

Causes and Countermeasures of Cold Violence in Middle School Classroom

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Abstract: This study mainly analyzes the concept and characteristics of cold violence in the classroom to explore the causes of cold violence in the classroom, and proposes measures to deal with the occurrence of cold violence in the classroom. This research is mainly conducted by consulting related documents, newspapers, magazines and other literature materials as well as online news of current events and positioning the research objects in the relationship between teachers and students or between students.

1. Introduction

Adolescents are the future of the country and an important force supporting the country's economic progress. Their healthy development level and quality are directly related to the realization of the goal of a harmonious society. The quality of adolescents depends on the quality of education, and the quality of education has gradually become a topic of livelihood for the country every year. Some phenomena that hinder the development of education will be easily exposed to the public with the renewal of modern network technology. Education cold violence is one of them. Although cold violence is widespread in schools, China does not have clear laws and regulations on cold violence and lacks in-depth research on cold violence. Based on this, this study explores the issue of cold violence in education from the perspective of middle school classrooms, which not only enriches the theory of campus violence research, but also proposes operational measures from the perspective of practice to reduce the occurrence of school violence.

2. Concept Definition and Feature Analysis

2.1 Conceptual Definition of Cold Violence

The interpretation of violence in the Modern Chinese Dictionary is: "forced force. Specifically refers to the state's coercive force: the army, the police, and the court are a kind of violence against the hostile class." [1] Cold violence is a form of violence that is distinguished from physical behavior violence. According to the interpretation of the Modern Chinese Dictionary, cold violence refers to acts that cause others to be mentally and psychologically harmed and violated by indifference and alienation [1]. According to the above concepts, this paper believes that classroom cold violence mainly refers to the problems of discrimination, ridicule, humiliation, indifference, isolation and other behaviors that occur between teachers and students or between students in the classroom.

2.2 Analysis of Cold Violence Characteristics

2.2.1 Manifestation Diversity

There are many different forms of cold violence in the classroom, and different researchers have different opinions. According to the division of Teacher Li Bipeng of Hunan Normal University, he divided cold violence into tabbed cold violence, emotional cold violence and language-style cold violence. [2] According to the division of middle school teacher Yan Yun in the article "Campus "soft violence" and its eradication", he divided cold violence into cold violence of language, cold violence, cold violence, expression and cold violence. Cold violence of collective public opinion. [3]

2.2.2 Hidden Concealment

Cold violence is subjective, concealed, and has no certain measure relative to behavioral violence that is visible and has certain metrics. Many teachers confuse education punishment with cold violence. The famous Soviet educator Markalenko pointed out: “A reasonable punishment system is not only legal but also necessary.” [4] Therefore, some teachers think that ridicule, sarcasm, and jealousy are punishments for students, which is also due to Cold violence is unclear.

2.2.3 Long-Term Hazard

The cold violence in class is a long-term injury to students. This kind of injury is psychologically harmful. If you don't get effective counseling, the effect may be long-term. When students are attacked by teachers for a long time, students may really lose confidence in themselves, which will affect their future learning career.

2.2.4 Object Distinction

In the case of a large number of students in the class, teachers cannot pay attention to the growth of each student and may focus on certain types of students with certain metrics, such as the criteria for distinguishing between grades and gender. Students with poor grades may be labeled as “poor students” and students with good grades are labeled as “superior students”. Compared with “superior students”, teachers often implement cold violence on “poor students”; compared with girls, boys are often subjected to cold violence [4].

3. Causes Analysis

3.1 Psychological Development of Students

In the classroom, students exist both as violent and perpetrators, but students are more likely to be violent. As a violent person, middle school students are in adolescence and are psychologically vulnerable. A joke or a few small gestures may cause them to react strongly or bear a psychological burden, especially if the student is in a difficult learning situation. A tense atmosphere tends to keep students in a passive state. Middle school students generally get along well with each other, and in rare cases there will be cold violence between students and students in the classroom. As a perpetrator, this situation is generally caused by a violent student who has been subjected to cold violence or seeing before. The imitation learning ability of middle school students is very strong. When students are vented by the teacher's cold violence, there is a high possibility that they will vent their negative energy to the students next to them.

3.2 Power Guarantee

The rights conferred by traditional ideas. In the history of Asian culture, there has always been a traditional concept of teacher's dignity. This traditional concept gives the teacher the right to be superior, placing the student in a subordinate position, resulting in an incomplete relationship between the teacher and the student. When students in the classroom challenge this authority, teachers may use taunts, humiliation, indifference, isolation, etc. to warn the classmates to maintain this unequal relationship.

The rights conferred by the mana system. The Education Act and other relevant laws and regulations stipulate that teachers have the right to conduct teaching activities, guide students' learning and development, and manage students. The right allows teachers to make reasonable punishments for the behavior of students, and other acts of ridicule, humiliation, indifference, isolation, etc. derived from reasonable punishment are beyond these rights. However, some teachers did not realize this point and only knew that they had the corresponding rights as teachers, but they forgot the obligations they had to perform as teachers. Teachers should also fulfill their concerns, care for their students, and respect the personality of their students. Under the protection of educational system regulations, these rights granted to teachers may be alienated. At the same time, the rights also

cause teachers to have insufficient awareness of the cold violence in the classroom and pay insufficient attention.

3.3 No Specific Actionable Punitive Measures

There is no quantitative standard for cold violence in the classroom, and there is no definition of the degree of psychological damage caused to students, which is subjective. Due to the nature of the cold violence in the classroom, the school has no punitive measures that can be operated specifically. If this kind of behavior is only verbally criticized, there is no substantive punishment, until the school has a more serious incident, it will have corresponding measures. Cold violence in the classroom spread under the cover of teacher rights. The lack of punishment in schools is also one of the factors influencing the cold violence in the classroom. It is difficult for schools to formulate corresponding punishment measures. According to measures to prevent cold violence in Korea and the United States, schools need to set up a system that includes pre-emptive prevention, handling of cold violence, and post-treatment.

4. Responses

4.1 Pay Attention to the Development of Students' Mental Health and Improve the Status of Students

4.1.1 Pay Attention to the Development of Students' Mental Health

In dealing with interpersonal conflicts, middle school students should adhere to the principle of “enlightening self-interest” [5]. In daily life, middle school students must learn to empathize and think “what if I am him, I will think”. When a friend has difficulty, you should pay more attention to your own words, give friends some comfort, and embrace others who have different ideas from yourselves. Constantly improving your moral cultivation requires you to continuously learn and practice. Be open-minded and open-hearted in front of friends. You can also participate in social activities, make different friends, exchange different ideas, and broaden your mind.

4.1.2 Improve the Status of Students

The task of traditional classroom teachers is to instill knowledge. The task of the students is to listen to the teacher and take notes carefully. Teachers are the leaders of the classroom, and students are passive recipients. Over time, students’ enthusiasm for learning has been hit, and the ability to think independently and judge independently has been weakened. The teacher’s criteria for judging some students are good grades and obeying the teacher’s orders. In this case, teachers can easily treat students with poor grades with cold violence, such as ridicule, humiliation, indifference, isolation. To improve students' subject status, students should become the main body of the classroom. In the classroom, not only teachers should teach book knowledge, but also allow enough time for students to think and cultivate students' ability to judge independently.

4.2 Changing the Concept of Teachers

4.2.1 Transforming the Concept of Teachers Treating Students

Each student is independent and does not follow the teacher's will and cannot be arbitrarily shaped by the teacher. Teachers should treat students as equals, respect them, and treat them equally. Teachers should treat students fairly and should not give priority to privileged students. Not allowing cold violence in the classroom is not to say that the students’ mistakes are avoided, but to use ways that do not harm the students’ psychology, such as the way of persuasion, the way humor makes fun. Teachers should respect the status of students' learning subjects. Only a true concern for students will create a truly harmonious teacher-student relationship. Under the premise of this harmonious teacher-student relationship, teachers and students will make progress together.

4.2.2 Transforming Teachers' Ideas about Teaching

To change the traditional teaching concept, the teacher as the director of student learning is not the commander, not the deprivation. The new curriculum reform proposes the traditional teaching three centers of “book-centered, teacher-centered, classroom-centered” to modern teaching with “student-centered, activity-centered, and experience-centered” Center shift. Student-centered should be for students to truly increase their knowledge and develop their intelligence rather than purely to complete the teaching tasks of teachers and improve their academic performance. To change the concept of teaching, teachers must realize that teaching is not only to instill knowledge into students, but also to gradually develop students' enthusiasm, creativity and ability to think independently.

4.3 Strengthen School Propaganda and Improve School Management System

4.3.1 Strengthen the Publicity of Cold Violence and Raise the Awareness of Teachers

At present, school teachers are unclear about the concept of cold violence in the classroom. Schools should strengthen the publicity of cold violence in the classroom and raise the awareness and attention of teachers. Schools can invite relevant experts to communicate with the teachers by conducting lectures on the theme of cold violence in the classroom. In addition, awareness of cold violence in the classroom can be enhanced through online lectures and online discussions with teachers across the country. Through various learning activities and communication activities organized by the school, teachers can recognize the various forms of cold violence in the classroom and reflect on whether there is excessive violence in their own teaching process.

4.3.2 Improve the School's Management System and Establish a Clear Punishment System

Establish a sound school supervision system, including preventive measures, punitive measures and ex post measures. In the preventive measures stage, schools should strengthen supervision and set up special committees. The committee members are composed of some faculty members and parents of students and conduct irregular supervision on cold violence in the classroom. After discovering the cold violence in the classroom, it is necessary to implement the punishment measures for teachers and students and the teaching of later thoughts, and follow-up measures such as psychological counseling for violent students. Clarify the principal's powers and obligations in the classroom cold violence prevention activities, and refine the specific duties of the teaching director, class teacher, and faculty [6]. As a perpetrator of cold violence in the classroom, teachers must be clear about constraints and punishment. A monitoring system can be installed in the classroom. If a teacher is found to have committed cold violence, he or she may be given a warning or a penalty for deduction of wages. Many violators consider suspension or dismissal.

5. Conclusion

Changing the cold violence in the classroom is conducive for students to form a positive psychological state and develop a good learning attitude. At the same time, it is also conducive for correctly handling the contradictions between students and forming a harmonious teacher-student relationship. I believe that as long as the community works together and makes corresponding changes, the education environment will become better and will provide more high-quality talents for the country.

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