

Psychological Analysis of School-age Children's Dislike for Learning

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Abstract:

In the process of daily psychological counseling, it is found that more and more school-age children have a dislike for learning, and the rate is increasing year by year. They are unclear about the purpose of learning, lose interest in class, do not listen carefully, cannot complete homework independently, and even skip school. This case analyzes the mechanism of a 7-year-old primary school student's aversion to learning and analyzes and discusses this behavior.

Keywords: Cases of school aversion; psychology; school age

Competing interests:

The authors declare that there is no conflict of interest.

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1 Case Data

1.1 Brief Case

Yu, male, 7 years old, a first-grade student at a primary school in a certain city company. In the past three months, Yu has lost interest in learning, and has problems such as inattention in class, daydreaming while writing or fiddling with pencils, erasers, and pencil cases, inability to complete homework, and sloppy handwriting. Yu cannot firmly grasp basic cultural knowledge. He is currently in the second semester of the first grade. Of the 200 Chinese characters required to be mastered in Chinese, Yu has only memorized 18 characters, and cannot recognize pinyin symbols, let alone pinyin tones. He can only do simple addition in mathematics and needs to use his fingers to calculate, and often avoids questions. He is addicted to children's programs. If his parents are not at home on weekends, he can watch children's channels for more than ten hours in a row.

1.2 Case Analysis

Yu, now 7 years old, is in childhood, which is also called school age because children are in primary school. During this period, children's will and behavior abilities develop further, and the independence and purposefulness of their activities gradually increase, but their self-control and consciousness are still relatively poor^[2]. Before entering the first grade, Yu spent more time with games, toys, and children's programs, and developed such habits. After entering school, he did not understand the purpose of learning. Long-term study also made Yu feel boring. He often fantasized about animation and entertainment scenes, and did his homework absent-mindedly. Without the constraints of school, he could

not control himself on weekends and could watch children's programs all day. Yu's lack of concentration at this time is a normal phenomenon in this period, not an isolated case. The cultivation of interest requires long-term efforts, and the learning process is more boring than animation and toys. It is difficult to win the favor of children in a short period of time. It is an exaggeration for parents to judge that their children have a dislike for learning. Dislike for learning is not the same as dislike for learning.

The main characteristics of the former are loss of interest in learning, the belief that learning is a burden, and learning is a painful task. They cannot engage in basic learning activities, and then develop into skipping classes. Severe dislike for learning can lead to dropping out of school. The latter is simply unclear about the purpose of learning, which leads to loss of motivation for learning, not listening to the class seriously, and not actively completing homework. Physiologically, the brain development of school-age students has already matured, their intelligence develops rapidly, their self-awareness and social awareness grow rapidly, their personality is highly plastic, and they can easily form their own personality, will and moral values through social and family training^[1]. After communicating with Yu, we learned that he did not know the purpose and significance of learning. He always thought that his parents were too busy at work and sent him to a big "nursery". In class, he always thought that the teacher's lectures were just to improve his interests. He could also have fun with other children after class. Only when the teacher asked questions and took exams did he feel embarrassed because he was stan-

ding or left the questions blank. On the weekend, he thought it was his own time, and he thought that he could draw a fairy tale kingdom for himself through animation. In this regard, we communicated with his parents. His parents also reflected that although Yu was not so active in school, he could go to school on time every day. He did not study hard but could "pick and choose" to fill in his homework, and he also had a few good playmates after school.

To sum up, Yu's current condition is one of aversion to learning. Positive guidance and character shaping can be used to stimulate children's learning motivation and strong will.

2. Discussion

In this case, Yu was not able to concentrate in class, was in a daze, had a poor grasp of basic knowledge, and was addicted to TV programs, which were typical examples of aversion to learning.

As he was still in school age, his sensitivity increased, his psychological structure was not perfect, his self-control was insufficient, his low self-esteem due to poor grades, and his family's incorrect education methods also led to Yu's aversion to learning. According to recent statistics, children with aversion to learning account for about 5%-10% of the total number.

The school-age period is a period when the main activity changes from playing games to learning. This requires a process of transformation. According to the characteristics of students during this period, parents and teachers should cooperate with each other to arrange children's learning in a reasonable way, cultivate creative thinking, and clarify the purpose of children's learning. Let school-age children actively accept education

and understand the significance of receiving education. While imparting knowledge and culture to children, we should also pay attention to the training of children's imagination, creativity, flexibility and multi-directionality of thinking, and avoid preaching education that affects the development of children's exploration and creative thinking ^[1].

Teachers and parents should provide more specific guidance and help to new students, attach importance to basic training for new students, and make teaching content vivid and increase interaction between teachers and students, so as to stimulate and cultivate students' motivation, interest and strong willpower.

In addition, parents should lead their children to do social labor. On the one hand, it can increase the affection between parents and children. On the other hand, children can not only increase their cognition of the surrounding things in the labor, but also learn correct interpersonal communication, increase friendship and sense of responsibility, and cultivate a personality that loves life and helps others ^[1].

References

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