

Original Paper

Research on the Causes and Countermeasures of Learning

Burnout among Junior High School Girls

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Abstract

It has been observed that recently, some female students are particularly irritable when they mention studying. Sometimes they want to sit down and study, but when they sit at their desks, they start to wander, and they are listless and sometimes in a daze. When they appear in this state, they will be confused, they know that the problem does exist, but they do not know why there is such a problem? As a result, they become less and less attentive in class, less efficient in their studies, and their academic performance begins to decline. Educational psychology believes that this is the behavior of students who lose interest in learning, produce learning burnout, and avoidance. The purpose of this paper is to find out the reasons for the learning burnout of these female students through interviews, and propose some corresponding solutions to this, so that teachers can effectively reduce the recurrence of such things in future education and teaching.

Keywords

causes, Countermeasures, Learning burnout, Junior High School girls

1. Introduction

It took me a long time to pay much attention to this problem since I became a teacher. It has been observed that learning burnout is a phenomenon that often occurs in students' long-term busy and stressful study. When students are not interested in the teacher's classroom teaching activities or lack motivation, however, they still have to keep learning, they often get bored with learning knowledge, especially for the part of students who have no aims or persistence and poor memory or intellects, which makes them get into a state of mental exhaustion. Teaching practice for years has also shown

that learning burnout can occur at every stage of every student's learning or sometime in class. Of course, this happens to various degrees in different students. Everyone has been known that classroom teaching is an important means to learn knowledge, develop skills and improve ability, and it is also an important way to raise students' good learning habits and promote the development of students' thinking, even if some students, when they come to class, their reaction is that "I don't understand", "it is boring", "I don't like it" and "too many notes". This psychology of learning burnout seriously stifles their interest in learning and produces passivity or resistance. It is very harmful to the students. What's more, learning burnout can even turn into boredom, truancy or even dropping out if we don't take steps to stop it. This article aims to explore the main reasons for female students in a junior high school to experience burnout and the countermeasures of solving this problem, which will be beneficial to the improvement of initiative and motivation in learning subjects and knowledge among female students of the junior high school.

2. Two Main Causes of Schoolgirls Getting Burnout

Having observed that there are many reasons among female students in junior high schools to result in tiredness among the female students. Of all the causes, it is surveyed that there are two main reasons: subjective reasons and objective reasons. In order to find out the detail causes, the author interviewed 20 girl students who ever studied in batches. As a result, it shows that everyone has their different reasons on the learning burnout. Here are the main details of the 20 students who were interviewed as follow:

2.1 The Subjective Aspects as Follow

The first category: There are four students with a particularly poor foundation, accounting for twenty percent of the total, they can hardly understand or only understand a little in learning, and what's more they lack patience in class as well.

The second category: Four students with lazy personalities, also accounting for twenty percent of the total. these are afraid of hardship and tiredness, or do not want to write by hand, and they even do not want to use their brains in class.

The third category: Five students with poor habits, accounting for twenty-five percent of the total, two students often read novels and stay up late, two of them play games and always stay up late on work days, one of them brushes "video", brushes "Douyin" on their mobile phones, these who also basically do not sleep at night, parents can't instruct them without no energy or any time either, so they get drowsy through the day in class, who will not have the energy to study.

The fourth category: There are two girls in early love, accounting for ten percent of the total, they often chat with each other too late at night without any rest, and they often look pale and their eyes look grey and fall asleep sometime in learning while they are having a class. and they even get dazzled during the daytime.

The fifth category: Three students with bad habits accounting fifteen percent, who are hyperactive,

playful and talkative in class learning.

The sixth category: There are three girls with unstable family climate, accounting for ten percent. One of them whose parents got divorced, another one whose parents often have lots of conflicts at home, and the rest one whose parents are in the process of divorce. As a result, with the unstable family environment, these three girls cannot study on focus, they cannot concentrate in class at all, and they cannot even go on their daily study.

2.2 Part2: Objective Reasons

The twenty students who were surveyed performed tiredness mainly as follow:

First: The impact of bad behavior of peers. Some companions like talking a lot but take no actions at all. So I noted that it is impossible for them to study with peaceful mind. Some companions are primarily unwilling to study, from the kid, who are always in a dazing state while having class. Those also complain about their learning or their classwork. This reaction has led them get tantamount. To stop this situation getting worse for students who have a poor foundation, after all *“He who stays near vermilion gets stained red, and he who stays near ink gets stained black”*. Students who have been close to bad behavior for a long time, like *“The story of Meng’s mother moving three times”* that the mother hopes to change her young child’s bad habit, are particularly susceptible to infection. I think so.

Second, the boring and repetitive classroom model aggravates the burnout of learning. Junior high school class often requires students memorizing texts or silent writing phrases, or dictating sentences in almost every lesson. And what’s more, most of the content is simply and mechanically repeated. That is because the decomposition practice of key points and difficult points carries out intensive training for each knowledge point, which as a result, leads to the complexity and form of classroom exercises. This makes classroom learning easy to cause students’ resentment, and aggravate students’ complaints and resistance. At the same time, there are so much learning materials in junior high school that the part of the students can not complete them, it is often seen that learning effect in class is not good, resulting in a vicious circle such as *“frustration - reduced sense of achievement or even feel disappointment”*, Students gradually lose their interest in learning, and even worse, they lose their confidence, thus terrible learning burnout and disgust learning appear in mass in class.

Third. The teaching mode is over single and regular. For example, our English classroom teaching is always required to use the word documents called the “learning plans, the feedback quizzes and teaching PPTs. Although these teaching means that have been processed and integrated by teachers, can aid in teaching but some listening and speaking materials, extracurricular reading, grammar selection and gestalt practice problems have also been added, but the main content is derived from textbooks. And most of them is repeated the text materials by teachers, classroom activities that are seldom close to their life often have no new meanings, so students surely get tired of learning.

In addition, the classroom activities designed by teachers are carried out in a group cooperation mode, while the homework is mostly copied and memorized. While there are few knowledge transferring into exercises, or few innovative exercises or open exercises. These low-intelligence assignments can be

easily completed by most students without thinking. This repetitive and simple forms of practice can easily make students feel bored and low effect in class or even no valid.

Fourth: Learning lacks layers sometimes

learning activities should be tailored to aptitude. This means that teachers design classroom activities to the specific situation of students. If the designed activities are not targeted, students will not be able to complete many learning tasks, and the same is true for the learning requirements of knowledge points. If all students' learning tasks and activities are one-size-fits-all, this ignores the main role and individual differences of students, and some of the different students are not interested in the activities designed by the teacher, and they are prone to low self-esteem; For outstanding students, the activities are not challenging and feel that the task is too easy.

Fifth: Teaching evaluation is not scientific

The singleness of classroom learning mode and the singleness of tasks have caused unscientific evaluation. This evaluation method focuses on the objectivity of the activity itself and ignores the differences of individual students. In addition, most teachers evaluate student participation in activities in the form of unified comments or excellent student reviews, and group cooperation adds points, and some teachers do not make any evaluation of other students' performance. To a certain extent, this activity method affects the enthusiasm and initiative of students to participate in activities, hinders their further development, and makes it worse for students who are burned out.

3. Countermeasures to Reduce School Burnout among Girls in Middle School Students

In classroom activities, teaching methods should be rich and diverse, activities should be targeted and interesting, more open and creative activities should be designed, and activities and evaluations should be aimed at all students. At the same time, teachers should guide their activities appropriately to reduce their burnout.

3.1 Diversify Learning Tasks

Psychological studies have shown that the average junior high school student's attention time is about 25 minutes, so teachers should design a variety of lesson activities and teach according to their aptitude. Some students have strong comprehension skills and can complete learning tasks quickly; Some students need the help of classmates to master. Therefore, the tasks assigned by the teacher should vary from a person to another, for word consolidation, the recitation of texts, it is up to students to determine according to their own actual ability and level, excellent students can memorize more passages and female students with poor foundation can let them decide the number of rows they can memorize. Such learning tasks can reduce their learning burden to a certain extent and improve their enthusiasm and initiative for classroom learning.

3.2 Flexible Learning Means

Noting that the root cause of the female students' burnout is a lack of interest in learning. Therefore, to overcome girls' burnout of learning, it is necessary to increase their interest in learning, such as

designing flexible forms of learning that can develop flexible learning forms to cultivate students' comprehensive ability and core literacy in listening, speaking, reading and writing and carry out listening, speaking, reading, writing and performance, etc. so as to diversify and rationalize the forms of learning, for example, after learning dialogue, you can design a student's own dialogue performance activity; After making grammar choices, let students classify and organize grammar learning, so as to deepen and consolidate the learning of grammar points. Comprehension reading allows students to say their favorite sentences in the text and say why they like them. For example, after learning Hero, let the female students choose their own heroes to share. At the same time, the learned dialogues are adapted into passages according to the content of the dialogue, changing the person, tense and number. After learning Wonder, let students find out their favorite places, describe them with some specific data, whether they are man-made or natural, and then share them with their classmates to cultivate the awareness of female students to love nature and protect nature, love to think.

3.3 Innovative Learning Tasks

The New English Curriculum Standard requires us to "communicate inside and outside the classroom, make full use of educational resources such as schools, families, and communities, carry out comprehensive learning activities, broaden students' learning space, and increase students' opportunities for English practice". For example, on the occasion of "Mother's Day" and "Teacher's Day", teachers can inspire students to make an English greeting card and write an English letter to their mother or their teacher. Especially for left-behind students in rural areas, this kind of letter not only stimulates their desire to express themselves and broadens their habits of thinking in English, but also strengthens their connection with their parents and promotes teachers' further understanding of students. In addition, you can also set up different topics according to news and current affairs hot spots, and require students to complete English hand-copied newspapers, newspaper clippings, wall newspapers, etc. alone or cooperatively, in this process, students not only have to consult relevant materials, conduct necessary investigation visits, but also use illustration, typesetting, calligraphy and other skills, this innovative task, breaking the traditional form of copying and memorization, so that students use both hands and brains, more acceptable.

3.4 Learning Tasks Are Layered in Cooperative Ways

Teachers should design learning tasks according to the actual situation of different students. At present, the biggest feature of junior high school girls is poor learning foundation and poor thinking, but this is not because they are low intelligence and not smart enough, but because they lack the spirit of hardship and play too much. For these female students, it is necessary to appropriately reduce the requirements for them, reduce the amount of tasks or reduce the difficulty of tasks, and let them do some basic knowledge problems, master the basic content, and meet the basic learning requirements. Finding that for two-fifths of junior high school girls, problems that require less skill can be designed to achieve a basic grasp and a certain degree of improvement in knowledge. For some girls have some uniqueness, criticism, originality and other characteristics, their self-awareness is relatively strong, and they often

do not see their own shortcomings. For such girls, teachers ask for their subject strengths and weaknesses, and give them space to play, for example, female students who love science can design some thinking extended questions or more comprehensive topics on the premise that they master the basic knowledge, so as to better meet their desire to learn and improve their learning ability.

3.5 Give Students Full Affirmation and Appreciation

Students have made some progress, and teachers should be able to affirm and appreciate students, which is of great significance for students continuous learning and evaluation. First of all, evaluating the progress of students, not only evaluate their basic skills, but also evaluate non-intellectual factors, teachers evaluate the interest and motivation that students show in the learning process, affirm that students are creative in the learning process, and appreciate their creativity and thinking habits. Pan Junling (2010): The affirmation and appreciation given by teachers to students for every progress is the driving force to inspire students' enthusiasm and keep moving forward.

Evaluations must be individualized. Teachers should be good at using different comments to make reasonable evaluations of students, and students with poor foundation can achieve the standard step by step from a low standard. As long as they have improved, teachers must make accurate verbal evaluations and give them recognition. For students with a better foundation, the standard is higher. Yu Yingyuan (2001) This accurate discourse evaluation can effectively reduce students' inferiority caused by the difference in score evaluation, and can achieve truly effective evaluation of students.

Finally, we must be good at accepting students, accept students' shortcomings and defects, and look at students with open eyes. Designing more open learning tasks and designing thinking questions without standard answers can truly check each student's sense of active participation, and can also create a relaxed environment for students' thinking and creative learning. As long as it makes sense, as long as it can justify itself, it can be said to be the correct answer.

4. Questions for Further Reflection and Exploration

4.1 Think Big

Mr. Liang Qichao said: "If the youth is strong, the country is strong; If the youth stand in the world, the country is in the world; If the youth is strong on the earth, the country is strong on the earth." Centennial plan, education first. Therefore, the government should take corresponding measures, always anytime and everywhere, to create a good learning climate, and form a general environment in which everyone loves to learn. First, it can be suggested that communities set up more children's neighborhood libraries, and design more learning activities that are conducive to the healthy growth of adolescents at weekends, such as reading activities, listening to books, movie reviews, giving concerts and storytelling. Second, the community can build free sports venues and science and technology museums that are beneficial to the physical and mental health of young girls, so that girl students have more places to visit and something important to do on their days off, so that their leisure activities can become colorful. The world rises and falls, and it is the responsibility of them. Educating future school

girls is the responsibility of the whole society. At the same time, we have the responsibility to influence every girl around us with a good image and behavior, so that our school girls are interested in everything around us, and they are enthusiastic and fond of learning and science.

As for parents, they should create opportunities to take the initiative to put down our mobile phones, spend more time with our girls, communicate with them more, and give our girls warmth and meticulous care; Discovering their problems in time and enlightening them in time, whether in study or life, I think. Learn with children, participate in their learning and leisure activities, witness their healthy growth together, and share the joy of success with them. Accompany them through this unforgettable and difficult time of adolescence. Let the schoolgirl grow up with our full love and care, let them walk on the road of growth, no longer afraid, no longer worried and fearful.

4.2 Specific Recommendations

First, cultivating good behavior habits in girls. *Good behavior is half the success.* In classroom learning, the main task of teachers is to help the girls develop the habit of independent learning and active inquiry. As the saying goes, habits become natural, and the habit of self-directed learning is gradually formed in learning activities. To this end, teachers should help our girls develop the habit of active learning: such as active preparation and active participation in learning activities; Proactively ask, think and answer questions; Take the initiative to summarize and summarize, and actively explore the learning law; Take the initiative to use reference books or be ashamed to ask; Active association memory, connection with reality, reference information, etc.

It is very important to cultivate the school girls a wide variety of interests. Educational psychology believes that interest is a good teacher and friend and it can guide the students to actively learn and actively explore, like the boys and with interest, there is naturally the enthusiasm and initiative of inquiry. I am sure interest makes them have a tendency to certain things, which is the driving force for girls' active learning and is closely related to the development of intelligence. When most girls are interested in learning, they can generate positive emotions and learning initiative, and the learning efficiency will be high. Otherwise, cognitive activities such as thinking, understanding, and memory are in a state of inhibition, and learning efficiency is low. If teachers can cultivate interest as a psychological need for the girls to actively learn knowledge, they can make students become "I want to learn" instead of "want me to learn".

5. Conclusion

From the above analysis, we can understand that in order to reduce female students' burnout, it is necessary for all sections that make an effort to play their role to create a good learning environment, a peaceful social condition and harmonious family climate. Educational psychology believes that a student initiative does not emerge naturally, it depends on the learning situation created by the teacher. Only by adopting heuristic learning methods and creating problem situations can we fully mobilize girl students' enthusiasm and initiative in thinking activities. Humorous language and a relaxing and

pleasant learning environment can make students energetic, whose brain activation works fast, the active substances produced by the brain make the nervous system network easier to connect, the memory, storage and retrieval of knowledge information will also be faster, and the learning efficiency will be greatly improved. Therefore, in the learning activities, we should be good at creating a democratic and harmonious learning environment, so that girl students can maintain a happy mood, their learning process will become more interesting and then leads to their active exploration process. The famous educator, Mr. Tao Xingzhi said: "I think that a good teacher is not teaching, not teaching students what to learn, but teaching students how to learn." Therefore, teachers should consider not only the physical and psychological characteristics of female students in junior high school, but also teaching them "how to learn." In learning, regardless of the content, teachers should guide and help female students, enhance their learning initiative, help them understand learning rules faster, take the initiative to master knowledge and skills, and put them in the first place, so as to help them Become the master of learning, so as to develop their ability to learn independently.

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