

The Transformation Strategy of the Head Teacher to the Students with Learning Difficulties

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Abstract

In the process of the continuous reform and implementation of the new curriculum standards, how to understand the spirit of the new curriculum reform and make the reform of teaching methods and teaching materials achieve unity is a new reform and challenge in the teaching process. How to change the learning attitude of the students with learning difficulties and mobilize their learning interest is a problem worthy of attention and need to be discussed.

Keywords

Students with Learning Difficulties; Transformation Strategies; Class Teachers.

1. A Brief Analysis of The Current Situation of Students with Learning Difficulties

The main realization is the lack of correct learning methods, just simply following the problem solving process, and not seriously thinking and exploring the problem solving ideas. In the course of class, the learning thinking is slow and can't keep up with the teacher's pace at all, which causes the teacher to say that he wants to think but can't accurately think about what he is saying, so his thoughts are drifting farther and farther away, and he loses interest in learning. To change this situation, the head teacher should create a new way of training, so that students can learn independently and actively. Know how to find the fun of learning.

2. Strategies of The Head Teacher to The Students with Learning Difficulties in the Teaching Process

(1) Have love for students with learning difficulties and enhance their learning confidence
Have love for students with learning difficulties. Students with learning difficulties have their own problems in the process of learning. They should keep their teachers at a distance. Therefore, the primary task of education is to change the concept of students. Be able to treat the students with learning difficulties with a correct attitude, carefully analyze the reasons for their difficulties in learning, consciously prefer them a little, put more emotion into them, and give more encouragement and affirmation, which can enhance their self-confidence and learning interest, and fully mobilize their learning enthusiasm. So as to change their old image in their hearts, fully establish self-confidence, so that they can feel that they can learn better, all from the actual situation of students, adopt hierarchical teaching, reduce and adjust their learning requirements. Promote teachers' teaching and students' learning to adapt, so as to promote and unify teaching and learning.

(2) Be patient with students with learning difficulties and cultivate students' interest in learning

Both teaching and learning are indispensable. The teacher is serious about teaching and the students are not serious about learning, or the students are serious about learning and the teachers are not serious about teaching, which can not achieve good teaching results. Only

when students study hard and teachers teach hard can we achieve the best teaching results. Only effective learning and careful teaching can get twice the result with half the effort. From the perspective of the new curriculum reform in which the teacher is the leader and the student is the main body, only by letting students learn to learn can they really participate in learning. To really have the ability to learn. Therefore, a qualified head teacher should do the following: The head teacher should give specific guidance when putting forward specific requirements for students. Especially in the training of learning interest, students should be as patient as possible. Listen carefully in class, carefully examine the questions and analyze carefully when doing homework, be able to ask questions, think carefully, write neatly and regularly, and correct mistakes in time. Specific requirements and guidance should be put forward for each habit. There is a word to describe the teacher that is particularly good at "teaching by example". Teacher's words can impart knowledge, and teacher's behavior can educate students. Students' learning habits are largely influenced by teachers. Teachers must set an example, and be careful and patient in teaching students' learning habits by example and example.

Patiently analyze the learning situation of students with learning difficulties, adopt special methods to solve and respond to special problems, so that students can gradually learn the method of thinking and good habits of learning. For example, when teaching geometric problems, students can be guided to recall other geometric knowledge they have learned before.. Students can understand the interrelationship between geometric figures by finding their own derivation methods. Grasp the essence of things and find the common ground between things, so as to promote students' thinking to spread and find useful learning methods from inquiry learning.

Strengthen the training of hands-on operation and practical ability. Let students learn by doing and do by learning. In order to enable students to practice, more and more intuitive materials should be prepared to improve students' learning initiative through imitation and practical experience. Through intentional imitation of the teacher's operation, and then comparative analysis, so as to stimulate students' interest in learning. The teacher provides patient guidance to them, so as to increase the feelings between teachers and students and shorten the distance between teachers and students.

(3) Be careful with students with learning difficulties to enhance the friendship between teachers and students.

Help students with learning difficulties to build confidence in learning, but if only learning confidence is not enough. Students do not have a belief to learn well. Even if they have confidence, it is futile. This kind of confidence will not last. It will always be shaken by some things, lose confidence in yourself, and have a sense of frustration. And as time goes on, this sense of frustration will become more and more intense, and eventually produce boredom, irritability, and complete loss of confidence. Therefore, when helping students with learning difficulties find interest and fun in learning, the head teacher should have a comprehensive understanding of the current situation of students and what causes the current situation. By applying the right medicine to the case, the class teacher can better let students master knowledge and let students truly feel the fun brought by the class. Teachers should pay attention to guidance and guidance in teaching.

The head teacher should care about and understand the students. The students are the foundation of a class construction. In a class group, the students' level cannot be completely consistent. If a class can move forward well, then every member of the class cannot be ignored and is a very important member. In order to move forward synchronously, we must be familiar with and understand each student and study their inner activities. Teach students in accordance with their aptitude, and instill in students what they can choose. Put forward appropriate educational requirements to each student according to the different characteristics

of the students in the class, and adopt different educational measures to make each student better develop.

Treat every student equally and justly. Teachers should treat students equally, whether they are poor students or top students. We should recognize that students with learning difficulties also have a side that they should identify with and should not be killed with one stick. Students with learning difficulties can realize that there is a good atmosphere between teachers and students. Be more equal, respect and trust every student in handling matters. We should not engage in specialization and discrimination.

Treat every student with strict mercy. Teachers should combine love and care for students with strict requirements in their work and educational activities. In the face of students with learning difficulties, some requirements may be too harsh to meet, but also due to their care and love. Be familiar with and clearly understand why students feel difficult, rather than blindly pursue their own mistakes. Love lies in words, and strictness comes from love. Students with learning disabilities should be allowed to gain and generate internal motivation for growth and progress through continuous change.

(4) Pay attention to students with learning difficulties and understand their inner activities.

Friends should communicate with each other. If you want to be a class teacher, you should exchange heart for heart. The teacher in charge of the class and the students sincerely get along with each other and confide in each other, which will make the students feel safe and feel like being treated as friends by the teacher.

Concentrate on teaching students. Teachers are the imparters of knowledge. They should be conscientious and dedicated to thinking for students, thinking about what they think, clarifying the difficulties that students with learning difficulties suffer in the learning process, applying the right medicine to the case, guiding them, raising their confidence in learning, and stimulating their interest in learning. Make them have a good impression on students and like learning.

Concentrate on understanding the inner transformation process of students with learning difficulties. It is a long mental process for students with learning difficulties to get tired of learning. Maybe they just can't keep up with the teacher's teaching pace at the beginning and walk slowly, but they still want to keep going. Sometimes, because the teacher did not observe that key point in the teaching process, the students were further away from the team on the way forward. Finally, I feel tired and don't want to move forward. So the teacher is very important at such a time. If he cares enough about the students and understands their inner activities, he can stop at the right time, pull the students back from the path of the students with learning difficulties, rekindle their confidence in learning and stimulate their interest in learning.

Concentrate on students' after-class exercises and homework. Each exercise and homework of the students can be carefully corrected and analyzed to understand the students' grasp of the key points and difficulties of the course, and summarize them in a timely manner, so as to sort out the knowledge for the students, reduce the number of students with learning difficulties, at the same time, it can also enhance the learning interest of students with learning difficulties, find out what they do not know and want to know, and guide them to solve. The transformation process of students with learning difficulties can not be achieved overnight. Only teachers can give enough patience to students with learning difficulties, be careful with students, and be attentive and caring for students. It is not easy to change the learning attitude of students with learning difficulties and improve their learning interest if they can continuously accumulate teaching experience in the process of teaching, summarize and find appropriate teaching methods.

References

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