

Research on behavior characteristics of good teachers' teaching

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ABSTRACT

The behavior of teachers in the classroom has a profound impact on students' learning outcomes. Although educators and researchers recognize the importance of good teachers, there is still much to explore regarding the specific characteristics that constitute 'excellent teaching behavior' and how these characteristics can promote student growth. Therefore, this article will explore the behavioral characteristics of excellent teachers in and out of the classroom and how these behaviors help students learn and grow better, with a view to providing more practical suggestions for teacher training and teaching practice.

KEYWORDS

good teachers; teaching characteristics; behavioral characteristics

Excellent teachers can impart knowledge, ignite students' enthusiasm for learning, and create a positive classroom environment. However, what kind of behavior truly reflects the professionalism of teachers? This question is full of challenges due to the complexity of the educational scene. Teachers' behavior needs to be flexibly adjusted according to students' needs and teaching situations, and mechanically copying fixed models will limit the teaching effect. For example, being too strict in discipline management will suppress students' autonomy, and being too loose will lead to classroom chaos. Therefore, this paper will analyze teachers' behavior in the real classroom, extract key features from the details of daily interactions, and provide operational action guides for teachers to help them improve their teaching influence.

1 An overview of the definition and behavioral characteristics of good teachers

1.1 The multi-dimensional definition of a good teacher

From different perspectives, the standards of a good teacher can also change. From the fundamental goal of teaching, a good teacher needs to complete three main tasks: teaching knowledge, cultivating ability, and guiding correct values. For example, math teachers should teach students how to solve problems, encourage them to think independently and remind them to face exams honestly. A good teacher is both the organizer of the class and the supporter of the students. He needs to design the teaching content, observe the students' reactions, and adjust the teaching style in time. For example, some students do not dare to raise their hands to speak, and the teacher needs to take the initiative to ask questions and give students a chance to express themselves. At the same time, society expects teachers not only to pass on book knowledge but also to pay attention to the different backgrounds of each student. For example, students from low-income families need more patience, and students under tremendous pressure need psychological comfort. However, now, many evaluation systems are simple and crude, using test results or short-term learning effects to measure the quality of teachers, ignoring the teacher to help students grow in the long run. The real "Good" should be reflected in whether students are active in learning and whether they form the correct values rather than just looking at the immediate high and low scores ^[1].

1.2 The theoretical basis of the behavioral characteristics of good teachers

Modern education theory points out that the effect of students' learning by themselves is better than passive listening. Good teachers do not just hand knowledge to their students. They let them explore the answers by asking questions and discussing, for example, by working in groups to solve real-world problems. The emotional interaction between teachers and students is critical. Students who feel respected and trusted will be more willing to participate in classroom activities. For example, when a student makes a mistake, the teacher patiently asks for the reason instead of directly criticizing, and the student is more likely to reflect on the improvement. In addition, teachers' words and deeds must be consistent in order to make students believe what teachers say. If a teacher emphasizes environmental protection litter, students will lose trust in the content of the class. However, educational methods need to be adapted to different contexts. For example, in rural schools with few resources, teachers need to teach with the help of things that are familiar to them. In

contrast, in urban schools, where competition is fierce, teachers need to pay more attention to students' psychological stress. In short, a good teacher should have a scientific teaching strategy and adjust flexibly according to the actual situation rather than stick to a fixed model^[2].

1.3 The research status of good teachers' behavior characteristics

The research on teachers' behavior mainly focuses on three directions: teaching strategies, teacher-student interaction, and classroom management. Regarding teaching strategies, interactive learning design is widely used in efficient classrooms. For example, teachers are more likely to involve students in project work or group discussions than in one-way presentations. Using a variety of questions can help students think more deeply. Teachers' emotional support behavior will directly affect students' learning motivation regarding teacher-student interaction. Teachers actively listening to students' views and encouraging students with learning difficulties could enhance students' participation in class. Classroom management emphasizes the balance between rules and flexibility. Effective teachers work with students to set ground rules ahead of time (such as raising hands to speak) and are resilient in unexpected situations. For example, when the class discussion deviates from the main topic, the teacher can neither completely interrupt the students' enthusiasm nor naturally lead them back to the main line by asking questions. At the same time, it can reduce the chance of students' distraction through clear task assignments and a compact class rhythm. This shows that good classroom management is not hard to control, but through the orderly design, it creates a natural learning atmosphere.

2 Good teachers' teaching methods and classroom management characteristics

2.1 Teaching strategies to stimulate students' interest in learning

The key to getting students to engage in learning actively is to make knowledge "Useful" and "Interesting." Teachers should break out of the fixed framework of textbooks and use real-life scenarios or topics that students care about as entry points. For example, when teaching Chinese narrative, students can write a report on the theme of "Class sports meeting," integrate knowledge points such as "Character description" and "Event structure" into the writing task, and choose the best writing on the walls of the classroom. This kind of close-to-reality practice will make students feel that knowledge is not an empty theory but a tool to solve problems. To maintain interest, teachers need to observe students' reactions. If a particular topic is being discussed enthusiastically, they can temporarily extend the time for in-depth exploration; if students appear confused or distracted, they need to adjust their questioning methods or increase interactive elements in a timely manner. Additionally, a moderate sense of "the unknown" can stimulate students' curiosity. Teachers can pose questions related to the next lesson in class (such as "Why do desert plants have small leaves?"), encouraging students to research at home and share their findings the next day. By continuously connecting learning content with students' experiences and providing space for expression and creativity, students will gradually develop a mindset of "I want to learn" rather than "I have to learn"^[3].

2.2 Effective Classroom Management and Discipline Maintenance

Good classroom management is like tacit cooperation; teachers need to control the rules and standards simultaneously. Specifically, classroom rules should be simple and practical, such as "Raise your hand during the discussion" and "Report when you leave your seat." These requirements should be translated into students' habits through demonstration and repetition. Teachers should avoid repetitive lecturing and instead convey signals through actions. When the discussion becomes too loud, they can lightly tap the desk twice to use environmental changes to help students quiet down naturally; when noticing students reading extracurricular books in class, lightly tapping the desk with a finger is more effective than scolding loudly. Practicing the process in advance and appointing a team leader can greatly reduce management stress in areas prone to confusion, such as lab equipment distribution. When dealing with violations, it is important to distinguish between intent and outcome. An occasional distraction requires approaching a reminder, but an intentional interruption requires an after-school conversation. The teacher's state directly affects the class atmosphere; stable emotions, clear instructions, and a moderate sense of humor will allow the natural formation of discipline. When the students feel that teachers not only adhere to the principles and respect the individual, they are more willing to take the initiative to follow the rules and even remind each other to help maintain classroom order^[4].

2.3 Individualized teaching and differentiated education methods

Differentiated teaching is not about assigning different assignments to each student. It is about getting everyone closer to the goal in their way. Teachers need to presuppose multiple "Entrances" and "Exits" when preparing lessons. For

the same knowledge points, students with a strong understanding can complete mind mapping by self-reading textbooks. The weak students follow the teacher to sort out the main points. For example, in a math class, students who solve problems slowly first use intuitive physical models to assist in calculations, while those who are faster attempt to modify the problem conditions to create new questions after completing the fundamental problems. Class questions should also be layered, with simple judgment questions for easily distracted students and advanced analysis questions for students who need challenges. The evaluation method, with "Progress list" instead of "Score list," records each stage of breakthrough, such as never speaking to actively raising their hands, from the homework scrawled to neat writing. Teachers also need to talk with students individually regularly, adjust the task form according to the state of students, break down the steps of students who are afraid of difficulties, and increase reflective tasks for proud students. This approach avoids the "Deluge" of traditional teaching so that each student is neither left behind nor bored or frustrated by the "One-size-fits-all" approach^[5].

3 Good teachers' communication skills and teacher-student relationship building

3.1 Effective communication skills between teachers and students

The essence of communication between teachers and students lies in establishing a foundation of mutual understanding, focusing on teachers needing to build a "two-way channel" through language and actions. Effective listening is the most fundamental skill; teachers should temporarily set aside preconceived answers and shift their focus from correcting mistakes to understanding students' thought processes. Regarding language use, it is important to learn how to transform abstract concepts into everyday language that students can understand, such as "keeping both sides of the equation balanced" instead of "equivalent operations on both sides of the equation." The consistency of actions directly affects the credibility of communication. If it is emphasized that "it is important to be brave in asking questions," then the teacher should patiently respond to each student's question without being distracted by other tasks. At the same time, teachers need to distinguish between factual feedback and evaluative judgments, avoiding negative evaluations like "this solution is too complicated." Instead, they should use phrases like "Would it be more intuitive if you tried using a diagram to assist?" This way, students can feel a sense of direction for improvement rather than just facing criticism for their mistakes. Over time, this communication model will lead to a safe environment where students can move from being afraid of saying the wrong thing to looking forward to communicating and truly achieving the goal of promoting learning through communication.

3.2 Positive teacher-student interaction and emotional support

The quality of the teacher-student relationship depends on seemingly insignificant daily encounters. Teachers need to develop a "Panoramic view" of the classroom: to pay attention not only to the students who speak up but also to the children in the back row who are always looking down. This observation needs to be translated into concrete action, such as changing the question rotation to ensure that passive students can also participate. In everyday interactions, genuine concern does not need to be expressed in a grand gesture. Instead, ask, "How are you getting on with the race you said you were going to play last week?" as you pass each other in the hallway. When a student exhibits abnormal behavior, it is important to balance privacy protection and support. For example, suppose a student is found to be dozing off in class for three consecutive days. In that case, the teacher can ask them privately after class, "Have you encountered any difficulties recently?" instead of publicly criticizing them for violating discipline. It is important for students to understand that teachers are a stable source of support for students, and that this commitment needs to be constantly reflected in action, such as agreeing to be on time for after-school Q & A sessions, and promising that confidentiality will never be revealed. The cumulative details of these interactions will give students a visceral appreciation of the teacher as a reliable growth partner.

3.3 The Role of Motivation and Feedback in the teacher-student relationship

Incentives in education require strategies designed on the premise of individual differences. Easy for anxious students to split the goal into small steps, each step to confirm: "Today's recitation speed is faster than last week's 2 minutes, that memory methods are effective." For students who have yet to reach their full potential, design a "Hop-to-reach" challenge. For example, say to a student who likes to draw cartoons: "Try to explain the scene of the text in the cartoon scenes, and when you are finished, we can post it in the classroom." The key to feedback is immediacy and specificity, the student made a mistake when answering the question and immediately corrected it by saying, "The first half is well applied. If you recheck the denominator in the second step," This is much more time-sensitive than waiting until the assignment is graded to provide feedback. When students make progress, it is important to point out which efforts have led to the

results: "The number of calculation errors in recent assignments has decreased, which shows that consistently using draft paper to check has been effective." This targeted feedback allows students to feel that their growth is within their control, thereby fostering a willingness to improve actively.

4 Conclusion

This paper clarifies that the essence of the teacher-student relationship is two-way emotional connection and growth and reveals that the communication ability of excellent teachers is not a profound skill but a process of accumulating trust through daily details. The teacher's listening posture is more important than providing the answers, and effective motivation must allow students to find a sense of achievement in their progress. Therefore, educators should actively adjust the traditional role of "authoritative deliverer" and invest more energy in understanding the real needs of students. They should preset communication strategies for different cognitive levels when preparing lessons, identify emotional fluctuations behind the numbers when grading assignments, and consciously create a safe space for trial and error during classroom interactions. Let the transmission of knowledge break through the invisible barriers between teachers and students, truly realizing the value of "Nurturing people through people" so that every student can gain the courage to grow through positive interactions.

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