

Analysis on the Transformation of Underachiever in High School history Teaching

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ABSTRACT

The transformation of underachiever has always been an urgent problem to be solved in high school history teaching. The transformation of underachiever can not only effectively solve the learning difficulties of underachiever and help underachiever improve their academic performance, but also further implement the Party's educational policy and promote educational equity. To this end, this paper focuses on the causes of the problems of the backward students in high school, the specific performance, and how to better carry out the transformation of the backward students in classroom teaching.

KEYWORDS

Classroom teaching; Underachievers; Transformation of underachievers

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1 The Causes of the Problem of Underachievers

(1) Social aspects

In the mid-19th century, British scholar Spencer clearly explained the value of various subjects in the curriculum to individual survival and development from the perspective of utilitarianism for the first time, and overturning the traditional idea that the humanities are more valuable than the natural sciences. After the founding of the People's Republic of China, influenced by the Soviet educational model, The China comprehensive universities were split up in large numbers, literature and history were seriously marginalized, and the establishment of science and engineering universities became the focus of education. Although it was reorganized and renamed one after another, the status of the humanities department did not improve much. In view of the current severe employment situation of college graduates, the concept of liberal arts is further spreading, which also leads to the further weakening of the status of high school history discipline, social recognition is further reduced, and students' enthusiasm for learning is also affected.

(2) Family aspects

Parents are their children's first teachers. The lack of family education has a very bad influence on children's later development. According to the survey, the difficulties encountered by many underachiever in history learning can be traced back to the lack of family education, which is mainly manifested in two aspects: first, parents do not understand history. For children, osmosis is the best education. Because of the parents do not know the history of the family, the history of education can not be talked about. Second, parents don't understand education. Limited by practical conditions, most parents do not understand education. When children encounter difficulties in learning, parents can't help their children analyze the reasons for difficulties and solve them, only blame their children

for not trying hard. In the long run, not only the problem has not been solved, but also conducive to parent-child communication, and even affect family harmony.

(3) School aspects

Because of the unitary school evaluation mechanism, the teaching content of senior high school is closely carried out around the college entrance examination. Influenced by the orientation of college enrollment and the characteristics of history discipline "extensive cultivation and low harvest", history discipline is in a disadvantageous position. In terms of enrollment orientation: First, looking at the enrollment scale of colleges and universities over the years, science and technology majors have always occupied an absolute majority, and literature and history majors are not dominant. Second, the new college entrance examination has changed the original combination of three out of six, requiring that the choice must be made between the two subjects of physics and history. Driven by utilitarianism, schools will analyze pros and cons from all aspects, and eventually let students tend to choose physics. Subject characteristics: Although physics is highly theoretical and requires high understanding ability, the undergraduate admission score is very low. History, on the other hand, is an all-encompassing discipline, which requires not only more basic knowledge, but also great requirements for the ability to deal with historical materials, which is a great challenge for most students who choose history..

(4) Personal aspects

First of all, the outstanding performance of underachievers is weak basic knowledge, low test scores and poor classroom performance, which is one of the main commonalities of underachievers. Specifically for the discipline of history, the time nodes involved are not mastered, the key terms are not understood, the important people are not familiar with, the important events are not impressed, and the knowledge system is not perfect, which will directly lead to the failure of the exam, and students cannot experience the value in learning. Such a vicious circle is also an important reason why underachievers are difficult to transform. The second is lack of motivation. With the development of economy, the living conditions of today's students have been greatly improved, and the abundance of life leads to the lack of motivation for these students to make efforts to change the status quo. The last is not enough attention. Because high school teachers are very busy, they have no time to pay attention to each student's classroom performance and psychological changes, which will lead to the lack of emotional education for underachiever.

2 The Transformation Strategy of Underachievers

As for the problem of underachievers, we must face it correctly and find appropriate ways to solve it to the maximum extent. Some of the current problems in society, family and school are facts that cannot be changed, and the transformation of underachiever is more completed by front-line teachers. Therefore, we can put forward the transformation strategy from the following aspects.

(1) Increase interest

Einstein once said, "Interest is the best teacher." Based on the characteristics of historical disciplines and related theoretical research, storytelling is probably the best entry point to improve interest. Etymologically, history and story share the same origin, both derived from the Greek noun *historia*, derived from *histor*. "history" and "story" are originally the same thing, both narratives of what

happened in the past, and what is recognized is "history" and what is not recognized is "story." Moreover, from the perspective of the three-brain structure distribution, the primitive brain and the emotional brain occupy the core position of the brain, both of which hate abstract and obscure things, and like vivid things. One of the reasons for the popularity of CCTV's Lecture Room at that time was the inclusion of historical stories in the speeches. Therefore, storytelling is the most direct and effective entry point to improve students' interest in learning, and it is precisely the subject of history that has innate advantages, so we first get the magic weapon to improve students' interest.

(2) Stimulate impetus

Need is the motive source of all human behaviors. According to Maslow's hierarchy of needs theory, the needs of modern high school students focus on the fourth and fifth levels, that is, the needs of respect and self-realization, and for underachiever, this demand is particularly important. Under the current class teaching system, the underachiever's lack of learning motivation is a common phenomenon. Therefore, the best way is to choose the appropriate way to stimulate the learning motivation of the underachiever according to the characteristics of different students. For example, when teaching the history of the political system of the Qin Dynasty, the underachiever can participate in the class by means of substitution: If you are the First Emperor of Qin, after unifying the six countries, how to govern such an unprecedentedly large empire to ensure the long-term stability of the country? In this process, the teacher can guide and ask in time, and give recognition and praise when necessary. With this interactive process, the underachiever's recognition has been improved, their own value has been realized, and the motivation of learning has been stimulated.

(3) Optimization methods

The importance of learning methods is self-evident. Many underachievers have problems in their learning methods, so it is very important for them to find a suitable learning method. John Dewey, an American educator, put forward the basic principle of "learning by doing". Combined with the actual situation of the underachiever, for the underachiever who is usually introverted, I think drawing a mind map is a real practice of the educational principle of "learning by doing", and it is also one of the most effective methods. It has the characteristics of both operability and visualization, and can fully present the basic knowledge of history. For more extroverted underachievers, they can be asked to retell each other like a story, and find problems and shortcomings through oral expression to make further improvement.

(4) Clear goals

Learning without a goal is like sailing without a lighthouse. It's easy to get lost. Clear learning goals have a positive impact on the improvement of students' academic performance. For the underachiever, the goals set should not be too big or unreachable, should be specific, should be practical, should focus on developmental goals, and should conform to the theory of the nearest development zone. In particular, it should be pointed out that each underachiever has a different personality, and it is necessary to combine the requirements of the experience goal and the specific situation of students when clarifying the goal, and fully consider the interests and values of students. Only the development of a personalized goal that conforms to the characteristics of students can play a motivating role, so that students are more motivated and more lasting to complete the goal, and finally return to the normal learning track.

(5) Increasing attention

The desire for attention is a manifestation of human social animal instinct. One of the most important reasons why underachievers are underachievers is that they don't get the attention they deserve. This requires our teachers to carefully observe the changes of underachievers in class, find out their problems in time, and put forward targeted solutions. In this process, students will slowly experience the sense of accomplishment of doing something, and at that time, coupled with appropriate encouraging words, underachiever will obviously feel recognized and appreciated, and will therefore get great satisfaction. When students are recognized and feel their own value has been realized, teachers can put forward further learning requirements for students according to the principle of gradual progress. In the process of students completing tasks as required, continuous positive feedback is given in time, which is easy to achieve twice the result with half the effort.

3 Peroration

In a word, the transformation of the underachiever is not only an important part of education, but also a concrete manifestation of the fundamental task of the high school history textbook. We should face up to the basic status quo of the underachiever, investigate the causes of the formation of the underachiever on the spot, and further put forward the relevant strategies to transform the underachiever. At the same time, we should pay attention to take appropriate ways to find a breakthrough to mobilize the enthusiasm of the underachiever, and thus develop a series of practical activities involving the underachiever. In practice, it is necessary to give positive feedback in time, and gradually cultivate the self-confidence of the underachiever, so that the psychological role of the underachiever can be completely changed, and the transformation work of the underachiever can be done well fundamentally.

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