

# *A study on the current situation of classroom common problem behaviors of lower primary school students in Ningxiang City*

**Wen Yiting**

*Changsha Normal University, Changsha, 410100, China*

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**Abstract:** The problem behavior of primary and secondary school students in the classroom directly affects the quality of classroom teaching. Studies have shown that the classroom problem behavior of primary school students will bring many adverse effects on teachers' classroom teaching and student development, which not only disrupts teachers' teaching, wastes students' learning time, but also reduces students' learning motivation and enthusiasm, forms a stressful classroom atmosphere, and destroys the trust and cooperative relationship between teachers and students. As a teacher, managing students' classroom problem behaviors is one of the trickiest things to do and a major source of professional stress. Therefore, the author adopts questionnaire survey method, observation method and literature research method to investigate from multiple dimensions to study the current situation of common classroom behavior of primary school students in a primary school in Ningxiang.

## **1. Background and significance of the investigation**

The pace of reform of the new curriculum has been steady and stride, and the reform of classroom teaching, which is inseparable from it, has also been carried out simultaneously. In June 2001, the Ministry of Education issued the Outline of Basic Education Curriculum Reform (Trial), which clearly stated that "classroom teaching should actively interact with students and develop together, handle the relationship between imparting knowledge and cultivating ability, pay attention to cultivating students' independence and autonomy, guide students to question, investigate, inquire, learn in practice, and promote students' active and individualized learning under the guidance of teachers." "Under the guidance of the new educational concept advocated by the new curriculum reform, our classroom teaching mode, teaching ideas, teaching methods, and teaching organization forms are undergoing tremendous changes, and diverse teaching forms such as group cooperative learning, independent inquiry learning, and group interactive learning are happening in our classroom teaching all the time, but the classroom is not seamless, and the lively classroom often has mistakes, which are related to various problem behaviors of primary school students<sup>[1]</sup>. It is true that classroom problem behavior is a long-standing and widespread problem in the field of teaching, and with the emergence of the classroom, it is born in classroom teaching activities. In this subject research, psychologist Rigger and others have also carried out related research, through the

observation and analysis of nearly 1,000 classroom interceptions, they found that students have classroom problem behaviors accounted for nearly 90% of the total, some scholars also conducted more than 100 primary school students to conduct classroom follow-up surveys, and concluded that about 35% of primary school students have shown loud noise, extreme panic, excessive anxiety and other behaviors in class<sup>[2-3]</sup>.

The research results of some researchers in China also show that the frequency of classroom problem behaviors of younger primary school students in school is increasing. In the process of promoting the new curriculum reform, a new type of classroom teaching mode is emerging, and the occurrence of students' problem behaviors in the classroom is inevitable, and the classroom problem behaviors with linkage reactions will trigger many similar classroom problem behaviors. If the measures taken are improper, it will cause confrontation between teachers and students and uncontrolled classroom discipline, which will affect the completion of classroom teaching, reduce teaching efficiency, and even affect students' physical and mental health, and more seriously, it may cause other negative effects, such as hindering and affecting the development of students' personality, disharmony in teacher-student relationships, etc.

Lower grade students are in a young period in terms of physical development and thinking development, attention is easily distracted, and mood swings are large, self-control is worse than senior students. It is difficult to discipline themselves in accordance with the teacher's classroom behavior norms, so the classroom problem behavior of younger students is quite prominent. Therefore, this paper selects younger students for investigation, which is conducive to further deepening the theoretical research on classroom problem behavior of younger students, and enriching the countermeasures for improving students' classroom problem behavior. This study explores the causes of classroom problem behaviors and proposes targeted improvement countermeasures by understanding the current situation of classroom problem behaviors of younger students. From the perspective of teachers, it is conducive to teachers deepening their understanding of classroom problem behaviors and enriching the methods for improving classroom problem behaviors.

## **2. Survey results and analysis**

### **2.1. The current situation of classroom problem behavior of lower primary school students**

#### **2.1.1 Common classroom problem behaviors of students in the lower elementary grades**

From Table 1, we can find that 70.09% of teachers think that students like to talk casually with surrounding classmates, 68.22% of teachers think that students are inattentive and distracted during class. We can see that students have a variety of problem behaviors in class, and casually talking to surrounding classmates and inattentiveness in class are the most common problem behaviors in the classroom.

Table 1: Presents more problem behaviors

option	subtotal	ratio	option	subtotal	ratio
A.Late and leave early without any reason	30	28.04%	I.Inconcentration and distracted	73	68.22%
B.Leave your seat	55	51.4%	J.Hit up to the teacher	28	26.17%
C.Talk to the students around you	75	70.09%	K.Afraid of teachers asking questions	28	26.17%
D.Spquarrel with a classmate or teacher	28	26.17%	L.Play with toys or other items	29	27.1%
E.Emotional anxiety, restlessness	30	28.04%	M.Take calls and play pranks	15	14.02%
F.Write assignments for other subjects	26	24.3%	N.Do small action	58	54.21%
G. sleep	36	33.64%	O.Little involvement in the classroom activities	18	16.82%
H.Read extra-curricular books	20	18.69%	P.origami or painting	15	14.02%

### 2.1.2 The period when the problem behavior of the lower elementary school students occurs

Table 2: Time period of problem behavior in class

option	subtotal	scale
Five to ten minutes at the front of the class	25	23.36%
During class activities	37	34.58%
Five minutes to ten minutes before the class ends down	45	42.06%

Table 3: Classroom management can maintain the aging time

option	subtotal	ratio
0~10 Minutes	28	26.17%
From 11 to 20 min	45	42.06%
From 21 to 30 min	20	18.69%
More than 30 minutes	14	13.08%

In Tables 2 and 3, we can find that more teachers think that five to ten minutes before class is the time when problematic behaviors are more common. Most of the teachers' classroom management can only maintain 0~20 minutes, only 13.08% of teachers think that their classroom can maintain more than 30 minutes, in summary, we can see that the phenomenon of classroom problem behavior has been very frequent, and for lower grade primary school students, the effective length of classroom management is a headache. Students are constantly evolving, with some classroom problem behaviors occurring at the beginning of class, some focusing on the first few minutes of class, and some classroom problem behaviors occurring during class. Different grades, different periods of time of students concentrated classroom problem behavior behavior is different, so the formulation of classroom behavior norms is a constantly changing dynamic process, according to the problems and students' classroom actual situation, constantly adjust, change, modify and reflect, in order to formulate effective classroom norms, promote classroom learning in a better direction, to achieve the purpose of student development. Due to the relatively young age and low level of attention development of younger primary school students, it is difficult to ensure that every minute of a lesson can be attentively listened to every minute of a class, and their learning activities are rhythmic. Therefore, after the student has experienced high-intensity learning in the classroom, he will need a little time to rest and adjust to relax to ensure that he can efficiently devote himself to

the next learning activities. Teachers should control the rhythm of the class during class, and when students are energetic, they can carry out fast-paced teaching activities, and when students need to rest, they can carry out soothing and relaxing teaching activities.

### 2.1.3 Specific problem behaviors of students in the lower primary grades

From the above table, we can see that most teachers can give students a certain amount of self-esteem when dealing with some problem behaviors that occur in the classroom, and use encouraging methods to solve students' problem behaviors. There are still some teachers who will directly educate students during class, which may undermine students' self-confidence, so we have a long way to go in dealing with common classroom problem behaviors. However, in Table 6, we can also see that students are in the classroom extracurricular books, and the teacher calls students up for education is only an example, so we can see that in today's education, dealing with common classroom problem behaviors is more and more concerned with students' self-esteem and more and more humane, and our methods and means of dealing with problem behaviors are developing in a good direction.

## 2.2. The main causes of classroom problem behaviors of lower primary school students

### 2.2.1 Teachers pay attention to classroom teaching and neglect discipline management

Through Table 4, we can find that although most teachers spend more energy on teaching, we can find that 19.63% of teachers think that maintaining classroom discipline will have more energy than teaching energy, and 22.43% of teachers think that the two are similar, we can feel that now maintaining classroom discipline has almost become our main thing in the classroom, and the emergence of common classroom problem behaviors has begun to have a greater impact on our classroom.

Table 4: In class, you compare the energy spent on maintaining classroom discipline with the energy spent on teaching

option	subtotal	ratio
There is more energy to maintain classroom discipline	21	19.63%
More energy in teaching	62	57.94%
Both are about the same	24	22.43%

### 2.2.2 Teachers attach importance to class management skills and neglect their own abilities

Table 5: You think the key to dealing with classroom problems is

option	subtotal	ratio
Improve your own teaching ability	19	17.76%
Master class management skills	39	36.45%
Improve the prestige of teachers	18	16.82%
Prepare well before class	11	10.28%
Communicate with the students more after class to understand the students' ideas	19	17.76%

Through Table 5, we can see that most teachers think that mastering class management skills is the most critical behavior to deal with classroom problems. However, it is undeniable that different teachers have the most critical points for dealing with common problems in class. At this time, we need to do a good job in dealing with the classroom problem behavior, improve themselves, and create an excellent classroom.

From Table 6, we can see that most teachers will discuss or clarify the classroom rules with students during or before class, and only 8.41% of teachers have not conducted classroom rules during class. To sum up, we can see that most of our teachers have emphasized classroom norms before classroom problems appear, but there are still students who will have classroom problem behaviors.

Table 6: Discuss with the students or clarify the classroom norms

option	subtotal	ratio
not have	9	8.41%
Only when dealing with problems in the classroom	45	42.06%
Discuss and clarify with students before class	53	49.53%

### 2.2.3 Teachers attach importance to teacher-student communication and neglect home-school communication

In the table, we can see that the vast majority of teachers often communicate with students after class, and only 6.54% of teachers never communicate with students after class. The vast majority of teachers also communicate with parents, but 3.74% of teachers never communicate with parents<sup>[4]</sup>. Now, in the classroom, we pay attention to handing over the classroom to the students, and we will find that home-school communication has become our general trend. Therefore, in the face of some common classroom problem behaviors, we can try to communicate with students after class, and we can also try to communicate with parents to achieve the purpose of correcting students' problem behaviors.

82.24% of the teachers believe that the cause of students' classroom problem behavior is the students themselves, 72.9% of teachers believe that the cause of students' classroom problem behavior comes from teachers, and 57.01% of teachers believe that students' family reasons are also the main factors affecting students' classroom problem behavior. It can be seen that the attribution of students' classroom problem behavior by junior teachers mainly involves students, parents, and teachers, most of which are pointing to external factors, rarely reflecting on their own factors, in fact, the teacher's own factors are also very important, if the teacher's teaching method is single, or the teacher lacks a certain ability to control the class, it will cause students' classroom problem behavior. Students' problem behavior is caused by many reasons, and teachers are one of the big reasons, such as insufficient preparation for teachers, lack of art in teaching language, and lack of teaching organization ability. Therefore, when teachers attribute most of them to external factors, and when they propose countermeasures to improve students' classroom problem behaviors, they rarely improve teaching and classroom management from their own perspective. On the whole, primary school students living in divorced and remarried families have more problem behaviors than primary school students living in complete families, partly because these students are in a family atmosphere that is not harmonious, and some will witness some conflicts between parents, which will have a negative impact on the psychology of students in the long run, resulting in more extreme or inferiority and withdrawal emotions. With the increasingly developed science and technology and the rise of the current network era, the probability of primary school students contacting mass media is increasing, the development of network information technology can not only bring students more abundant teaching resources, but also bad information on the network such as violence, blood, pornographic pictures will also damage students' physical and mental health, may cause students in the classroom aggressive behavior. Nowadays, the phenomenon of primary school students addicted to online games is also very common, and if there is no parental supervision on weekends or holidays, students with poor self-control often spend a long time playing games, resulting in distraction from thinking about games during class, and unable to pay

attention to the content of the teacher's class, which affects the learning effect.

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