

“Marginal Person” in Primary School Education and Its Transformation Measures

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Abstract: In class teaching, students are not only the object of education, but also the subject of learning. They are the center of the whole teaching activities as the educates. As educators, teachers mainly play the role of guiding students. But in classroom teaching, it relies more on students' self-construction and self-effort. However, in the current educational environment, especially in primary school classroom education, the phenomenon of "marginal person" is prominent due to students' own factors and other objective factors, which has aroused a lot of attention from the public. This article mainly starts with the connotation, characteristics and performance of "marginal person" in primary school education, analyzes the reasons for its formation, and puts forward relevant transformation measures.

Keywords: Primary School Class Teaching; Marginal Person; Transformation Measures

1. The concept of “marginal person” in primary school education

1.1 The concept of “marginal person”

The concept of "marginal person" was first proposed by the German psychologist --Kurt Lewin in the 1960s, generally refers to people who are not fully involved in two social groups, but in between the groups. In a broad sense, "marginal person" refers to a person who is unique in a way that is difficult for others to understand for a short period of time, which also includes extremes. In a narrow sense, "marginal person" refers to people who are in every way out of touch with the mainstream social group approach. Lewin believes that "marginal person" have a different world outlook and values, so most of them cannot tolerate the world or be understood by others. But at the right time, they can show that they are superior to others' temperament. In the classroom instruction, "marginal person" is a narrower sense concept, the educational circle has the unique understanding to this concept.

1.2 The connotation of marginal people in class teaching

In the late 20th century, the concept of marginal person began to enter the field of education and gained considerable development. The concept of "marginal students" has not been clearly unified in China's academic circles, but it is usually defined from the following five aspects: whether the academic performance and ability are both poor; whether the interpersonal relationship is harmonious; whether the psychological is healthy; whether the family is poor; whether the physical defects. There are mainly two views on marginalized people in the academic circle of our country: one is that marginalized students fail to really integrate into class teaching activities due to various reasons and they are isolated and excluded; Second, marginal students are in the interlayer of teaching activities. They are weak in competition, vulnerable to setbacks, lack of confidence and initiative and have average academic performance. They are easy to degenerate into "underachievers" but with great potential for development.

2. Reasons for the formation of marginal person in primary school class teaching

2.1 Students' personality traits are not conducive to learning and their values are not clear

British psychologist Hans J. Eysenck developed the theory of personality from psychologists such as Gordon Willard Allport through the analysis of the factors of personality questionnaire data. He identified three basic dimensions of personality types: Introversion and extraversion, emotionality and psychopathy. There are four types of personality: stable extroversion, stable introversion, unstable extroversion and unstable introversion

However, the marginalized students in the classroom are mainly unstable extroversion and unstable introversion. The unstable introversion students tend to have poor self-efficacy, low self-evaluation, quietness, silence, negative learning and even inferiority. Unstable introverted students tend to have high self-evaluation. They feel good about themselves and are active in class that violate discipline, lose attention and even indulge in their own world. Students with the above two personality traits have innate weaknesses in learning, which make it more difficult for them to learn than those with stable extroversion and stable introversion.

Especially in the primary school class teaching, pupils are in the primary stage of shaping their outlook on life, world view and values, especially in the lower grades. They are not clear about the purpose and goal of learning, and the concepts of "why to learn" and "how to learn" are also very vague. Students do not have the concept of "marginal people", even if they know they are "marginal people", because of the learning values, they will not change. Therefore, the correct guidance of teachers and parents should not be underestimated.

2.2 Teachers are lack of attention to students and their teaching styles are conservative

Primary school is an important stage for shaping students, so teachers should pay more attention to the healthy development and learning status of students. Some teachers like to adopt laissez-faire teaching, but I don't think it applies to primary school teaching. According to the two personality traits mentioned above that are not conducive to learning, if teachers pay little attention to these two types of students or let them go, students are very likely to fall into the "marginal person". It is difficult to correct them once they form a habit in the later stage. Some teachers regard marginal students as "problem students" or "poor students", which is more detrimental to the physical and mental health development of students.

2.3 Competition pressure between students is big, they can't get along well

As the modern competition becomes more and more fierce, the study pressure of students is increasing and it is easy for students to resist learning, which is also an important factor for the emergence of "marginal person". The relationship between students is a peer relationship, but there is still a competitive relationship. Excessive pressure will lead to problems and contradictions in the relationship between students and the unharmonious relationship will have a direct adverse impact on the psychological development of students. The lack of friendship among students will lead to feelings of loneliness even inferiority which will gradually lead to the phenomenon of unsociability, producing "marginal person".

2.4 Family education is negligent and parents lack correct guidance

Family is the smallest social unit to undertake the responsibility of educating children. Family education has a subtle influence on children's ideology, morality, and behavior, it is the true portrayal of children's behavior and morality. The neglect of family education is an important factor that induces the marginalization of students, which is mainly reflected in the following aspects: family economic difficulties, family relations are not harmonious, parents' educational level is not high, the discipline style is not scientific and so on. These adverse factors will affect the children to become "marginal students". Some parents do not guide their children's behavior of being unsociable and unable to integrate into the class. Some parents even give the wrong guidance to their children because of their own values, so the children will also become "marginal person".

3. The transformation measures of marginal person

3.1 Students should participate in learning actively and improve

interpersonal relationships

The subjective factor for students to become "marginal person" still lies in themselves. To realize the transformation, students must face the problem with a positive attitude. In class, they should consciously integrate into teaching activities, and deliberately concentrate on thinking and attention. Students can have a sense of initiative to learn for themselves. In interpersonal communication, students should also learn to blend in class and participate in the cooperation to find their own sense of belonging. They should take the initiative to communicate with their favorite and suitable partners, reflect on their own problems in the process of communication and take efforts to form a good interpersonal relationship. This will play a very important role in the transformation of the "marginal person".

3.2 Teachers should strengthen the care to students and change the teaching

methods

In the face of marginal students, teachers should care more and treat them equally. Teachers should not only care about students in learning, but also in their physical and mental development. They should ask students whether they have encountered any problems or difficulties and whether they need help rather than blindly criticizing or ignoring them. For such students, teachers should not be prejudice to students, because they are very sensitive. Once teachers treat them with colored glasses, other students will imitate them and become isolated.

Teachers should also adopt flexible teaching methods to create a relaxed and active teaching atmosphere in class, so that marginal students can participate in it and avoid them wandering outside the class. In the face of such students as "marginal person", teachers can adopt the education method of teaching students in accordance with their aptitude. It can be of great help to educate students in accordance with their personality characteristics and behavior habits.

3.3 Parents should improve their self-accomplishment and adopt scientific

education methods

The role of parents in educating children is not to be underestimated. Their behavior often plays a role model for children. Therefore, themselves should improve their personal qualities and set up correct values. They should not bring too much utilitarianism to their children, nor pressure them to form too much study pressure. At the same time, strive to create a good family atmosphere for children, so that children can feel love and belonging in a harmonious family relationship.

Scientific educational methods are very important. Parents should accompany their children authentically to create

conditions for telepathy. To listen to the heart of the children, eliminate the estrangement with the children; to fully respect the wishes of children, and give correct guidance, cultivate children's ability to make independent choices; to be good at finding the shining point of the children, encourage and praise them in time in order to stimulate the children's confidence, cultivate their sunny mentality. Scientific parenting style plays a great role in shaping children's healthy personality.

4. Conclusion

"Marginal person" is a common and significant problem in primary school education, which not only affects the personal development of students, but also hinders the progress of education. Primary education as a part of basic education, we should pay attention to this problem and take active measures. The transformation of "marginal person" is a long-term and complex educational project, which requires the joint efforts of students, teachers and parents. In particular, teachers should take the initiative to shoulder the heavy responsibility, care for students, help and guide them during the transformation process. There is still a long way to go in education, but I believe that one day marginal students will come back.

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