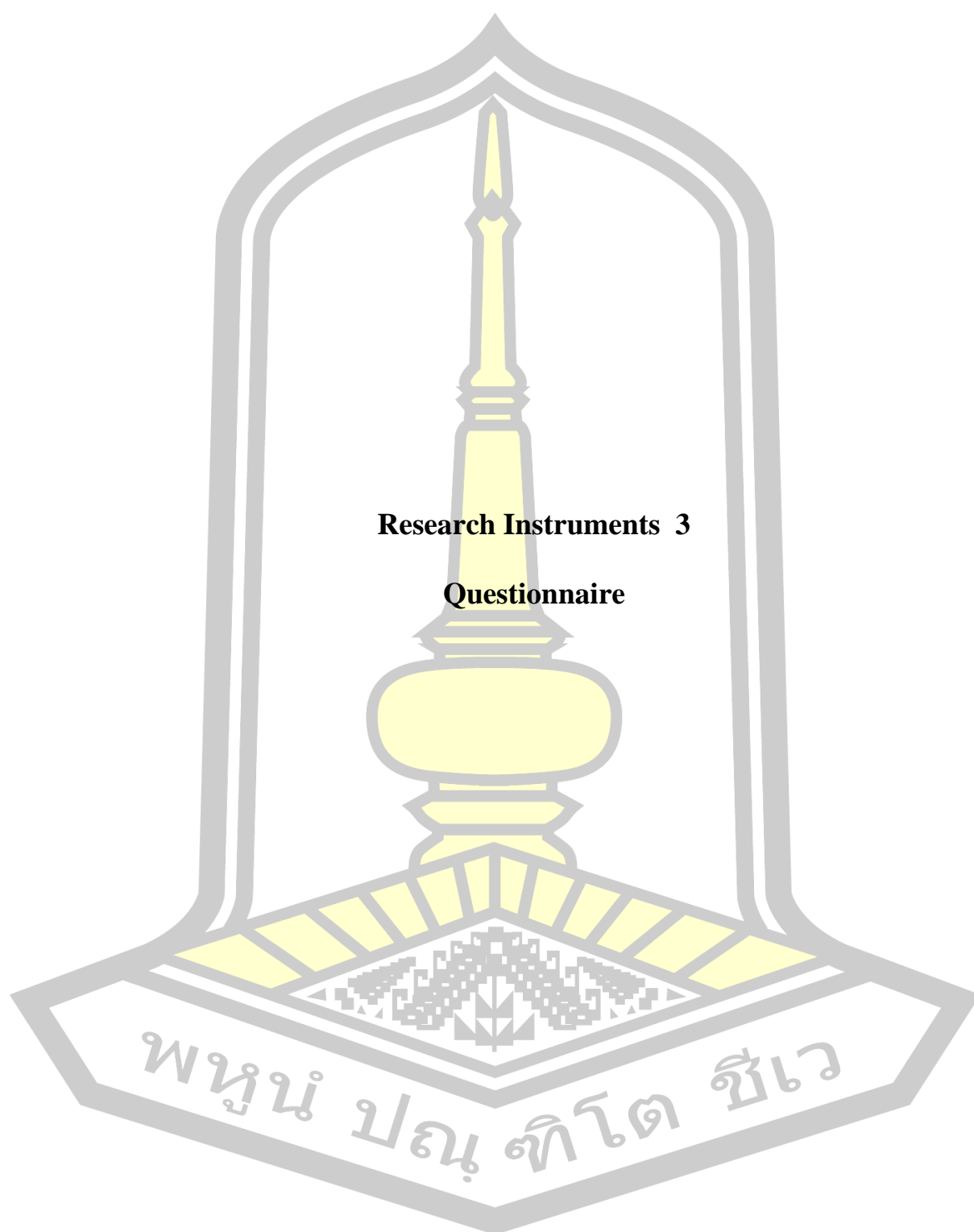
The purpose of the questionnaire is to find out whether the components and indicators of classroom management ability of drama school teachers are consistent.

The purpose of evaluation is to evaluate the matching degree and evaluation of its components and indicators The correctness of classroom management ability of drama school teachers. Through literature research, the relevant components and indicators of teachers' teaching ability are put forward :1) establishment of classroom routine 2) adjustment of classroom environment 3) harmonious and equal communication between teachers and students 4) educational modernization and technology 5) teacher professional ethics. The information obtained from this questionnaire is helpful to improve the classroom management ability of the teachers of Drama School of Henan Vocational institute of Arts. So ask the experts to evaluate the questionnaire.

This evaluation form is evaluated from the three aspects of applicability, accuracy and feasibility, and the evaluation level is 1=Not Priority,2= Low Priority,3=Medium, 4=High Priority,5= Essential.

Should you have any inquiries regarding this research study, please contact the researcher, Mr Ding Kai, Faculty of Education, Mahasarakham University, Thailand +660910994718,E-mail: 595023151@qq.com

Thank you very much for your cooperation!



**Title: Program to Enhance Teachers' Competency on Classroom Management in
Drama school, Henan Vocational institute of Arts**

Direction:

The questionnaire is divided into three parts.

Part I: Questions about general information about respondents.

Part II: Questions about current and desired states of teachers' competencies in
classroom management in Drama school, Henan Vocational institute of Arts

1. Your answers to all questions are highly important for the data analysis and the completion of this research study.
2. Your participation in this study will be kept highly confidential. The research information will not be discussed or shared in any forms with anyone other than the researcher.
3. You are assured that your views on the content of this survey shall not be used in a way that might cause damage to your reputation as an individual or otherwise, integrity, emotion, or indeed professional conduct.
4. The results of this self-assessment will be used to determine areas for professional development. The findings are meant to help you plan your "professional" development activities.
5. Your participation is voluntary and you are free to withdraw from the process at any point for the survey questionnaire.
6. Should you have any inquiries regarding this research study, please contact the researcher, Mr Ding Kai, Faculty of Education, Mahasarakham University, Thailand +660910994718, E-mail: 595023151@qq.com

Thank you for taking to answer this questionnaire survey.

Ding Kai

Doctor of Educational Administration

Faculty of Education

Mahasarakham University

**Title: Program to Enhance Teachers' Competency on Classroom Management in
Drama school, Henan Vocational institute of Arts**

Part I: Respondents' Profile

Direction: Please check(✓) into on the answer that is mostly responding to your information.

1. Your gender

Male ☐

Female ☐

2. Your age

30 years old and Under ☐ 31 -- 40 years old ☐

41 -- 50 years old ☐ 51 -- 60 years old ☐

3. Your teaching experiences

1-- 3 years ☐ 4 -- 10 years ☐

10-- 20 years ☐ More than 20 years ☐

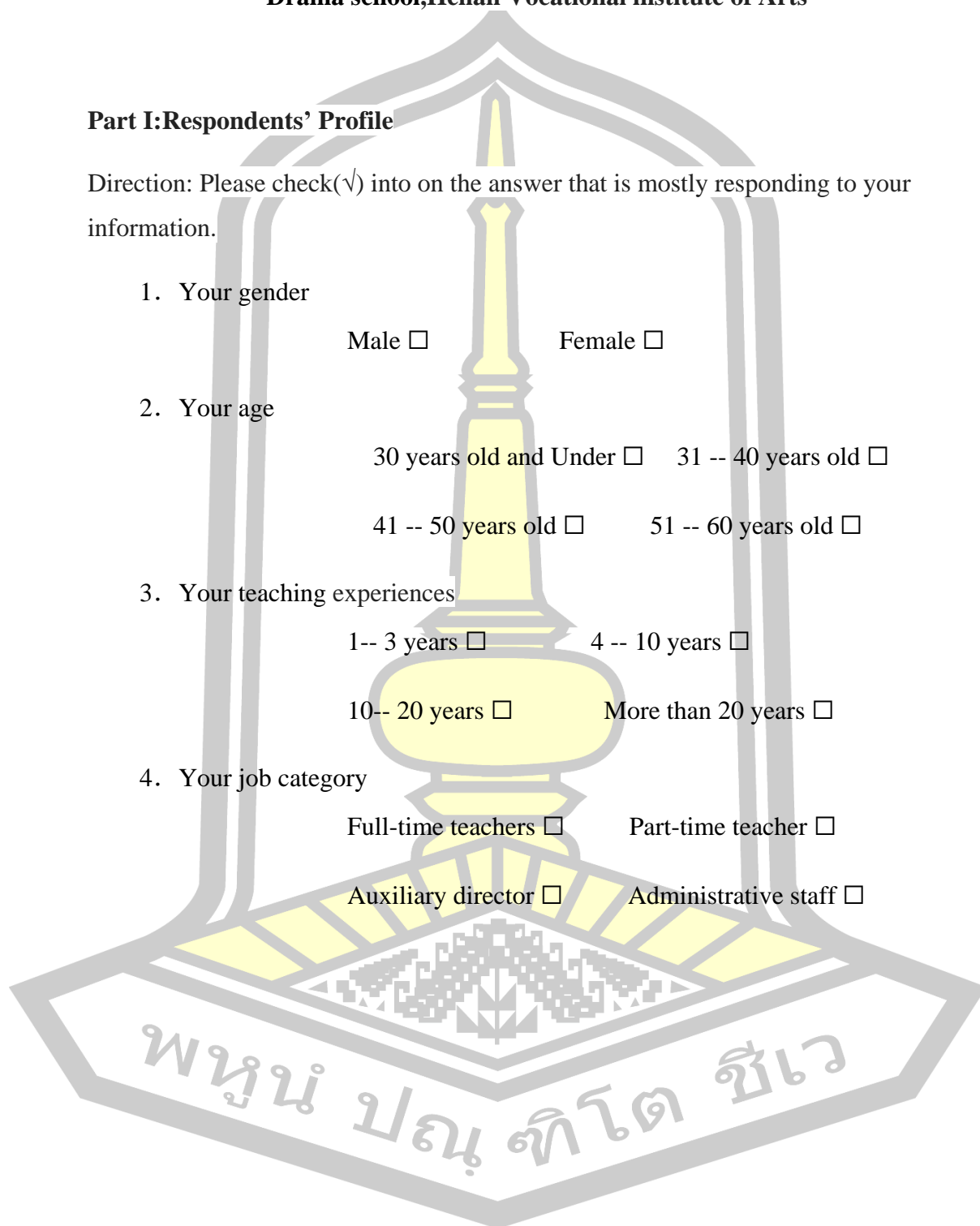
4. Your job category

Full-time teachers ☐

Part-time teacher ☐

Auxiliary director ☐

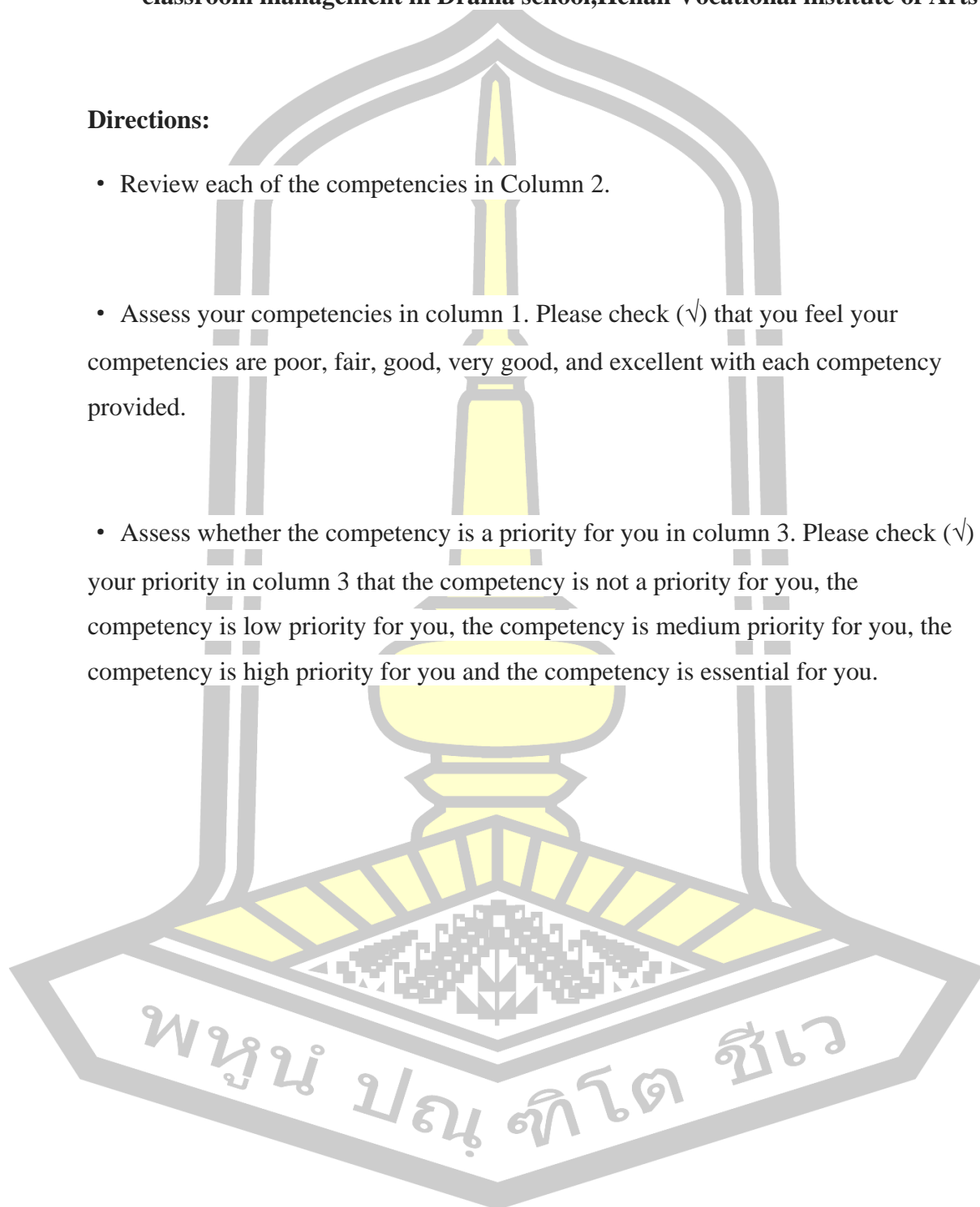
Administrative staff ☐



**Part II: Questions about current and desired states of teachers' competencies in
classroom management in Drama school, Henan Vocational institute of Arts**

Directions:

- Review each of the competencies in Column 2.
- Assess your competencies in column 1. Please check (✓) that you feel your competencies are poor, fair, good, very good, and excellent with each competency provided.
- Assess whether the competency is a priority for you in column 3. Please check (✓) your priority in column 3 that the competency is not a priority for you, the competency is low priority for you, the competency is medium priority for you, the competency is high priority for you and the competency is essential for you.



Current State					Teachers' Competencies in Classroom Management	Desired State				
Excellent	Very good	Good	Fair	Poor		Not Priority	Low Priority	Medium	High Priority	Essential
5	4	3	2	1		1	2	3	4	5
1. Formulation of classroom routine										
					1. Establish classroom rules and regulations at the beginning of the school year					
					2. Clarify the discipline requirements before class					
					3. Classroom rules and systems are scientific and reasonable					
					4. Students are widely consulted when making classroom rules					
					5. Allow students to implement self-management within the framework of classroom rules					
					6. At the end of the semester, we will make an overall summary of the class rules and make adjustments to the class rules for the next semester					
					7. Classroom rules will be adjusted or changed at any time during the teaching process					
					8. Develop special classroom rules for individual students					
					9. Students who break classroom rules are punished accordingly					

Current State					Teachers' Competencies in Classroom Management	Desired State				
Excellent	Very good	Good	Fair	Poor		Not Priority	Low Priority	Medium	High Priority	Essential
5	4	3	2	1		1	2	3	4	5
2.Adjustment of classroom environment										
					1.Before the <u>beginning</u> of the semester, the classroom <u>space</u> and environment layout will be <u>adjusted</u> reasonably according to the class situation					
					2.Students <u>actively</u> <u>arrange</u> (clean) the classroom before class					
					3.In class, <u>humorous</u> language will be used to liven up the classroom atmosphere					
					4.The classroom <u>space</u> environment will affect the teaching quality					
					5.The <u>classroom space</u> environment and <u>layout</u> will be temporarily adjusted according to the teaching content and students' <u>situation</u>					
					6.Students will be arranged to leave the classroom to attend classes outdoors or in other locations					
					7. Let students arrange the classroom environment according to their own preferences					
					8.The <u>classroom space</u> <u>layout</u> is reasonable and the facilities are complete					
					9.A relaxed and pleasant classroom environment will enhance the teaching effect					

Current State					Teachers' Competencies in Classroom Management	Desired State				
Excellent	Very good	Good	Fair	Poor		Not Priority	Low Priority	Medium	High Priority	Essential
5	4	3	2	1		1	2	3	4	5

3. Harmonious and equal communication between teachers and students

					1. Respect every student in the classroom and treat every student fairly and justly					
					2. Spend more time and energy communicating with problem students					
					3. They often praise and encourage students in class					
					4. Trust every student, even if they make mistakes					
					5. There will be no prejudice against students with poor grades					
					6. Will take the initiative to establish contact with students' parents and communicate frequently					
					7. Care about students' living conditions and ideological problems					
					8. Help students from poor families and provide financial support					
					9. Establish wechat groups and interact with students frequently					

Current State					Teachers' Competencies in Classroom Management	Desired State				
Excellent	Very good	Good	Fair	Poor		Not Priority	Low Priority	Medium	High Priority	Essential
5	4	3	2	1		1	2	3	4	5
4.Education modernization and technology										
					1.Educational concepts and ideas keep pace with The Times					
					2.The teaching content is cutting-edge and advanced					
					3.The teaching method is novel and caters to contemporary students					
					4.Multimedia and advanced equipment are used in teaching					
					5.Use Internet + and other technical means as auxiliary teaching tools					
					6.Accept and try to use new things and use them in teaching					
					7.Use artificial intelligence in the classroom					
					8.Change in teaching according to students' wishes					
					9.Use spare time, active learning, improve the most advanced professional knowledge and technical means					

Current State					Teachers' Competencies in Classroom Management	Desired State				
Excellent	Very good	Good	Fair	Poor		Not Priority	Low Priority	Medium	High Priority	Essential
5	4	3	2	1		1	2	3	4	5
5.Teachers' professional ethics										
					1.Implement educational policies, abide by educational laws and regulations, and fulfill the duties and rights of teachers					
					2.highly responsible for work, prepare lessons carefully, and coach students patiently.					
					3.Protect students' safety, care for students' health, and safeguard students' rights and interests					
					4.Cultivate students' good conduct, stimulate students' innovative spirit, and promote students' all-round development					
					5.Civilized behavior, decent style, strict self-discipline, clean and honest					
					6.Care for the collective, unity and cooperation, respect teachers and love students					
					7.Establish the idea of lifelong learning and update the knowledge structure, Devote oneself to study the business, improve the teaching level					
					8.A strong sense of professional identity, belonging and honor					
					9.Loyal to the cause of education, willing to be a ladder, willing to contribute.					

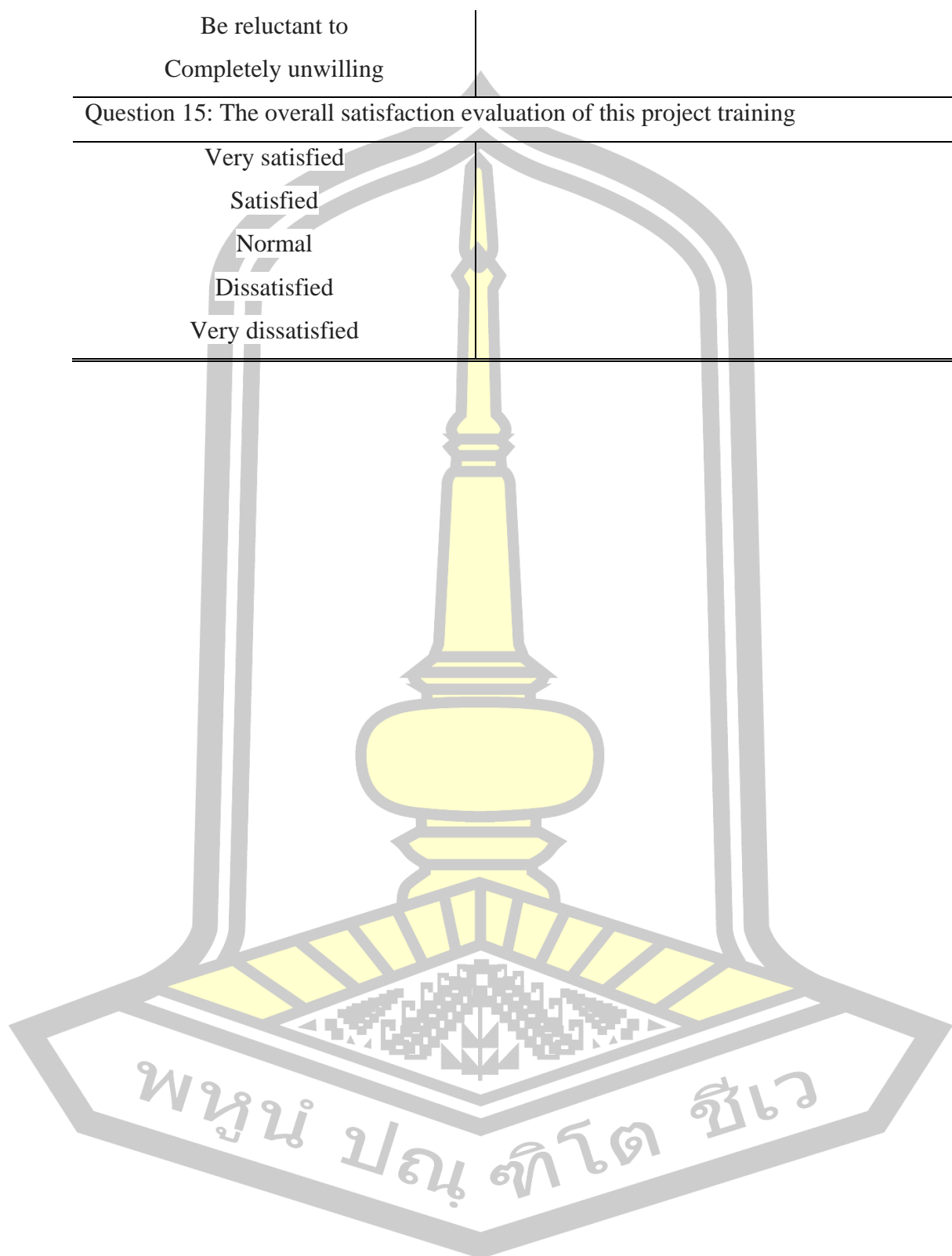
In order to understand the satisfaction of 27 teachers in the whole process of project development and in-depth analysis of the implementation effect after project development, the researcher conducted a questionnaire survey on 27 teachers after project development to obtain relevant data for research and analysis.

Questionnaire	Please tick " ✓ " in the corresponding option
Question 1: Gender	
Male	
Female	
Question 2: Age	
30 years old and under	
31 -- 40 years old	
41 -- 50 years old	
51-60 years old	
Question 3: Teaching experience	
1-3 years	
4 -- 10 years	
10- 20 years	
More than 20 years	
Question 4: Have you participated in similar classroom management training	
Yes	
No	
Question 5: Are you satisfied with the course design and content evaluation of this project training	
Very satisfied	
Satisfied	
Normal	
Dissatisfied	
Very dissatisfied	
Question 6: Whether the training content is comprehensive and practical	
Very comprehensive and practical	
Basically comprehensive and	

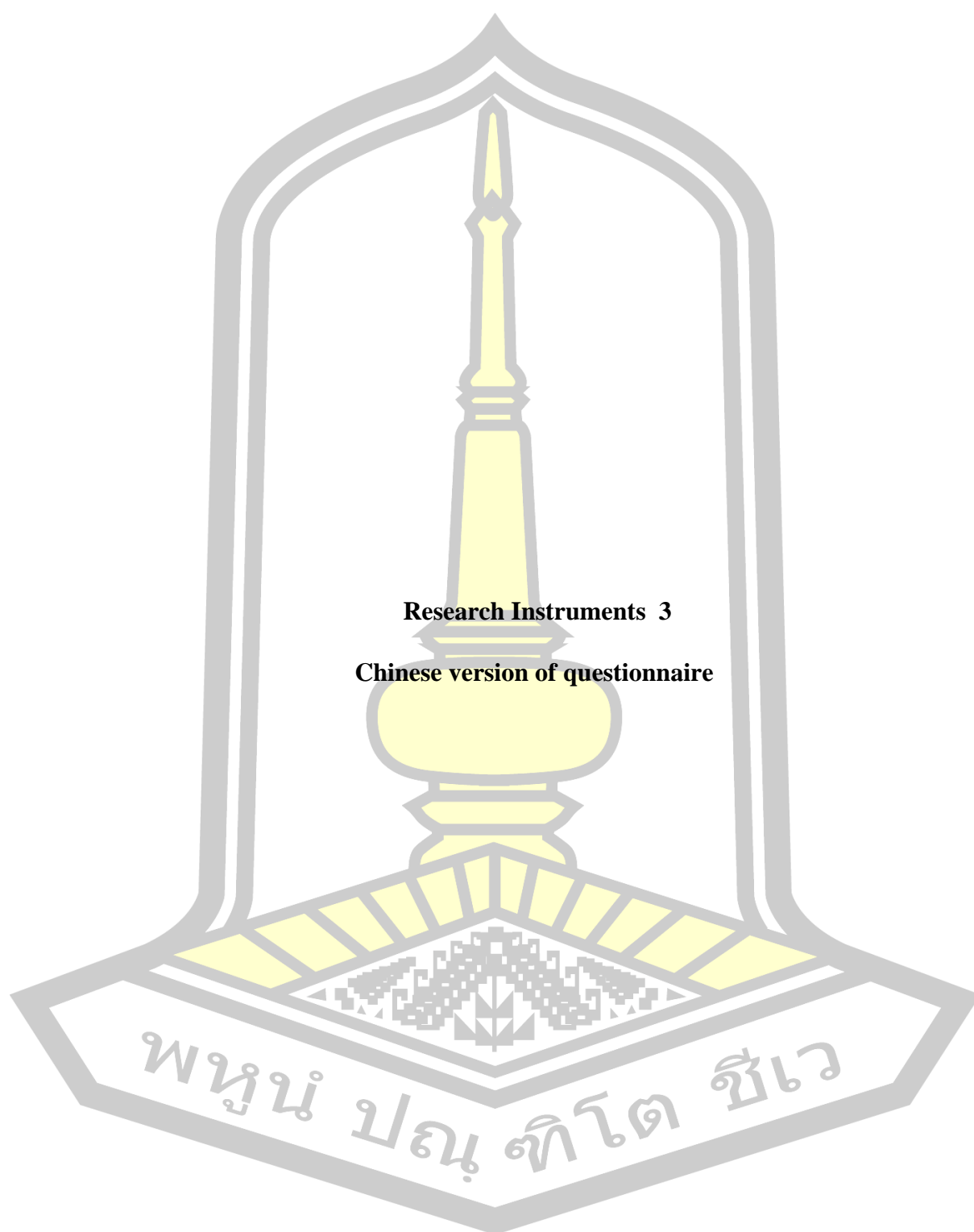
Practical	
Normal	
Not comprehensive and practical	
Incomplete completely and practical	
Question 7: Are you satisfied with the training of professionals	
Very satisfied	
Satisfied	
Normal	
Dissatisfied	
Very dissatisfied	
Question 8: This project training is helpful to improve classroom management ability	
Very helpful	
Helpful	
Normal	
Little help	
No help at all	
Question 9: Which aspects of this project training are most helpful to you (Multiple choices)	
Lecture presentation	
Experience sharing	
Class presentation	
Brainstorm	
Case studies	
Research and discuss	
Interactive games	
Evaluation summary	
Question 10: Which modules are most helpful to improve classroom management ability	
The formulation of classroom routine	
Adjustment of classroom	

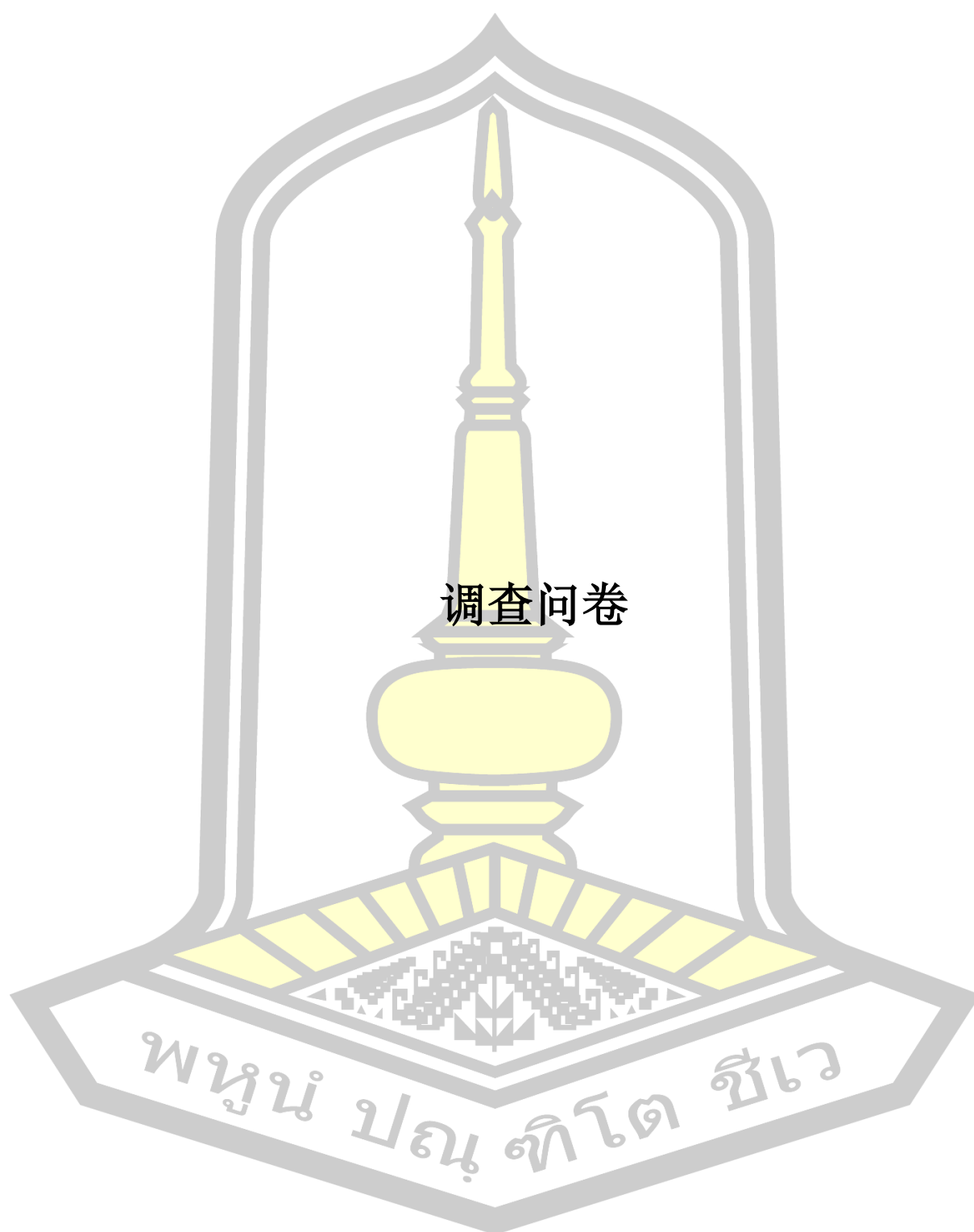
environment	
Harmonious and equal	
communication between teachers and	
students	
Educational modernization and	
technology	
Teacher professional ethics	
Question 11: Are you satisfied with the training schedule of this project	
Very satisfied	
Satisfied	
Normal	
Dissatisfied	
Very dissatisfied	
Question 12: Are you willing to apply what you have learned in this project training to practical work	
Very willing	
Willing to	
May be	
Be reluctant to	
Completely unwilling	
Question 13: Have you improved your classroom management ability through this project training	
Significant improvement	
Great improvement	
Normal	
Little improvement	
No improvement at all	
Question 14: Are you willing to participate in similar training programs in the future	
Very willing	
Willing to	
May be	

Be reluctant to	
Completely unwilling	
Question 15: The overall satisfaction evaluation of this project training	
Very satisfied	
Satisfied	
Normal	
Dissatisfied	
Very dissatisfied	



พหุ ประยูร จิต ชีวะ





河南艺术职业学院戏剧学校教师课堂管理能力提升项目调查问卷

调查问卷共分为两部分。

第一部分：关于受访者的一般信息的问题。

第二部分：河南艺术职业学院戏剧学院教师课堂管理能力的现状及期望状态问题。

1. 您对所有问题的回答对于数据分析和本研究的完成非常重要。
2. 您参与本研究的情况将高度保密。研究信息将不会以任何形式与研究人员以外的任何人讨论或共享。
3. 请您放心，您对本调查内容的意见不会用于任何方式可能会损害你的个人声誉或其他方面，损害你的诚信、情感或职业操守。
4. 这个自我评估的结果将被用来确定的领域职业发展。调查结果是为了帮助教师的专业发展活动。
5. 您的参与是自愿的，您可以自由地退出该流程调查问卷的任何一点。
6. 如果您对这项研究有任何疑问，请联系丁凯研究员，泰国玛哈萨拉罕大学教育学院，+660910994718, E-mail:

595023151@qq.com

题目：河南艺术职业学院戏剧学校教师课堂管理能力提升项目

第一部分：受访者简介

请在相应的选项中划“√”。

1、您的性别

男 ☐ 女 ☐

2、您的年龄

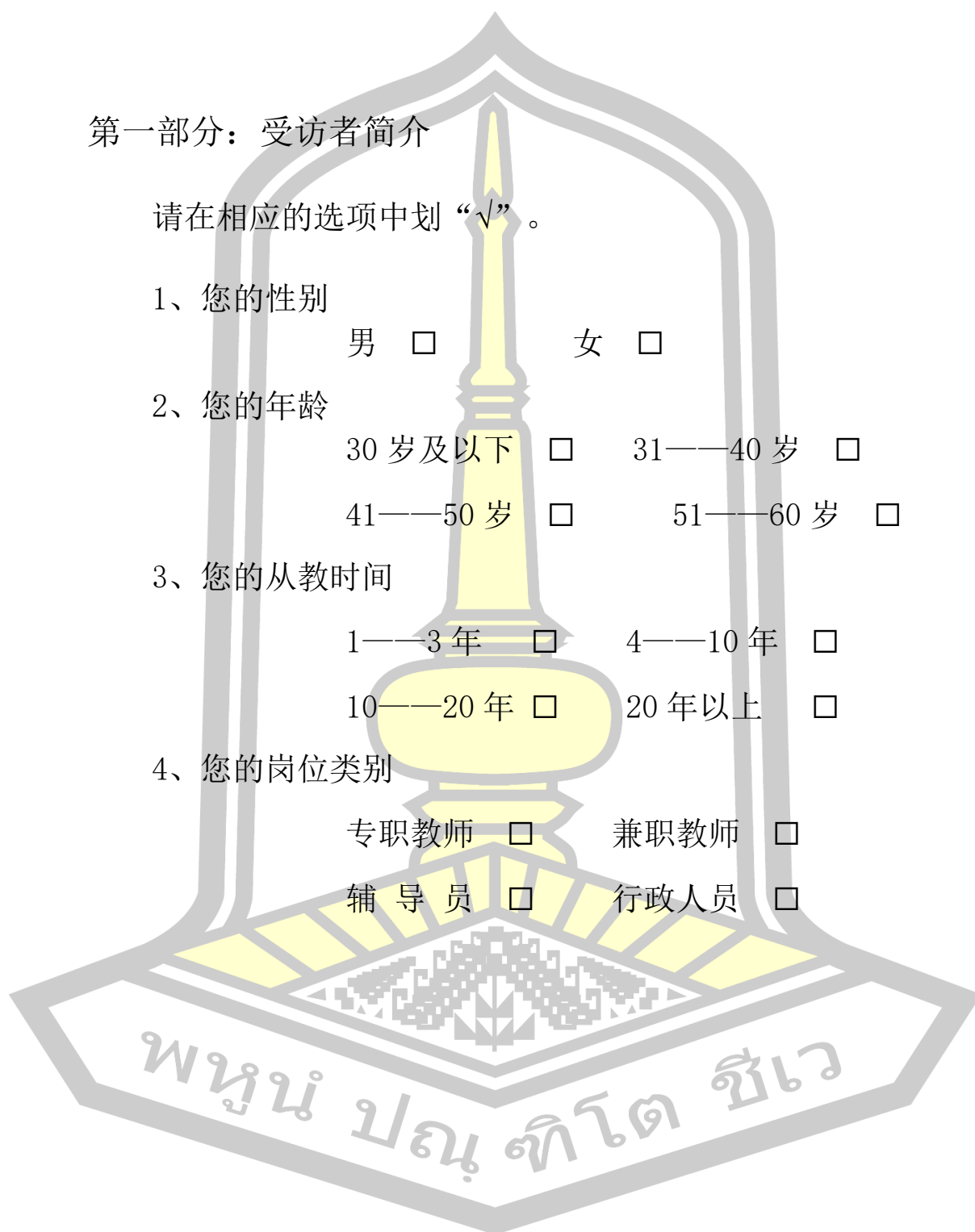
30 岁及以下 ☐ 31——40 岁 ☐
41——50 岁 ☐ 51——60 岁 ☐

3、您的从教时间

1——3 年 ☐ 4——10 年 ☐
10——20 年 ☐ 20 年以上 ☐

4、您的岗位类别

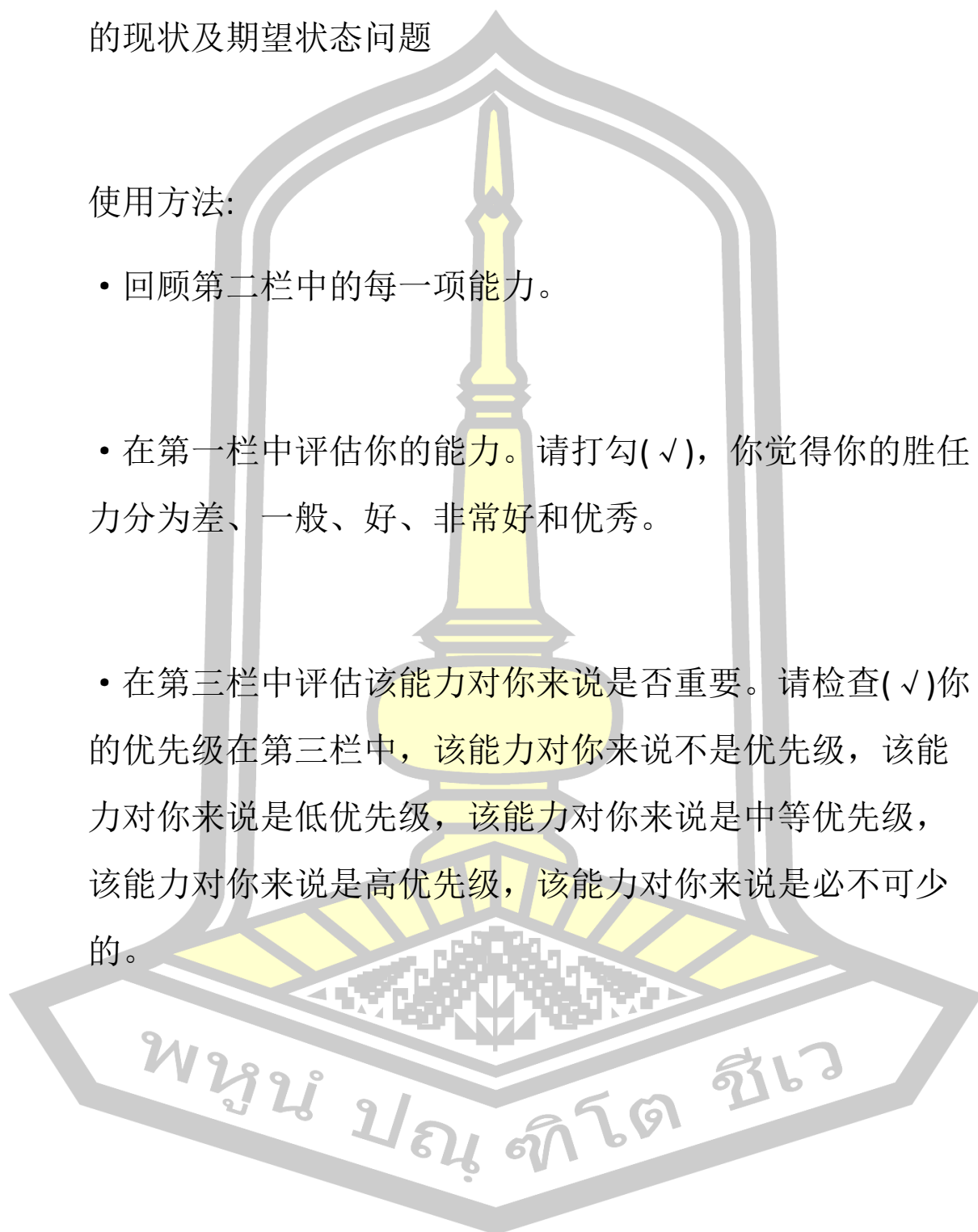
专职教师 ☐ 兼职教师 ☐
辅导员 ☐ 行政人员 ☐



第二部分：河南艺术职业学院戏剧学校教师课堂管理能力的现状及期望状态问题

使用方法：

- 回顾第二栏中的每一项能力。
- 在第一栏中评估你的能力。请打勾(√)，你觉得你的胜任力分为差、一般、好、非常好和优秀。
- 在第三栏中评估该能力对你来说是否重要。请检查(√)你的优先级在第三栏中，该能力对你来说不是优先级，该能力对你来说是低优先级，该能力对你来说是中等优先级，该能力对你来说是高优先级，该能力对你来说是必不可少的。



当前状态					教师的课堂管理能力	期望状态				
优秀的	非常好的	好的	一般的	差的		不是优先级	低优先级	中等	高优先级	必不可少的
5	4	3	2	1		1	2	3	4	5
1. 制定课堂常规										
					1. 在学年开始时建立课堂规章制度					
					2. 上课前明确规则要求					
					3. 课堂规则和制度是科学和合理的					
					4. 学生在制定课堂规则时被广泛咨询					
					5. 允许学生在课堂规则的框架内实施自我管理					
					6. 在学期末，将全面总结课程规则，并对下一学期的课程规则进行调整					
					7. 课堂规则将在教学过程中随时进行调整或改变					
					8. 为个别学生制定特殊的课堂规则					
					9. 违反课堂规则的学生也会受到相应的惩罚					

当前状态					教师的课堂管理能力	期望状态				
优秀的	非常好的	好的	一般的	差的		不是优先级	低优先级	中等	高优先级	必不可少的
5	4	3	2	1		1	2	3	4	5
2. 教室环境的调整										
					1. 本学期开始前，将根据课堂情况合理调整教室空间和环境布局					
					2. 学生在上课前主动安排（清洁）教室					
					3. 在课堂上，我们会用幽默的语言来活跃课堂上的气氛					
					4. 教室空间环境会影响教学质量					
					5. 教室的空间环境和布局将根据教学内容和学生的情况进行临时调整					
					6. 学生将被安排离开教室到户外或其他地点上课					
					7. 让学生根据自己的喜好来安排课堂环境					
					8. 教室空间布局合理，设施齐全					
					9. 轻松舒适的课堂环境将提高教学效果					

当前状态					教师的课堂管理能力	期望状态				
优秀的	非常好的	好的	一般的	差的		不是优先级	低优先级	中等	高优先级	必不可少的
5	4	3	2	1		1	2	3	4	5
3. 师生之间和谐平等的沟通										
					1. 尊重课堂上的每个学生，公平、公正地对待每个学生					
					2. 花更多的时间和精力与问题学生沟通					
					3. 他们经常在课堂上表扬和鼓励学生					
					4. 相信每个学生，即使他们犯了错误					
					5. 对成绩差的学生没有偏见					
					6. 会主动与学生家长建立联系，频繁沟通					
					7. 关心学生的生活情况和思想问题					
					8. 帮助来自贫困家庭的学生，并提供经济支持					
					9. 建立微信小组，经常与学生互动					

当前状态					教师的课堂管理能力	期望状态				
优秀的	非常好的	好的	一般的	差的		不是优先级	低优先级	中等	高优先级	必不可少的
5	4	3	2	1		1	2	3	4	5
4. 教育现代化与技术										
					1. 教育观念和思想与时俱进					
					2. 教学内容前沿、先进					
					3. 教学方法新颖，适合当代学生学习					
					4. 在教学中采用了多媒体和先进的设备					
					5. 使用互联网+等技术手段作为辅助教学工具					
					6. 接受并尝试使用新事物，并在教学中使用它们					
					7. 在课堂上使用人工智能					
					8. 根据学生的意愿改变教学方式					
					9. 利用业余时间，积极学习，提高最先进的专业知识和技术手段					

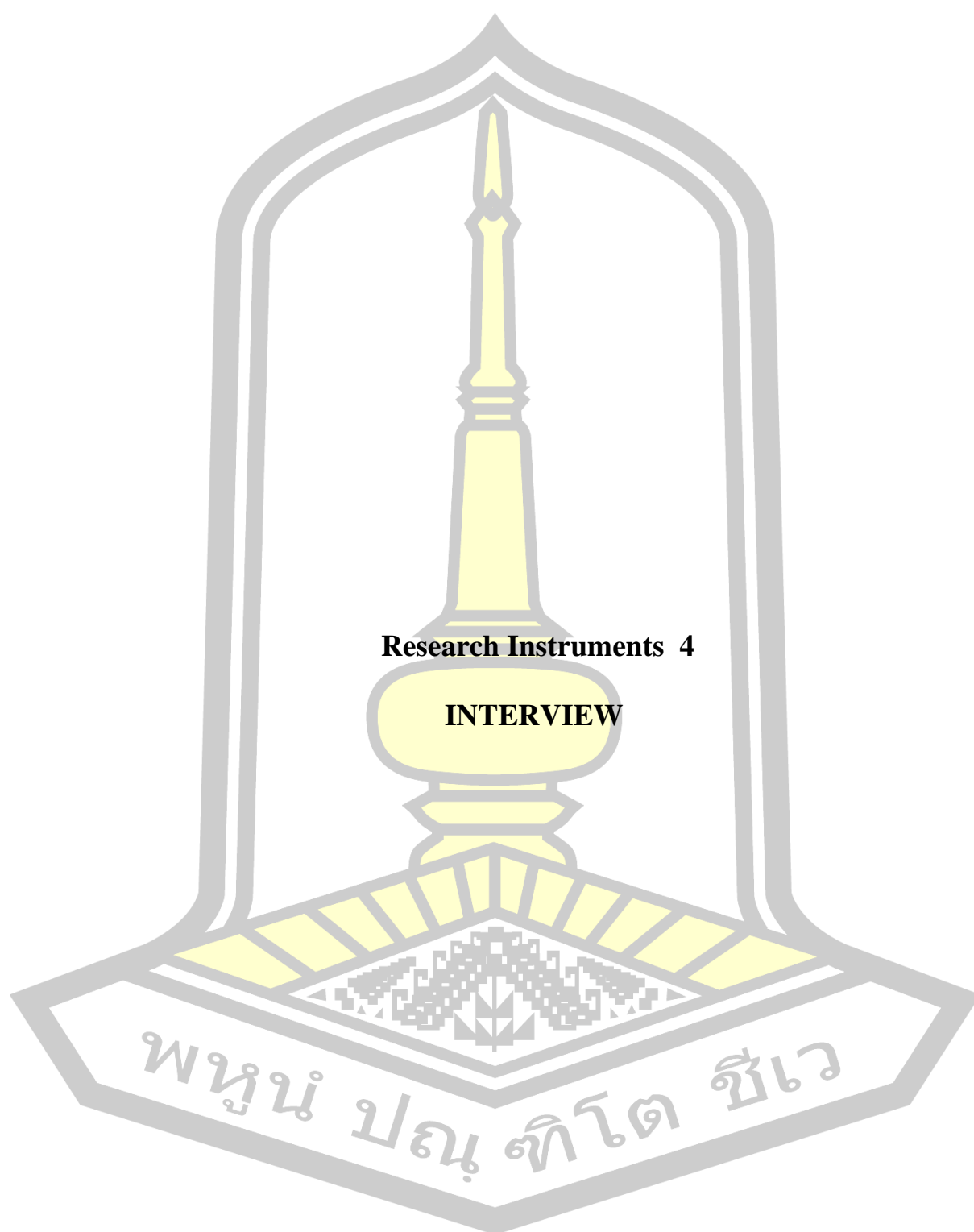
当前状态					教师的课堂管理能力	期望状态				
优秀的	非常好的	好的	一般的	差的		不是优先级	低优先级	中等	高优先级	必不可少的
5	4	3	2	1		1	2	3	4	5
5. 教师职业道德										
					1. 贯彻执行教育政策，遵守教育法律、法规，履行教师的职责和权利					
					2 高度负责工作，认真准备课程，耐心指导学生。					
					3. 保护学生安全，关心学生健康，维护学生权益					
					4. 培养学生良好行为，激发学生创新精神，促进学生全面发展					
					5. 行为文明，举止得体，严格自律，廉洁诚实					
					6. 关爱集体，团结合作，尊重老师，爱护学生					
					7. 树立终身学习的理念，更新知识结构，专心学习企业，提高教学水平					
					8. 具有强烈的职业认同感、归属感和荣誉感					
					9. 忠于教育事业，愿意成为一个阶梯，愿意做出贡献。					

为了了解 27 名教师在提升教师课堂管理能力整个项目开发过程中的满意度和项目开发后实施效果的深度分析，研究人员在项目开发后，对 27 名教师做了问卷调查，以获取相关数据进行研究分析。

项目	请在相应的选项中划“√”
问题一：性别	
男	
女	
问题二：年龄	
30 岁及以下	
31——40 岁	
41——50 岁	
51——60 岁	
问题三：教学经验	
1-3 年	
4 -- 10 年	
10-- 20 年	
20 年以上	
问题四：是否参加过类似的课堂管理能力培训	
是	
否	
问题五：对本次项目培训的课程设计与内容评价是否满意	
非常满意	
满意	
一般	
不满意	
非常不满意	
问题六：本次培训的内容是否全面且实用	
非常全面且实用	
基本全面且实用	

一般 不够全面且实用 完全不全面且实用	
问题七：对专业人员的培训授课是否满意	
非常满意 满意 一般 不满意 非常不满意	
问题八：本次项目培训有助于提升课堂管理能力	
非常有帮助 有帮助 一般 帮助很小 完全没有帮助	
问题九：本次项目培训哪些环节对你帮助最大（可多选）	
报告讲座 经验交流 课堂演示 小组活动 案例分析 研究讨论 互动实践 评价总结	
问题十：本次项目培训哪些模块是对提升课堂管理能力最有帮助的	
课堂常规的制定 教室环境的调整 师生之间和谐平等的沟通 教育现代化与技术 教师职业道德	
问题十一：对本次项目培训的日程安排是否满意	

非常满意	
满意	
一般	
不满意	
非常不满意	
问题十二：是否愿意将本次项目培训所学应用到实际工作中	
非常愿意	
愿意	
可能会	
不太愿意	
完全不愿意	
问题十三：通过本次项目培训是否在课堂管理能力方面得到了提升	
显著提升	
较大提升	
一般	
提升不大	
完全没有提升	
问题十四：今后是否还愿意参加类似的项目培训	
非常愿意	
愿意	
可能会	
不太愿意	
完全不愿意	
问题十五：对本次项目培训的整体满意度评价	
非常满意	
满意	
一般	
不满意	
非常不满意	



Questions about Interview on classroom management ability of teachers in

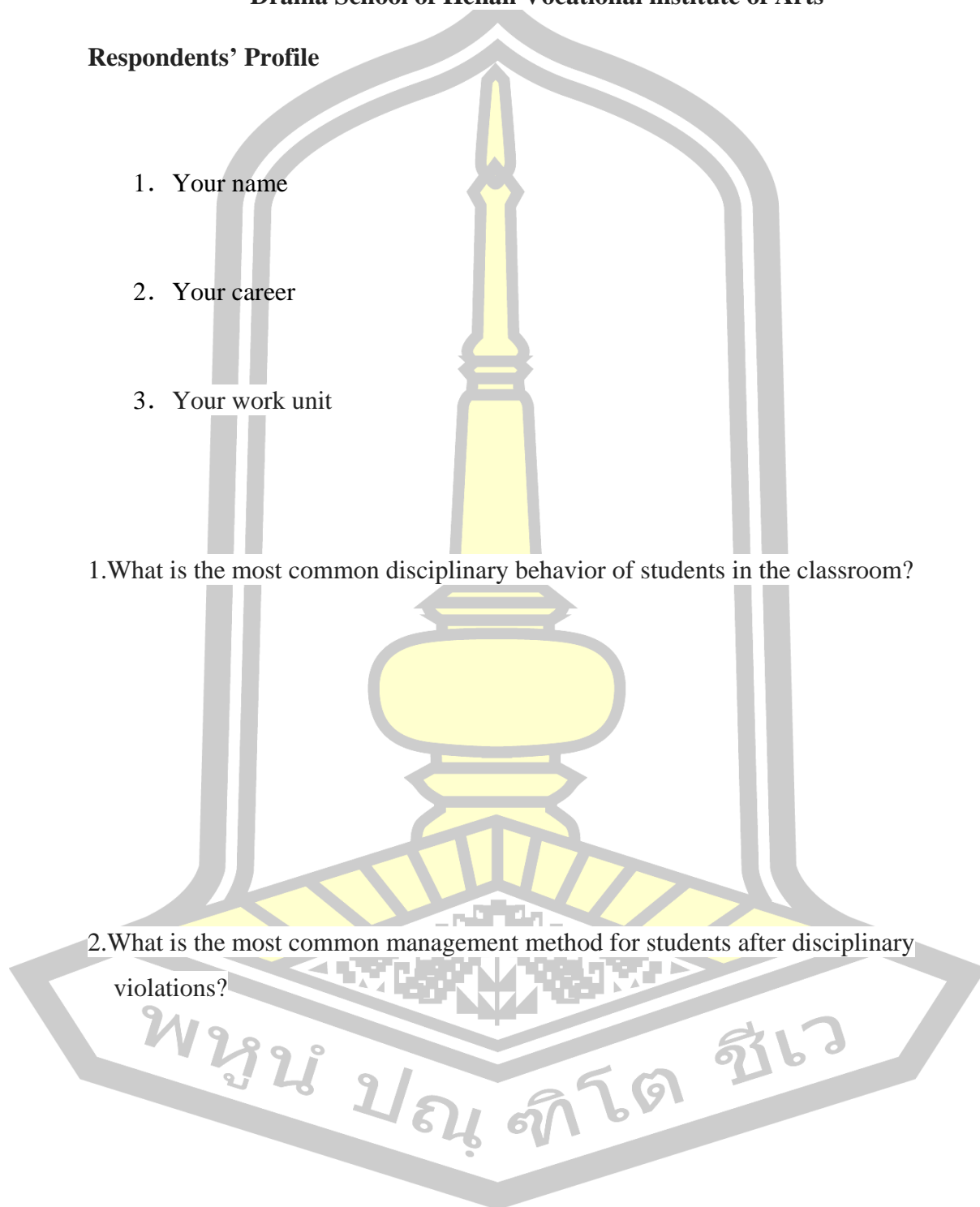
Drama School of Henan Vocational institute of Arts

Respondents' Profile

1. Your name
2. Your career
3. Your work unit

1.What is the most common disciplinary behavior of students in the classroom?

2.What is the most common management method for students after disciplinary violations?

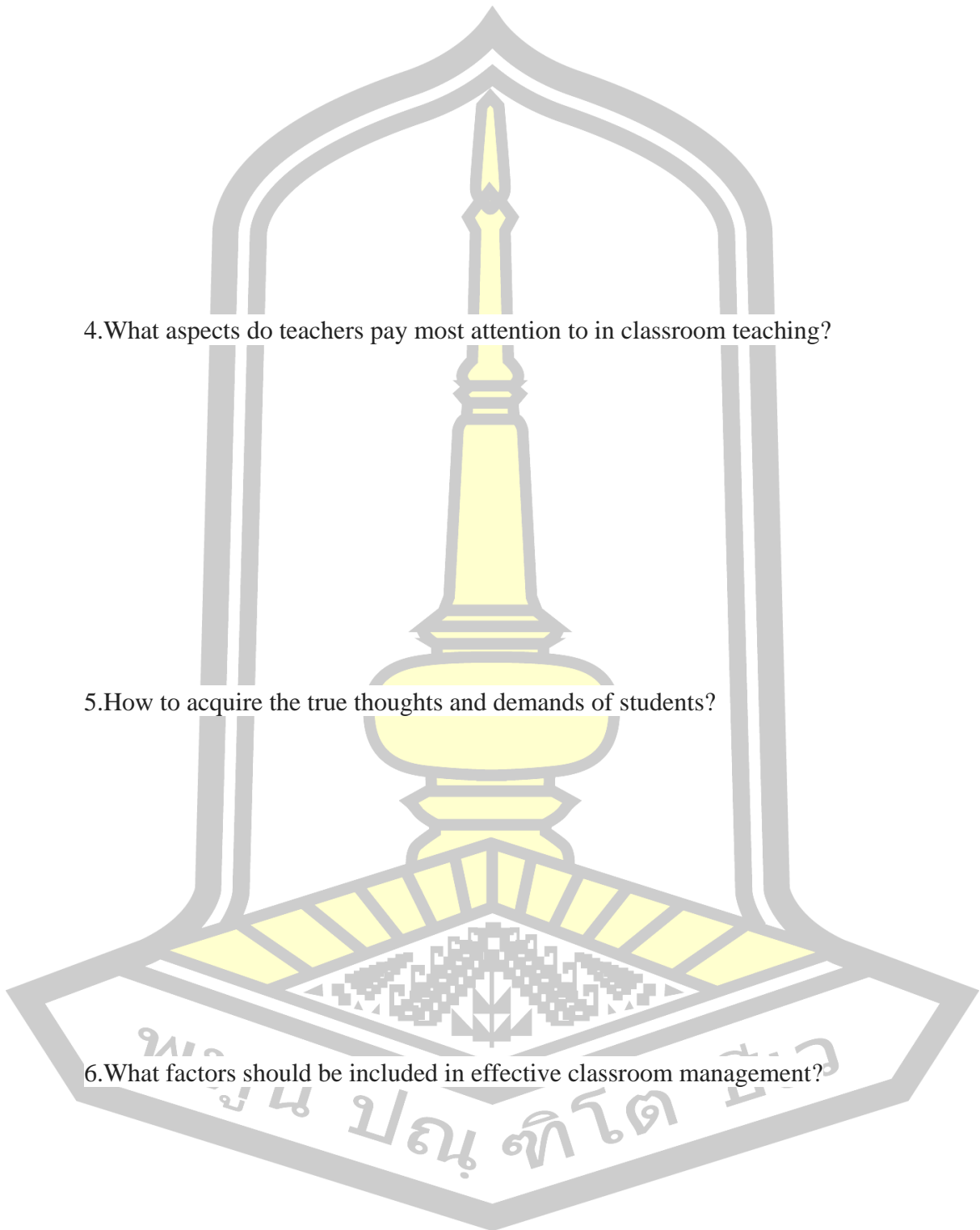


3.What specific problems do teachers have in classroom management?

4.What aspects do teachers pay most attention to in classroom teaching?

5.How to acquire the true thoughts and demands of students?

6.What factors should be included in effective classroom management?

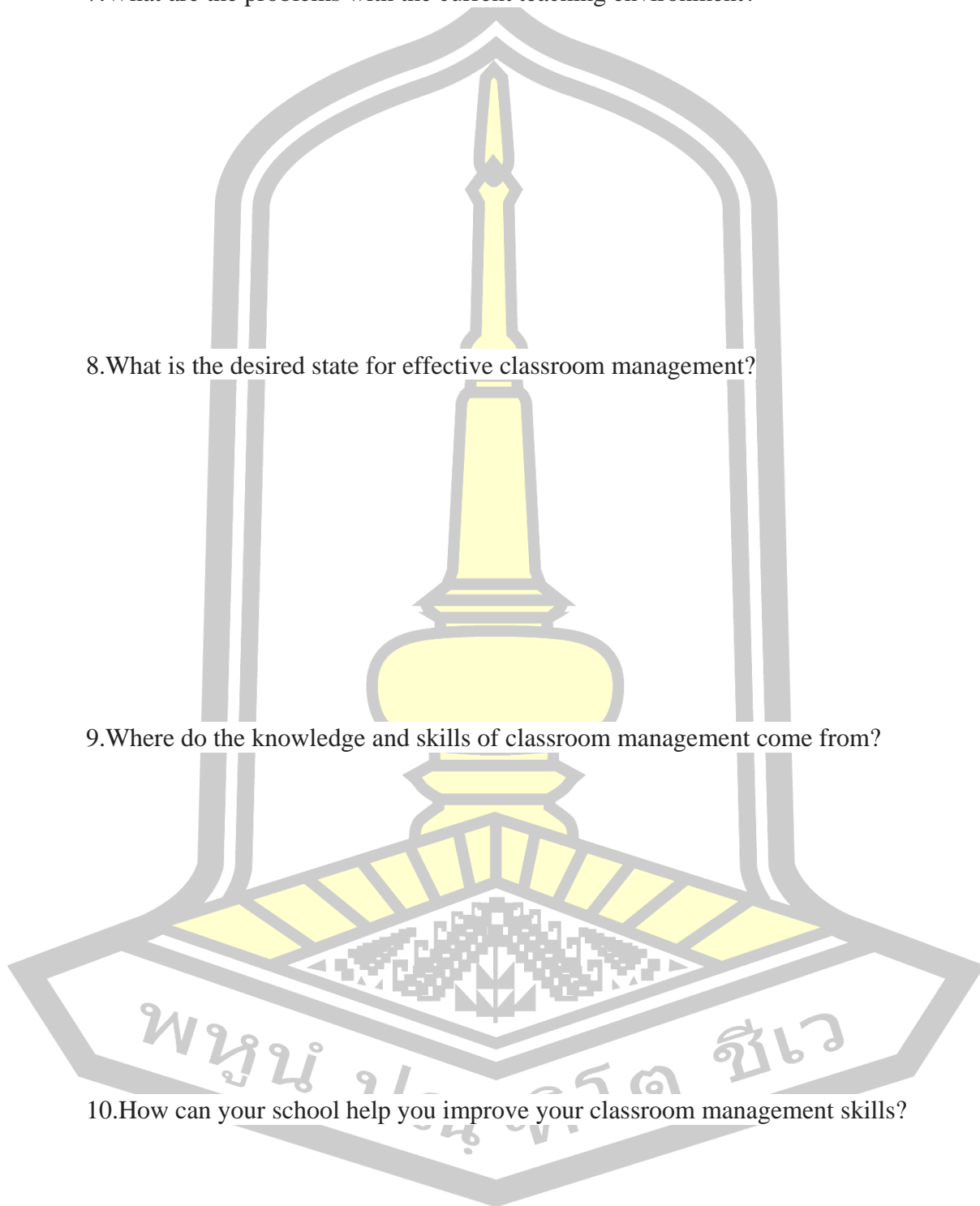


7.What are the problems with the current teaching environment?

8.What is the desired state for effective classroom management?

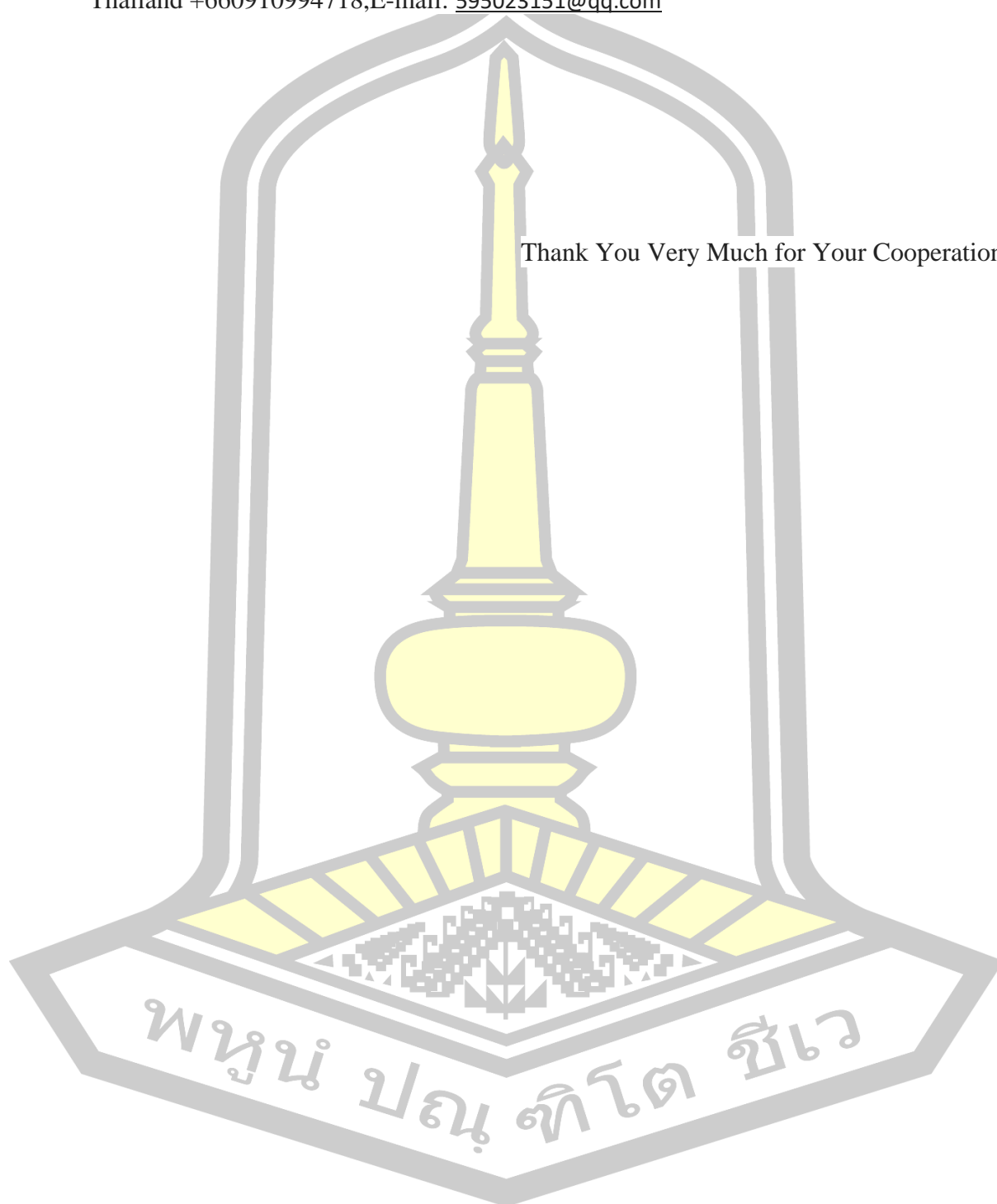
9.Where do the knowledge and skills of classroom management come from?

10.How can your school help you improve your classroom management skills?

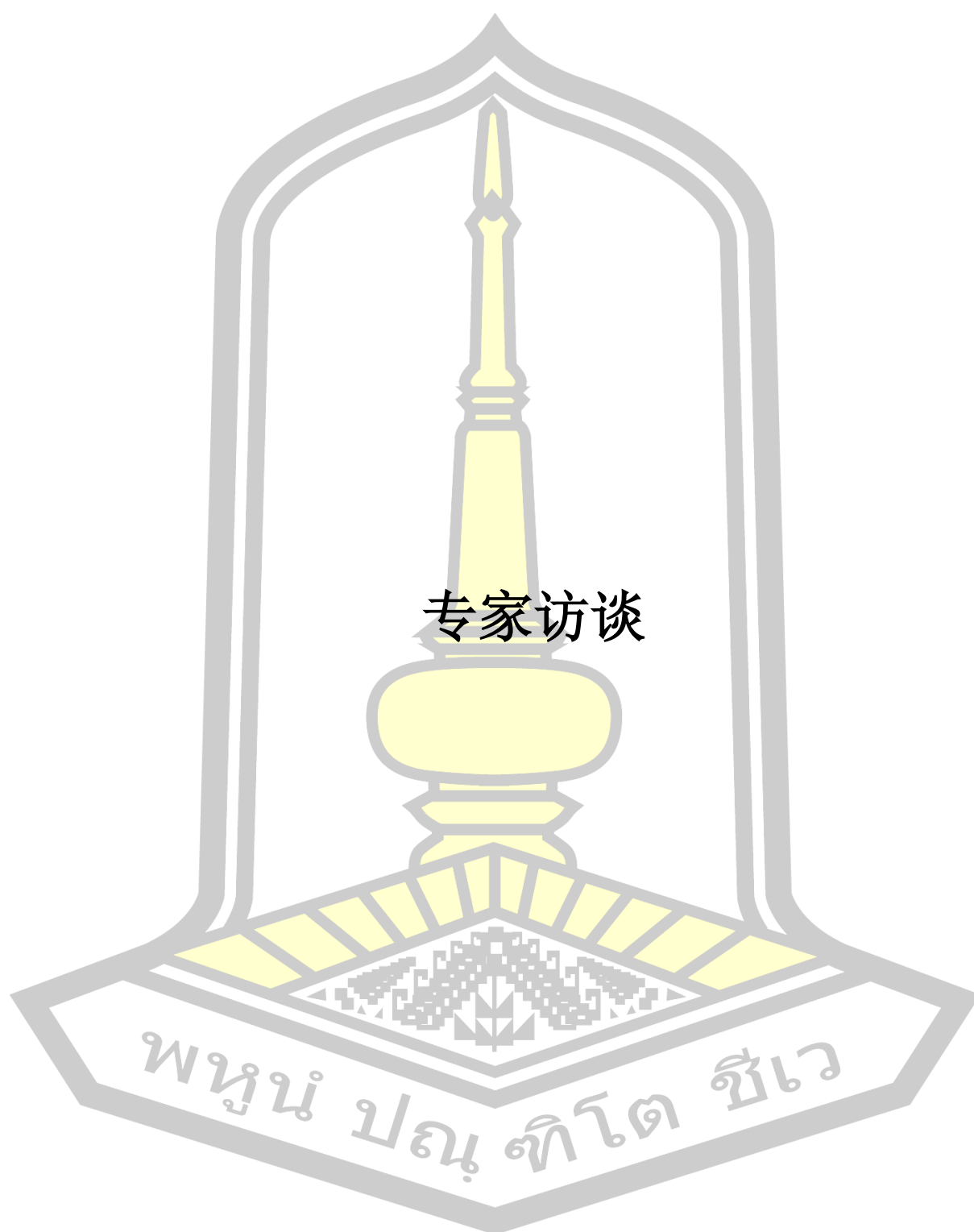


Should you have any inquiries regarding this research study, please contact the researcher, Mr Ding Kai, Faculty of Education, Mahasarakham University, Thailand +660910994718,E-mail: 595023151@qq.com

Thank You Very Much for Your Cooperation







关于河南艺术职业学院戏剧学院教师课堂

管理能力提升的访谈问题

个人信息

4. 您的姓名

5. 您的职业

6. 您的工作单位

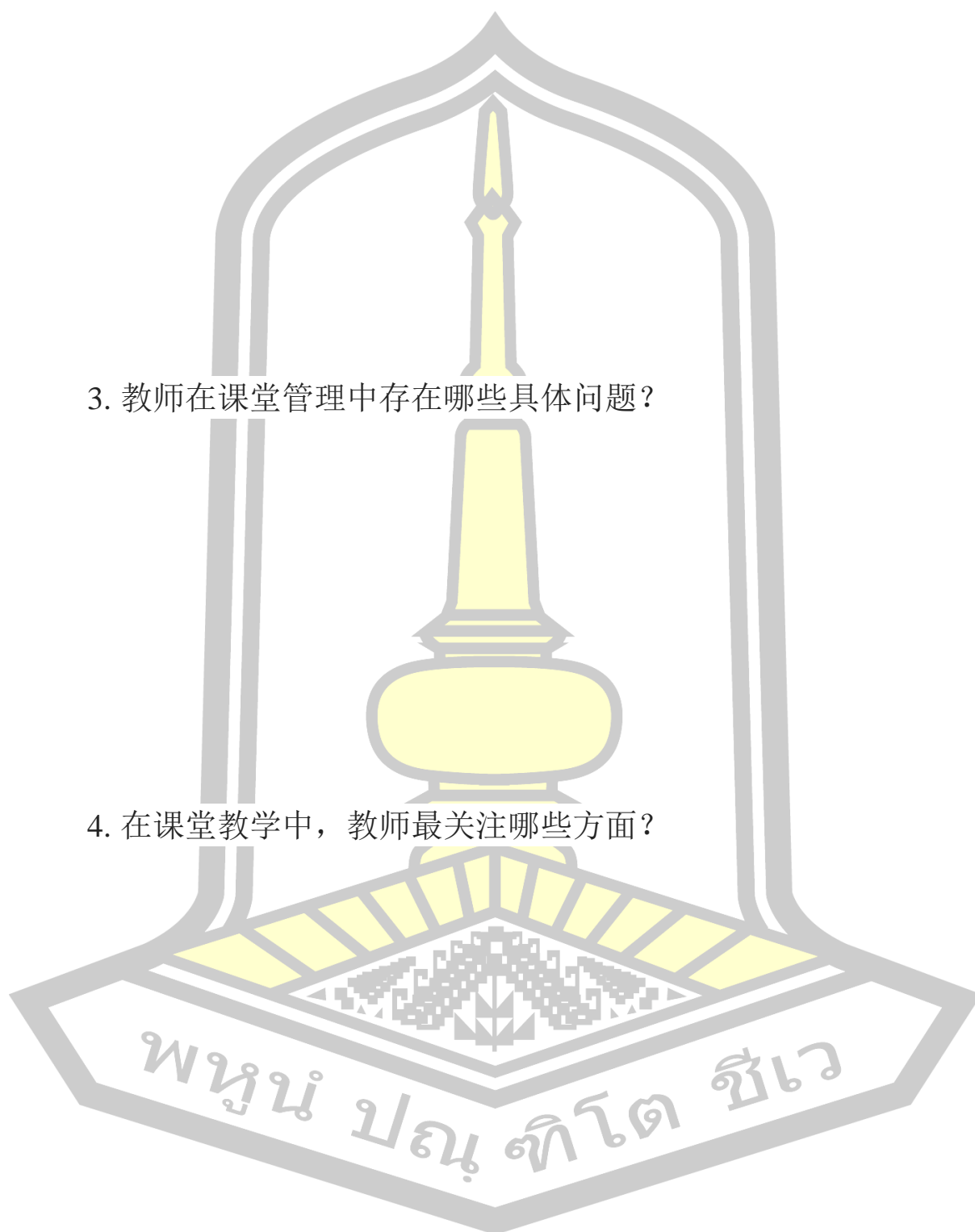
1. 学生在课堂上最常见的纪律行为是什么？

พูน ปณ จิต ชีเว

2. 在学生发生违纪行为后，最常见的管理方法是什么？

3. 教师在课堂管理中存在哪些具体问题？

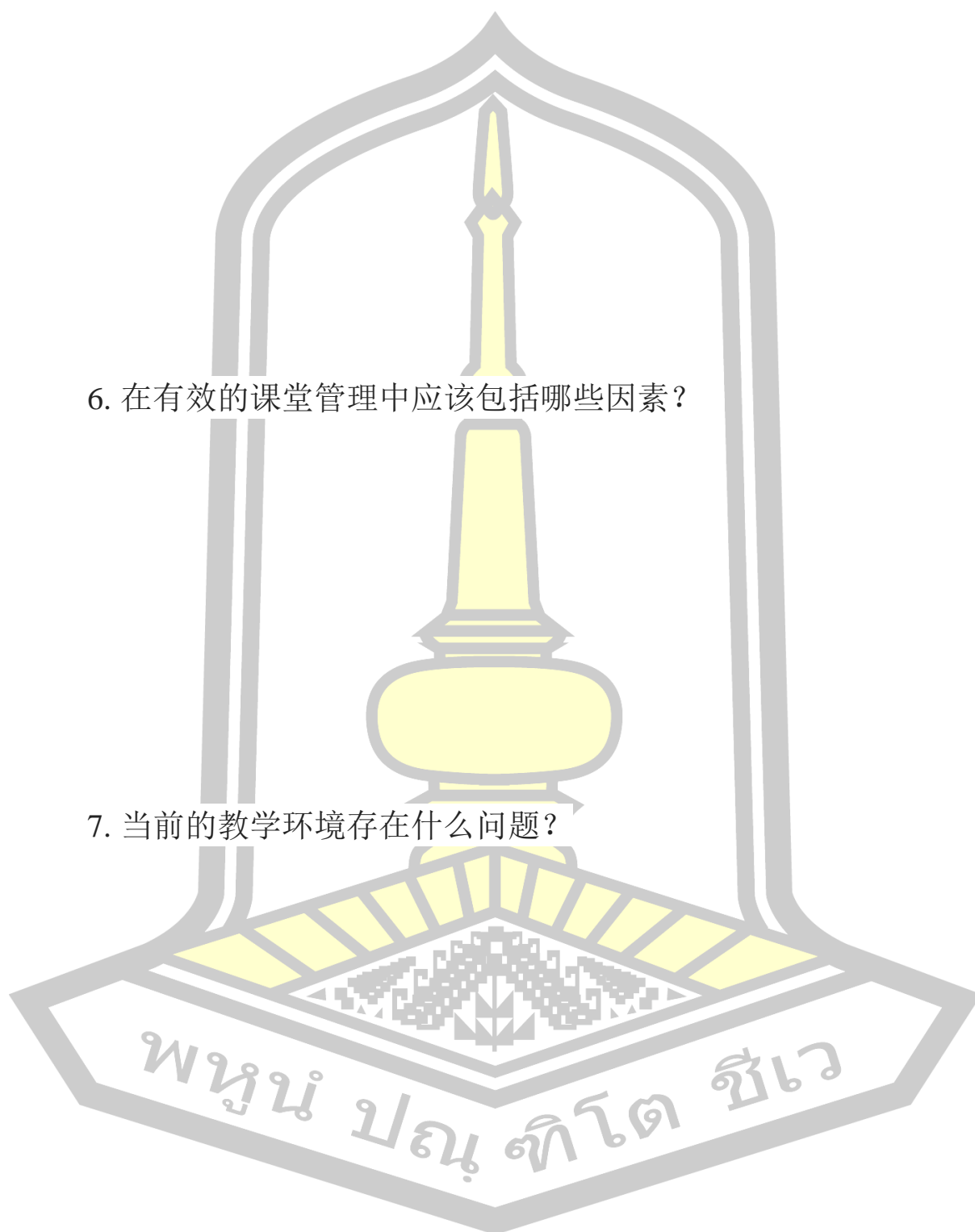
4. 在课堂教学中，教师最关注哪些方面？



5. 如何获得学生的真实思想和要求？

6. 在有效的课堂管理中应该包括哪些因素？

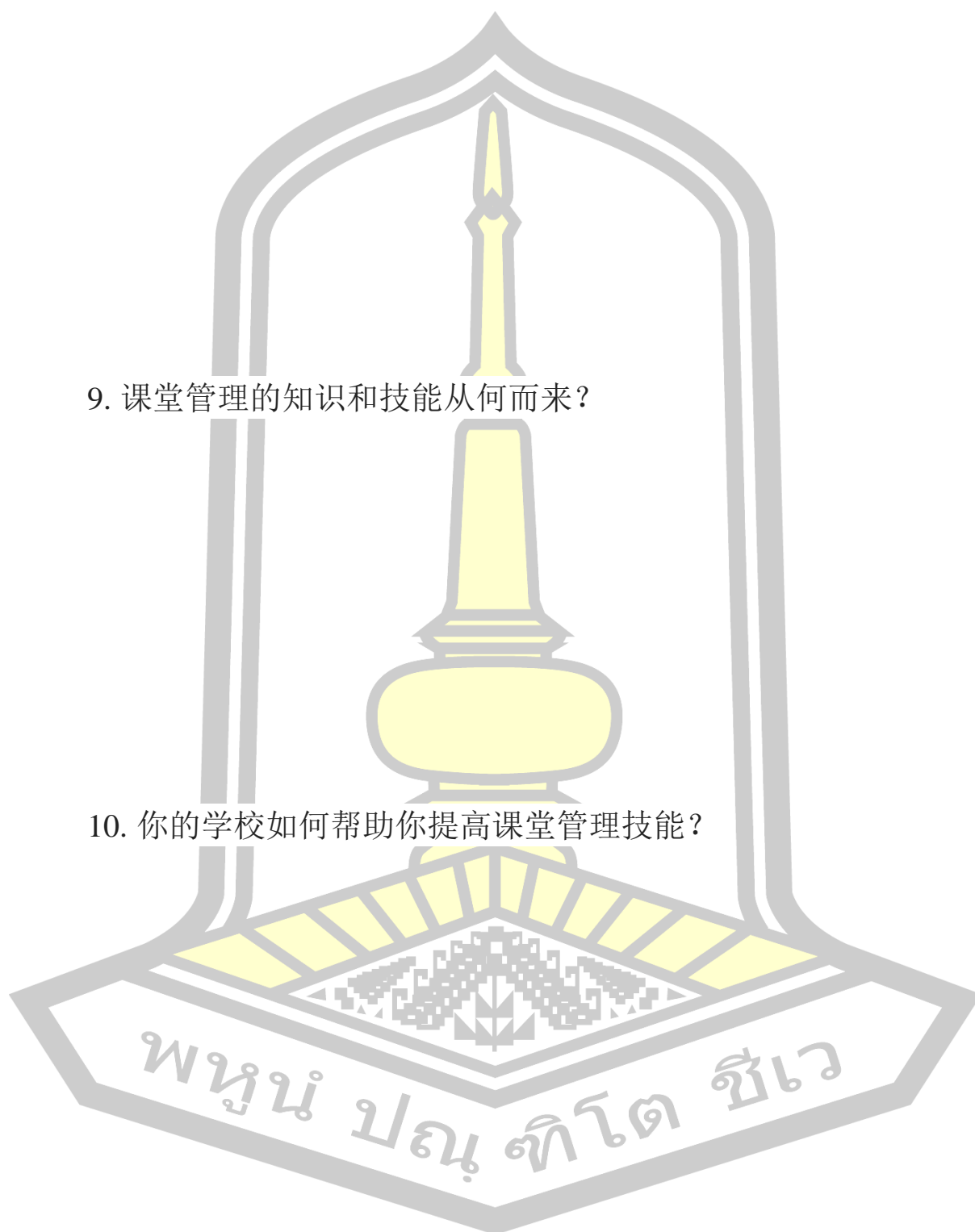
7. 当前的教学环境存在什么问题？



8. 有效的课堂管理的理想状态是什么？

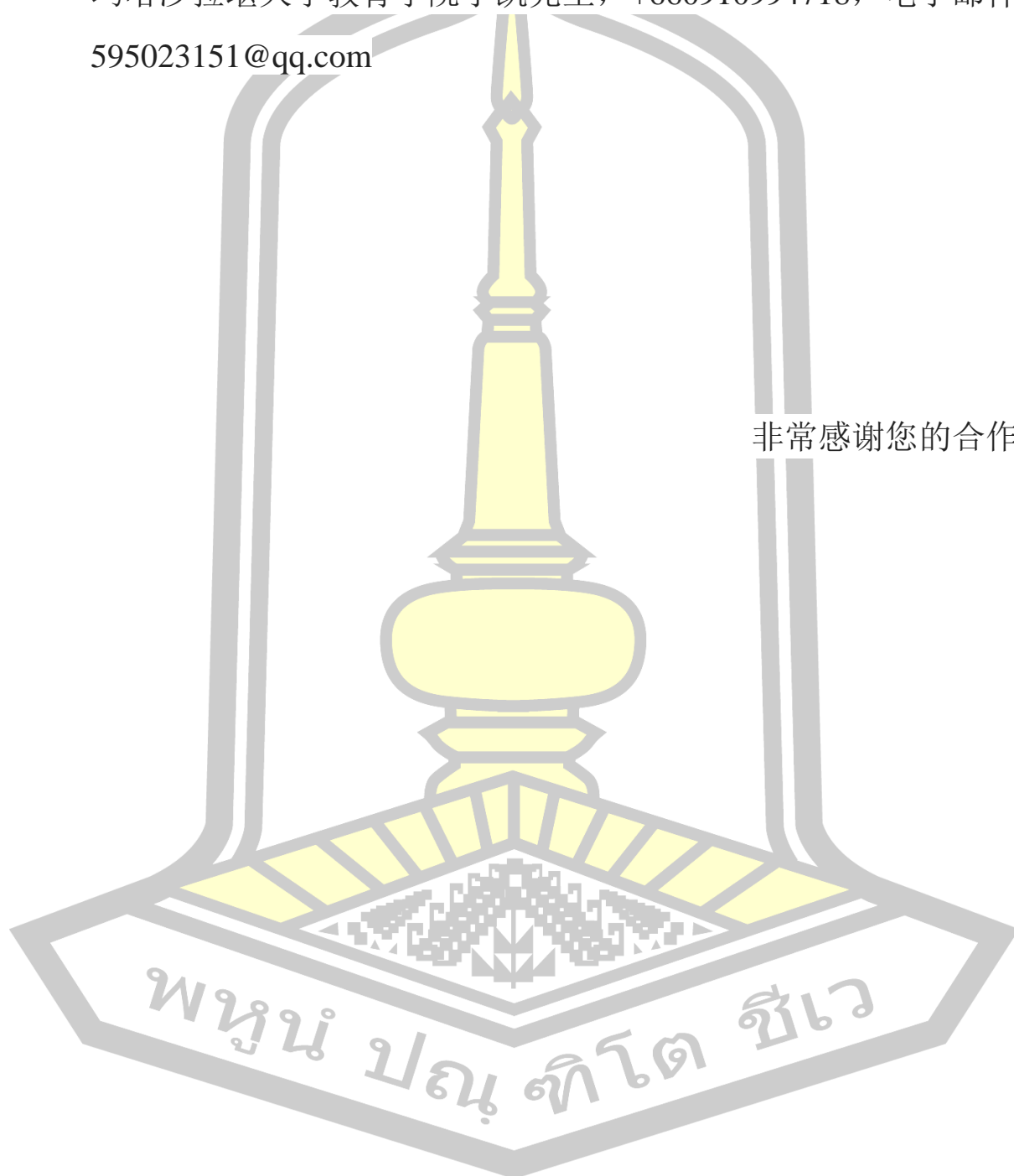
9. 课堂管理的知识和技能从何而来？

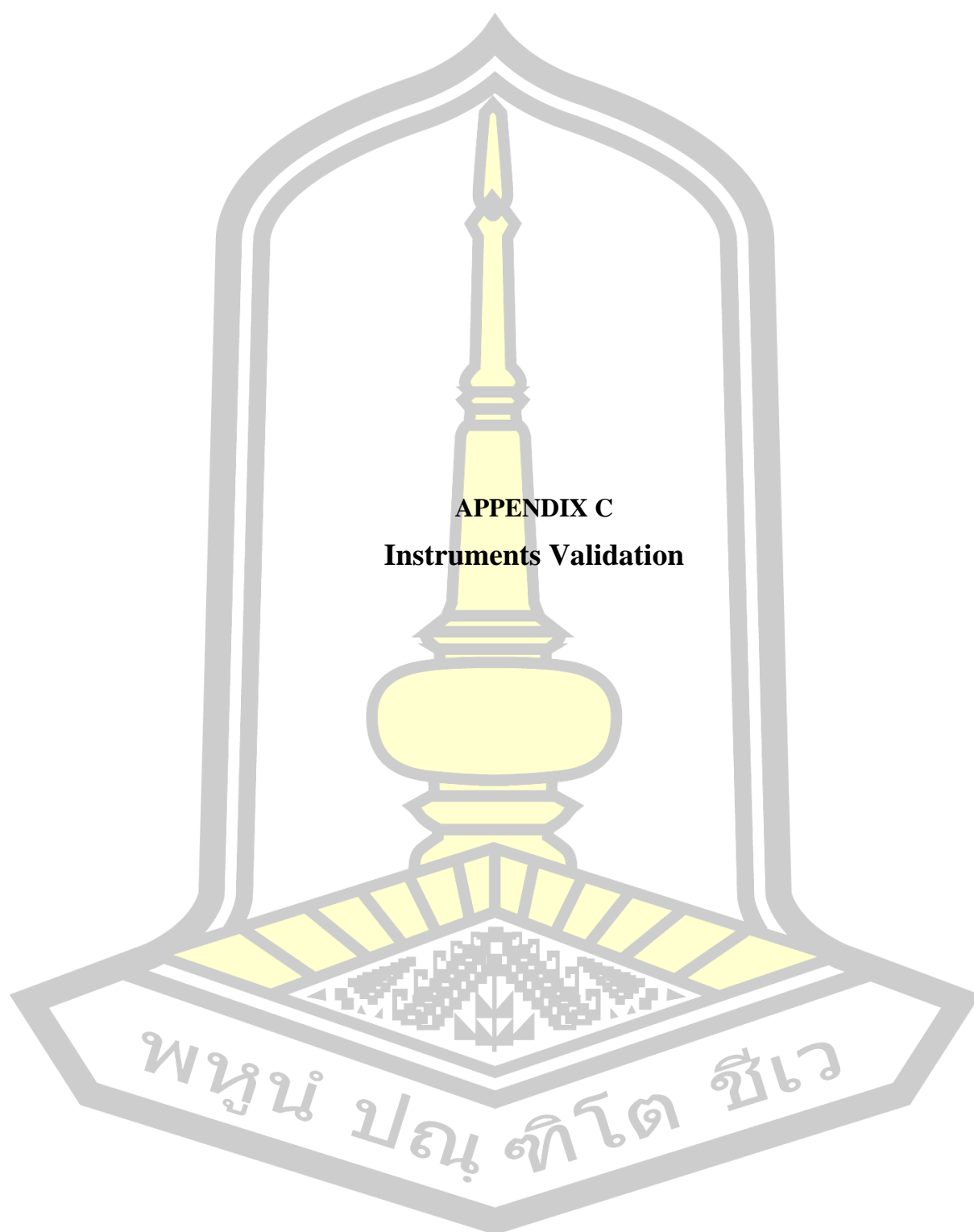
10. 你的学校如何帮助你提高课堂管理技能？



如果您对本研究有任何疑问，请联系研究人员，泰国
玛哈沙拉堪大学教育学院丁凯先生，+660910994718，电子邮件：
595023151@qq.com

非常感谢您的合作





IOC and Level of Agreement of Indicator Teacher's classroom management ability

Items	Experts					Total	IOC	Level of Agreement
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
1	1	1	1	1	1	5	1.00	Agree
2	1	1	1	1	1	5	1.00	Agree
3	1	1	1	1	1	5	1.00	Agree
4	1	1	1	1	1	5	1.00	Agree
5	1	1	1	1	1	5	1.00	Agree
6	1	1	1	1	1	5	1.00	Agree
7	1	1	1	1	1	5	1.00	Agree
8	1	1	1	1	1	5	1.00	Agree
9	1	1	1	1	1	5	1.00	Agree
10	1	1	1	1	1	5	1.00	Agree
11	1	1	1	1	1	5	1.00	Agree
12	1	1	1	1	1	5	1.00	Agree
13	1	1	1	1	1	5	1.00	Agree
14	1	1	1	1	1	5	1.00	Agree
15	1	1	0	1	1	4	0.80	Agree
16	1	1	1	1	1	5	1.00	Agree
17	1	1	1	1	1	5	1.00	Agree
18	1	1	1	1	1	5	1.00	Agree
19	1	1	1	1	1	5	1.00	Agree
20	1	1	1	1	1	5	1.00	Agree
21	1	1	1	1	1	5	1.00	Agree
22	1	1	1	1	1	5	1.00	Agree
23	1	1	1	1	1	5	1.00	Agree

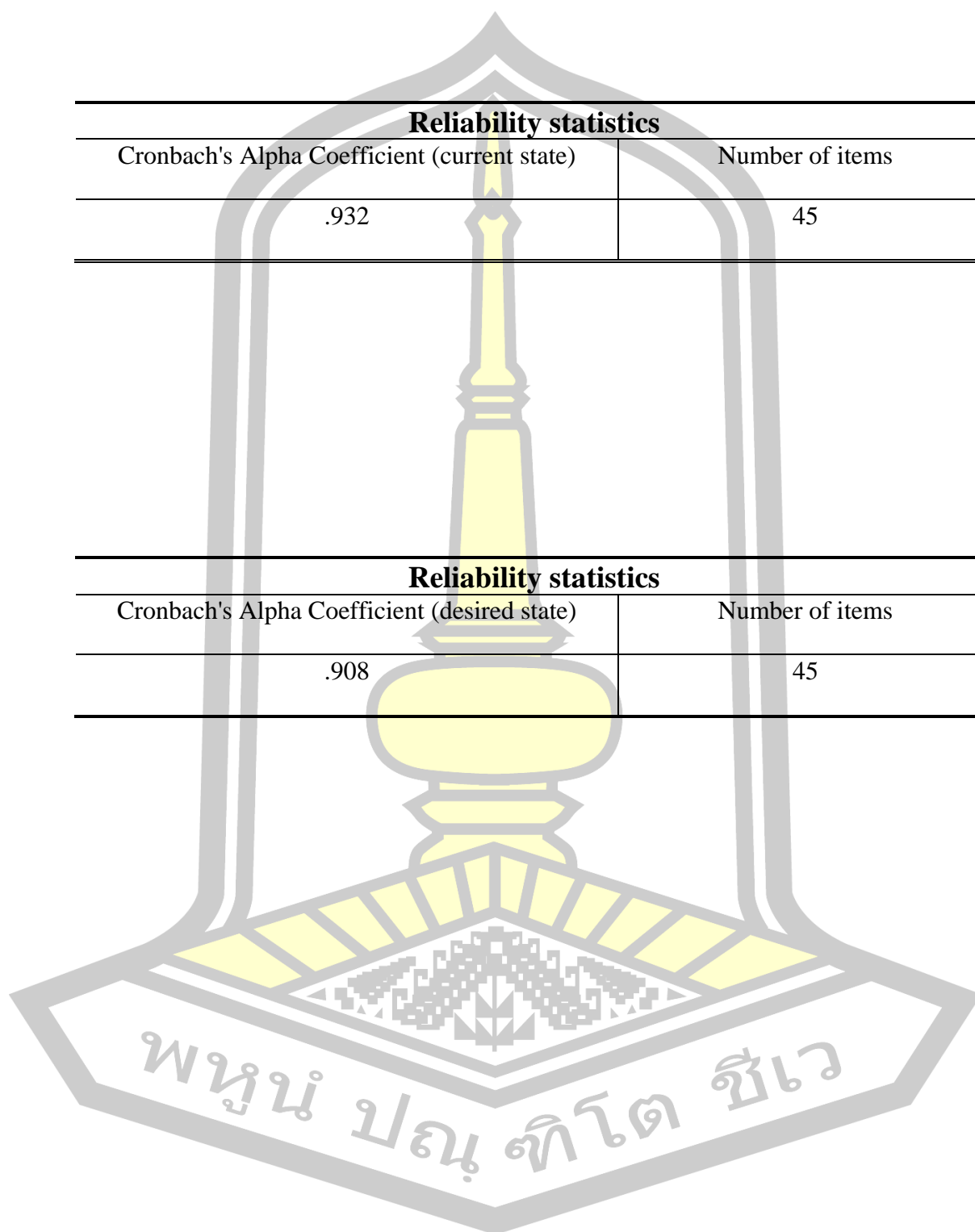
IOC (Continued)

Items	Experts					Total	IOC	Level of Agreement
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
24	1	1	1	1	1	5	1.00	Agree
25	1	1	1	1	1	5	1.00	Agree
26	1	1	1	1	1	5	1.00	Agree
27	1	1	1	1	1	5	1.00	Agree
28	1	1	1	1	1	5	1.00	Agree
29	1	1	1	1	1	5	1.00	Agree
30	1	1	1	1	1	5	1.00	Agree
31	1	1	1	1	1	5	1.00	Agree
32	1	1	1	1	1	5	1.00	Agree
33	1	1	1	1	1	5	1.00	Agree
34	1	1	1	1	1	5	1.00	Agree
35	1	1	1	1	0	4	0.80	Agree
36	1	1	1	1	1	5	1.00	Agree
37	1	1	1	1	1	5	1.00	Agree
38	1	1	1	1	1	5	1.00	Agree
39	1	1	1	1	1	5	1.00	Agree
40	1	1	1	1	1	5	1.00	Agree
41	1	1	1	1	1	5	1.00	Agree
42	1	1	1	1	1	5	1.00	Agree
43	1	1	1	1	1	5	1.00	Agree
44	1	1	1	1	1	5	1.00	Agree
45	1	1	1	1	1	5	1.00	Agree

Confidence level of the current state and desired state query

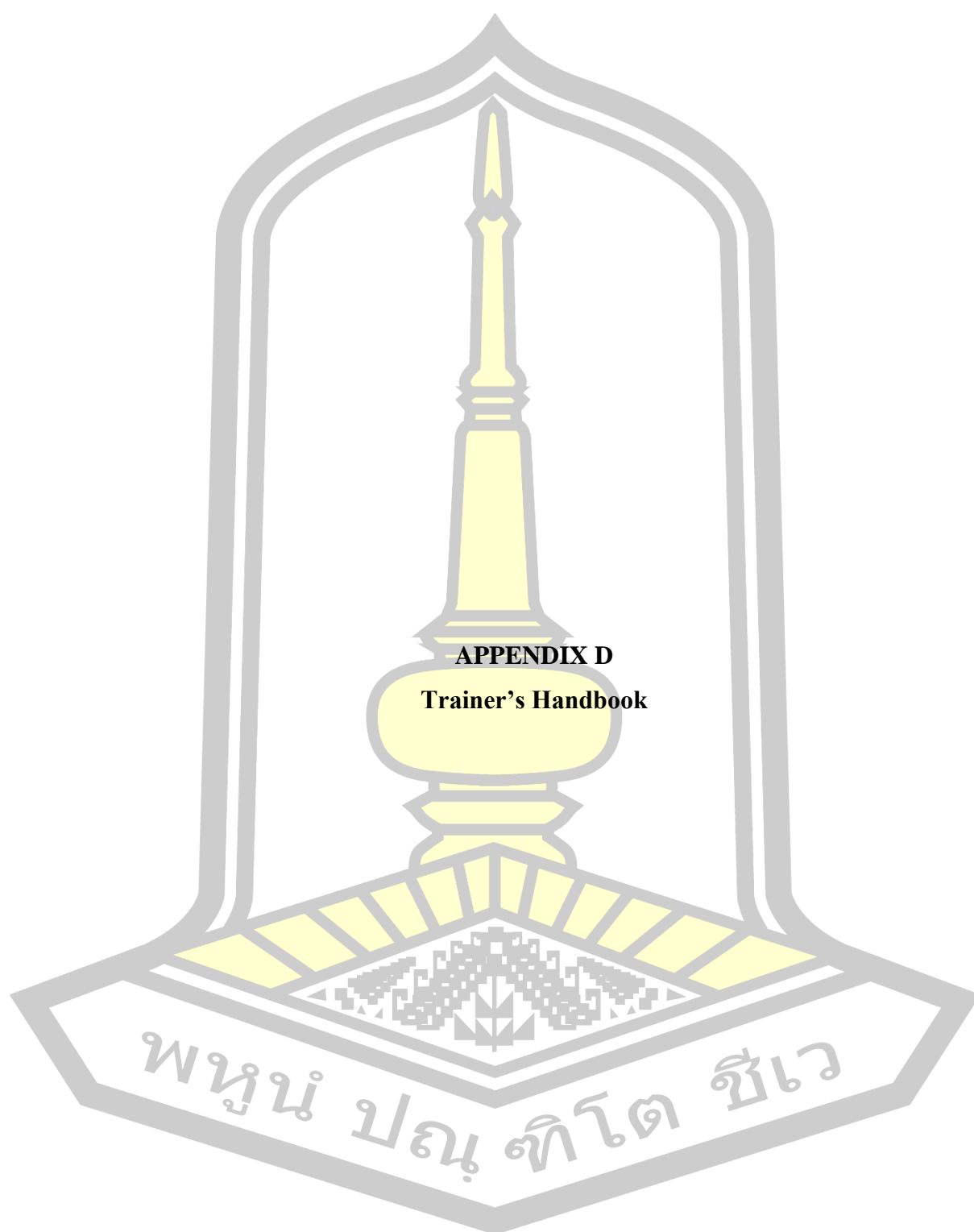
Reliability statistics	
Cronbach's Alpha Coefficient (current state)	Number of items
.932	45

Reliability statistics	
Cronbach's Alpha Coefficient (desired state)	Number of items
.908	45



Pearson's correlation coefficient of the questionnaire on the current status and desired state of Teacher's classroom management ability

No	Pearson's correlation coefficient (r_{xy})		No	Pearson's correlation coefficient (r_{xy})	
	Current status	Desired state		Current status	Desired state
1	.530	.786	24	.698	.755
2	.465	.777	25	.675	.691
3	.562	.792	26	.753	.751
4	.578	.762	27	.675	.636
5	.623	.753	28	.705	.718
6	.757	.755	29	.679	.689
7	.689	.763	30	.651	.762
8	.751	.698	31	.785	.783
9	.698	.788	32	.771	.632
10	.647	.779	33	.763	.775
11	.652	.623	34	.768	.715
12	.748	.754	35	.679	.776
13	.670	.762	36	.596	.737
14	.569	.781	37	.728	.698
15	.698	.729	38	.717	.761
16	.636	.779	39	.730	.650
17	.647	.698	40	.698	.751
18	.637	.715	41	.676	.750
19	.638	.791	42	.765	.795
20	.745	.765	43	.659	.768
21	.699	.693	44	.723	.810
22	.748	.759	45	.755	.799
23	.739	.784			



Day 1

Day 1 AM	8:30—9:00	9:00—9:15	9:15—9:30	9:30—9:45	10:00—11:00	11:00—12:00
Cultivate content	Opening ceremony	Description of training objectives	Program introduction	Training rules	Advance assessment	Question expound
Cultivate place	lecture hall	lecture hall	lecture hall	lecture hall	School room	School room
Join personnel	College leader	Participant	Participant	Participant	Participant	Participant
Day 1 PM	13:00—14:30	14:45—15:30	15:30—16:00			
Cultivate content	Report lectures	Case analysis	Experience exchange	9:45—10:00	Tea Break	
				12:00—13:00	For lunch time	
Cultivate place	lecture hall	lecture hall	School room	14:30—14:45	Tea Break	
Join personnel	lecturer	Participant	Participant			

Day 2

Day 2 AM	8:30—10:00	10:15—11:00	11:00—12:00	
Cultivate content	Classroom demonstration	Research discussion	Group activity	
Cultivate place	School room	School room	School room	
Join personnel	Professional personnel	Participant	Participant	10:00—10:15 Tea Break 12:00—13:00 For lunch time 14:30—14:45 Tea Break
Day 2 PM	13:00—14:30	14:45—15:30	15:30—16:00	
Cultivate content	Interactive practice	Research discussion	Experience exchange	
Cultivate place	School room	School room	School room	
Join personnel	Participant	Participant	Participant	

Day 3

Day 3 AM	8:30—10:00	10:15—11:30	11:30—12:00	
Cultivate content	Interactive practice	Case analysis	Experience exchange	10:00—10:15 Tea Break 12:00—13:00
Cultivate place	School room	School room	School room	For lunch time 14:00—14:15 Tea Break
Join personnel	Participant	Participant	Participant	
Day 3 PM	13:00—14:00	14:15—15:15	15:15—15:45	15:45—16:15
Cultivate content	Group activity	Interactive practice	Experience exchange	Evaluation summary
Cultivate place	School room	School room	School room	School room
Join personnel	Participant	Participant	Participant	Participant

Day 4

Day 4 AM	8:30—9:45	10:00—11:00	11:00—12:00
Cultivate content	Report lectures	Research discussion	Group activity
Cultivate place	lecture hall	School room	School room
Join personnel	lecturer	Participant	Participant
Day 4 PM	13:00—16:00		
Cultivate content	Case analysis	9:45—10:00 Tea Break	
Cultivate place	Sister school	12:00—13:00 For lunch time	
Join personnel	Participant		

Day 5

Day 5 AM	8:30—9:30	9:45—11:10	11:10—12:00	
Cultivate content	Research discussion	Classroom demonstration	Interactive practice	
Cultivate place	School room	School room	School room	
Join personnel	Participant	Professional personnel	Participant	9:30—9:45 Tea Break 12:00—13:00 For lunch time 14:00—14:15 Tea Break
Day 5 PM	13:00—14:00	14:15—15:25	15:25—16:00	
Cultivate content	Experience exchange	Interactive practice	Evaluation summary	
Cultivate place	School room	School room	School room	
Join personnel	Senior teacher	Participant	Participant	

Day 6

Day 6 AM	8:30—9:30	9:45—11:00	11:00—12:00
Cultivate content	Report lectures	Interactive practice	Experience exchange
Cultivate place	lecture hall	School room	School room
Join personnel	lecturer	Participant	Senior teacher
Day 6 PM	13:00—14:30	14:45—16:00	
Cultivate content	Classroom demonstration	Interactive practice	9:30—9:45 Tea Break 12:00—13:00 For lunch time
Cultivate place	Lecture hall	School room	14:30—14:45 Tea Break
Join personnel	Professional personnel	Participant	

Day 7

Day 7 AM	8:30—8:45	8:45—9:45	10:00—12:00	
Cultivate content	Research discussion	Group activity	Case analysis	9:45—10:00 Tea Break 12:00—13:00
Cultivate place	School room	lecture hall	lecture hall	For lunch time 13:45—14:00 Tea Break
Join personnel	Participant	Participant	Participant	
Day 7 PM	13:00—13:15	13:15—13:45	14:00—15:30	15:30—16:00
Cultivate content	Research discussion	Evaluation summary	Report lectures	Experience exchange
Cultivate place	School room	School room	lecture hall	School room
Join personnel	Participant	Participant	lecturer	Participant

Day 8

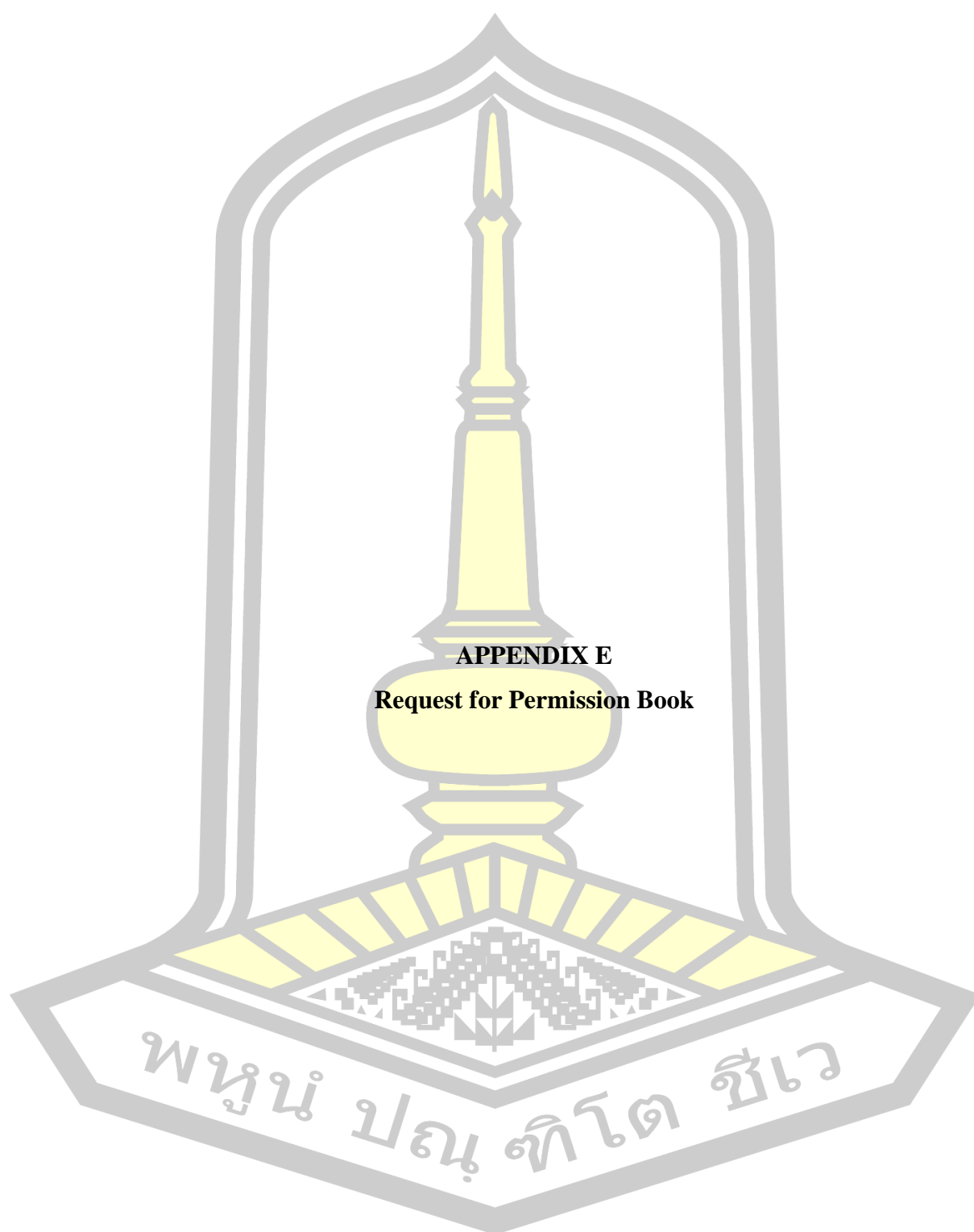
Day 8 AM	8:30—11:30	11:30—12:00	<p>12:00—13:00 For lunch time</p> <p>The tea breaks in the morning and afternoon are arranged by the school-enterprise cooperation units according to the actual situation on the site</p>
	Cultivate content	Case analysis	
Cultivate place	School-enterprise cooperation unit	School-enterprise cooperation unit	
Join personnel	Participant	Participant	
Day 8 PM	13:00—15:00	15:00—16:00	
	Cultivate content	Group activity	
	Cultivate place	School-enterprise cooperation unit	
	Join personnel	Participant	
		Interactive practice	
		School-enterprise cooperation unit	
		Participant	

Day 9

Day 9 AM	8:30—9:30	9:45—11:00	11:00—12:00	
Cultivate content	Classroom demonstration	Interactive practice	Research discussion	
Cultivate place	lecture hall	Multimedia classroom	School room	
Join personnel	Professional personnel	Participant	Participant	9:30—9:45 Tea Break 12:00—13:00 For lunch time 14:00—14:15 Tea Break
Day 9 PM	13:00—14:00	14:15—16:00	16:00—16:30	
Cultivate content	Classroom demonstration	Interactive practice	Evaluation summary	
Cultivate place	Multimedia classroom	Multimedia classroom	Multimedia classroom	
Join personnel	Professional personnel	Participant	Participant	

Day10

Day10 AM	8:00—8:50	8:50—9:25	9:40—10:40	10:40—11:40	
Cultivate content	Report lectures	Research discussion	Group activity	Classroom demonstration	9:25—9:40 Tea Break 11:40—12:40 For lunch time
Cultivate place	lecture hall	School room	School room	lecture hall	14:40—14:55 Tea Break 17:30—19:00 Dine together
Join personnel	lecturer	Participant	Participant	Professional personnel	
Day 10 PM	12:40—14:40	14:55—15:55	15:55—16:55	16:55—17:30	19:00—19:45
Cultivate content	Case analysis	Experience exchange	Interactive practice	Evaluation summary	Closing ceremony and certificate presentation ceremony
Cultivate place	lecture hall	lecture hall	lecture hall	lecture hall	lecture hall
Join personnel	Participant	Model teacher	Participant	Participant	School leader





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Center for International Affairs

MHERSI No. 0605.5 (2)/ CL5109

Date: November 2, 2023

To: **Whom It May Concern**

HENAN VOCATIONAL INSTITUTE OF ARTS,
Zhengzhou City, Henan Province, China

Subject: Data Collection Permission Request

Our student, **Mr. Ding Kai**, student number **64010561022**, majoring in the **Ed.D. Educational Administration and Development Program** is currently undertaking a research project titled **"Program to Enhance Teachers' Competency On Classroom Management in Drama School, HeNan Vocational Institute of Arts"** under the guidance of Asst. Prof. Thatchai Chittranun.

To ensure this project's success and quality, we seek your permission to allow our students to process data collection within your institution.

The details of the data collection are as follows:

Thesis title: **Program to Enhance Teachers' Competency On Classroom Management in Drama School, HeNan Vocational Institute of Arts**

The period of data collection: **November 2023 to December 2023.**

We believe that your institution provides a valuable environment and resources that are essential for the successful execution of this research. The data collection process will be carried out diligently and with the utmost respect for your institution's policies and procedures. We acknowledge that the student has made the necessary preparations, including obtaining the Thesis title approval from our institution.

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Yours sincerely,

Assoc. Prof. Chowwalit Chookhampaeng

Dean, Faculty of Education,
Mahasarakham University



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MHERSI No. 0605.5 (2)/ CL5109

Date: November 2, 2023

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Henan University,
Kaifeng City, Henan Province, China

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Zhengzhou City, Henan Province, China

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Date: November 2, 2023

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Zhengzhou SIAS University,
Zhengzhou City, Henan Province, China

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Center for International Affairs

MHERSI No. 0605.5 (2)/CL35

Date: January, 3 2024

To:

Dr. Surachet Noirid,
Faculty of Education, Mahasarakham University

Subject:

Thesis Reviewer Invitation

Our student, **Mr. Ding Kai**, student ID **64010561022** majoring in the **Ed.D. Educational Administration and Development** program is currently undertaking a research project titled **" Program to Enhance Teachers' Competency on Classroom Management in Drama School, HeNan Vocational Institute of Art "** under the guidance of Asst. Prof. Thatchai Chittranun.

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Dean, Faculty of Education,
Mahasarakham University



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Center for International Affairs

MHERSI No. 0605.5 (2)/CL35

Date: January, 3 2024

To:

Assoc. Prof. Pacharawit Chansirisira,
Faculty of Education, Maharakham University

Subject:

Thesis Reviewer Invitation

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Maharakham University



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Center for International Affairs

MHERSI No. 0605.5 (2)/CL35

Date: January, 3 2024

To:

Assoc. Prof. Suwat Julsuwan,
Faculty of Education, Maharakham University

Subject:

Thesis Reviewer Invitation

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Center for International Affairs

MHERSI No. 0605.5 (2)/CL35

Date: January, 3 2024

To:

Prof. Lu Shan

Academy of Drama, Henan Vocational institute of arts,
China

Subject:

Thesis Reviewer Invitation

Our student, **Mr. Ding Kai**, student ID **64010561022** majoring in the **Ed.D. Educational Administration and Development** program is currently undertaking a research project titled **" Program to Enhance Teachers' Competency on Classroom Management in Drama School, HeNan Vocational Institute of Art "** under the guidance of Asst. Prof. Thatchai Chittranun.

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Center for International Affairs

MHERSI No. 0605.5 (2)/CL35

Date: January, 3 2024

To:

Prof. Liu Jing

Personnel division, Henan Vocational institute of arts

Subject:

Thesis Reviewer Invitation

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Center for International Affairs

MHERSI No. 0605.5 (2)/CL35

Date: January, 3 2024

To:

Prof. Li Tian Shu

Basic teaching department,
Henan Vocational institute of arts

Subject:

Thesis Reviewer Invitation

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Center for International Affairs

MHERSI No. 0605.5 (2)/CL35

Date: January, 3 2024

To:

Professor Zhang GuoQiang
Henan Academy of Dramatic Arts

Subject:

Thesis Reviewer Invitation

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Center for International Affairs

MHERSI No. 0605.5 (2)/CL35

Date: January, 3 2024

To:

Prof. Xu Yan

Vice Dean of the School of Music,
Henan University

Subject:

Thesis Reviewer Invitation

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Center for International Affairs

MHERSI No. 0605.5 (2)/CL35

Date: January, 3 2024

To:

Professor Zhao ChenGuang

Basic teaching department,
Henan Vocational institute of arts

Subject:

Thesis Reviewer Invitation

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Date: January, 3 2024

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Professor Song ShaSha
Henan Academy of Dramatic Arts

Subject:

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Date: January, 3 2024

To:

Prof. Wei Ran

Zhengzhou SIAS University

Subject:

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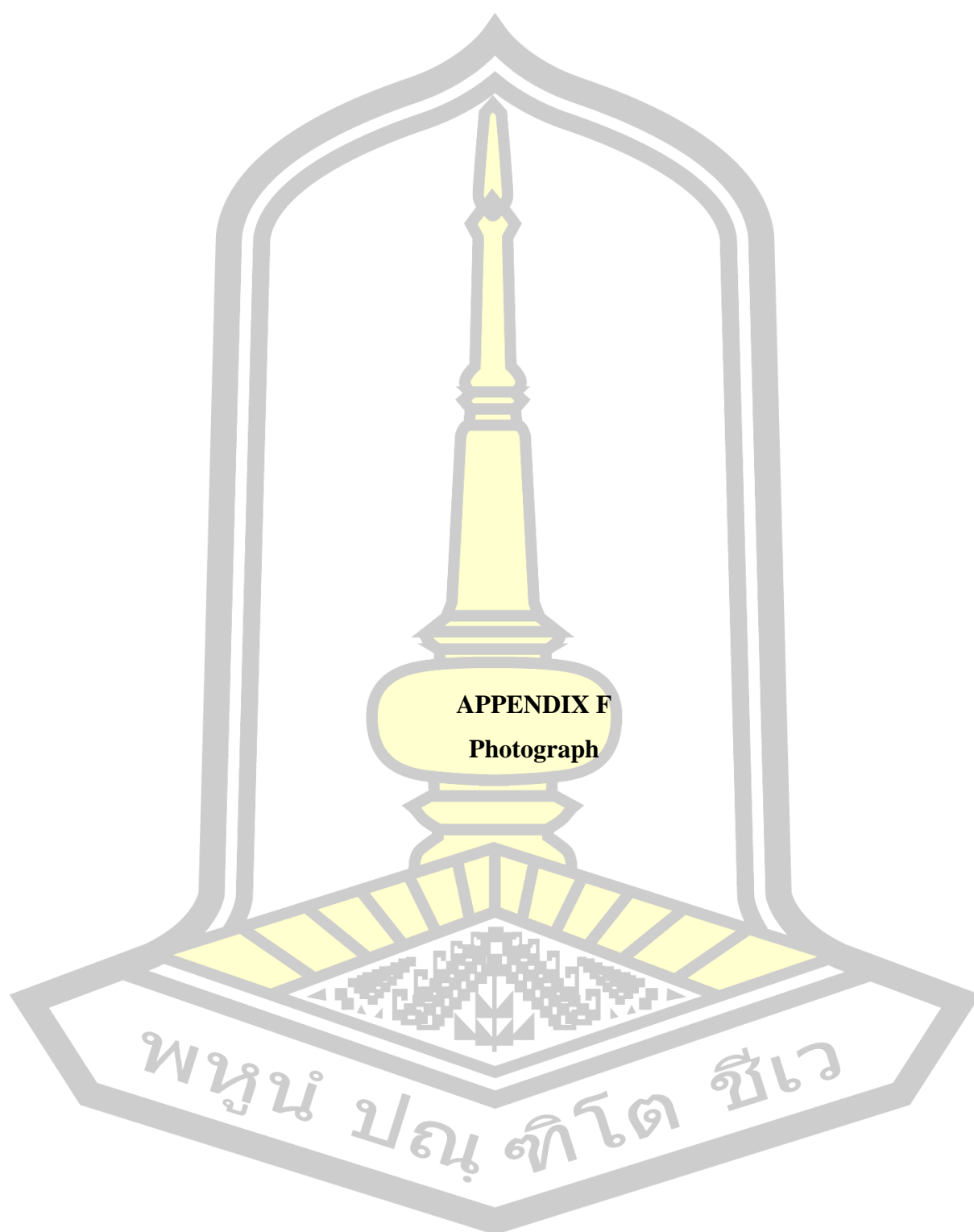
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Mahasarakham University





พูน ปณ ทิโต ขว

The researcher is with the thesis committee advisor



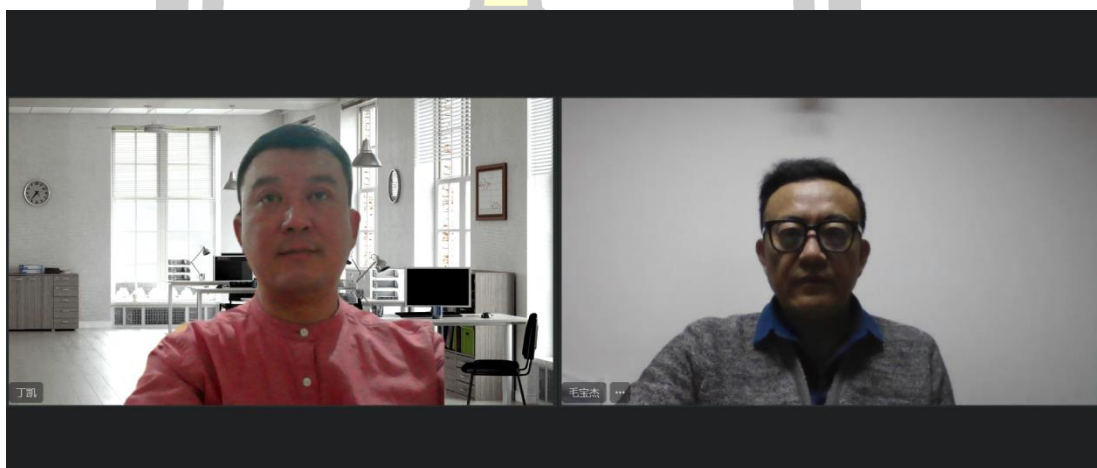
The supervisor guided the thesis



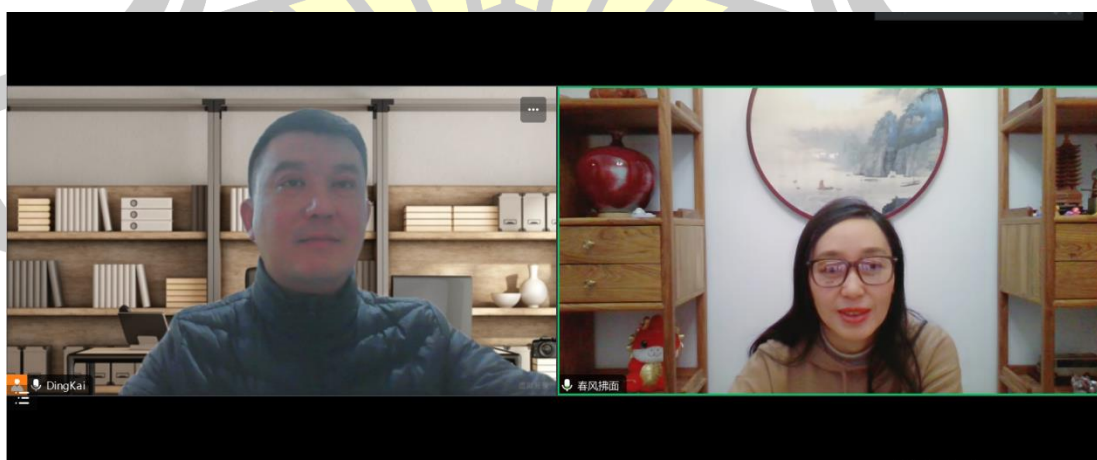
Researchers participate in thesis proposal defense



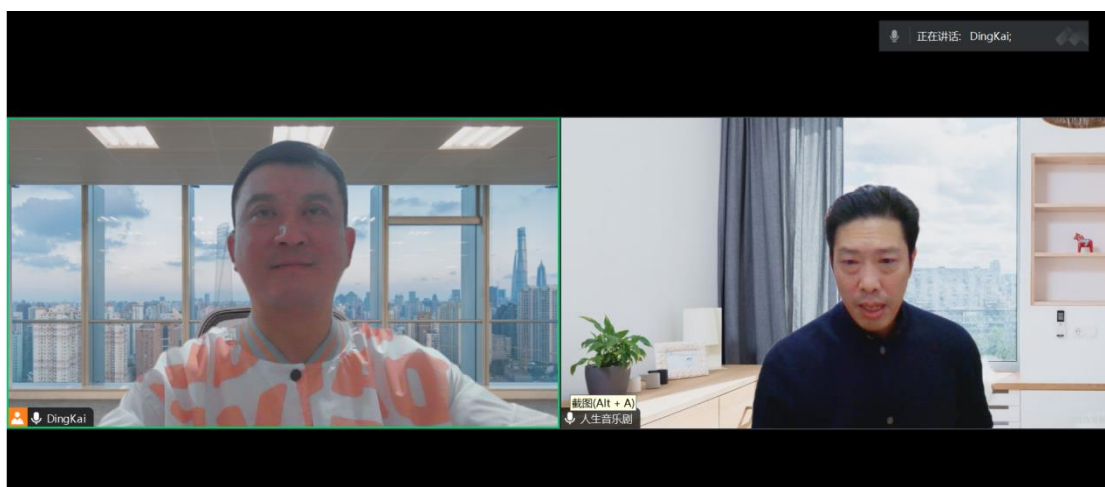
The researchers sent interview invitations to the experts in the form of text messages



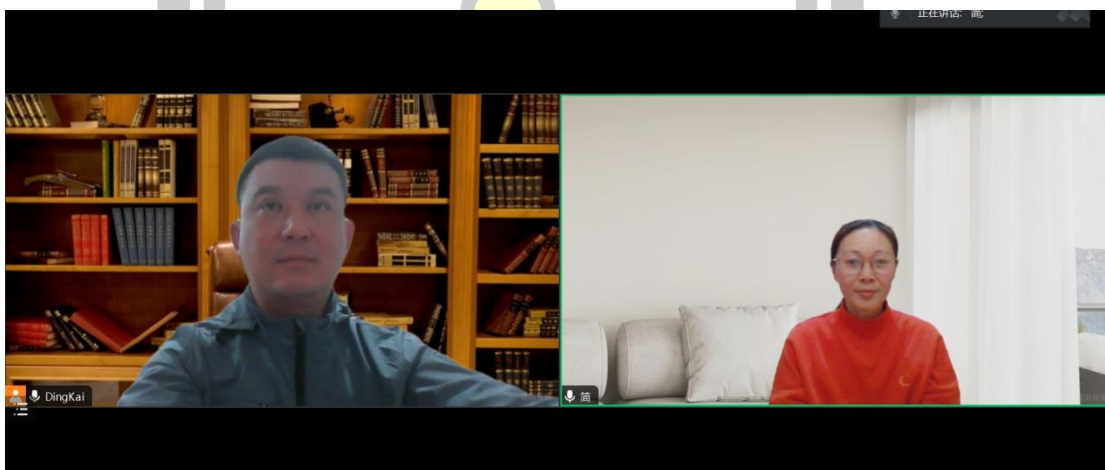
Researchers conducted online interviews with Expert 1



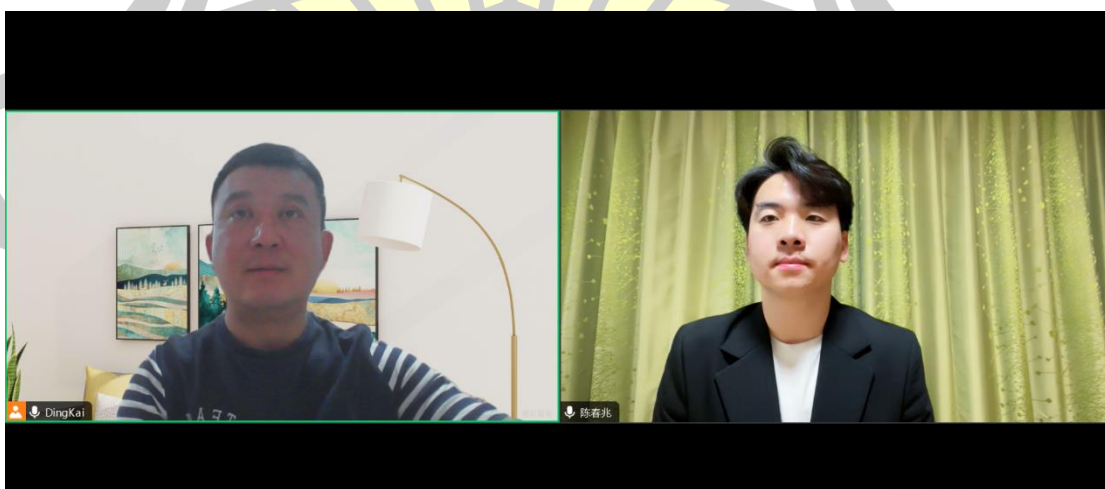
Researchers conducted online interviews with Expert 2



Researchers conducted online interviews with Expert 3



Researchers conducted online interviews with Expert 4



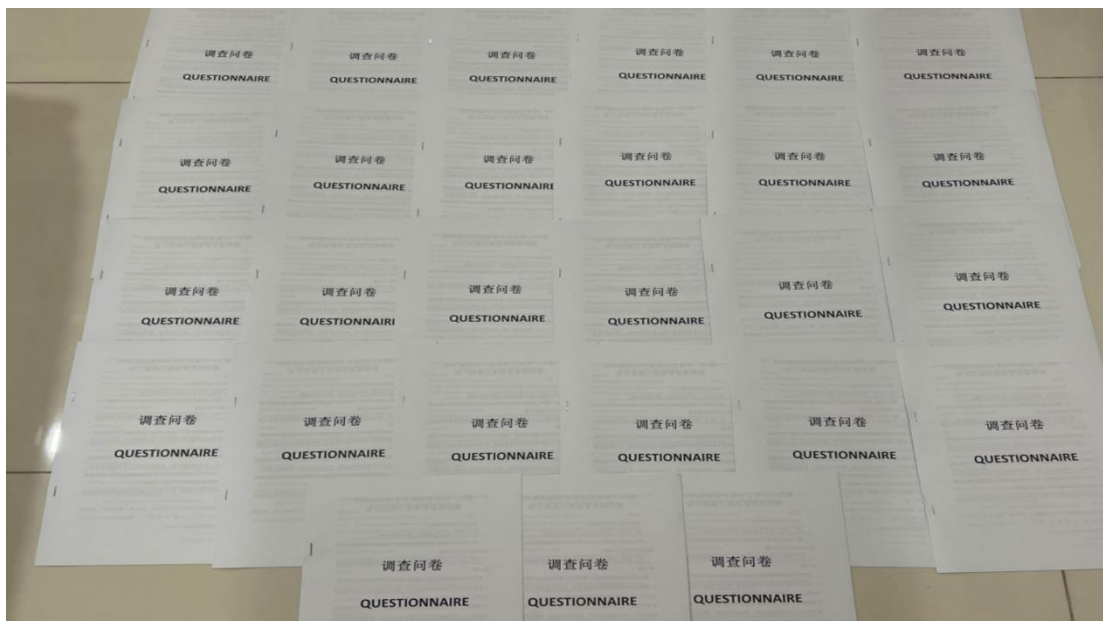
Researchers conducted online interviews with Expert 5



Participants were given questionnaires and instructions



Participants filled out questionnaires



The researchers collected a total of 27 questionnaires and analyzed the data



The researcher directs the preparatory work and explains the training rules before the Program is developed



The opening ceremony of the Program to improve teachers' classroom management ability in Drama School of Henan Vocational institution of Arts



Lecturing experts give lectures on the development of classroom routines in Module 1



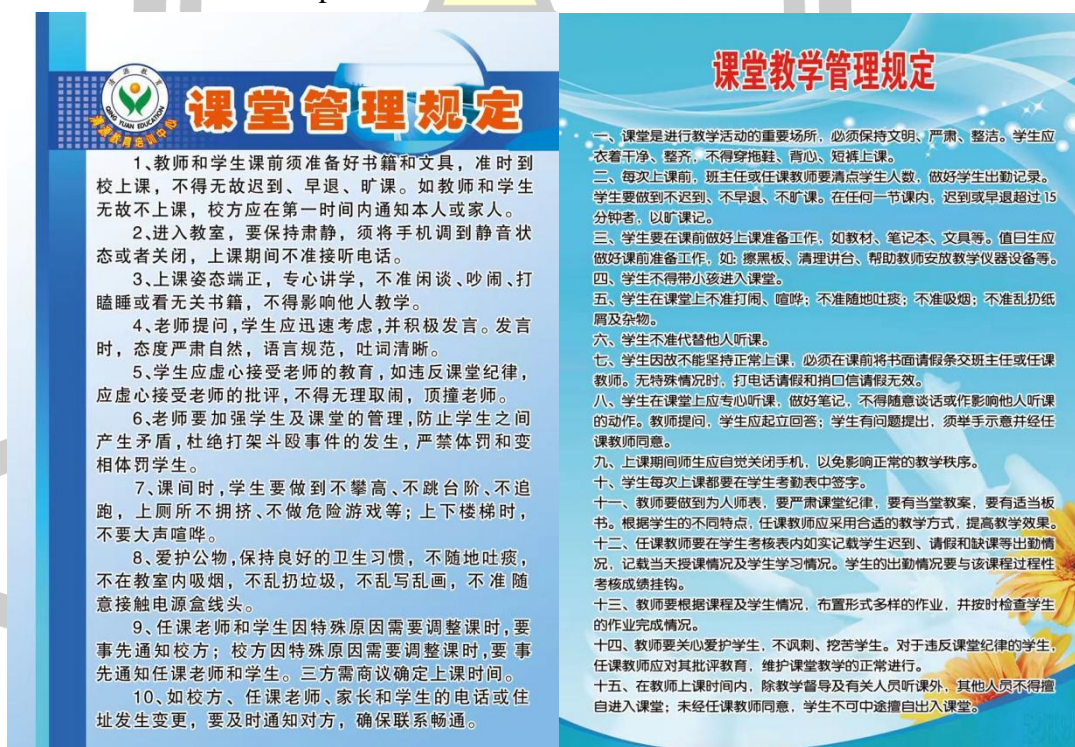
Professionals provide guidance for class presentations during the formulation and development of Module 1 classroom routines



Case studies were carried out during the formulation and development of Module 1 classroom routines



Participants conducted research and discussion during the formulation and development of the Module 1 classroom routine



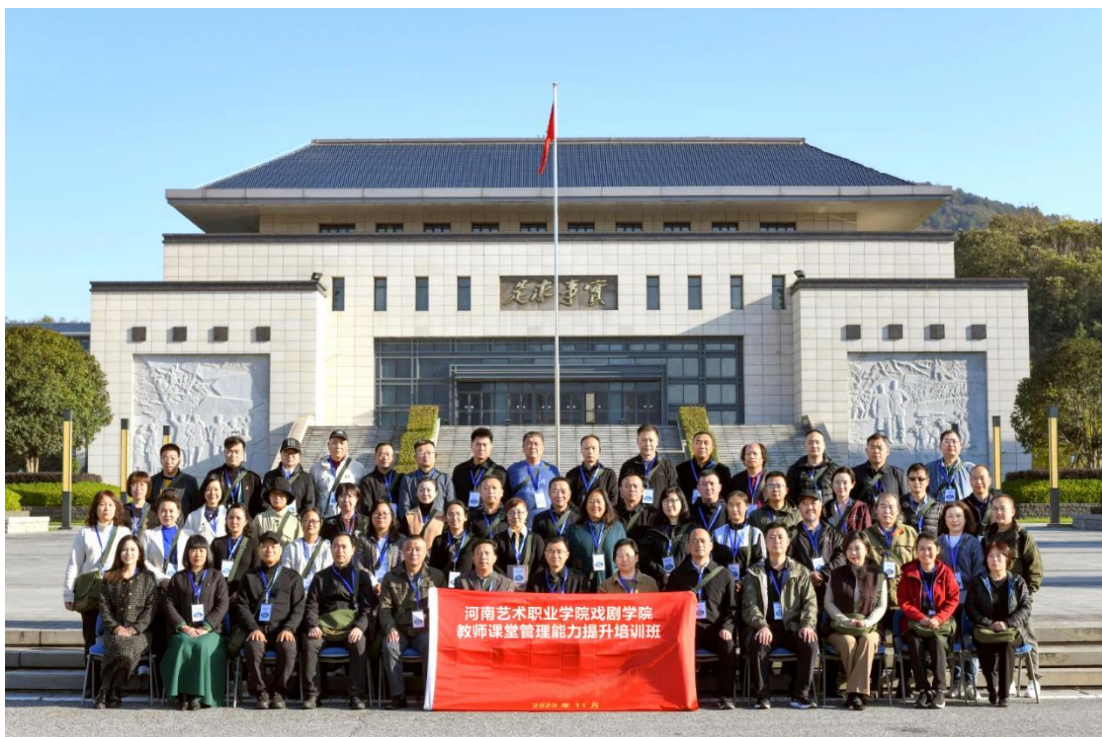
Posters of classroom routines developed by participants after the Module 1 development process



Lecturing experts give lectures on the development of classroom environment in Module 2



Participants visited friendly colleges and conducted case studies during the adjustment and development process of module 2 classroom environment



The participants took a group photo with the leading teachers of the friendly universities



Participants engage in interactive practice during the adjustment development of the Module 2 classroom environment



Adjustment of the classroom environment by the participants after the Module 2 development process



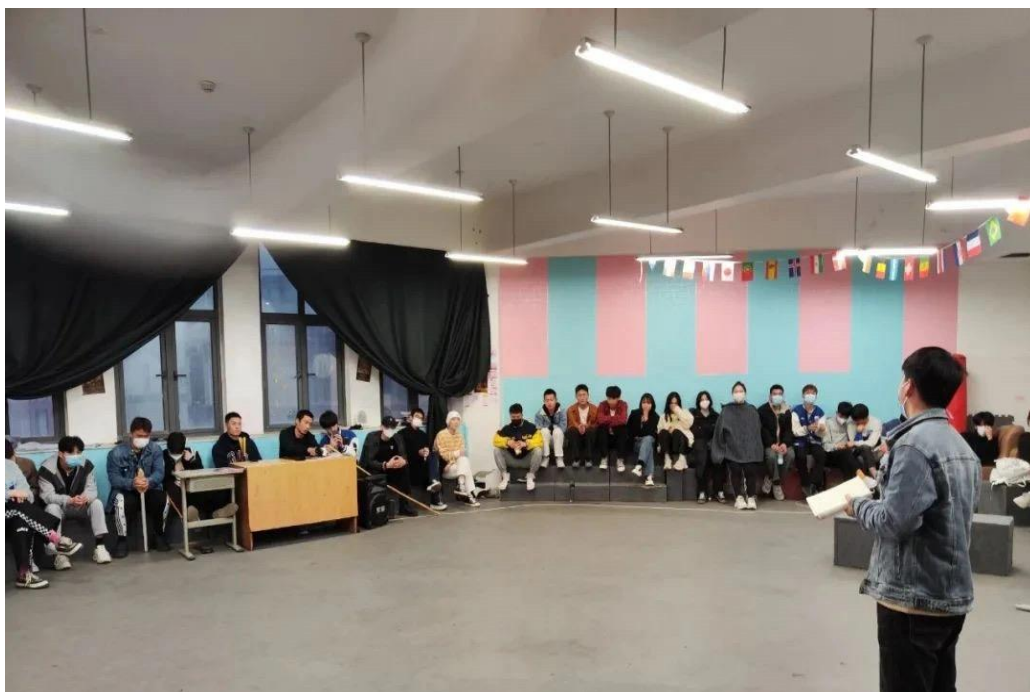
Participants evaluated and summarized it during the adjustment and development process of Module 2 classroom environment



Lecturing experts give lectures in the development of harmonious and equal communication between teachers and students in Module 3



Participants conduct group activities during the development of harmonious and equal communication between teachers and students in Module 3



Participants exchange experience in the development process of harmonious and equal communication between teachers and students in Module 3



Researchers conduct case studies in the development of harmonious and equal communication between teachers and students in Module 3



Participants communicate harmoniously and equally with students after the Module 3 development process



Lecturing experts give lectures on the education modernization and technology in Module 4



In the process of Module 4 education modernization and technology development, participants made field visits to school-enterprise cooperation units and conducted case studies



In the process of Module 4 education modernization and technology development, participants made field visits to school-enterprise cooperation units and conducted Experience exchange



In the process of Module 4 education modernization and technology development, participants made field visits to school-enterprise cooperation units and conducted Research discussion



Professionals give classroom presentations during Module 4 Educational Modernization and Technology Development



Participants carry out specific operations on modernization and technology after the Module 4 development process



Lecturing experts give lectures on the Teacher professional ethics in Module 5



Researchers work with participants to conduct research discussions in the Module 5 Teacher professional ethics development process



Participants exchanged experience with model teachers during the development of teacher professional ethics in Module 5



Participants engage in interactive practice during the development of teacher professional ethics in Module 5



At the end of the Program development, the participants (team leaders) made a concluding speech and shared their learning experience

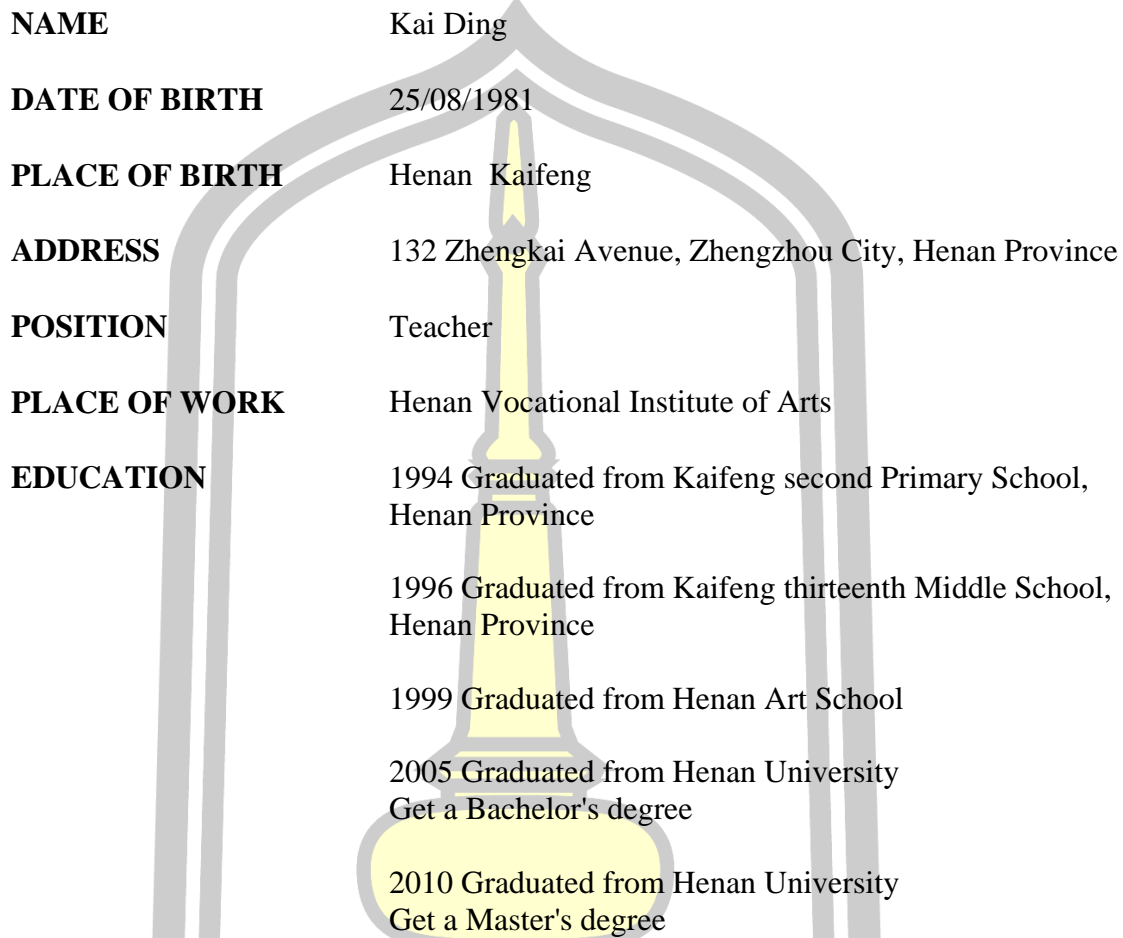


After the completion of the development Program, a closing ceremony was held, and school leaders attended to affirm the successful completion of the Program



School leaders present certificates of completion to participants

BIOGRAPHY



NAME Kai Ding

DATE OF BIRTH 25/08/1981

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ADDRESS 132 Zhengkai Avenue, Zhengzhou City, Henan Province

POSITION Teacher

PLACE OF WORK Henan Vocational Institute of Arts

EDUCATION

1994 Graduated from Kaifeng second Primary School,
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1996 Graduated from Kaifeng thirteenth Middle School,
Henan Province

1999 Graduated from Henan Art School

2005 Graduated from Henan University
Get a Bachelor's degree

2010 Graduated from Henan University
Get a Master's degree

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