

An analysis of the causes of College Students' recessive truancy and Countermeasures

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Abstract

with the enrichment of entertainment life, especially the popularity of mobile phones, the phenomenon of "hidden truancy" among college students is becoming increasingly serious and common. It almost involves the majority of college students and brings losses to college students, college teachers and society. Through personal observation, experience and research, this paper explores the causes of "recessive truancy" from both college students and universities, and puts forward corresponding solutions, hoping to provide some reasonable suggestions and references for the management of college students, the teaching of university teachers and the growth of college students themselves.

Keywords

College students; recessive truancy; causes; countermeasures.

1. Introduction

There are two kinds of truancy: overt truancy and recessive truancy. Compared with overt truancy, "hidden truancy" is more common in Colleges and universities, and it is not easy to find and pay attention to it. Therefore, many college students lose themselves unconsciously, which will inevitably affect the normal development of university teaching and the improvement of students' professional knowledge and comprehensive ability. Therefore, "recessive truancy" of college students has become a problem that can not be ignored in teaching and management of colleges and universities, and it is also a problem that many education researchers try to solve. The so-called recessive truancy, as the name implies, is relative to overt truancy. It refers to that when teachers are in class, students do other things, and their thinking is not in the classroom at all. It is just the so-called "Cao Ying, Xin Han". Its main feature is that it involves a wide range of students, almost all of them participate in it. Therefore, in a practical sense, hidden truancy has become a common phenomenon in Colleges and universities.

2. An analysis of the causes of College Students' recessive truancy

The emergence of "hidden truancy" is very similar to the germination and growth of a seed, which is not only due to the internal quality, but also to the influence of some external factors. Therefore, we should analyze the causes from the aspects of college students themselves and universities.

2.1. The reason of Students' own

First, there is no buffer transition from high school to university, and students' self-discipline ability is poor. Examination oriented education leads to students' passive acceptance of learning thinking mode. Students have been learning under the strict discipline and restriction of teachers. They have not put forward high requirements for students' self-discipline ability. But after black June, when they enter the University, the time after class increases suddenly. Especially with the increasingly wonderful Mobile phone culture, college students are often

difficult to resist the temptation and lack of self-discipline. It is not surprising that there is such a phenomenon in universities.

Second, they are not interested in their major and their learning objectives are not clear. After entering the University, some students are not satisfied with their school and have no great interest in their major. They are often disappointed and even confused about their future. The performance is that their learning objectives are not clear, their interest in learning is low, and they lack good and lasting learning motivation. In addition, they have poor self-control ability, which inevitably leads to hidden truancy.

Third, the pressure of employment is great, and there is no long-term career planning. In recent years, with the expansion of colleges and universities every year, it is difficult for college students to find jobs. Facing the severe employment situation, they are blind to some extent. This kind of blindness is manifested as: first, blind textual research. College students take the thick certificate as a chip to increase their employment. They can not miss the driver's license, CET-4 or CET-6, computer grade certificate and accounting certificate, and learn other knowledge in class. Second, graduates blindly take the postgraduate entrance examination. Nowadays, postgraduate entrance examination has become a fashion, and the emergence of "postgraduate entrance examination fever" also promotes the increase in the number of recessive truants. The third is to give up blindly. The employment rate of some unpopular majors is low, students lose confidence in it, abandon themselves and have no interest in classroom learning.

Fourth, the self-control ability of college students is poor, and they are lack of enough understanding of recessive truancy behavior. There are some college students who don't want to study or are not interested in their major, but they still have the phenomenon of "hidden truancy". Why is this? This is because of their poor self-control ability, although they want to listen carefully, they are unconsciously distracted, and even cause thinking stagnation and stupidity in class. Some students don't think that recessive truancy is a kind of truancy behavior. They think that "I'm in the classroom, I'm not absent", and they don't realize the serious consequences of hidden truancy.

Fifth, be influenced by the students around and follow the crowd. In the research, it is found that many college students follow the crowd mentality when they see that other students do not listen to the class, and they follow suit. Some students have poor self-confidence, are afraid of others' jokes, dare not stick to their own behavior, care about others' evaluation of themselves, and simply follow the trend. In addition, during the University, it is generally believed that this way of skipping classes will not have any impact on their usual grades.

Sixth, Poor mental state, no energy in class. After entering the University, some students are not clear about their learning objectives, indulge in online games, chatting, playing night markets, surfing the Internet, playing cards, etc., and their spirits are depressed in the next day's class. In addition, employment pressure, emotional problems and frustration in life will lead to low mood, poor mental state in class and no interest in anything.

Seventh, high requirements for courses and teachers, strong self-learning ability. In their view, there is a big gap between the university curriculum and the imagination, and the content of many courses taught by teachers is empty and rigid. Relatively speaking, the harvest of self-study will be greater than that of class. For some classes that you don't like but have to take, you will choose hidden truancy.

2.2. The reason of University

First, the curriculum and teaching management work is relatively backward. With the expansion of enrollment in recent years, the scale of students in Colleges and universities has doubled, resulting in the relative shortage of teaching resources, the size of classes is becoming larger and larger, and the teaching effect is declining quietly, which promotes the occurrence of

"hidden truancy" of college students. In addition, some colleges and universities' course selection system and curriculum are not perfect, resulting in students often passively and blindly accept the course selection. It is very difficult for students to choose the courses they are satisfied with. Naturally, they can not consciously and actively enter the learning state and lack the enthusiasm for learning the courses. As a result, the phenomenon of "hidden truancy" occurs when students do not listen carefully in class. In particular, the assessment methods of some university courses are mainly memory assessment. The examination questions are dull, old-fashioned and lack of innovation. They are basically the original questions in books and notes. Many truant students take the "surprise thinking" before the examination to copy and copy notes, especially in the literature and history examination.

Second, The influence of university teachers on curriculum teaching is not high. In classroom teaching, teachers and students are the main body of teaching activities, and classroom teaching is also the contact body of mutual influence and interaction between teachers and students. The teaching content, teaching methods, teaching level, teaching attitude and sense of responsibility of teachers will also directly or indirectly affect students' interest and enthusiasm, efficiency and academic performance. Therefore, whether the students are recessive truant or not, the efficiency of students' listening, teachers also have an unshirkable responsibility.

3. Strategies to deal with college students' recessive truancy.

We should treat the hidden truancy of college students dialectically. during the University, classroom learning is the main way and method for students to acquire knowledge. Once this habit of skipping classes is formed, it will do harm to students to establish a reasonable and perfect knowledge structure, but not benefit. In addition, it may also affect a person's way of thinking, values and personality characteristics. Therefore, we should pay attention to this phenomenon and seek reasonable countermeasures to correct and improve it.

3.1. College students should accurately position themselves and do a good job in career planning.

First of all, college students should give themselves an accurate positioning, make clear what I want to do, what I can do, what I should do, what I will choose in front of many occupations, and then reasonably arrange the time for classroom learning and autonomous learning, and spend the limited time on things that are more meaningful and valuable to themselves.

Secondly, we should establish goals and correct attitudes. After entering the University, you should set some goals for yourself. You can have long-term goals, or you can give yourself a small short-term goal. Once the goal is firm, you will refuse to follow the tide and blindly pass the examination.

3.2. Colleges and universities should improve curriculum and teaching management to enhance teachers' influence on curriculum teaching

The first thing colleges and universities should do is to arrange courses reasonably. We should not only consider the students' interest in learning, but also enhance the practicability of the courses designed to meet the actual needs of social development and students' learning and living needs. Only the courses that students think are valuable and the ones they do not escape are the ones that they do not escape.

Secondly, promote the reform of teaching management system and improve the student evaluation system. The assessment should not be confined to books, but should also pay attention to the cultivation of students' practical ability. To change the "shock thinking" of students before the examination of some subjects, especially the assessment methods of literature and history courses, should be reformed. For some public courses, we should strengthen the rectification, and finally promote the improvement of students' professional

knowledge and comprehensive ability through effective, reasonable and scientific examination system and assessment methods.

Thirdly, strengthen the education of College Students' employment concept. Facing the recessive truancy behavior of college students due to the severe employment pressure, colleges and universities should gradually guide students to plan their own life reasonably from the very beginning of their freshman year, help them establish a correct employment concept, and reduce their psychological pressure of employment. At the same time, we should guide students to obtain useful certificates, improve their employment competitiveness, and prevent students from blindly seeking certificates and leaving the book for the end of the hidden phenomenon of truancy.

Fourth, teachers should reform teaching methods, improve their own quality, increase the flexibility of classroom teaching, use appropriate teaching skills, make the knowledge of the subject keep pace with the times, communicate with students more. Do not just to complete the teaching task. The form of class should be diversified, so as to improve students' interest in learning. Only when the appeal of the classroom is enhanced can the enthusiasm and initiative of students be stimulated and the quality and efficiency of teaching be improved.

Teachers should also love their jobs and devote themselves to moral education. As the so-called "learning high as a teacher and being upright as a model", teachers should influence students' learning interest and attitude with their correct words and deeds.

3.3. Society and family should give the correct guidance to the growth of college students

In the case of limited educational resources, blindly expanding enrollment will only reduce the quality of teaching. If students find that they have no interest in their major, they should also create more space for professional adjustment. Parents of students should not forget to supervise students' learning, help students to establish a correct world outlook, outlook on life, values, improve their ability to find their own value, so that students can form a good habit of autonomous learning and enrich themselves.

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