

The Three Core Factors to Motivate 8-13-Year-Old Children to Learn

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Abstract: Learning enthusiasm is an important factor affecting children's learning. Many children are not highly motivated learning because of their lack of responsibility. To carry out responsibility education to improve children's learning enthusiasm, parents need to change their concepts, understand the characteristics of children's learning, and explore the art of responsibility education.

Keywords: Trust; Listening and Communication-Interest; Progressive Relationships

1. Introduction

Today, it is ubiquitous that many children carry heavy schoolbags. Here is conversation between the schoolbag, books, and the pupil.

"How can you do that? I have so tired that I can't breathe smoothly." The schoolbag complained. "Well, it's not me, you know, it's our master. I also feel very tired." The books argued.

"Alas, I don't have a better way to deal with that, there are many duties I need to do. I have to finish." The pupil answered.

Those words I mentioned above are fairly prevalent in modern society. In other words, as we all know, a great increasing number of students from age 8 to 13 are under the burden of schoolbag. That results from the burden of their study. On the one hand, they must finish too much homework assigned; On the other hand, they need to meet their parents' requirements to attend various tutorial classes, the parents aiming at promoting their ability from all facets, including their deserved courses or their talents.

Truly, maybe this way may positively effect on students who can make great progress, and they are possessed of many potentials of performing themselves perfectly. However, absolutely, some children may benefit from the extra learning, but the others may meet some problems. As a matter of fact, it will give so much pressure to them, even they don't have essentially enough time to relax themselves. Furthermore, if they couldn't grasp the knowledge totally they have learned in class, how could they continue their study? In the face of this phenomenon, I believe there are many factors that can help children become more motivated and effective in their studies. And, I will analyze this from three aspects^[1].

When I first entered the education industry, I didn't really understand what trust meant to children, so I didn't care and didn't think much about it. However, after many years of teaching and having met students with different personalities, temperaments, hobbies and habits, I can say without exaggeration that if a teacher can build enough trust in the hearts of students, you will have a very smooth relationship with them afterwards. At the beginning, each child is innocent and innocent, they trust their teachers, parents, people around them and even strangers, however, once they get to some level of living together, this trust and the subsequent words and actions need to be maintained. The reason I say this is because, after really spending time with each child, I find that many times I have forgotten things that the children still remember and remind me of from time to time, and I am honestly shocked and guilty at that moment. So, technically speaking, I was enlightened by many of the things that the children said and did. So in class, I would express myself carefully, not for fear of missing points, but for fear that if I gave my students expectations or promises and then forgot about them, that would be a disservice to my students and would also step by step reduce the children's trust in me - their dependence on me, which is not what I want to see.

Perhaps in most eyes, trust is the preserve of adults, and children are indifferent. If you think so, I would advise you that it is time

to change and not let your own misconceptions affect your child's trust in you. Once you let your child lose trust, as far as the teacher is concerned, the child may not trust your words afterwards, not want to befriend you, not like your class, and over time, reduce the sense of importance to the classroom, which is not alarming, because in the classroom, the children's greatest trust is the teacher. So, please cherish the trust children have in you and make it easy for each other.

Besides, let's talk about the positive impact that listening and effective communication can have on children. I don't really agree with "stick education" in teaching, so I choose to communicate more effectively with students. Maybe some of you will say that it is okay to communicate with some children, but some others are simply futile, but, in my opinion, it is not that communication is useless. In most cases, the key lies in the way individuals take communication, and at the same time, depending on the situation, one should never take a set-it-and-forget-it approach.

I am used to taking an equal approach to communication, but of course, this does not mean that the communication process is smooth. As a teacher, I quietly listened to the students express their views, and just when I was concentrating on listening to the children, I had deliberately noticed that the children's words and actions had changed subtly, which showed that the children cared about the teacher's attitude. Afterwards, I responded patiently to this, and without exaggeration, the children readily accepted my suggestions and completed their respective tasks carefully and efficiently.

Most importantly, trust and effective communication can go a long way in laying the foundation for students' motivation and interest in learning. From birth, it is difficult for everyone to say what their interests really are, but with the accumulation of little by little life, it becomes clear that their preferences are changing step by step. I would like to cite a typical case from my teaching for analysis, and certainly one that I am proud of. Peng Peng, a fifth grade student, was hovering on the edge of the passing grade in English when I first approached this child, and as you can imagine, the whole person had little passion for learning English. So, when I took her to her first class, I basically didn't talk about anything, but focused on understanding the child's temperament, learning situation, and general state of mind^[2].

The child was very cheerful and opened up to communicate with me about his own confusion and worries about learning English. Later, I learned that my child's specific problems were in English spelling, word memorization and the overall basics, which led to unsatisfactory grades and a loss of motivation to learn English. To be honest, after a round of understanding, I found that my child is very smart and good at understanding, and I was a little happy, because this child is not unable to learn, just in pronunciation, knowledge absorption and the whole English learning, the method is not correct, which also helped me to understand the reason why my child is not interested in English: simply put, self-confidence is frustrated. After that, I gave special guidance to explain the specific situation of the child, and the child was also very cooperative, the whole atmosphere of the class was very harmonious, the child understood as soon as he spoke, I also gave appropriate praise, the child was very happy, can be seen from the heart happy. Gradually, the child's self-confidence picked up a little bit in the face of the progress.

2. Conclusion

Therefore, for teachers, they attach more importance to the quantity, rather than the quality of homework, and they think the drills of doing homework will improve students a lot. Meanwhile, they need to know what their babies think about. Students, the master of study, may not have their own thoughts, what they want to do is not clear, but they know whether they like it. In my view, every child has great potential waiting to develop, and that is to say, we must know, for children, study is not everything. So, not only the teachers but the parents should give children freedom to show themselves. And I believe that with the three aspects mentioned above, pupils will carry lighter schoolbags and can experience the process of study happily from the bottom of their heart

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