

Expectation Effect and Problem Behavior in Primary School Chinese Classroom

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Abstract: The Chinese classroom problem behavior is occurred in the Chinese classroom, and the Chinese classroom behavior norms and teaching requirements are not consistent, affect the normal Chinese classroom order and teaching efficiency of the Chinese classroom behavior. The degree of problem behavior in Chinese classroom is different, so how to correctly assess the problem behavior level and adopt appropriate coping strategies is the top priority. Taking inappropriate coping strategies may arouse students' rebellion and resistance, lead to the escalation of problem behavior, and gradually form a vicious circle, affecting the teacher-student relationship. In the face of problem behavior in Chinese classroom, expectation effect in this paper aims to discuss the correction effect of expectation effect on problem behavior in Chinese classroom.

1. Expectancy effect

The expectation effect was verified and proposed by the famous American psychologists Rosenthal and Jacobson in primary school teaching. It refers to the expectation or prediction formed by people based on the perception of a certain situation, which will make the situation adapt to this expectation or prediction effect. As a means of implication, the teacher expectation effect can undoubtedly stimulate individual potential, guide individual behavior, and obtain a positive emotional experience in the process of completing the task. Teacher expectation refers to the relatively stable view of students' future academic achievement, personality characteristics and behavior performance on the basis of their understanding of the students' past and current situation, and the resulting attitude orientation.

1.1 Positive effect

1.1.1 Stimulate students' potential

Teachers should believe that there are positive demands, self-improvement expectations, self-awareness, self-control and adjustment. Once this potential is irrigated by the teacher's expectations, it will actively grow either quickly or slowly, or early or later toward the desired sunshine. Therefore, the expectation of teachers can often make students aware of their subconscious abilities that have not been found before, more confident and calmly to care for it, improve it.

1.1.2 Stimulate students' autonomy

In the process of learning, it is difficult for students to reach a high level in knowledge, skills, moral character and other aspects in a short time, but need a long process of training. In this process, students must have the necessary self-esteem, sufficient confidence, strict self-discipline and appropriate self-motivation, in order to finally acquire profound knowledge, master accurate skills, and form a good moral character. This requires teachers to pay attention to every independent psychological quality of students, and timely stimulate and cultivate expectations, so as to transform these potential psychology into the motivation of learning and practice[1].

1.1.3 It is conducive to the construction of a harmonious teacher-student relationship

The teacher-student relationship is the most basic, the most important, and also the most common and the most active interpersonal relationship in the teaching process. A good teacher-student relationship plays a very important role in students' academic progress, the formation of ideological and moral character, the cultivation of intelligence, and promoting the comprehensive development of students' body and mind and personality. Therefore, the expectation effect of teachers will eventually contribute to the mutual respect and trust between teachers and students, so as to establish a good teacher-student relationship.

1.2 Negative effect

1.2.1 One-sided understanding will weaken teachers' educational ability

On the surface, Rosenthal effect is caused by the teachers' love and expectation, which also caused some one-sided exaggerated teachers love and look forward to the role in education teaching, so, not only simplify complicated education problems, and most likely to despise teacher education teaching ability for the all-round development, weakening the cultivation of teacher education teaching ability and improve. If expectation and love are really the whole of education, then there is no need for students to go to the school to receive a purposeful, planned, organized, systematic and comprehensive education.

1.2.2 Blind worship will harm educational equity

In today's school classes, some teachers are very good at treating different students differently, giving "excellent students" more resources and opportunities, giving "poor students" less resources and opportunities, the development of "excellent students" can often meet the high expectations of teachers, the development of "poor students" will be unfortunately said by teachers. Therefore, the Rosenthal effect is effective for improving the development level of individual students, but it is easy to cause the polarization of the development of class students[2].

1.2.3 Positive effects must be limited at the same time

On the one hand, teachers' love and expectation will bring about the good development of students' cognition, emotion and personality, which is the positive effect of the Rosenthal effect; on the other hand, teachers' neglect and neglect will also cause the decline of students' intelligence, emotional block and distortion of personality, which is the negative effect of the Rosenthal effect.

2. The causes of the problem behavior in the Chinese classroom

2.1 Students' physical and psychological factors will lead to Chinese classroom problem behavior

Firstly, students' cognitive development is in the development period, so they are lack of self-control, which is especially prominent in younger students. These students lack of self-control will produce a series of problem behaviors in the Chinese class, such as wandering, and doing small actions. Moreover, each student's cognitive development level has certain differences, and it is not easy for teachers to take care of every student's needs comprehensively, which leads to problematic behaviors among students at two extreme levels. Students with strong learning ability and who can grasp what they have learned quickly will have more time left because they finish their tasks quickly, and they will act in a way that affects the order of the language class because they are bored; students with weak learning ability and who cannot grasp what they have learned well will lose their self-confidence or even give up on themselves because they cannot keep up with the progress for a long time and act in a way that disrupts the order of the language class.

Secondly, students' emotional loss will also lead to problematic behavior in the Chinese classroom. Students have the expectation of getting the attention of others. The younger they are, the more they expect the attention and care from others, while some students who lack emotion or cannot respond for a long time are more eager for the attention of others, which makes them may do some behaviors to get the attention of their classmates or teachers. If a student's occasional mistake attracts the attention of the teacher, he may make mistakes again to attract the teacher's attention. When the teacher criticizes him again, the behavior of making mistakes to attract attention is strengthened, which makes the student's problem behavior more and more serious. In addition, students with strong heroism complex will also make some problem behaviors. They will attract the attention of students by doing some behaviors that other students want to do but do not dare to do (such as challenging the authority of teachers), and enjoy the feeling of being worshipped by students to satisfy their hero complex.

Thirdly, Students' curiosity and inquisitiveness will lead them to test the teacher's boundaries and rules. They will continue to engage in problematic behaviors and test the teacher's anger more and more intensely, and they will feel a great sense of accomplishment when the test leads to the teacher's anger, and they will continue to test the teacher's tolerance for another kind of behavior and enjoy it.[3].

Fourthly, psychological disorders can also promote the generation of problem behavior. Children when students are very sensitive, they will be very concerned about the views and eyes of others, easy to drill, produce reverse psychology and so on. It is because of this sensitive psychology that their psychological will be very unstable and even produce some problems such as loneliness, anxiety and so on. When students fall into these bad psychology, it is difficult for them to rely on their own strength to come out, and as the psychological problems become more and more serious, their problem behavior will gradually escalate.

Fifthly, some physiological obstacles will hinder students' learning, which will make students bored, helpless and other emotions, and then lead to a series of Chinese classroom problem behavior.

2.2 Teachers' behavior will lead to and strengthen students' Chinese classroom problem behavior

Teachers' teaching concepts, management methods, attitudes and emotions will have an impact on students' problem behaviors. Teachers' backward teaching concepts, too harsh or unreasonable

management will promote students to have problem behavior, while teachers' inappropriate attitude and the bad emotions imposed on students will constantly strengthen students' problem behavior[4].

2.3 Family environment, school environment and social environment will have an impact on students' Chinese classroom problem behavior

First, family environment is an important environment in the first stage of students' growth. Parents, atmosphere, educational ideas and other factors play a vital role in the cultivation of students' character and habits. As children's first example, parents' own behavior, character, and people will have an impact on students. The resulting family atmosphere is also an important environment for students to develop their character.

Second, as the main place for students to receive education, teachers, classmates, school style and class style all have an important influence. First of all, teachers, as the most authoritative role in the hearts of students, their own behavior and attitude guide students like a baton. Secondly, students are the group that students want to integrate into, and students will inevitably make certain changes to cater to students to integrate into the small circle of classmates[5]. In this process, students influence each other. Finally, the class style and the school style are affecting the students imperceptibly.

Third, the social environment, as the environment that students will eventually go to, has the role of guiding students to cultivate what skills and characters. Students will choose the content, skills and training values and outlook on life according to the needs of the society and the general outlook on life of the social cognition.

3. Coping strategies for problem behavior in Chinese classroom

3.1 First of all to the language classroom problem behavior judgment

The definition of Chinese classroom problems will be different due to the tolerance range of teachers and their own experience. If some teachers think that it is normal for students to wipe their glasses in class, they will not attribute the behavior of wiping glasses to the problem behavior, but some teachers think that wiping glasses is a sign of distraction or even dissatisfaction with their lessons, so they will think it is a problem behavior and correct it.

3.2 Appropriate intervention and correction of the degree of problem behavior in Chinese classroom

First, to take strong means to correct, in order to prevent and strengthen students' problem behavior. In Chinese classroom, many students inadvertently or intentionally make some little gestures, such as shaking legs, press the ballpoint pen, tapping the desktop, nails, these little gestures in most cases not students deliberately disrupt the order of the language classroom, but inadvertently made, in this case teachers should take more soft hidden way to remind students, such as eyes or go to the students, if the students did not notice the teacher's behavior and continue these behavior, teachers can tap the students' table or pat the students' shoulder to more clearly remind students to stop these little gestures. In general, the students will stop this little action under the teacher's reminder [6]. But if the teacher is very angry or severely criticizes the students on the spot, they will make more intense actions because they feel wronged or angry, such as tapping the table and so on to resist the teacher.

Second, for the more serious problem behavior should be stopped in time, but not to affect the progress of language classroom teaching [7]. In the Chinese class, a small number of students

deliberately make some problem behaviors to attract the attention of teachers and students or provoke the teacher. In this case, we should keep calm, stable emotions, and take some measures to stop these actions, but we must not criticize individual students and affect the teaching progress of the whole Chinese class. You can communicate with these students alone after class, figure out the reasons for these actions and take appropriate measures to correct them.

3.3 Remove the temptation factors in the language class

Due to the lack of self-control of students, some temptation factors in the language classroom will make students unconsciously distracted or make small movements, such as when the students will no longer listen carefully and start to pack their bags, in this case the teacher should try to exclude the temptation factors in the language classroom, so that the students' attention to the language class itself.

3.4 Appropriate use of punishment

To ensure that the punishment and the severity of the problem behavior adapt, do not excessively punish students, do not indulge the student problem behavior, and the punishment should be timely, so as to play the role of inhibiting the problem behavior.

4. The effect of expectation effect on the problem behavior in Chinese classroom

In view of the above reasons of students' Chinese classroom problem behavior, the expectation effect can have an effect on correcting students' Chinese classroom problem behavior according to different reasons.

(1) Students' cognitive development is in the development period, so self-control is lacking. At this time, teachers' blind efforts to stop and criticize or even punishment cannot improve students' problem behaviors in Chinese classroom, but may be aggravated. At this time, if the teacher has expectations for students and put into action, students will feel trusted, naturally will have a sense of responsibility to obey the Chinese classroom order.

(2) The expectation effect is even more pronounced for students' problematic language classroom behaviors caused by their emotional deficits. Such problematic behaviors are caused by students' lack of attention and expectation, and they are eager to gain self-identity and self-worth by attracting teachers' attention to their problematic behaviors, so teachers' expectation is what they need and desire most.[8].

(3) As students' curiosity and spirit of exploration make them explore the teacher's bottom line and the ensuing problematic behavior itself is to gain a sense of accomplishment, in other words, to elicit various reactions from the teacher (e.g., anger, etc.) is their purpose, at this time the teacher does not produce the emotions and reactions they seek, but rather expresses the emotions of expectation for such students will make them feel guilty to a certain extent and reflect on the meaning and correctness of their behavior, which in turn will help to establish a virtuous cycle of such students attracting the teacher's attention in the right way and correctly gaining a sense of accomplishment.[9].

(4) Psychological barriers can also lead to the generation of problem behaviors. In this kind of situation, students are mostly helpless and at a loss. They cannot clearly perceive their actual situation, nor do they consciously or deliberately act accordingly, nor will they be proud of it, but will be troubled or even agitated because of their obstacles. Keep them calm and build up their sense of identity and self-worth; Secondly, teachers' expectations can give them confidence and help to overcome psychological obstacles.

5. Conclusion

For students, the students' problem behavior needs the teacher's assistance, for teachers, whether the teacher's indifference, ignore or too harsh discipline can lead to students' problem behavior, these are undoubtedly the teacher's attitude and reaction or strengthen the problem of behavior, for these conditions, expectation effect can play an effective role. Make effective use of the expectation effect, both teachers and students jointly overcome difficulties, jointly create a good Chinese classroom atmosphere, promote students' all-round development, and implement the fundamental task of moral education.

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