Research on the Path of Improving the Classroom Management Ability of Primary School Mathematics Teachers

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Abstract: In classroom teaching, teachers serve not only as knowledge transmitters but also as designers, organizers, and managers of instructional activities. Effective classroom management is a critical factor in ensuring educational quality. This study focuses on mathematics teachers at a primary school in Hohhot, analyzing current classroom management deficiencies through extensive literature review and field investigation. The research examines five key aspects: classroom discipline management, time management, student engagement, physical environment, and classroom atmosphere. Three actionable strategies for improving classroom management capabilities are identified: subject management, time management, and student activity management. By applying classroom management theories, this study aims to enhance teaching effectiveness, boost student motivation, and improve academic performance. The findings hold significant practical value for frontline mathematics educators and provide valuable insights for school administrators, offering actionable references to optimize classroom management and teaching efficiency.

Keywords: primary school mathematics teacher; classroom management ability; improvement path

Research Background

The newly released "Compulsory Mathematics Curriculum Standards" represent a significant improvement over the 2022 version. A notable shift is the core philosophy evolving from the "Dual Basics" to the "Four Basics," emphasizing student autonomy, holistic development, integration with mathematics, and practical problem-solving skills. Implementing these standards requires teachers to redefine educational objectives and adapt teaching methods to individual student needs. However, primary school mathematics teachers face persistent challenges like classroom discipline issues, low student engagement, and behavioral management difficulties. Addressing these requires enhanced classroom management competencies. Current research primarily focuses on theoretical frameworks and strategies for classroom management, yet studies specifically targeting primary school mathematics teachers remain scarce, particularly regarding practical improvement strategies [16]. Theoretical foundations from pedagogy and psychology provide valuable insights. Behavioral management theory highlights the importance of incentive mechanisms to boost learning efficiency, while cognitive development theory explores the relationship between "cognitive maps" and "latent learning" —showing how students' external behaviors are shaped by internal cognitive processes. These theories offer fresh perspectives and methodologies for classroom management research [1].

theoretical principle

1. Bandura's Social Learning Theory
According to social learning theory, human behavior is not innate but gradually acquired through observation, imitation, and continuous interaction with the environment. This theory emphasizes that the dynamic relationship between an individual's cognition, behavior, and their environment is characterized by mutual influence and interaction [2]. The latest cross-cultural research in 2025 further confirms that in elementary mathematics classrooms, teachers' modeling behaviors significantly outperform verbal instruction in helping young students internalize rules, particularly in cultivating subject-specific behaviors like proper manipulative techniques and mathematical communication etiquette [17]. This theory finds vivid embodiment in primary school math classrooms: teachers 'words and actions—whether in maintaining discipline or managing time—serve as "role models" for students to observe and imitate. Students silently internalize these behaviors, gradually transforming them into classroom norms they recognize and follow. Conversely, students' actual classroom performance and reactions prompt teachers to reflect and adjust their management approaches, a phenomenon validated in numerous teaching practices [5]. This theory provides core support for research on elementary mathematics classroom management, clarifying the bidirectional influence between teachers' exemplary leadership and teacher-student interactions, aligning with practical teaching scenarios. On one hand, teachers 'disciplinary measures and time

management practices—such as using timers to regulate session durations and addressing disagreements rationally—serve as direct role models for students. This enables students to internalize classroom norms, thereby providing a theoretical foundation for optimizing discipline management and enhancing time efficiency. On the other hand, student feedback in class drives teachers to refine their strategies, aligning with the survey's conclusion that educators must adjust management approaches based on student engagement levels. Low participation enthusiasm and frequent disciplinary violations motivate teachers to innovate interactive formats and optimize guidance methods, creating a virtuous cycle of mutual reinforcement between teachers and students. This establishes a solid theoretical basis for improving management effectiveness.

2. System Management Theory

System management theory conceptualizes an organization (e.g., a classroom) as an integrated whole composed of interconnected components, emphasizing that optimal operation requires holistic coordination of these elements [4]. The 2024 International Research on Educational Systems Theory introduced the "Classroom Ecological Synergy Model", which demonstrates that the synergy coefficients of five key factors—discipline, time management, student engagement, physical environment, and classroom atmosphere—directly determine classroom management effectiveness. While the marginal benefit of optimizing a single factor does not exceed 15%, synergistic optimization of multiple factors can enhance efficiency by over 60% [6]. This study defines primary school mathematics classrooms as micro-management ecosystems, where five core elements—disciplinary control, time allocation, student participation, physical environment, and classroom atmosphere—form an interdependent system. This framework provides a theoretical basis for analyzing existing classroom management issues and developing systematic optimization strategies, spanning from current situation analysis to solution proposal. The theory accurately identifies management deficiencies observed in surveys: lax discipline leads to ineffective time management, suboptimal physical environments limit student engagement, and imbalanced classroom atmosphere compromises discipline adherence. These findings vividly illustrate the "win-win" interdependence of system elements, while also highlighting how the absence of any single component disrupts the entire classroom management system. This provides theoretical support for pinpointing root causes of operational challenges. From an optimization strategy perspective, all subsequent measures are systematically coordinated. For instance, optimizing the physical environment requires balancing seating arrangements to accommodate both group lectures and collaborative learning, serving disciplinary control while enhancing student engagement. Strengthening time management necessitates balancing teaching pace and classroom atmosphere to avoid trade-offs. Through coordinated efforts across these elements, the overall classroom management system achieves optimization, aligning with the core research focus on multidimensional enhancement of teachers' classroom management capabilities.

3. Maslow's Hierarchy of Needs

Maslow's hierarchy of needs categorizes human needs into five levels from basic to higher: physiological, safety, belonging and love, esteem, and self-actualization. The theory posits that individuals only pursue higher-level needs after their lower-level needs are fundamentally satisfied [3]. This framework provides a humanistic perspective for research, aiding in understanding the motivations behind elementary school students' classroom behaviors. Its core principles align closely with student-centered optimization strategies, offering precise support for three key areas: classroom discipline management, deepening student participation, and fostering a positive classroom atmosphere. Ensuring physiological and safety needs forms the foundation of classroom management. Addressing issues like suboptimal physical environment configurations and harsh disciplinary approaches, subsequent optimization measures—such as creating comfortable classroom environments, implementing humane disciplinary rules, and avoiding public criticism—essentially establish a baseline for students' physiological and safety needs, reducing resistance and disciplinary violations caused by unmet needs. Meeting the needs for belonging and love, as well as esteem, is crucial for resolving teacher-student conflicts and cultivating a positive atmosphere. To address imbalanced teacher attention and inconsistent discipline enforcement, strategies like jointly developing classroom rules, privately addressing minor violations, and focusing on underperforming students provide students with acceptance and respect, mitigating confrontational emotions and enhancing their voluntary compliance and participation [7]. Addressing higher-order needs for self-actualization is central to deepening classroom engagement. To tackle current challenges like students 'limited participation scope and shallow involvement, the plan proposes strategies including designing inquiry-based questions, establishing collaborative platforms, and monitoring cognitive processes. These measures create opportunities for self-expression and skill development, transforming classroom management from behavior control to growth facilitation—a goal that aligns with research objectives of boosting motivation and academic performance. By allocating time for independent exploration and critical thinking, the approach addresses students' "self-actualization" needs in developing competencies and constructing knowledge, effectively enhancing learning depth and engagement quality.

on-site investigation

1. Investigation Implementation Process

To comprehensively explore strategies for enhancing classroom management skills among primary school mathematics teachers, this study employed questionnaire surveys and classroom observation as primary data collection methods, supplemented by interviews to strengthen the credibility of research findings. The six-month study comprised five phases: (1) designing core questionnaire items and interview outlines in early January; (2) conducting classroom observations with students from February to April; (3) refining and summarizing results from May to June. The study provides detailed data support for subsequent teaching practice recommendations.

2. Questionnaire Distribution and Collection

The study sample consisted of mathematics teachers from a primary school in Hohhot. A total of 50 questionnaires were distributed to teachers from grades one to six, with 50 valid responses collected, achieving a 100% valid response rate.

Table 1: Schematic Diagram of Dimensions and Question Distribution in the Teacher Questionnaire

Size Classification	Issue ID	core content
Teacher Profile	1, 2, 3	Gender, teaching experience, and grade distribution
Status of classroom management	4	Key classroom management issues (discipline, attention, atmosphere, etc.)
Classroom Management Methods and Influencing Factors	5, 6	Management methods and factors affecting classroom management (class size, student background, etc.)
Improvement Strategies of Classroom Management	7, 8	Measures to Improve Management Effectiveness and Methods to Improve Student Participation
Teaching Plan and Time Management	9, 10, 11	Factors in the formulation of teaching plans, classroom time allocation, and time utilization efficiency

The table categorizes content across four dimensions: time management, discipline management, student engagement, and classroom environment. These four dimensions encompass the core operational aspects of mathematics classroom instruction, forming a comprehensive classroom management cycle that systematically reflects the current teaching status. This framework also facilitates subsequent categorized research and strategy formulation.

interpretation of result

1. Statistical Analysis of Teachers' Questionnaire Survey Results

This paper is based on the investigation of the basic situation of the sample of primary school mathematics teachers, and mainly uses the descriptive statistics method to deal with the data.

Table 2: Basic Statistics of Teacher Sample

Statistical dimensions	sorting item	number of people	percentage
sex	man	12	24%
	woman	38	76%
Teaching Years	1-3 years	8	16%
	4-5 years	10	20%
	6-10 years	15	30%
	More than 10 years	17	34%
Grade Level	Grades 1-2	19	38%
	Grades 3-4	22	44%
	Grades 5-6	9	18%

According to Table 2, the survey sample reveals gender imbalance in primary school mathematics teachers, with female educators accounting for 76% and male teachers only 24%. The teaching experience distribution demonstrates a balanced echelon structure, ensuring both knowledge continuity and fresh talent infusion. Notably, teaching experience shows clear correlations with classroom management: Young teachers (1-3 years) frequently face challenges like inadequate emergency response and time management misalignment with student needs, while veteran teachers (6-10 years) demonstrate greater maturity in discipline control and classroom atmosphere management. This provides a solid foundation for developing tiered training programs. Grade distribution shows 44% of teachers teach 3-4th grades, followed by 38% in 1-2nd grades, with 18% in 5-6th grades. This aligns with the practical challenges of advancing mathematical complexity and classroom management pressure in middle-grade primary education. The 3-4th grade transition period, where students shift from concrete to abstract thinking, brings significant behavioral fluctuations that demand higher classroom management skills. This explains why teachers in this stage report the most prominent disciplinary issues and student engagement problems in their surveys.

Table 3: Statistics of Classroom Management Issues

Classroom management issues	Select number	proportion
The student is not paying attention.	42	84%
Poor discipline in the classroom	35	70%
The classroom atmosphere is dull.	28	56%
Tensions in the teacher-student relationship	7	14%
Insufficient teaching resources	5	10%
Other (e.g., home-school communication)	3	6%

As shown in Table 3, the most pressing challenge in classroom management is students 'lack of concentration, with 84% of respondents selecting this issue. This data vividly reflects the age-specific traits of primary school students — short attention spans and susceptibility to distractions — while also indicating that current teaching designs and interactive methods in math classes fail to sustain deep student engagement. The second most common issues are lax discipline (70%) and a dull classroom atmosphere (56%), which are closely interconnected: poor concentration often directly leads to disciplinary problems, while a monotonous environment further exacerbates students' distraction, creating a vicious cycle. In contrast, less prevalent issues like strained teacher-student relationships (14%) and insufficient teaching resources (10%) highlight a shift in primary school math classroom management. The core challenges have evolved from basic factors like infrastructure or teacher-student dynamics to more complex aspects of guiding students' classroom behavior and motivating their learning.

Table 4: Evaluation of Classroom Time Utilization Efficiency

order of evaluation	number of people	percentage
very high	6	12%
higher	18	36%
same as	20	40%
lower	6	12%

As shown in Table 4, only 12% of teachers rated their classroom time management efficiency as "very high," while 36% considered it "high." A further 40% deemed it "average," and 12% rated it "low." This indicates that over half of the teachers need to improve their classroom time management satisfaction. The findings echo Table 3's observation of "inadequate time management planning," highlighting a significant gap between teachers' preset teaching schedules and actual classroom execution. Particularly in handling flexible components like student-led explorations and impromptu questions, there remains considerable room for enhancing both the flexibility and precision of time allocation.

question

1. The Effectiveness of Classroom Discipline Control Is Insufficient

Classroom discipline forms the foundation for maintaining teaching order and achieving educational objectives. While most elementary school math teachers have established behavioral guidelines and reward-punishment systems, implementation often falls short of expectations. First, the rules lack subject-specific relevance. Generic directives like "pay attention" fail to address unique classroom dynamics such as manipulative activities, group collaboration, and algorithmic discussions. Unclear guidelines on tool-passing protocols, discussion volume control, and algorithm presentation timing result in superficial compliance in lower grades. A 2025 study in the Journal of Classroom Management revealed that discipline rules lacking subject-specific context achieve less than 30% compliance, whereas rules tailored for mathematical operations and communication boost adherence to 78%[18]. Second, disciplinary approaches show polarized tendencies. Some teachers rely on public reprimands and harsh punishments as deterrents, which may provoke student anxiety and resistance, while others adopt overly lenient approaches, leading to lax classroom discipline and diminished rule authority. Third, teachers demonstrate inadequate problem-solving adaptability. When addressing unexpected student behaviors—such as conceptual confusion, operational excitement, or distracted attention—many resort to simplistic stop-and-reprimand tactics without investigating underlying causes, potentially escalating minor disruptions into classroom chaos.

2. Insufficient planning and adaptability in classroom time management

Classroom time is a non-renewable resource, and effective planning with dynamic adjustments are crucial for maintaining teaching rhythm and achieving deep learning. Current issues primarily manifest in three aspects: First, time allocation fails to align with students' actual learning needs. Teachers often set rigid schedules based on idealized progress, overlooking the hierarchical differences in mathematical concepts from concrete to abstract, as well as individual variations in comprehension speed. For example, abstract topics like "initial understanding of fractions" receive insufficient exploration time, while review sessions for mastered calculations take too long, resulting in disrupted classroom pacing. A 2024 study by the International Council for the Teaching of Mathematics (ICMT) revealed that effective exploration time for abstract concepts should be 1.8 times that of concrete knowledge, yet most teachers allocate only 1.2 times the ratio, which significantly impacts learning outcomes [19]. Second, inadequate contingency planning. Unpredictable factors like group discussions or equipment malfunctions disrupt schedules, leaving teachers stuck between "interrupting students" and "failing to complete tasks." Third, poor detail control. Slow transitions between teaching

segments, redundant explanations, insufficient thinking time, and ungraded exercises create fragmented time wastage, ultimately reducing classroom efficiency.

3. Insufficient depth and breadth of student classroom participation

Student engagement in classroom activities serves as a crucial indicator for evaluating the effectiveness of primary school mathematics instruction. Active participation can drive students to proactively construct mathematical knowledge [4]. However, current primary school math classrooms exhibit significant imbalances in participation: First, uneven participation breadth. A minority of students with active thinking and strong communication skills dominate interactions, while most students (especially those in lower grades and with weaker foundations) passively listen due to fear of making mistakes or lack of confidence, resulting in "pseudo-class participation" that fails to effectively absorb classroom information. Second, shallow participation depth. Students often remain at the surface level with responses like formulas and calculation results, lacking exploratory thinking, logical reasoning, and innovative expression. The root causes lie in closed-ended question design, formalized group collaboration formats, and oversimplified feedback evaluations, which dampen students 'enthusiasm for active participation. The latest 2025 research confirms that a 10% increase in open-ended questions in primary school math classes leads to a 15% improvement in students' logical reasoning and expression participation, yet most current classrooms contain fewer than 5% open-ended questions [8].

4. Inappropriate planning and configuration of classroom physics environment

Observations in classrooms reveal that most classes have around 50 students, resulting in cramped conditions. The large-class system and traditional classroom layouts hinder teaching effectiveness. While the "rice-planting field" seating arrangement facilitates centralized management, it hinders group collaboration and communication. Insufficient per capita space restricts student activity areas, creating a sense of oppression that negatively impacts learning comfort and motivation [9]. Some schools also face shortages of experimental equipment with incomplete functionality, and aging multimedia devices that frequently malfunction. These issues not only disrupt teaching activities but may also lead to inaccurate experimental results, reducing the accuracy and appeal of knowledge delivery.

5. The Unbalance of Classroom Atmosphere

While teachers prioritize classroom atmosphere, multiple challenges persist in practice: First, the imbalance between leniency and strictness. Some educators overemphasize a friendly environment while neglecting discipline, resulting in low classroom engagement; others impose excessive control, stifling students' initiative. Second, uneven classroom management. Young teachers often lack interactive skills, using outdated and monotonous teaching methods that lead to dullness; some overly rely on question-and-answer sessions, failing to motivate students. Third, attention imbalance. Introverted and academically disadvantaged students are frequently overlooked, with limited participation opportunities, gradually losing their enthusiasm for learning, which undermines the overall positive classroom environment.

The class atmosphere is easily affected by external factors such as students 'emotional fluctuations and parents' attitudes.

Main Implementation Measures

1. Optimizing Classroom Discipline Management

Teachers should collaborate with students to establish behavioral guidelines tailored to math classroom dynamics, specifying requirements for manipulative materials and group discussions. General principles like "active listening" should be translated into actionable rules such as "maintaining group-level audible volume during discussions." Implement a reward-punishment system emphasizing positive reinforcement with moderate discipline, promptly recognizing students who follow classroom rules through public recognition or small rewards to set behavioral benchmarks. Classroom observations indicate this area requires more substantive exploration than other teaching aspects. Building on established elementary math classroom rules, teachers should employ appropriate management strategies to enhance their instructional wisdom, maintain classroom order, ensure teaching quality, and promote students 'holistic development [11]. For minor infractions, use non-verbal cues (e.g., eye contact, gentle tapping) or private communication to address minor disciplinary issues, avoiding public criticism that disrupts classroom rhythm or undermines student self-esteem. When handling unexpected situations, remain calm: first assess the incident's nature, then stabilize order through activities suspension or attention redirection. Conduct post-class discussions to identify root causes and resolve issues at their source. Proactively monitor students' psychological states and emotional changes, building trust through after-class interactions and individualized guidance. This collaborative approach effectively reduces student resistance, encouraging voluntary compliance with classroom rules [10].

2. Strengthen classroom time management

First, teachers should select appropriate teaching methods—such as lectures, discussions, or demonstrations—based on specific learning objectives and content. They must design a clear, coherent lesson flow that seamlessly transitions between introduction, new content delivery, consolidation, summary, and homework assignment. Second, educators should thoroughly understand students' knowledge base, learning abilities, and interests to implement differentiated instruction. For potential challenges, teachers should prepare preemptive strategies and closely monitor student responses and progress during class, flexibly adjusting the teaching pace. If students struggle with a particular concept, teachers may extend explanations or interactive sessions. Regarding time management, educators can use timers to maintain classroom rhythm, setting reasonable time allocations for key segments (e.g., 3-5 minutes for introduction, 25-30 minutes for new content) while reserving flexible time for student questions and interactions. This approach ensures orderly task completion while enabling timely resolution of student confusion, ultimately enhancing classroom efficiency.

Furthermore, the establishment of teaching objectives should be closely aligned with curriculum standards and students 'actual needs, clearly identifying key and challenging points while organizing knowledge frameworks. Textbook content

should be appropriately integrated with real-life applications to ensure classroom instruction genuinely serves students' comprehension and skill development. To help primary school math teachers enhance time management skills, it is recommended that they create detailed lesson plans with clear time allocations for each segment. Teachers should maintain flexibility in their teaching approach, adjusting pacing promptly based on classroom dynamics. Additionally, they should continuously strengthen their time management awareness and strategic learning through reflection and practice, thereby optimizing classroom time utilization efficiency [12].

3. Enhancing Student Participation Mechanisms

Teachers should pay attention to positive encouragement, encourage students to participate in class activities actively by means of questioning, discussion, group cooperation, praise and reward, stimulate students' interest in learning and initiative, and improve learning efficiency.

Teachers can gain insights into students 'personalities, interests, and learning habits through daily observations, homework assessments, and parent-teacher communication. By implementing personalized classroom management tailored to individual needs, educators can provide targeted support for students at different proficiency levels, ensuring every learner grows within the classroom. This approach fosters respect, understanding, and care for students, building positive teacher-student relationships and creating a harmonious learning environment [13]. To further enhance student engagement, teachers should: 1) Embrace student-centered teaching by addressing needs, respecting interests, and designing age-appropriate activities; 2) Innovate teaching strategies through diverse, personalized methods to stimulate active participation; 3) Prioritize student autonomy while addressing individual differences through differentiated instruction. Designing thought-provoking classroom questions is crucial: Replace low-level closed-ended questions with open-ended inquiries like "How did you think?" or "Can you verify this using alternative methods?" Questions should cater to all student levels, providing entry points for critical thinking. Before group activities, clearly define roles (e.g., hands-on tasks, documentation, presentations) and assign focused mathematical exploration tasks. Teachers should actively engage in discussions, offering necessary cognitive scaffolding to prevent superficial exchanges. Positive feedback should emphasize not just answers but students' thought processes and unique perspectives. For instance, 'Analyzing quantitative relationships through line segment diagrams is a highly intuitive method.' By demonstrating thought processes and encouraging group participation, students can appreciate the value of critical thinking and the sense of accomplishment that comes from active involvement.

4. Optimizing the Classroom Physics Environment

According to the teaching format and students' needs, different arrangements of desks and chairs should be adopted to facilitate student interaction. Concurrently, functional zoning should be implemented, dividing the space into distinct areas such as teaching zones, laboratory zones, and reading corners [14].

First, flexibly adapt seating arrangements according to subject-specific needs. For new knowledge delivery or whole-class instruction, adopt the "rice-planting-style" layout facing the podium to focus students' attention. When transitioning to group collaboration or hands-on exploration activities, swiftly switch to a "group seating" configuration to facilitate peer interaction, ensuring the physical space genuinely supports the shift in learning approaches.

Secondly, we should advance the systematic and efficient management of teaching resources. Mathematical teaching aids and learning tools should be categorized and clearly labeled, forming an accessible storage system for students to utilize, thereby reducing fragmented learning time. Additionally, emphasis should be placed on the coordinated use of courseware and blackboard notes: courseware focuses on dynamic demonstrations and contextual presentations, while blackboard notes serve to distill key points and organize structures. These two tools complement each other, fulfilling distinct yet mutually reinforcing roles to prevent substitution or interference.

Thirdly, create a learning environment that blends comfort with academic rigor. Select desks and chairs to match students 'heights, ensuring ample natural light and good ventilation. Incorporate mathematical elements into wall displays—such as stories of mathematicians, intriguing problems, students' brilliant solutions, or creative projects—to serve as a silent "third teacher." This subtle approach fosters a subject-specific atmosphere while minimizing distractions from flashy decorations.

5. Creating a Well-Rhythmized Classroom Atmosphere

Teachers engage in teaching with full enthusiasm and a positive attitude, using vivid language and expressive gestures to inspire students and stimulate their learning motivation. During the teaching process, when students encounter comprehension difficulties or make mistakes, teachers should maintain patience, provide thorough explanations and guidance, and assist students in overcoming these challenges.

Respect students 'independent development, pay attention to their interests, listen attentively to their ideas and opinions, encourage them to speak up boldly, and refrain from hastily negating even incorrect answers. Guide students to discover their own solutions, care about their studies and daily lives, promptly identify their issues, and help them resolve them, so they can feel the teacher's care and trust [15].

Teachers of varying teaching experience in primary schools generally agree that participating in online professional training programs for classroom management at different levels and formats significantly enhances their self-management skills. They find it highly beneficial to utilize their spare time to attend high-quality online lectures, observe demonstration classes by experienced teachers, and particularly participate in training sessions for key teachers. These sessions often feature renowned experts or educators delivering specialized lectures, as well as the currently popular live-streamed and recorded classes. By attending these seminars, they internalize various teaching methodologies from exemplary classrooms that can be adapted to their own teaching practices, such as the presentation methods of courseware,

strategies for highlighting key teaching points and difficulties, and techniques for efficient lesson transitions to save class time.

Conclusion

This study examines classroom management in primary school mathematics education, with particular focus on discipline and time management. Analysis reveals that current classroom practices often fail to achieve desired outcomes in discipline enforcement, while time utilization remains suboptimal. These issues reflect multifaceted challenges: classroom rules inadequately align with subject-specific teaching requirements, teachers 'management approaches fluctuate between leniency and strictness, time allocation misaligns with students' actual learning needs, and the instructional process lacks systematic coordination.

Analyzing these issues helps frontline teachers identify management blind spots more accurately while providing actionable strategies for professional growth. Regarding classroom discipline, educators should establish clear, specific, and easily understandable rules by integrating the unique activity formats of mathematics with students 'cognitive development. When addressing misconduct, teachers should employ appropriate, flexible, and resourceful approaches that demonstrate pedagogical wisdom. For time management, educators should design flexible schedules based on the difficulty of teaching content and students' learning progress, thereby enhancing classroom control and ensuring smooth transitions between instructional phases.

From a long-term perspective of educational development, enhancing classroom management skills holds significant value for both teachers and students. For educators, this competency constitutes a crucial component of professional competence, directly impacting teaching effectiveness and career progression. It facilitates the transition from "experience-based" teachers to reflective "professional" educators. For students, a well-organized and time-efficient classroom creates a stable and productive learning environment. This not only stimulates their interest in actively exploring mathematics but also cultivates good thinking habits and learning qualities. Furthermore, the discussion on discipline and time management in this study provides a foundation for optimizing classroom participation, physical environment, and overall learning atmosphere. These insights contribute to developing a more systematic and efficient management system for primary school mathematics classrooms.

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