

Research and Practice of Diverse Classroom Observation Methods

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Abstract: In order to continuously improve the level of kindergarten education and teaching, we use classroom observation to carry out diversified research and practice: in the classroom observation process, strict requirements: pre-class meeting, in-class observation, after-class reflection. Select the record sheet appropriate for the topic. After this set of procedures is fixed, the operation scale is involved. Classroom observation captures the interest of teachers, arouses their enthusiasm, and deepens the understanding of classroom observation. Based on the achievement degree of research objectives, the completion degree of research contents, and the application of various research methods, classroom observation is really implemented.

Keywords: Classroom Observation; A Variety of Ways; Research and Practice

1. Introduction

To understand the basic information of the research and practice of the diversification of classroom observation methods.

1.1 The meaning of classroom observation

Classroom observation. The word "to observe" in the dictionary means to look at carefully, and observation is fundamental to any study. Classroom observation is to observe the daily teaching activities as the object of observation, to observe the teaching behavior of teachers in classroom teaching activities, the occurrence, development and change process of students' learning behavior or teaching events, the interaction between teachers and students, and other aspects of teaching. Classroom observation is a kind of behavior system, a kind of research method, a kind of work flow, and a kind of team cooperation.

1.2 The foundation of the Park in this respect

As an experimental area of classroom observation, our kindergarten has been closely associated with classroom observation for many years. During this process, we have mastered some basic operating procedures from organizing learning theories, participating in classroom observation organized by superiors, organizing in-garden classroom observation, and inviting sister kindergartens to participate in our classroom observation. In order to make classroom observation more effective in teachers' research field, On this basis, we carried out a study on the diversity of classroom observation methods.

1.3 Research value of diversified classroom observation methods

Our experiments have the following characteristics: first, the organizational form of the experiment, our kindergarten gradually transition from "normative classroom observation" to "daily classroom observation", "self-observation" form of practice; Second, the value of the pursuit of effectiveness, the experimental area closely around the pursuit of "effective teaching" constantly reflect on the effectiveness of classroom observation, looking for effective methods to promote the development of teachers through classroom observation; Thirdly, the organization of the process emphasizes norms. Through normative procedures, the classroom observation changes from complex to simple, and a teaching and research group determines a research way to carry out; Fourth, the organization highlights the cooperation, the experimental area in the coordination of the city education Bureau highlights the characteristics of "cooperation". At the present stage, it has the following main research values: (1) Highlight the "professional" guidance. We are always opposed to "specialization" in class evaluation, "professional guidance" is the pursuit of our school to carry out classroom observation.

Classroom observation is a professional behavior. Based on this understanding, it is a professional behavior for teachers to use classroom observation method and carry out research on classroom observation, which can continuously improve teachers' professional quality. (2) Emphasize "cooperation". We are also opposed to listening to the evaluation of the class in the "inappropriate". We appreciate and adhere to classroom observation: the road of teacher professional development based on cooperation, and put "classroom observation" in the pursuit of "cooperative culture". This positioning will become an important feature of our school's classroom observation, and this feature will be highlighted in the practice of diversified classroom observation methods. (3) Emphasize "summary". Our kindergarten attaches great importance to refining and summarizing the experience and procedures of the diversified classroom observation methods, promoting and implementing the simple and easy to operate the diversity of classroom observation methods, making up for the defects of the current classroom observation methods are simple and rigid, and providing theoretical and practical reference for teachers in the same research field.

2. Achievement of research objectives

Research objectives:

- (1) Case text data with research value and high quality research programs and teaching papers have been formed in three ways.
- (2) Carry out research with the diversified methods of existing classroom observation.
- (3) Members of the research group can master classroom observation knowledge and use classroom observation techniques to make observations.
- (4) Members of the research group not only have a deep understanding of classroom observation, but also can creatively express their own way of classroom observation. Make the classroom observation method really for my garden teachers. Taking the teaching and research group as the unit, forming a research community can promote the education and scientific research of the whole park.

3. Completion of the Research Content

1. Research and practice of classroom observation methods with the same topic;
2. Follow up the research and practice of classroom observation methods (the research focus is developed in the case);
3. Compare the research and practice of classroom observation;

When comparing classroom observation, members of the teaching and research group first agreed on a variety of comparison implementation methods, and finally reached a consensus and launched a comparison form:

- (1) The same teacher uses the same teaching plan to make comparative observation in the two classes respectively, to see the children in the two classes in terms of answering questions, cooperation and communication, classroom behavior, etc., so as to analyze and compare the differences between the two teachers in different classes, using the same teaching plan.
- (2) Give the same textbook and let two teachers carry it out, so as to compare the differences in the design of links. Analyze the feasibility of the design scheme. (Teachers at the same level, old teachers and new teachers, etc.)
- (3) Can also compare the methods of classroom introduction.
- (4) Comparison of whether classroom questioning is effective. (You can extract some of the questions that got you thinking.)
- (5) Comparison of students' state of involvement and so on.

4. Application of Research Methods

Research methods:

- (1) Observation method: In the natural state or prepared situation, the behavior of the evaluation object or the occurrence of the event is observed on the spot, and the observation records are sorted out and analyzed to make the evaluation. 1
- (2) action research method. Special emphasis is placed on the participation of practitioners and the combination of research process and practitioner action process. By carrying out classroom observation, using a variety of classroom observation methods, doing research while doing research, improving behavior in research and deepening research in behavior. In order to improve the quality of classroom teaching, improve their teaching behavior. Cooperate with each other, actively reflect, and finally choose their own classroom observation method.
- (3) experience summary method. Summarize the experience related to this subject at any time and share with you through

communication.

5. Analysis of process research data:

(1) In the research process: highlight three major changes.

1. Change in the form of organization.
2. Changes in the field of observation.
3. Changes in operating procedures.

(2) In the research process: to standardize with system, to implement with action.

5.1 Standardize daily classroom observation with rules.

We combined the teaching and research group, centered on the scientific inquiry of the subject, started from tracking young teachers or backbone teachers, and tried to track, compare and observe activities with the same topic in each group. There were strict rules and regulations for classroom observation activities, that is, standardized and orderly operation procedures.

According to my garden design, operation and modification of the daily observation of three records: (teaching and research group leader classroom observation organization record; Classroom observation records for teaching and research group members; Reflection record sheet of observed teachers;) We have also made detailed regulations on the time and content of the three procedures (pre-class meeting, in-class observation and after-class reflection) :

(1) Pre-class meeting: Before class observation, the group leader will discuss with the teachers in the group for about 30 minutes to determine the subject, focus, division of labor, observation seat and other related matters. It provides a platform for the observer and the observed to communicate and facilitate the observer to confirm his observation point.

(2) Observation in lesson: After entering the observation site, the observer shall record the required information according to the plan in advance and the recording method chosen. The observer must comply with the relevant requirements, according to the plan formulated by the pre-class meeting, choose the appropriate observation position, must choose the best position to see the performance of the observed children, quickly enter the observation state, we use the written means, observe and record the typical behavior of children, do a good job in the classroom details of the record.

(3) After-class reflection We have three aspects: a, the observed self-reflection; B. The teaching and research team leader analyzed the observation results; c. All observers communicate and make suggestions for improvement. In order to pursue practical results, we also set a time limit of no less than 30 minutes. Combined with the specific situation of classroom teaching, the observer made self-reflection on the achievement of the goal set by the pre-class meeting. Based on the observation points established in the pre-class meeting, each observer puts forward improvement suggestions and countermeasures according to the information collected from the classroom observation. According to the effect of the development, we determine 2-3 times of observation.

5.2 Pay attention to the communication between teaching and research groups after classroom observation.

During classroom observation, we clearly realize that there are great differences in classroom observation ability, level, analysis and expression of individual teachers. With the guidance of experts, the organization of teams, the participation of key teachers and the grouping activities of teaching and research groups, the classroom observation activities let everyone taste the delicious meals of different flavors. As the saying goes, "sauteed salted vegetables is still salted vegetables. Only when sauteed with bamboo shoots can you taste the delicious flavor in it."

Classroom observation can not be completed by a single person. It represents an active, striving, motivated and cooperative team (organizer, observer, observed, etc.). The organization of classroom observation activities goes far beyond the value of classroom observation itself. It makes me truly feel that teamwork, ideological contact, reflection stimulation and growth promotion are very important.

Therefore, after the classroom observation, we should pay more attention to communication and reflection. We will communicate with the sister garden, groups and groups, coaches and observers about the implementation of observation activities at this stage, and share our experience and understanding of group activities with everyone. We will also organize teacher salon activities on the same

topic. The purpose of communication is to see the advantages of others and improve the shortcomings in my own implementation process. The communication will also give me more suggestions, such as what needs to be improved in the operation process, promoting teachers to analyze problems from multiple perspectives, enhancing teachers' deeper understanding of classroom observation and so on.

After the activity, the teachers sorted out the most common and prominent problems and made them pay attention to the details in the communication, such as:

(1) In the classroom, teachers should give children the opportunity to create bold performance.

(2) In the classroom, every teacher is an independent individual with distinct personality, and teachers should demonstrate their personal art.

(3) In class, teachers should keep in mind the kindergarten curriculum concept of "life-oriented, gamified and integrated".

(4) In the research process: the pursuit of value orientation.

Pay attention to self-observation: After each observation activity, the observed teachers, combined with their team's suggestions and sitting in front of their own class, made self-observation according to the theme, recorded, analyzed and improved.

Phenomenon analysis and research: Every classroom observation should focus on at least three details according to the theme and analyze from different perspectives, such as question design, guide language design and play AIDS application, so as to find out the existing problems of teachers and make diagnosis and analysis.

Teacher behavior improvement: this link focuses on putting forward suggestions and measures to improve from various perspectives, such as: understanding and grasp of teaching materials, improvement of teachers' basic skills, attention to children's answers, grasp the timing or scale of evaluation of children, etc., through the first, second and third times of observation, improve teachers' teaching behavior and promote the development of children.

6. Breakthroughs and innovations of the main views

6.1 Main points

(1) There are a variety of classroom observation methods. No matter what kind of methods are used to carry out the classroom observation, it is necessary to make a thorough plan, observe the discussion, feedback, induction, sorting out the collected data, and communicate with the observed; In analyzing the observations, the observer, acting as an equal, should raise issues for further discussion and areas for future improvement.

(2) The application of classroom observation method should be determined after trying to determine their own.

(3) The classroom observation method must be simple and easy to operate, so as to avoid teachers' fear; The design of many records, the degree of difficulty to grasp moderate; On the basis of not affecting the teacher's perception of the whole classroom teaching, combined with some simple operation scale, focus on capturing the observed information for analysis, research and improvement.

(4) Cooperation should be reflected in classroom observation. Only cooperation can be truly effective. Only when both parties participate in the cooperation as protagonists can they achieve the purpose of learning from each other and making progress together in a real sense, which is also a good way to be created.

6.2 Innovation

(1) Simplified classroom observation methods. In the observation activities, the observation topic is determined, but the teacher can discover, analyze, observe and study from various viewpoints. Each observation topic can be discovered from different observation points. Through practice, the most core problems are selected and highlighted. This way of operation can not only really be used by teachers, but also allow teachers to benefit from it.

(2) Classroom observation, as a kind of research activity, is not limited in the selection of methods, but in the operation procedure, it should be carried out in strict accordance with the scientific research procedure, along the basic formula of "theme-observation - phenomenon - attribution - countermeasure - improvement", according to our classroom observation system to study the problems of classroom teaching and analyze the phenomena. Look for strategies to improve on the next observation.

(3) Different classroom observation methods in different groups are repeated on the existing basis. Teachers are encouraged to make good use of this way, so as to make classroom observation a platform for teachers to improve teaching behavior and promote professional development.

Starting from practical cases, change teachers' teaching behavior, starting from the way of tracking the classroom in our garden.

6.3 "The classroom to you, the observation to me" - small class tracking observation scientific activities "the wheel is missing" published.

In the classroom observation, the classroom is yours, but also the child's, observation is mine, but also everyone's! From the summary of data one by one to the analysis of details one by one, each classroom observation will be a platform building, a group cooperation, a presentation of collective wisdom, a teacher's behavior improvement, and a team's common growth. While handing over the classroom to you, we are destined to improve, harvest and grow together with you in the activities.

With the help of tracking and observation examples, we paid attention to many details in the activity and solved the problems found earlier, thus improving the teachers' behavior -- teachers' improper guidance or handling of problems.

A brief description of the follow-up classroom observation: observed teacher: Mr. He, a new kindergarten teacher; Observed children: all children in the primary class. Observation theme of "children's classroom behavior" content: small class science activity "The wheel is missing"; Observer: all members of the small class teaching and research group; Tracking the classroom observation time for the first time (the first period); Follow-up classroom observation time for the second time (second period); The third tracking observation time (the third time period).

We have tried a new classroom recording method, requiring teachers to record some detail (the detail processing, you think there is a problem, and affect the classroom behavior of children, can be a teacher's question, can also be a teacher and children's interaction, a teaching AIDS designed by the teacher, the teacher's response to children, etc.). Because each teacher observes the same topic, but the observation perspective and analysis perspective are also different. Therefore, we will sort out the details of everyone's observation, and there will be a variety of inconsistent or consistent views.

The after-school meeting should be timely, giving the observing teacher more time to analyze, and also giving the observed time to reflect. Generally, we choose the third day after the activity for communication. Tracking and observation focus on the crux of the problems in the first two times. While finding and giving suggestions, we still analyze the original details after the implementation of the operation: how is the implementation effect after improvement? How do children behave? After three times of tracking, the teachers have gained a lot, experienced the joy of success each time, and felt that every class will have unexpected new problems, so step by step, learn to comb, learn to discover is a kind of progress.

7. Conclusion

Tracking and observation activities not only do the process, but also good at finishing after the activity. In a short period of three weeks, the observed teacher sorted out and compared the record of the class through self-video observation. In combination with the comprehensive opinions of our observers, the teacher grasped some contents that needed to be improved to cause different behaviors of children.

Teachers really regard this kind of tracking observation as a platform to improve themselves. While activities bring pressure to teachers, they also bring more gains to teachers. Only by seizing every opportunity to be "watched" and analyzed can they make themselves better, so as to change teachers' teaching behaviors in a real sense.

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