

Discussion on Educational Working Methods for Underachievers

Zhou You

Institute of Navigation, Hubei Communications Technical College, Wuhan, Hubei, China

Keywords: Underachievers, Formation, Psychological characteristics, Eight suggestions

Abstract: Underachievers' educational work has always been a key and difficult point in class management. The paper first defines the concept of underachievers, then investigates the root cause for underachievers' transformation work, analyzes the formation causes of underachievers from both internal and external aspects, and clarifies their six major psychological characteristics. Based on experience summarization, the eight suggestions for underachievers' education work are refined, with a view to providing useful ideas and references for the majority of class teachers to do a good job in educational transformation of underachievers.

1. Introduction

Underachievers are students with poor performance in classroom learning, discipline, or both, who produce headaches for teachers. In the past, people called them poor students, but from the perspective of modern pedagogy, poor students may label students or even degrade their personality. Now they are called underachievers, implying the meaning of "less advanced". Although underachievers occupy a small number in the class, there is huge impact. Improper control will cause a drag on the class atmosphere and learning style. Therefore, underachievers' educational transformation constitutes an important part of class work.

2. Formation Causes and Psychological Characteristics of Underachievers

To do a good job in underachievers' education, we must first find the "root cause". Only by clarifying the causes for their lagging behind and fully grasping their psychological characteristics can we take targeted measures to help them catch up.

2.1 Formation Causes of Underachievers

1. Internal reasons. There are innate physiological factors, such as low IQ, slow response, physical defects, etc., which cause learning difficulties and poor performance; factors of volitional quality, such as inattention, poor self-discipline and muddling in learning, thinking that learning is dull and the future is grim; learning motivation factors, such as uncertain learning goals, low interest, bad habits, etc., negative self-concept and refusal to check internal problems. [1]

2. External factors. There are family education environment, such as parents' low cultural quality, frequent quarrels, long-term out-migration for work, autocratic or laissez-faire parenting style, etc., producing many "problem students"; school education models, such as one-sided pursuit of higher education rates, preference for superior students, neglect for the underachievers, failure to pay attention to teaching students according to their aptitude, making learning difficult for underachievers; general mood of society, such as the idea of uselessness of study, virtual feelings on the Internet and bad habits, making them go astray. [2]

2.2 Psychological Characteristics of Underachievers

2.2.1 Weariness in Learning

Underachievers bear more psychological pressure in their studies. On the one hand, due to the lack of dual-base ability, they have to face more difficulties, which discourages their enthusiasm for learning; on the other hand, they have to withstand all kinds of cold shoulder and mock, leading to continuously increasing mental pressure. In particular, if they still lag behind after several efforts,

they will gradually lose the courage to catch up.

2.2.2 Negative Mentality

There is resistance to correct discipline, indifference to the class, alienation from teachers and classmates, and even confrontation and hostility. They deliberately don't do what the teacher asks them to do. Even if they reluctantly do it, they won't do it well. Nonetheless, they actively do what the teacher stops them from doing and put on a rival show with the teacher.

2.2.3 Inferiority Complex

Underachievers have been left behind for a long time due to various reasons, with their mentality turning negative. They are ashamed of themselves, thinking that they are stupid and no one likes them. They can't raise their heads in front of others, gradually falling in inferiority complex. Some of them distract attention to seek a temporary psychological balance.

2.2.4 Depression Psychology

They often live in anxiety, lonely and unwilling to talk out. Unconcentrated in class, they have low mood and slow response, who often feel pain and fear because of failure in the exam. Some even experience physical discomfort, such as loss of appetite, insomnia, chest tightness and dizziness, etc.

2.2.5 Alert Mentality

Underachievers rarely leave a good impression in the class, who often feel that there is no praise or reward for them, only criticism and punishment are their rights no matter how hard and motivated they are. As a result, they often stay in a state of suspicion and resentment against the teacher, deliberately bypassing the teacher, or treating teacher's words as a passing wind.

2.2.6 Reliance

Underachievers rely on classmates for help at school, usually lazing away by copying others' homework, and muddling through exams by trying every means of fraud; at home, they rely on the concern and care of their parents, sometimes living a "parasite" life with everything provided. Mediocre and idle all day, they lack initiative and thirst for knowledge.

3. Eight Suggestions for underachievers' Education Work

3.1 Emotional Input, Effective Motivation

The ancients said: "Only when one respects the teacher can one believe the knowledge imparted by the teacher". Love acts as the bridge of education. The quality of teacher-student relationship determines the quality of education. To some extent, education and transformation of underachievers requires more energy input than methodological innovation. Energy input means emotional input. Class teachers should cherish deep feeling in caring and helping underachievers from various aspects, so that they can truly feel the teacher's determination and sincerity, thus effectively inspiring their spirit of endeavor and creating a education miracle of return of prodigal.

3.2 Warmly Care and Solve Doubts

As long as they lag behind in the class, students will be uneasy and thus need the teacher's care and guidance. [3] Class teachers should do ideological work diligently, and have more heart-to-heart talks with underachievers. Through material assistance and spiritual humanistic care, class teachers should practically solve their various practical difficulties and eliminate their worries; then indirect them to read more books and read good books, impart them how to learn, how to think and how to solve problems so that they can learn with goals and catch up under directions.

3.3 Seek Progressive Advance, Set Realistic Goals

The backward situation is not formed in one day and requires double efforts to change. Class

teachers can instruct students to make catch-up plans. The establishment of goals must be realistic, reflecting certain stages and hierarchies, so that students can achieve the corresponding goals after a certain amount of efforts, gradually building self-confidence. Class teachers should be good at discovering underachievers' minor progress, praise and confirm them in time, thus consolidating their self-motivated consciousness. Meanwhile, higher and more stringent requirements should be raised to help them make efforts to overcome obstacles, summoning up their positive energy.

3.4 Give Play to Their Strength and Serve the Group

Underachievers also have their own strengths and advantages, as well as self-esteem and sense of group honor. Class teachers shall not bury such "faint" and "little" flash point amid excessive negative factors, but should take it as an important starting point for the transformation work. The process of searching underachievers' strength is to discover the driving force for their progress. Once the flash point appears, it signifies the opportunity for transformation. Teachers should follow up and "hype" in time, make broad publicity, so that they experience the joy of success, and win respect from classmates. It is in the process of being respected that students learn to respect themselves.

3.5 Create Atmosphere for Regaining Courage

Education is a subtle process, and in the transformation process of underachievers, it is critical to create an appropriate environment for progress. The collective atmosphere of unity and upwardness is like an invisible net, which prevents underachievers' bad habits from expanding until suffocation. Class teachers should create a class atmosphere for underachievers' transformation, encourage their growth spiritually, inspire their confidence psychologically, praise their progress in behavior, encourage enthusiastic helpers and correct scornful and ironic ones in a timely manner to let underachievers feel classmates' caring, group warmth, thus regaining lost courage.

3.6 Treat Each Student as Equals Regardless of Affinity

When doing ideological work, class teachers must throw off airs, take the right position, talk with students as friends and excel at creating relaxed and harmonious communication atmosphere, so that students can put aside their concerns, open their hearts, and happily accept the teacher's criticism and education. In the day-to-day class management, class teachers should be fair, put the shoe on the right foot, and treat students equally. There should be principles in conciliation of conflicts and standards for evaluation of gains and losses. Favoring one more than another based on affinity is definitely infeasible. Sometimes it is necessary to give more care and guidance to underachievers to promote their transformation.

3.7 Make Use of a Subject When Mentioning a Matter, Handle It in a Roundabout Way

Given underachievers' sensitivity and rebellion, class teachers should stress the art of conversation, point out mistakes without exposing the behavioral subject, let students understand tacitly in unconscious manner and turn over a new leaf. It is possible to talk about things by utilizing others' deeds, such as commenting on disciplinary violations and handling in the neighboring class to warn students to correct mistakes; discuss matters on the occasion of subject class meetings, hold subject class meetings when there is a wrong trend of thought in the class, direct students to distinguish between right and wrong and standardize their behavior; pass on message with the help of assistant, deliver the teacher's opinions and persuade them to realize and correct errors via the underachievers' friends, so that students are easier to accept it.

3.8 Lead to Emotional Expression, Behavior Transfer

It is necessary to direct students to correctly understand the dangers of negative emotions, master reasonable ways of venting, so that they keep themselves in a good emotional state. Five common ways of venting emotions are recommended: crying-removing negative emotions with tears, talking-solving negative emotions with talking, exercise-releasing negative emotions with exercise, singing-converting negative emotions with songs, yelling-drying away negative emotions with

yelling. In short, occupy students' ideological position with rich cultural and entertainment life, correct the twisted and injured soul with healthy emotional experience.

4. Conclusion

To conclude, underachievers' educational transformation takes up an important link in class management, which is also a process of reshaping students' soul. Class teachers should carefully analyze the formation causes of underachievers, correctly grasp their psychological characteristics, and take effective education methods in a targeted manner to avoid error in underachievers' education, but alternate kindness with severity, continue with perseverance, thus achieving good results.

References

- [1] He Chunfang. Psychological characteristics and formation causes of underachievers in high school. *New Curriculum: Middle School*, 2013 (8).
- [2] Zhao Yongqin, Yang Zhongjun. Analysis on the formation causes of and transformation methods for underachievers. *China Science and Technology Information*, 2010, 3 (249-250).
- [3] Chen Dongling. Solving Students' Actual Difficulties: Supporting Education for Students with Difficulties, Students with Mental Disorders and Less Advanced Students. *Decision & Information* (the last ten-day issue), 2014 (3).