



Generative Innovation Strategies for Junior High School Chinese Language Classroom Teaching Management: A Humanistic and Digitally Empowered Governance Framework

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ABSTRACT

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Against the background of educational modernization and the policy orientation toward reducing excessive academic burden while enhancing learning efficiency, classroom teaching management is undergoing a fundamental transformation. Traditional management models that emphasize behavioral control and procedural compliance are increasingly insufficient for supporting deep learning, student agency, and sustainable classroom order. This study aims to reconceptualize junior high school Chinese classroom teaching management from a generative and learning-oriented perspective. Drawing on humanistic educational theory, interactive learning research, feedback literacy frameworks, and digital empowerment studies, this paper adopts a conceptual and theoretical synthesis methodology to construct an integrated governance framework. The study proposes a three-ring generative classroom governance model consisting of rule co-construction, task generation, and feedback cycles. The model embeds classroom order within learning processes, enabling discipline and engagement to develop simultaneously rather than in opposition. The findings indicate that effective classroom management should function as an organizational infrastructure for learning, rather than as an external mechanism of control. Digital technologies are further positioned as governance infrastructure that supports process visualization, real-time feedback, and differentiated participation. This study contributes a transferable theoretical framework for innovation in classroom teaching management, offering practical implications for learning-centered governance under contemporary education reform contexts.

KEYWORDS:

Classroom governance,
Learning-centered
management,
Feedback literacy,
Digital empowerment,
Student agency

1. INTRODUCTION

In the context of contemporary education reform, classroom teaching management has become a critical leverage point for improving instructional quality and learning outcomes. Rather than being a peripheral technical issue, classroom management increasingly functions as a core mechanism through which educational values, pedagogical goals, and student development are realized. Innovation in classroom teaching management therefore requires not the simple addition of regulatory techniques, but a reorganization of the underlying logic of classroom operation aligned with educational purposes (Li, 2024).

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This transformation is particularly urgent in junior high school Chinese language classrooms. As a subject that integrates linguistic competence, cultural understanding, and value formation, Chinese language education demands a classroom environment that supports interaction, expression, and meaning construction. However, conventional management practices—often characterized by rigid procedures, excessive task fragmentation, and homework-driven pacing—tend to compress students' expressive space and weaken classroom vitality. Such practices risk undermining deep learning and intrinsic engagement, especially under policy contexts that emphasize efficiency and burden reduction (Liu, 2022).

From a humanistic perspective, classroom order cannot be sustainably maintained through external discipline alone. When management neglects students' emotions, agency, and sense of respect, classroom governance often oscillates between excessive strictness and excessive permissiveness,

resulting in unstable norms and weakened learning motivation (Hao, 2024). These tensions highlight the need for a coherent framework that integrates value orientation, interaction mechanisms, and structural support. Accordingly, this study seeks to construct a generative innovation framework for junior high school Chinese classroom teaching management, aiming to embed order within learning processes and align governance with student development.

II. METHODOLOGY

This study adopts a conceptual and theoretical synthesis methodology rather than an empirical design. The research approach involves systematically integrating established theories and empirical findings related to classroom management, interactive learning, instructional clarity, feedback literacy, and digital empowerment. Through comparative analysis and conceptual abstraction, the study identifies convergent principles and structural mechanisms that inform innovative classroom governance.

Interactive learning theory emphasizes that effective classroom management emerges from the organization of learning activities rather than from external behavioral control (Buehl, 2023). Research on instructional clarity further demonstrates that clear task structures and transparent expectations contribute to positive academic emotions and self-regulated participation, thereby reinforcing classroom order (Chen & Lu, 2022). In addition, feedback literacy theory reframes feedback as a cyclical regulatory process that supports continuous learning adjustment and relational development, rather than as a one-time evaluative act (de Kleijn, 2023).

By synthesizing these theoretical strands, this study constructs an integrative governance framework that reconceptualizes classroom management as a dynamic, learning-centered system. The methodology emphasizes theoretical coherence, internal consistency, and practical transferability, ensuring that the resulting model aligns with the pedagogical realities of junior high school Chinese classrooms.

To ensure transparency and rigor, this study employs a structured conceptual synthesis procedure that can be audited and replicated by other researchers. The process began by delimiting the focal phenomenon as learning-centered classroom governance in junior high school Chinese teaching management, with the analytic focus placed on mechanisms that organize participation, stabilize classroom norms, and regulate learning progress within a lesson. Next, a construct extraction step identified the essential governance functions implied by the problem context, including norm legitimacy, interaction organization, task-driven engagement, and cyclical regulation. These candidate constructs were then subjected to a redundancy check in which overlapping terms were merged and ambiguous terms were refined to produce a minimal, non-duplicative set of governance functions.

Following construct consolidation, a mechanism mapping step specified how each governance function operates in real classroom sequences, such as transitions, whole-class discussion, group collaboration, and reflective closure. This step required that each function be expressed as an actionable mechanism rather than a general aspiration, thereby preventing the framework from remaining purely rhetorical. The framework was then refined through internal coherence checks focusing on logical coherence (mechanisms do not contradict each other), temporal coherence (mechanisms can operate across a lesson cycle without unrealistic time demands), and role coherence (teacher and student actions are feasible and mutually intelligible).

Finally, the model was translated into a practical specification by identifying minimal routines that enable implementation without increasing workload. The outcome of this procedure is a governance framework that is theoretically integrated, practically interpretable, and suitable for subsequent application or case-based illustration.

III. RESULTS

The primary theoretical contribution of this study is the development of a three-ring generative classroom governance model for junior high school Chinese language teaching. This model reconceptualizes classroom management as an embedded element of the learning process rather than an external supervisory mechanism. It comprises three interlocking rings—rule co-construction, task generation, and feedback cycles—that jointly sustain participatory, learning-embedded governance.

The first ring, rule co-construction, emphasizes the participatory development of classroom norms. Drawing on culturally responsive teaching principles, this approach recognizes students' diverse backgrounds and experiences, transforming rules from unilateral teacher commands into shared commitments that support collective learning (Kong et al., 2022). Co-constructed rules enhance legitimacy and reduce resistance by anchoring discipline in mutual understanding rather than compliance. This humanistic orientation is consistent with research on restorative practices, which emphasizes relationship-building, shared responsibility, and participatory norms as foundations for sustainable classroom order (Darling-Hammond & Fronius, 2022).

Complementing this, the second ring, task generation, situates classroom order within the structure of learning activities. Differentiated tasks, open-ended questions, and scaffolded expression pathways enable students to engage at appropriate levels while maintaining coherent instructional flow. In this sense, differentiation functions as an organizational strategy that transforms learner diversity into a resource for classroom stability rather than a source of disruption (Tomlinson & Imbeau, 2023).

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The third ring, feedback cycles, serves as a continuous regulatory mechanism linking learning progress and classroom relationships. Feedback literacy reframes evaluation as an iterative dialogue that supports self-regulation, peer interaction, and instructional adjustment. Through structured feedback loops, classroom governance gains the capacity to self-update in response to evolving learning conditions (de Kleijn, 2023).

Together, these three rings form a generative system in which order and learning are co-produced, enabling sustainable classroom governance aligned with educational goals. Because participation is embedded across all three rings, this shift depends on repositioning students from managed objects to co-governance subjects, so that participation becomes a structural driver of both order and meaning-making rather than an outcome controlled only through external discipline (Qiao, 2023).

For the model to function as a practical governance framework rather than a descriptive metaphor, the three-ring structure is specified through design elements, operating mechanisms, and observable indicators. In the first ring, rule co-construction is defined as a bounded set of jointly articulated norms that explicitly clarify participation expectations; these norms specify how students initiate contributions, engage in attentive listening, express disagreement constructively, and repair misunderstandings during interaction. The mechanism underlying this ring is legitimacy: when norms are experienced as shared commitments, compliance becomes less dependent on external surveillance and more grounded in collective responsibility. Observable indicators include reduced friction during classroom transitions, fewer repeated behavioral corrections, and a more stable and predictable flow of discussion.

In the second ring, task generation is defined as the deliberate creation of participation pathways that transform curriculum content into structured communicative action. Tasks are designed with clearly sequenced steps, distributed roles, and scaffolded prompts, ensuring that engagement is supported by the structure of the activity itself. The mechanism operating in this ring can be described as engagement through structure: when roles and procedural steps make participation accessible, on-task behavior emerges as a natural consequence of purposeful academic activity rather than as a response to externally imposed control. Observable indicators include a broader distribution of participation across students, increased persistence during cognitively demanding moments, and contributions that remain closely aligned with instructional objectives.

In the third ring, feedback cycles are defined as recurring routines that convert classroom information into regulation, including brief checks for understanding, short peer response prompts, and end-of-lesson reflection that links learning improvement with interaction improvement. The mechanism

is self-correction: by making adjustment routine and low-cost, the classroom develops the capacity to correct learning drift and relational friction before they accumulate. Observable indicators include more revision behavior, clearer learning trajectories, and reduced recurrence of the same misunderstandings or interactional breakdowns.

To enhance transferability, the model is framed as a set of design principles rather than a fixed script. Teachers can adjust the number of rules, the openness of tasks, and the frequency of feedback cycles according to class size, student readiness, and available time while preserving the same governance logic: order is produced inside learning rather than imposed outside learning. Table I summarizes the operational specification of the three rings.

Table I. Operational Specification of the Three-Ring Generative Governance Model

Ring	Minimal Design Elements	Teacher Moves	Student Moves	Observable Indicators
Rule co-construction	Few shared norms; repair routine; participation expectations	Co-write/confirm norms; model repair; reference norms during transitions	Follow norms; remind peers; use repair language	Less transition loss; fewer escalations; stable turn-taking
Task generation	Visible steps; roles; scaffolds; open but bounded prompts	Assign roles; sequence steps; provide scaffolds; keep task "pulling" participation	Engage through roles; use evidence; collaborate; sustain attention	Wider participation; higher persistence; aligned contributions
Feedback cycles	Frequent micro-checks; peer response cues; reflective closure	Give short process feedback; prompt revisions; close with learning+interaction reflection	Revise work/talk; respond to peers; self-monitor progress	More revision behavior; clearer learning path; fewer repeated issues

IV. DISCUSSION

The proposed generative governance model addresses a long-standing paradox in classroom management: the perceived trade-off between maintaining order and fostering active learning. Traditional models often prioritize control at the

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expense of engagement, while permissive approaches risk undermining structure. By embedding governance mechanisms within learning processes, the three-ring model dissolves this dichotomy and enables order and learning to reinforce one another.

Contextual variability further underscores the necessity of flexible governance design. Classroom management effectiveness is shaped by interactions among teacher practices, student dynamics, and situational conditions, leading to significant variation even within similar instructional settings (Kaihoi et al., 2023). Generative governance accommodates such variability by emphasizing adjustability rather than uniformity.

Digital empowerment plays a critical role in operationalizing this framework. Digital technologies should not be reduced to presentation tools, but instead function as governance infrastructure that supports real-time feedback, process visualization, and interaction coordination (Haleem et al., 2022). Gamified task structures and staged challenges can enhance engagement while anchoring participation within clear rules and feedback mechanisms (Zhou, 2024). At the same time, structured interaction norms are essential to prevent superficial participation and maintain high-quality dialogue (DeJean-Bowie, 2022). Personalized management strategies further align governance with individual learner needs, reinforcing participation without increasing instructional burden (Chen, 2023).

A key advantage of the proposed framework is that it can be implemented through a lightweight protocol that reallocates effort from post-hoc discipline to process support. One practical routine is to begin each lesson with a short norm activation (30–60 seconds) that highlights two participation norms most relevant to the day's activities. During the learning phase, participation can be stabilized by binding tasks to roles and visible steps, ensuring that engagement is structurally supported. At closure, a brief feedback routine (2–4 minutes) can ask students to identify one improvement in learning and one improvement in interaction, thereby cultivating monitoring habits that support both academic progress and classroom community.

The framework also anticipates failure modes and mitigation strategies. If co-construction is symbolic rather than procedural, norms may lose credibility; if tasks are open-ended without scaffolds, participation can become lively but low-quality; and if feedback is framed as judgment, it may reduce agency and increase resistance. These risks can be mitigated by keeping norms few but stable, requiring evidence-based contributions, and framing feedback as forward-looking guidance linked to revision opportunities. For monitoring, teachers can track process indicators such as time lost in transitions, participation spread across students, evidence use during discussion, and revision behavior after feedback. These indicators support incremental refinement

and provide a clear pathway for subsequent case-based illustration or empirical examination.

V. CONCLUSION

This study reconceptualizes junior high school Chinese classroom teaching management as a generative, learning-centered governance system. By integrating humanistic values, interactive learning structures, feedback literacy, and digital empowerment, the proposed three-ring model embeds classroom order within the processes of learning itself. The framework advances classroom management from external control toward organizational support, enabling discipline, engagement, and learning quality to develop simultaneously. As education systems continue to pursue efficiency, equity, and sustainability, generative classroom governance offers a theoretically grounded and practically transferable pathway for innovation in teaching management. This study provides a conceptual foundation for subsequent empirical or case-based research.

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VII. DISCLOSURE

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