

Qualitative Research on Status Analysis & Psychological Intervention Strategy of Elementary Students' School Weariness

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Abstract

According to the contrastive analysis of students' school performance in recent years, it has significantly observed the following points including the quality reduction of student sourceyears by years, decrease of student's enthusiasm for study and school weariness prevailing among student group, all of which has brought serious effect on the teaching quality of schools. On this occasion, how to solve the problem of elementary student's school weariness requires no delay. To solve the problem of school weariness at its root, we should and must make an in-depth study on the current situation, type, reason and intervention strategies of elementary student's school weariness. Furthermore, it is also necessary for us to conduct specific qualitative studies on the all reasons of possible pressures. By focusing on associated items, I would like to have further understanding of students' subjective consciousness and personal feeling by interview as research method and get preparation for better guidance of overcoming student's school weariness in the future. This paper comes up with relevant intervention strategies on psychological features of vocational high school students' school weariness in combination with the theories of psychology, especially affective strategies commonly used in applied educational psychology, to make psychological counseling for elementary students' school weariness, which allows the teachers of vocational high school to solve the psychological problems of students' school weariness during their educational practice in a more scientific and effective way under the guidance of theory.

Key words: Primary School Students; School Weariness; Psychological Intervention

1. Introduction

1.1 Research Background

There is no direct discussion and study on "school weariness" but "truancy", "school dropout" and "learning burnout" abroad. Truancy is usually explicitly defined in the school's handbook of policies and procedures. "Truancy" is used to express a behavior which is objective. As long as this behavior appears, some studies on social reasons, economic reasons, school and other aspects behind "truancy" will be made, as well as a large number of plans and programs that aim to change this undesirable behavior.

As early as 1963, the Kennedy administration published a report on "anti-mid-dropout movement", focusing on the dropout of students as a serious loss of education, calling on the public to anticipate potential dropouts and help those students who have dropped out from school return to school. The factors that affect the dropout of American students can be summarized as follows: school factors, family factors, personal factors and social factors. The study of "learning burnout" abroad is extended by the concept of "burnout". The definition of "burnout" determined by Freudenberger (Freudenberger is considered to be the founder of burnout research) and Maslach is cited most. In the early 1990s, the Japanese media had reported that the middle school students were tired of learning math and physics. In recent years, the Japanese Ministry of Education has conducted a survey of 4966 junior high school sophomores in the country, which showed that the number of middle school students who are tired of learning math and physics are up to 52%, which is 5 percentage higher than that in 1995. Japan, when seeking to solve the increasingly serious problem of learning weariness and dropout, stressed that the school shall be a "spiritual place" for students. That is, the school shall guide students to develop subjectivity and form the correct interpersonal relationship in a good collective environment through a variety of daily educational activities.

1.2 Research significance

Learning weariness prevails in elementary school and high school. Student's learning weariness has brought a lot of trouble to my teaching work. I am a head teacher for more than five years, know very well that most daily work that headteachers have to deal with is mainly

caused by learning weariness. The generation after 90s, 80s and 70s have their own personality characteristics and value orientation, therefore understanding them better could help alleviate the learning weariness and stimulate their curiosity, and thereby they learn more skills to embrace a better future.

And to some extent, learning weariness is a potential problem that every student may face. It is not just specific for some students. It, to a certain extent, will hinder the healthy and happy growth of students, especially for elementary school students. As we all know, elementary school stage is a foundation stage of individual development, during which student could grow up rapidly, easy and best to be educated. Students in this stage face a dramatic change physically and psychologically, but also shoulder the heavy burden of learning and ardent hope from parents and teachers, for which it is easy for students to have a lot of psychological distress or problems. In 2005, a study by the Foreign Youth Research Center on "Learning and living conditions of foreign primary and secondary school students" showed that 57.6% of students were distressed by "learning pressure" and a large proportion of students had serious problem of learning weariness.

The problem of elementary school students' learning weariness is not only an individual problem for students rather it involves individual, family, school and the society, which has a far-reach influence. It has become a prominent problem in the current educational development. It is of great significance and value for the problem of learning weariness to be solved, concerning the healthy growth and development of students, the harmony of family, the development of school mental health education, the smooth development of education and teaching and the improvement of education quality.

1.3 Overseas and Domestic Research Status

1.3.1 Domestic Research Status

The study through the retrieval of relevant literature has found that there are many studies on student's learning weariness in China. These studies, with special emphasis on differences, can be divided into psychological, sociological and pedagogical perspectives. According to the level of learning, these studies can be divided into elementary student's learning, junior high school student's learning and senior high school student's learning

weariness's. According to the subjects of learning, these studies can be divided into Chinese learning weariness, mathematics learning weariness and English learning weariness. According to the learning method, these studies can be divided into independent study and cooperative learning researches. According to the learning problem, these studies can be divided into learning burnout, classroom problem, learning disability, learning weariness and learning situation researches. According to the education type, these studies can be divided into elementary student's learning weariness and ordinary school student's learning weariness studies. There are a lot of related master's thesis and periodicals on the study of learning weariness in elementary schools among these studies. These studies have analyzed learning weariness from the following aspects:

Firstly, the perspective of the phenomenon. Learning weariness phenomenon in elementary school is caused by students themselves, society, school, family and other factors. Therefore, solving the problem of learning weariness in elementary school requires the society, school, teacher and family's concerted effort and interact. First of all, the society attaches importance to primary education and correctly treats primary school students. Secondly, the brand new teacher-student relationship is to be established. Thirdly, the curriculum reform is the core of educational reform and a motivational force for sustained development combined with practice, which needs to be carried out to achieve collective design of theory and practice. According to the characteristics of primary school education, more experiment sites are to be established. Fourthly, enhancing the school's management to establish a good school spirit. Lastly, improving of parental quality.

Secondly, the perspective of psychology. Learning weariness in junior high school students prevails due to the negative psychological situations such as sense of loss, depression and the pessimism they have as they fail to attend high school and cannot achieve their own college dreams. Learning weariness is acquired subsequently, therefore we could conduct an in-depth psychological analysis so as to find out the corresponding psychological intervention strategies.

Thirdly, the perspective of practical research. The experimental study of "understanding education" created by Professor Xiong Chuanwu, a doctoral tutor of East China Normal University, has made remarkable achievements in solving the learning weariness in general

education students, which could be considered a successful case in China. His main theory is getting students to like the people they shall learn from rather than learning.

1.3.2 Overseas Research Status

With the continuous development of society, learning weariness seems to have become one of the developmental products. In order to solve this problem, many foreign researchers have explored the learning weariness issue from all aspects:

1.3.2 .1 The study of administrative strategy

1. In teaching area, the United Kingdom takes "student-centered" measures, which are mainly reflected in the following five aspects:

- ① In the teaching process, "student-centered" concept emphasizes "learning-oriented" and "teaching-guided" strategy.
- ② The role of teachers and students in the teaching process: teacher is the director while student is the protagonist.
- ③ Learning content shall gear to actual circumstances of students and meet the needs of work in the future so that students could practice what they've learnt.
- ④ Teaching methods: different kinds of teaching activities shall be taken to encourage students to actively participate in and students could be arranged to learn and practice in some work sites.
- ⑤ The "student-centered" teaching evaluation is mainly to take the "task-oriented" strategies, aiming at assessing the actual ability of students and professional ability they have learnt. One course requires a multi-stage assessment, which could facilitate students learning through feedback from each stage. The practice of "student-centered" in the UK puts the students in the dominant position, which greatly enhances their enthusiasm of learning.

2. Strategies German vocational schools take to deal with learning weariness

In Germany, the combination of training in the vocational schools and practicing in the companies is taken. Regarding the curriculum provision, the curriculum design of German elementary education is primary school activities-oriented, which combines basic knowledge and professional knowledge to a professional and technical knowledge system. Similar to

Australia, the general theory of teaching and professional practice is probably 3:7, from which we could see it is a practice-focused course that aims at improving student's skill level and learning enthusiasm. From the above we can see primary education in some developed countries attach more importance to practical skills and abilities rather than the theoretical level. But it requests for high practical skills, which meets the characteristics of elementary students "unwilling to read books and recite and willing to practice". The teaching strategy works greatly on the change of learning weariness in vocational students, which enlightens us in the curriculum reform.

3. Australia has adopted a "competency-based" teaching strategy to cope with learning weariness. It is mainly reflected in the following aspects:

First of all, ability-based education is the basic requirement of teaching work. Developing the standard system of primary school competence required by each profession, teaching according to the curriculum set up by the system, evaluating the teaching results and granting different levels of credentials shall be carried out from the beginning to end.

Secondly, ability training is the focus of teaching reform. Teaching plan features of primary school lie on less proportion of cultural basic courses, focusing on professional courses and diluting the difference between theoretical course and practical course. It is to select teaching materials of high practicality, to strengthen teaching practice, to take more practice and step-by-step teaching methods.

Thirdly, the competency standard is a quality evaluation measurement of students.

Some of the 12 kinds of standard test methods are used as the means of curriculum assessment. These 12 kinds of assessment methods are: observation, oral examination, field operation, third party evaluation, certificate, interview, self-evaluation, submission of case analysis report, Workpiece production, written answer, video and so on. The results of the examination meet the requirements of "five": that is, effectiveness, authority, adequacy, consistency, leading. The integrated use of these methods can effectively reflect the student's practical ability.

Fourthly, the actual manipulative ability is an important assessment of capacity. The main national competency standards for Australian students include task skills, task processing

skills, stress management and role management skills. from a theoretical and practical ability levels, there are two parts of the assessment of the primary school students, which constitutes "loose theory and tight practice, respectively"

1.3.2 .2 starts with the family therapy

The Family of any child is the first and ultimate station of education, if the child has a psychological problem, the family has a great deal for the treatment portion of school weariness. In the process of treatment, active participation of parents and children is required, through the understanding of multi-communication which can further improve the family environment, family education, adaptation methods, and to analyze the situation of emotional and behavioral effects of the parents on personality Relationships (Carl, 2005). The above mentioned method for psychological problems of weariness is also of great help.

1.3.2 .3 **school-related research**

In foreign countries, from the school point of view there are a lot to do, such as carrying out research on weariness behavior. Such as "truancy" "dropout" " school refusal" and other similar studies, some scholars believe that truancy Behavior and Social school classes have a close relationship, among those Barbara Sammer studied the family of 25 truant students focused on four aspects i.e. friendship patterns, Interests, behavior of the school and cognitive factors, the study concluded that "the biggest reason for students' truancy is weariness of schools and teachers." And that improving the teaching contents, methods and school environment can prevent and interfere with the development of truancy.

1.3.2 .4 **relevant psychological intervention research**

In the study of psychological intervention theory used in weariness, there are systematic, role, operational conditional reflex and cognitive theories. The application of cognitive therapy is the commonest in behavioral therapy. Behavioral therapy is mainly focused on the use of operational behavioral therapy: the use of incentives to strengthen the desired behavior, with a punishment to eliminate unwanted behavior and achieve the purpose of treatment. Cognitive intervention refers to a variety of proactive measures that influence the behavioral level of an individual by changing or influencing the existing cognitive thinking patterns of the individual. In 1997, Ross argued that there were at least three main means of occurrence of a belief system: first faith disconfirmation, second, reconceptualization, third introspection,

or epiphany.

2. Relevant theory overview

2.1 concept of learning weariness

2.1.1 Definition of weariness

The so-called weariness (and sometimes called weariness sentiment) is the diversion of students' dominant demand for learning, to lose interest in school life, being tired and emotionally indifferent for learning-related behavior and indulgent attitude and bad behavior manifested by a way of psychological feelings and emotional experience.

The general trend of the students in this category is to be tired of learning in a broad and narrow senses, in the broad sense its manifested by the weariness of the students from the school and learning-related activities and the loss of interest in learning, resulting in boredom. Narrative weariness in the narrow sense is mainly referred to the boredom of a student in a certain aspect of a discipline. broad and narrow senses of weariness is sometimes difficult to distinguish, because each student's weariness level and intensity is not the same, to conduct an effective investigation and qualitative analysis, from Quantitative is difficult to define due to the psychological problems which can only be apparent through the external behavior reflection.

2.1.2 The nature of weariness

The nature of weariness is due to the external environmental factors and students' own cognitive level of contradictions and psychological anxiety caused by the leading demand diversion.

learning, students desire for knowledge and the pursuit of student learning needs and motivation should be dominated in People's activities in a certain period or at a certain environment, when the external environmental factors have an impact on the students and their own cognitive level, conflict and imbalance arises and the student psychology will produce anxiety, Such as the student's learning ability cannot meet the knowledge structure and capacity requirements, the academic performance is low, which cannot be changed through their own efforts, ultimately will produce anxiety. His desire for learning cannot be achieved, his dominant demand will be diverted to other aspects. Many teachers often say that a student's mind is unable for learning, when students mood of tired of learning itself have

become acquired.

2.2.3 Emergence of weariness disease

Moderate weariness implies occasional playing of mobile phones, dissatisfaction with certain subjects or a teacher, little tired of learning. Often tired of a subject, sometimes a homework or a teacher, and occasionally accompanied by some kind of headache while serious weariness is tiredness of all subjects, disgusted from all teachers, often accompanied by headache, vomiting and other adverse physiological reactions.

Among serious weariness there is one type well known as a school tiredness, the main feature of which is the lack of interest in learning, declaring learning as a burden and the study as a painful process, cannot carry out normal learning activities, often absenteeism or truancy. its weariness disease from the medical aspect of view which may also have some physiological symptoms, such as headache, nausea, sleepiness, loss of appetite, tachycardia, etc., if they do not go to school, the symptoms will disappear. Weariness is a psychological disorder. We usually say that weariness has a psychological and emotional tendencies, it is a tiredness of the experience of learning. And the evasive action in learning is a medical type of mental illness. To develop evasion, the two parts i.e. the psychological and medical had to overlap to a certain extent and if it's not well adapted it will lead to the occurrence of school weariness disease

2.2 Psychological intervention

Psychological intervention is under the guidance of psychological theory, to exert a strategic impact on the individual or group of mental health problems and behavior so that the changes point to the expected target.

2.3 Definition of qualitative research

The qualitative feature of qualitative research is that it calls upon the researcher to enter the life of the researcher as comprehensively and naturally as possible. The goal is to gain close interaction with the researcher Plan, event, or any other related depths; overall understanding of what is intended to be studied. Qualitative research is more focused on the psychological experience of the researchers.

3. Analysis of the current situation of primary school students' weariness.

3.1 Performance of primary school students' weariness

Firstly, primary school students' weariness in the classroom expressed as being late, early leave, skipping and so on. The reason for being late and early leave is because of the study and the school have a sense of boredom, unable to get well with the study and school or quickly leave away from learning and school; skipping is because they are tired of learning, do not want to come in contact with the teaching process or personals.

Secondly, primary school students are tired of doing homework with the manifestation of doing less, missed, plagiarism, do not do homework. The survey found that 29% of primary school students feel that the teacher arranged a lot of homework; 11% of primary school students often do not do homework; 40% of primary school students will have too many lessons and hate them, do not want to learn. The reason behind these low performance is because of learning weariness, disgusted, in order to get out of school early, they do the least or miss, plagiarize or even do not write homework.

Thirdly, the primary school students are too tired of learning so that in the examinations, their performances while answering the questions are not well, for example they write wrong answers, or leave it as blank sheets or even ask a teacher for the questions, or they leave the exam hall sooner in less than 30 minutes, serious behavior will be cheating in the examination.

Fourthly, primary school students are not interest, tired of learning in the extracurricular aspect, addicted to the games, network and so on. The survey found that 11% of primary school students will not do homework due to Internet access and network related reasons.

3.2 Characteristics of primary school students' weariness

1. The investigation carried out on the contradiction between psychology and behavior, the dislike of students' learning and the contradiction with the pursuit of high education have found a very strange phenomenon. For the primary school, many subjects do not pass the exam, there is no interest in learning, the proportion is 24. 0%, this type of study of a 40 classes only 20 people in class, classroom atmosphere and classroom quality (Including the quality of lectures and the quality of listening) is very poor.

2. In the period of grouping, students of foreign primary schools are in a period of being

affected by peers, and because of the inevitability of the schoolcontact, the students who are tired of learning are interested in some of the school classes. Or a common interest in the formation of a number of informal organizations in the class, in each informal organization have recognized leaders in the organization. Often group with the teachers in conflict, the classroom as a place where nothing to find music. To our education and teaching has brought great difficulty

3. Absence, according to foreign primary school management model and other reasons, students' weariness behavior is rarely subjected to effective intervention at schools and teacher's levels, students' weariness behavior is completely in a state of indulgence.

3.3 Reasons of primary school weariness

The factors for Primary school students' weariness are family factors, social factors, teachers and self-factors.

3.3.1 School Factors

A good campus environment and interpersonal atmosphere is a driving force for students to learn, while the bad campus environment will lead to the opposite results. Life Learning in a bad environment virtually will lead some students to feel tremendous pressure. This is an inherited potential factor born with. The survey found that 35% of primary school students are very fond of their school learning environment, but 12% of primary school students don't like it very much, and this 12% of primary school students may not like the school's learning environment and develop negative attitudes toward school.

3.3.2 Family factors

"Education has always been with a natural relationship with the 'family', in addition to school factors, the school weariness and the family have a great relationship. In the survey, when a question was asked "If the results are not good, whose view will you care the most?" 66% of the students selected parents, showing that parents have a great impact on the study of primary school students; 38% Of primary school students now think that learning is attributed to "parents", so parents are the primary motivation to support primary school students, but if the parent's education of the child is improper this may also lead to primary school students' weariness. The following is the case of parents to educate their children.

Parents are often the object of children imitation, so parents of learning behavioral

attitude will affect the behavior of primary school students' attitude towards learning. Some parents because of busy work, never ask about the child's learning situation; some parents do spoil their children, the children's learning gets worse. But the children, after all are children, they need their parents for education and guidance, otherwise they will cause the loss of children's study, to a certain extent, eventually causing learning disabilities. The survey found that 22% of primary school students feel that their family has an impact on their studies; 12% of primary school students feel that parents have the greatest impact on him.

3.3.3 Social factors

(1) Negative factors in mass culture

The survey found that 15% of primary school students do not do homework because of "other things", this "other things" mainly refers to the Internet, watching TV, and recently, the network overwhelming games which has become a killer for student's interest. Other mass culture factors model includes anti-personality, anti-art, not unusual vulgar content. And these mass culture is often a fashion, good and bad prevailing way for primary school students has a negative impact. Obviously, the age characteristics of primary school students determined that they have non-resolving ability, vulnerable to the outside world. In addition, there are some illegally entertainment venues opened, so that some primary school students entertain the games and the Internet's sweetness and no longer at peace with learning so that students will be tired of school.

(2) Uselessness of study

At present under the influence of the market oriented economy, many people in the "money first" "interests first" are under the thinking influence of study being useless. Some of these study useless ideas have affected the lovely primary school students, the survey found that 13% of primary school students think that learning is not important, this attitude constitute the basis of study weariness.

3.3.4 Teachers factors

"The nature of the teacher's work, the responsibility to make them occupies an important position in the community is the goal," but if the teacher's education and teaching methods are not right, it will make the classrooms become very boring. in recent years although the implementation of the new curriculum reform prevails but excessive pursuit of scores is still a

burden, teachers will use the score tactics. From primary school, secondary school to university, the teacher wants the score, the parents want the score, the social evaluation of the education entertain the score, the students were unable to lift the score. Excessive academic burden has spread to primary school. In addition, individual teachers will criticize them when their grades are not good, so that these scores intensify students' weariness eventually leading to "smashed pot".

3.4.5 Self-factors

The motivation of primary school students is impure, the purpose of learning is not clear, the learning method is improper, which are the main factors leading to primary school students' weariness. First of all, there is no strong motivation to learn. As far as I know, 61% of primary school students feel that they are facing learning difficulties, and that only 1% of students are not having difficulty to study. Secondly, there is no clear goal for learning purposes. In my understanding of the situation, 78% of primary school students feel that learning is very important, and that 11% of them think that learning is not important, third, learning methods itself, the lack of good learning methods. As far as I know, 44% of primary school students have good learning methods, and 56% of primary school students do not have good learning methods. These are the reasons why primary school students are tired of learning.

In addition, some students' weariness should be attributed to bad learning habits. As the saying goes, the habit of becoming natural. The so-called habit, refers to the subject after repeated practice and fixed down the mode of thinking and behavior. Learning habits, refers to the learning subject in the uninterrupted practice and in the formation of a conscious learning and behavior. Good learning habits are important non-intellectual factors. According to our survey, there are 26% of primary school students with good learning habits and 12% of primary school students with bad learning habits. The "bad habits" mentioned here include the habit of not having a pre-class preview, the habit of not having a review after class, and the habit of not having self-thinking. Primary school students tired of learning cannot be regarded as not interested in learning, part of the primary school students because of hard work but did not succeed, no good results, that consciousness is not a block "study material." So let the students continue to produce a sense of accomplishment. As a teacher to have a

"successful education" awareness, so that students in the learning process are to obtain the opportunity to experience success.

4. Combined relevant psychological theory put forward the relevant intervention strategy

4.1 Give students enough love and respect, equal treatment for every student

Different students have different experiences and different family environments, and the needs of each student will be different. The most important ones are lack of love and self-esteem, to make students creative, first of all make students feel that teachers are fair, loving and respectful for their own students, not ridiculed and punished because of their mistakes, only when the students feel the love of education and their self-esteem is satisfied, only then they will make their behavior change. Primary school students at high school when they are respected, self-esteem will gradually increase,

At the same time, students' self-esteem is highly correlated with individual academic and living conditions. High self-esteem students will fail to give up due to examination failures, they have a high sense of self-worth. And low self-esteem students are more susceptible to negative information, the problem is not that they lack the ability, but rather they have not appropriate self-awareness, encountering some unhappy things, they will be dejected, not confident, or even want to give up learning. There is a problem of low self-esteem in the high school students. In order to do a good job for low self-esteem students, they need to cultivate their self-esteem, communicate with parents, encourage and criticize them to work hard and analyze the causes and countermeasures of failure, to stimulate their self-confidence, as much as possible so that they experience the joy of success and promote their healthy growth.

4.2 Use cognitive dissonance theory to change the behavior and attitude of poor students

China's traditional and moral education has focused on using behavioral learning theory such as operational conditioned reflex, strengthening theory to cultivate students 'good behavior and explain students' bad behavior. And the understanding of relative neglected role of individual cognitive psychology. Festinger's cognitive deficit theory provides a new direction for students' moral education.

Festinger's theory of cognitive dissonance is the state of conflict experienced by a person who makes decisions, takes action, or encounters belief that goes against the beliefs, feelings,

or values of the past.

In the actual teaching, if the moral educators blindly use external incentives to strengthen the behavior of poor students by law-abiding behavior, then it will virtually give them the right reasons to add additional reasonable behavior, the results will be rewarding in order to get more external awards. Therefore, teachers in the process of counseling should pay attention to observe the needs of students, especially psychological needs, choose effective and appropriate reinforcement to meet their moral aspirations. The theory of misconception reveals how to change people's attitudes and behaviors, When the attitude and behavior lack consistency. If this behavior makes people feel satisfied, they can cause changes in their attitude.

The high school students are not only poor students, but also often violate the school disciplines, they believe that compliance with classroom discipline is a good student job, if the responsibility to maintain discipline is confined to poor students, it may end up leading to its cognitive disorders. At this point it's time to praise the teacher work, so that he realized the current imbalance between original bad cognitive and the new behavior, which fundamentally change his learning and compliance with school discipline awareness and attitude. It is unavoidable for students to develop cognitive disorders in contact with others and things. From the theory of cognitive maladjustment, we can fundamentally realize the cognitive harmony of students with bad behavior and eliminate their rebellious psychology and help them to form the correct learning attitude.

4.3 Let the students become a lover of Pygmalion, to explore the potential of students

"A king of ancient times called Pygmalion, Pygmalion was a Cypriot sculptor who carved a woman out of ivory. According to Ovid, after seeing the Propoetides he was "not interested in women" but his statue was so beautiful and realistic that he fell in love with it, the girl became the wife of leather Marion. "Although only a beautiful legend, but the psychologist in real life, tell us that the " leather Marion "effect not only make the dream come true, but also has amazing power. Well-known psychologist Rosenthal borrowed the "Pygmalion" the myth of the moral, the use of teachers to the expectations of students to verify the expectations of teachers and self-realization of the effect of prophecy.

The Pygmalion effect has great implications for modern education. The teacher is

Pygmalion (expectant). Expectation is an educational strategy, when teachers give some students a higher expectation, and convey to the students through their own behavior or language, the students are actively encouraged by the teacher will have a great self-confidence, their potential will burst out, thereby enhancing the creativity and enthusiasm. On the contrary, if the teacher disgusted the students, they would expect very low or often ignore the students, the students will be very sensitive to the teacher's cold and eccentric behavior and will be treated with a negative attitude, and later in reality they will become what teachers expect.

The Pygmalion effect is in fact the education of love, and if the teacher treats the student to be like Pigeon Marion, we must be able to make a fortune. In fact, every child has a great potential and the desire for progress, the Pygmalion effect gives us the inspiration: teachers should be dedicated to each student expectations, to explore their luminous point, so that they lit the desire to learn, especially in poor students, teachers must be eager to look forward to teaching and sincere caring, prompting them to realize their own lack of initiation of the idea of students. In this way, no matter what level of students as long as they feel the love of education, will get psychological satisfaction, resulting in a positive driving force. There is no convincing love of education and only pay your love, in order to make hope into reality.

in fact, in primary education, the idea of education is really the most important thing Because the choice of primary school /high school students is mostly due to poor performance test. So their cultural foundation is relatively poor, and its own quality is not high. In the community, the evaluation of primary school/ high school is very low, parents and students are holding very low expectations to primary school/ high school. In fact, high school students in addition to learning have a lively personality, good move, accept the ability to be more powerful, versatile and other advantages, may be the lack of a good goal to explore their potential. Sometimes students are tired of learning because they have a sense of frustration, always get parents, teachers lack of praise. In fact, their heart is very eager to teachers who pay attention to their own strengths, eager to praise the teacher. So we as a primary school/ high school teacher should pass our words and deeds to give students a high expectation, the language has a magical power, you can destroy a person and you can also transform a person, accidental praise can ignite the students' vision and hope of the excitement, when faced with the wrong

students, accidental praise than severe criticism will be more motivating. Therefore, more appreciation of students who are tired of learning, so that they get confident, successful attitude to learn, and most importantly to improve the quality of students to learn and improve their personality.

4.4 Help students adjust their expectations

To help students adjust their expectations, many of the students in vocational high school is either in the expected value of too high or too low, some students feel arrogant, that they are proud of the future that they will be able to do something big, self-confidence over expanded. When there is a gap between the reality and the ideal, the psychological gap appeared, the psychological gap brought a series of followed negative emotions, to show a disdain attitude towards learning. And other students have a very low expectation on their own learning, that they are not “learning materials” destined to be inferior, encountered difficulties in learning, that they will completely deny the self, do not try to pay hard to give up. So as a professional high school teacher first of their own strategy is to correctly view and evaluate each student's learning situation, adjust their expectations for each classmate in order to well guide students to find their own appropriate expectations.

Tolman's theory of expectation value is an early theory of motivational cognition, which will determine the components of the desired behavior. Tolman's behavior is not due to reinforcement but due to the expectation of a goal. Tolman believes that individual learning activities are purposeful, it's the trend, drawn by the target. Learning is expected to be paid off, learners have a look of intrinsic state, to promote learners to achieve the purpose of environmental conditions to generate awareness. Learning is expected to have the incentive function; the maintenance plays the role of maintenance and strengthening. The expectation of learning outcomes enables students to experience a sense of accomplishment and sense of value. The higher the expectation is, the more profound the meaning of learning is. In fact, many of the emotions and expectations are related. The expectation of realization is often pleasant, and unrealized expectations can cause anxiety, depression, or sorrow. Students who are faced with learning disabilities and frustration are likely to continue to overcome obstacles and get frustrated by anxiety, driven by anxiety, and low expectation students will see minor failures as proof of their own incompetence. From my belittling conclusion, often

give up halfway. Expectation is not the higher the better, learning the incentive effect is based on reality as the basis for learning should be combined with the actual situation, and not far from each other. Otherwise expect the higher, may result in a stronger sense of failure.

As a teacher should educate students to correctly look at their own academic performance, in the context of China's examination-oriented education, large and small exam count, not because of an examination of the mistakes to a comprehensive denial of a student, to combat their self-confidence and self-esteem, Because of the success of an examination and over-praise a student, to promote its pride and arrogance. I believe that each student is different, have their own unique characteristics of talent, preferences and inherent advantages, but also different from other people's weaknesses. To solve the problem of students' academic achievement, we should use personalized means to find suitable learning patterns and learning strategies for students, to clarify the existing problems, and to adapt to the requirements of learning in a personalized way.

4.5 Create a good class atmosphere, and guide students to properly handle bad interpersonal relationships

One of the reasons why students are tired of learning because of the tension caused by other students, each student wants to have a good interpersonal relationship, when the students face the contradictions, first of all we should know is the contradiction between the two sides separately understand the situation , To do the work, so that the parties to calm down, think about the cause of the conflict occurred, take a look here there is no misunderstanding, you can find other students to understand, as the class teacher, usually should guide students to learn to Understand others. So that students understand that life is alive, all kinds of contradictions and conflicts is inevitable, involving the principle of contradictions and conflicts, of course, should fight out of right and wrong. After the conflict of non-principled one, even if it is reasonable, cannot be unreasonable, the process of resolving the conflict should be based on "rational and polite" principle. To guide students to understand: between students and their every day to learn life together, it is better to resolve the contradictions, happy to live happily together every day to learn life; if the contradictions in the conflict is their own side, then Should dare to admit, the courage to apologize, get each other's understanding. This is not "no face", but in earnest face. You can be generous in the

past, sincerely said: "I thought, that thing wrong in me, I sincerely apologize to you, if you can accept my apology, I will be very grateful to you, I think we will Become a good friend. "On the other hand to guide the psychological transposition of both sides, put themselves in the experience and thinking, so help to understand each other, reduce misunderstanding.

To solve the contradiction between the students is the most fundamental point is "the need to solve the ring Ling people" principle, do the ideological work of both sides. "Human weakness" in a book that: personality is an important symbol of maturity: tolerance, patience, and kindness. The best way is to produce misunderstanding or contradiction calmly think, find a solution to the problem.

Class is between teachers and students who get along day by day, to cultivate the mind, communication and emotional social places, is a changing, endless life of the community. The overall atmosphere of the class formed by the interaction of the psychological personality of each member in the class will not only affect the emotions, attitudes and values of each member in varying degrees, but also affect the work and learning efficiency of the whole class. Therefore, the construction of a healthy, harmonious class atmosphere, is to achieve an important guarantee of educational goals.

Friendship gives a sense of psychological stability, especially for young people, the prevalence of emotional needs, for their special youth emotional experience, they often cannot be directly communicated to parents and teachers, can only seek the same emotional experience Friends to seek understanding and relief. So we guide them to deal with the contradiction between the students at the same time, but also to guide their choice of friends, the saying goes: "He that lies down with dogs must rise up with flea".

5. Conclusion

Primary school students are the future and hope of the nation, and are the main force in nation-building. The period of elementary school plays an important role in the whole human life. the primary school students are the hope of rural areas too, weariness is the result of many factors, to solve the problem of tired school students cannot be done overnight, eliminate weariness on the long-term is a hard task mandating Social, school and parental efforts. Only the whole society to form a respect for knowledge, respect for the environment

of talent, deepen the reform, really reduce the burden on students to achieve from the examination-oriented education to the quality of education changes to the children with scientific education and focus on psychological counseling in order to effectively eliminate weariness, the spread of positive emotions, so that students grow up healthily. However, the development of countermeasures cannot be done once and for all, the rural situation is more complicated and changeable, various policies and measures to be taken, but also to develop and implement actual conditions of environmental issues.

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