Research on the Formation Reasons and Coping Strategies of "Marginal Students" in Colleges and Universities

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Abstract: Education, as a cause full of humanistic care, is committed to promoting the comprehensive and healthy development of every student. However, with the development of society and the deepening of education reform, college students' ideas and value orientation have changed. In the field of education, there are some marginal student groups, who are ignored by the mainstream group and go to the edge because of various reasons, and do not get the education care and support they deserve. Based on the school life of marginal students in colleges and universities, this study explores the subjective and objective reasons for the formation of marginal students through interview and observation methods, and proposes corresponding countermeasures based on the analysis of the reasons.

Keywords: Colleges and Universities;Marginal Students;Causes;Coping Strategies

Introduction

The mention of "marginalized groups" in society often brings to mind negative words such as weakness, isolation, exclusion, misfit, and lack of a sense of belonging. They are on the secluded fringes of society, far removed from the bustling center, and "the world is yours, not mine" may be a true reflection of the inner heart of the "marginalized." [1] For colleges and universities, marginal students are a special group in universities. Due to their own weaknesses or shortcomings, they actively choose to stay away from the mainstream cultural life of college students or are forced to fall to the edge. They are easily ignored and forgotten groups in colleges and universities [2]. In his book The Ecology of Education, Fan Guorui pointed out that marginal students not only refer to students who lack the ability and background to promote academic success, but also refer to students who are at a disadvantage in school. Marginalized students belong to a specific group of students who are tired of school and classroom life, and who are silent in school life and classroom.

With the development of our country's education process and the expansion of colleges and universities, the phenomenon of "marginal students" in colleges and universities needs urgent attention. Due to the influence of the college entrance examination, in the education of some colleges and universities, most students in primary and secondary schools are not dominant in the acquisition of educational resources for various reasons, resulting in performance or other aspects are lagging behind others. In schools, students at the center of school life always attract attention and have advantages in obtaining educational resources. In contrast, "marginal students" are excluded and ignored by the student group and do not really integrate into the group, thus unable to obtain a sense of belonging from school life, which greatly hinders the healthy development of students. By focusing on "borderline students" in colleges and universities, this study analyzes the situation and causes of "borderline students", puts forward targeted strategies and suggestions to deal with the problems of "borderline students", helps borderline students establish correct self-awareness, integrate into normal collective life, and promote the healthy development of students.

1. Reasons for the formation of marginal students

1.1 Marginal students and families

Family is the most basic unit of people's survival and life, and family relations are the cornerstone of all interpersonal communication. The ideas and behaviors formed by a person in the family will penetrate into all aspects of his life, and even affect

his life. According to a survey of 2,000 people conducted by the Social Survey Center of China Youth Daily, the main things the respondents inherited from their family of origin are living habits (79.6%), values (56.2%) and ways of treating people (53.1%) [2]. The family's way of education directly affects the child's way of doing things, too high pressure, indulgence, indulgence and other bad parenting methods are not conducive to the child's personality development and social development, and ultimately make them in the class group can not find their own positioning, inevitably squeezed in the edge.

1.2 Marginal students and schools

Schools, as an important place for students' socialization, shoulder the important mission of cultivating outstanding talents for the motherland and promoting the healthy growth of young people. The perfection of the school education system directly affects the teaching quality of education and the healthy growth of students. From the perspective of school education factors, the unreasonable student evaluation mechanism, the emphasis on cognition and the neglect of emotion and ideal and belief education in education content, the neglect of individual education, and the neglect of mental health education are all important reasons for the neglect of marginalized groups of college students (Qiao Shan 2014).

On the one hand, from the current evaluation mechanism of Chinese colleges and universities, students' academic performance and academic ability are still the main weight coefficients. Under the selection mechanism that focuses on academic performance, the comprehensive quality of students is ignored, resulting in many students entering the university, unable to adapt to the collective life of the university, unable to properly deal with the relationship with classmates and friends, and unable to carry out normal study life in the school. On the other hand, the evaluation mechanism with academic performance as the main weight will cause some students with poor academic performance to be labeled as "poor students", and some teachers will exclude these students from the scope of attention on the grounds of poor academic performance, and rarely give them academic and emotional care. If this situation continues, many students with poor academic performance will lack confidence and motivation to learn, thus losing the direction of efforts, feeling confused and self-negating all day, leading to the edge.

1.3 Marginal students and teachers

On the one hand, in the process of education and teaching, in order to ensure the use of teaching methods and the implementation of teaching contents, teachers design teaching objectives and arrange teaching contents mostly from the needs of the curriculum and their own teaching experience, and only pay attention to the cultivation of students' thoughts and mastery, while ignoring the development needs of students themselves. Individual mastery and development need to be deeply explored, so that not every student can get the necessary teaching resources from it. On the other hand, teachers' cognition and behavior affect students' situation and status in the class invisibly.

1.4 Marginal students and peers

In sociological theory, the so-called "peer group" refers to a small group composed of the same generation in the same social status. According to group socialization theory, the social function of peer group is no less than that of family (Zhu Peixia 2012). The peer group plays an important role in the development process of students, which can not only promote the formation of various abilities of students, but also influence members to develop in the opposite direction and gradually move to the edge.

Peer groups are formed spontaneously by students, and their operation norms are not mature. Without proper guidance, they will have a serious negative impact on the development of marginal students: First of all, in the spontaneous organization of students, there will be some small group "leaders". Under the leadership of the peer group "leader", most of the students' behaviors will be affected by this "leader". Once these behaviors are affected by bad atmosphere, the whole small group will go down the wrong road.Secondly, the emotional factors in the peer group are the focus of the operation of activities, but the students' minds are not mature, and when dealing with the relationship between members, they will have serious exclusion and strengthen the "conformity" behavior of marginal students, which means that they give up their own views and opinions and adopt the consistent behavior with the majority of the group.

2. Solutions to the problems of marginal students

2.1 Family cultivation encourages caring

Family education is the children's "first classroom", parents are the children's "first teacher", family education plays a role in teaching children basic life skills, basic social norms, the formation of personality characteristics. In the family education environment, objective factors such as parents' educational level, professional status, family structure, economic conditions, family atmosphere, parents' educational attitude and mode, parents' educational expectations and other subjective factors have an important impact on children's physical and mental development.

In the family environment construction of marginal students, parents should pay more efforts and attention to cultivate children's confidence and encourage care for children. First of all, as parents, try to build a good family learning environment for children, relatively independent and quiet learning space for students to develop learning habits is of great help. Secondly, parents as the first teacher in the child's life, parents' behavior, doing things and values in the subtle influence on the child, strengthen the communication with the child, at the appropriate time to give the child timely attention and guidance, can avoid the child whether psychologically or in the learning career detour. Third, as parents, it is also very important to strengthen their own knowledge and ability level. With the development of social times, the original knowledge reserve of parents can no longer meet the needs of today's society to provide children with more accurate guidance and education. Strengthening their own education level can provide effective help and guidance to children when they need it, so as to avoid the marginalization of students due to family reasons.

2.2 Diversity of school value orientation

Schools should change the way students are evaluated solely on the basis of achievement. The theory of multiple intelligence proposed by Gardner shows that everyone has his or her own strengths and weaknesses, and it is impossible to judge a person's intelligence unilaterally, which is of great reference value for us to evaluate students. First of all, the school should establish a diversified evaluation system, combine self-evaluation and others' evaluation, pay attention to students' individual differences, stimulate students to develop their own advantages and tap students' potential. Secondly, schools should pay more attention to the development of students' physical and mental health, especially the development of students' mental health. Borderline students have more or less certain psychological problems, and compared with mainstream students, they are more likely to have psychological problems and even lead to a series of bad behaviors. Third, actively guide students to establish the correct way of dealing with people, so that students learn to get along with others, learn to respect, care, tolerance. Everyone has an instinct for happiness. The right way of doing things can make marginalized students feel understood and cared for, and they are more willing to integrate into the school community.

2.3 Improve the quality of teachers and pay attention to spiritual guidance

First of all, teachers should break their own cognitive bias, improve their own quality, and treat the marginalized students in the class from the perspective of development.

Secondly, as a teacher, we should establish a correct view of students, strengthen our own ethics, and break the cognitive bias caused by our own subjective tendency.

2.4 Guide peers to set a positive example

For teenagers, the peer group means an "eternal society", which has a unique and irreplaceable role, and is an important object of their social and psychological dependence. The influence of the core members of the peer group in the group is not to be underestimated, and in some cases, it will even produce the appeal of a hundred people.

As a part of the collective, marginal students can play the role of "leader" in the core members of the peer group in order to better promote the integration of marginal students into the mainstream student group.

Conclusion

As the main position of talent training, colleges and universities are important places for young college students to realize socialization. As a special group in colleges and universities, the defects and weaknesses of marginal students are not only detrimental to the growth of students themselves, but also bring unstable factors to the healthy operation and development of schools and society. Therefore, it is a task that teachers, schools and even society must face to explore the causes of the marginalization of college students and guide the marginalized student groups out of the dilemma and into the mainstream cultural groups of universities. The researchers believe that to guide the marginal groups of college students, we must respect the personality of the marginal students, and give corresponding care and help. At the same time, the education and guidance of marginal students also need schools and families to play the role of educating people at the same time, and jointly create a good environment to promote the positive and healthy development of marginal students.

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