

A Study on the Causes of the Students with Learning Difficulties and the Strategies of Helping them

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Abstract: The number of students with learning difficulties in Colleges and universities is increasing year by year. If the education, guidance or transformation of these students is not correct, it will affect the overall improvement of talent training quality and the growth of students. This paper analyzes the causes of the students with difficulties in learning and puts forward the strategies of helping them.

Key words: Poor student; Education; Support

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As an important indicator of the effect of higher education reform, the quality of talent training has always been the focus of social attention, and the quality of talent training cannot do without the overall improvement of students' learning quality^[1].

At present, the number of students with difficulties in university students is increasing year by year. Especially, there are still some students who are going to enter the fourth year in September. If the education, guidance or transformation of these students is not only affected by the overall improvement of talent training quality and the growth of students, but also the employment of students and their families There is much pressure, and need attention and help. Therefore, it is of great significance to investigate the causes, help and transformation of students with learning difficulties in order to improve the quality of personnel training, promote the future development of students and social harmony^[2].

1 Analysis of the current situation of students

with learning difficulties

At present, there are 66 science majors in a university in Northern Jiangsu Province. As of the end of the third year of the University, there are 7 students and 17 courses in one major who have failed the course, and the number of failing students accounts for 18.42%. 7 students should have 3 or more credits, and 1 student has 31 credits (8 courses failed). Another two students' degree English has not yet reached the school's required score line. Another major has 14 people and 57 students fail the course, and the number of failing students accounts for 36.84%. The 6 students should have 10 or more credits (4 of them have 20 or more credits), and the most outstanding credits are 31.5 credits (12 courses failed). Another 8 students' degree English has not yet reached the school's required score line.

2 An analysis of the causes of the students with learning difficulties

The college takes two major students with learning disabilities as the sample, and conducts questionnaire survey, symposium, individual interview among teachers and class students. The types and causes of the students are analyzed from the aspects of students' individual, school and family.

2.1 Learning objectives are not clear, lack of motivation

According to the survey results of the students with learning difficulties, many people think that the only goal of high school is to enter the University. However, there is no answer in some people's minds about what the goal is after entering the University. Some students "have no goal and plan, step by step", and some even think that "university is a place to relax after studying

in high school”. Most of these students have not made their own career planning after entering the school, lack of long-term development consciousness, continue to be confused or even misconceptive of the University. In the face of the relatively loose learning arrangement of universities, coupled with their own requirements are not strict, continue to relax the requirements of their own, at a loss, do not think of making progress in learning, learning objectives are not clear, lack of motivation and motivation to actively study^[3].

2.2 Lack of professional interest, high weariness

Due to the impact of the unsatisfactory results of the college entrance examination and the enrollment diversion of 2017's major categories, many students' average scores and academic achievement points are not up to standard and are assigned to the major they are not interested in. The major of information and computing science and applied physics are relatively “cold” majors. Students think that there is a gap between the two majors they studied and their expected majors. They worry about the future employment difficulties and poor development, and then complain about learning, which leads to psychological imbalance, which affects students' self-confidence and learning mood to a certain extent. At the same time, many students with learning disabilities do not have a deep understanding of the major they study, and they can not cultivate their interest in professional learning constantly in the ordinary professional learning, and there are bad emotions such as weariness, laziness and subconsciously resisting their professional learning. In addition, some students overemphasize self-awareness and personal hobbies, lack of “love what I've learned” exploration consciousness, and their interest in professional learning is not strong.

2.3 Learning attitude is not correct, poor self-discipline

The problem of learning attitude is an important factor leading to the emergence of students with learning difficulties. After investigation, it is found that the common problem of students with learning difficulties is that they cannot correctly handle the relationship between their studies and other social activities. They may spend a lot of time and energy studying in the late brush play, all night online games. Of course, there are also some students because of the social part-time activities and scattered attention. In a word, students with learning difficulties spend too much energy on

other affairs, so few of them are naturally allocated to their studies. In terms of self-discipline, due to the long-term unreasonable distribution of energy, black and white are reversed. Students with learning difficulties are usually late for class, leave early, and be absent from class. They prefer to play games rather than spend their time in study rooms. They play with mobile phones in class, distract themselves, and they don't know what the teacher asks. They can't finish their homework independently after class. They always try to get results through some illegal behaviors.

2.4 Education and teaching management is not in place, class atmosphere is not strong

The overall study style of the two classes is not strong. Among the 66 students in the two classes, 34.85% of the students come from other provinces such as Guangxi, Guizhou and Yunnan. The basic education in these areas is weak and the quality of students is relatively poor. There are too many liberal arts students in class 1171, so it is difficult to learn science courses. The lack of self-confidence in learning leads to the lack of self-confidence in learning, which leads to the serious phenomenon of missing courses and missing courses. In addition, the current college education and teaching management work still has defects. Some teachers are accustomed to the learning attitude of such students for a long time. They open one eye to the illegal behaviors in the classroom such as playing mobile phones and sleeping. The fine management of the class is not enough, and effective measures are not taken to solve the situation of the students' study style. The personalized help work for the students with learning difficulties is not obvious, and the ideological and emotional communication between teachers and students is not enough. The college did not deal with the students with serious academic warning, and the ordinary education management did not deter these students, and connived at some students' continuous academic decline. At the same time, family education is not enough. Some parents seldom care about their children's learning in school, and they are unable to communicate effectively with counselors.

3 Strategies for helping students with learning difficulties

According to the above analysis of the causes of the students with learning difficulties, combined with the characteristics of the current group of students and

behavior habits, we can carry out the work from the following aspects, strive to achieve accurate filing, classified guidance, accurate assistance, and effectively help students with learning difficulties to get out of their academic difficulties and complete their studies.

3.1 Strengthen the education guidance and stimulate the learning motivation

In the interview with the students with learning difficulties, we find that not only do these students have poor academic performance, but also many people have different degrees of deviation in their world outlook, outlook on life and values. In the specific work, the ideological education and guidance work of college students is not enough, usually more work is knowledge education and skills education^[4]. Therefore, to help them complete their studies, the first thing is to guide them to establish correct three outlooks, have correct ideals, and make efforts for them. In this way, students with learning difficulties can be effectively transformed, and their motivation and ease learning will not be brought about by learning because they do not want to learn. The college can organize leading teachers to carry out special ideological education guidance activities, hold academic mobilization, hold inspirational lectures, participate in learning exchanges, carry out talks, write growth reports and other activities, help students with learning difficulties to establish correct ideas and correct learning attitude, and can inspire them with peer stories and use example strength to promote their learning.

3.2 Guide career planning, clear learning objectives

There is no difference in intelligence level between students with learning difficulties and ordinary college students. The most important thing is the lack of learning motivation and unclear learning objectives. Therefore, to carry out effective academic guidance and career planning for students with learning difficulties is a powerful guarantee to help students clear their goals. For the guidance of career planning for the college students in science, the paper will integrate the academic guidance into the students' career planning, and build a professional and refined guidance and service system in combination with the professional setting and learning characteristics. In the management service, the professional tutor and the director of the counselor will be organized to guide students in their studies and employment. For different types of students, it is necessary to ensure that the guidance is classified

and classified.

3.3 Carry out accurate assistance and strengthen the implementation of responsibilities

According to the specific situation of each student with learning difficulties, the college will develop a "personalized" one-to-one "customized precise assistance program, and establish help files. We organized a support team composed of the college's leading group, department heads, counselors, and outstanding student backbones to carry out counseling and answering, psychological counseling, process management and other work, highlighted the key points, formulated the assistance list and cancellation system, held regular support feedback meetings, and further strengthened the implementation of responsibilities. We can give full play to the vanguard and exemplary role of teachers' Party branches and Party members, organize Party branch teachers to contact 1-2 students with learning difficulties, further strengthen students' professional identity, establish courage to overcome difficulties, and help them pass the failed courses as soon as possible. In addition, the college will organize the selection of students with excellent achievements among the class student party members and excellent student cadres to guide the students with difficulties in the course. Organize relevant students and help objects to form a "one-to-one" binding learning mode. They can have classes together, study by themselves, do homework together, and take activities together. And timely report to the Counselor's head teacher on the learning situation, life status and psychological emotions of the students to help them finish their studies successfully^[5].

3.4 Strengthening the linkage between family and school to form the joint force of Education

At present, the goal of talent training in Colleges and universities is not only limited to knowledge indoctrination, but also ideological guidance and values shaping. Therefore, in the whole process of talent cultivation, whether it is teaching management or life service, families or schools have undertaken the responsibility of shaping talents, which will also affect the personality and learning of students. Therefore, in the process of helping students with learning difficulties, colleges and universities should combine with each other, make full use of the relationship between school and family, and jointly educate students. Counselors in charge of class should contact parents of students with learning diffi-

culties in time, realize information exchange, and establish a long-term mechanism of communication with parents. Counselors often keep in touch with parents of students with difficulties in learning, and can conduct appropriate family visits to fully understand the students' situation. Make full use of new media to build a platform for timely communication between teachers and parents, and establish "help QQ" Group, wechat group, etc., listen to the introduction of parents of students, timely feedback to parents about the learning and living conditions of students with learning difficulties in school. If it is necessary to invite parents to the school for exchange or accompany, they should strive for the support and understanding of parents as far as possible, to realize the effective cooperation between home and school, form educational joint forces, and better help students with learning difficulties finish their studies as

soon as possible.

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