

# Measures to Transform the "Marginalized" in Elementary Classroom Teaching

Jinqi Chen

Shaoxing University, Shaoxing, Zhejiang, China

**Abstract:** The phenomenon of "marginalized people" exists objectively in primary classroom teaching, which is inconsistent with the equity of education in the new era. Elementary school students are marginalized in the classroom due to their own factors, teachers, schools and peer groups, which not only affects students' individual development, but also has a negative impact on classroom teaching. The article proposes transformation measures from cultivating students' self-efficacy, improving teachers' own quality, creating a favorable environment and playing the role of peer groups, aiming to promote educational equity, improve teaching quality and help students' comprehensive development.

**Keywords:** elementary classroom teaching, marginalized individuals, transformative measures

## 1. Overview of "marginalized people" in primary classroom teaching

### 1.1 Connotation of "marginalized people" in classroom teaching

In primary classroom teaching, "marginalized" refers to those students who are in a relatively marginal position in classroom interaction, learning participation and interpersonal relationship building. "Marginalized" are students who have normal intelligence and are willing to participate in classroom teaching and interact with their peers. However, due to their own or other factors, they are alienated by teachers, peers and other groups, gradually deviating from the center of the classroom, and are unable to enjoy equal rights to education. At the same time, the students themselves have not been fully developed, and may bring some negative impact on classroom teaching. In the primary classroom, "marginalized" students present a variety of typical characteristics: behavioral performance, classroom participation is extremely low, whether it is classroom questions or group discussions, are rarely active participation; interaction, shallow communication with the teacher, mostly simple instructions to respond to the classmates are easy to be ignored, cooperation and participation in the small; psychological level, lack of enthusiasm for classroom activities, a sense of detachment, and a lack of enthusiasm for classroom activities. On the psychological level, they lack enthusiasm for classroom activities, have a sense of detachment, and are not willing to get close to their classmates easily.

### 1.2 Impact of "marginalized" students

The "marginalized" will have an impact on both individual students and classroom teaching. In terms of the impact on individual students, marginalization of students can lead to lagging learning development. "Marginalized students are less engaged in the classroom, have less interaction, miss out on interactive learning opportunities, have gaps in knowledge absorption, receive less attention from teachers, and are more likely to decline in performance. At the same time, mental health will also be affected, long-term marginalization will make students low self-esteem, loneliness, low self-identity. Facing collective activities, they often retreat, fearing being rejected by others. This affects their socialization, and it is difficult for their personality to develop fully.

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For classroom teaching, the efficiency of classroom teaching is reduced. Classroom teaching in the "marginal people" some silent, do not take the initiative to participate in teacher-student interaction, learning efficiency is not high; some very active, speech and behavior, disrupting the classroom order, easy to be deliberately alienated by the teacher and difficult to integrate into the classroom interaction. They disrupt the bilateral interactive process of teaching and learning, and in the face of this situation, teachers will be difficult to control classroom teaching. At the same time, class cohesion will also be reduced, class cohesion comes from the close interaction between students, "Marginalized" and other students have little interaction, difficult to integrate into the class. The low participation of marginalized students in large group activities affects teamwork and overall class performance, which greatly weakens class cohesion and has a negative impact on class unity.

## **2. The primary classroom teaching in the formation of "marginalized people" reasons for analysis**

### **2.1 Students' own factors**

Elementary school students have cognitive limitations and are easily influenced by people around them. Because of their weak cognitive ability, primary school students' self - image elves comes from teachers' feedback to them. When they see themselves as poor students and undisciplined bad students through the "mirror" of teachers, they will recognize this image, and in the future classroom teaching activities, they will continue to strengthen this sense of identity, which will accumulate over time and eventually become a real marginalized person<sup>[1]</sup>. At the same time, incorrect attribution can also lead to students' learned helplessness and loss of interest and confidence in learning.

### **2.2 Teacher teaching factors**

Teachers uphold the traditional concept of education and regard achievement as the primary standard for measuring students. Under the dominance of this concept, teachers will unconsciously give more attention and opportunities for classroom communication to high-achieving students. In the long run, students with medium or poor grades feel that they are not valued and treated equally, and gradually lose their enthusiasm for classroom learning interactions and become "marginalized" in classroom teaching. At the same time, teachers' teaching methods and attitudes have a profound impact on students' participation in the classroom. Some teachers have a single teaching method and do not keep pace with the times. They rely on the traditional lecture - based teaching, which makes the classroom boring and difficult to stimulate students' interest.

### **2.3 School policy factors**

School resources are unevenly distributed, and most schools have implemented large class teaching. There are many students in the classroom, and the uneven distribution of resources in the classroom by teachers has led to the marginalization of some disadvantaged students with moderate or poor performance and introverted personality. Schools have a single teaching evaluation system that overemphasizes grades, so teachers focus more on students with good grades and neglect students with poor grades or low performance. Using grades to categorize students into "three, six, nine classes" excludes students with poor grades from classroom interactions. In this atmosphere, more and more students are marginalized.

### **2.4 Peer group factors**

Peer groups have different degrees of influence on students themselves. In elementary school, any student desires to be recognized by his or her peers. "Most of the formation of marginalized people is closely related to poor peer interactions<sup>[2]</sup>." Some students in a class may be excluded due to their out-of-sync personalities or other reasons, and thus isolated in classroom interactions as well; students who lack peer care find it difficult to find a corresponding sense of belonging in the classroom. Moreover, the competitive relationship between peers in learning also has a certain impact. In an overly competitive classroom atmosphere, students with poor grades are prone to having an inferiority complex. They are afraid to speak in class and choose to remain silent, gradually becoming "marginalized" in the classroom.

## **3. The transformation measures of "marginalized people" in elementary school classroom teaching**

### **3.1 Cultivating students' self-efficacy and guiding reasonable attributions**

Self-efficacy is students' belief in their ability to successfully complete a task, which directly affects their motivation

and behavior. Marginalized students have learned helplessness as a result of long-term failures and attribute their failures to their own lack of ability, thus avoiding challenges. Therefore, teachers should help marginalized students to establish a correct self-understanding, cultivate their self-efficacy and enhance their confidence. Teachers should pay attention to the small progress of each student and give timely recognition and encouragement. They should pay attention to the learning process of the students, and through positive feedback and encouragement, help the students build up confidence in their own learning ability. At the same time in classroom teaching teachers should be fair and impartial, when marginalized students raise their hands to actively participate in the classroom, teachers should give marginalized students the opportunity.

When transforming marginalized students in classroom teaching, they should help students learn to make correct attributions and stimulate learning motivation. Teachers should help students learn to distinguish between success and failure attributed to different factors, and guide marginalized students to attribute success or failure to controllable internal factors. When they are successful in learning, marginalized students should be guided to attribute it to their own efforts and the growth of their own abilities. When learning fails, marginalized students are guided to attribute it to a lack of effort rather than a lack of ability. Teachers can help students analyze the reasons for failure, make reasonable attributions, and help students grow in self-confidence and positive beliefs. Helping marginalized students to form a correct way of attribution can successfully realize the transformation of marginalized students.

### **3.2 Improving teachers' own quality and teaching methods**

Lifelong learning is what we have been advocating, and teachers should also improve their own quality through learning. The prerequisite for helping marginalized students to transform is to master the students' psychological characteristics and ideas, so teachers need to learn educational psychology knowledge, think from the perspective of marginalized students to understand the students' heart and learning needs. With the rapid development of science and technology, classroom teaching is no longer confined to the traditional mode. Teachers can learn multimedia technology, technology into the classroom learning content, in order to attract the attention of marginalized students. The use of technology can make the classroom more active, and marginalized students can better join the classroom.

Teachers should use a variety of teaching methods to make the classroom more lively and interesting. By creating contexts related to the content, marginalized students can follow the teacher in the context of learning. The contextual teaching method can stimulate the interest of marginalized students in learning and make them more receptive to learning knowledge. Discussion is also an effective teaching method to mobilize marginal students. Teachers can use classroom discussion time to carry out inter-group discussions, encourage marginal students to express their views, so that every student can participate in the discussion. In the discussion, marginalized students enhance the relationship with other peers, and also help marginalized students to keep up with the learning progress.

### **3.3 Creating a good teaching environment and adopting diversified assessments**

Teachers should create a good teaching environment, which will help improve students' self-confidence and motivation. Establish the educational concept of equality and respect, and make every student feel that he or she is an important member in the classroom. In the classroom, teachers should respect marginalized students and encourage them to speak positively, even if they answer incorrectly, it doesn't matter, and communicate and interact more with fellow teachers. By creating a relaxed, inclusive and supportive teaching environment, students can be more active and enthusiastically speak and communicate. In a good teaching environment, marginalized students will also be influenced by their surroundings, and gradually transform themselves in a subtle way. Teachers can also use the class free time, more psychological hints to students, every student is a part of the class collective, in order to enhance the sense of belonging of marginal students.

Schools should change the traditional student evaluation standards to make the teaching evaluation standards diversified. They should view each student from a comprehensive and developmental perspective, pay attention to the progress of each student, and make an objective, comprehensive and fair evaluation<sup>[3]</sup>. In addition to the traditional test scores as the evaluation of students, teachers should also focus on the process evaluation of students, and should not deny a

student's efforts because of his poor test scores. In normal times, teachers should focus on students' learning status, attitudes and so on, so that they can make a correct student evaluation. Schools should also change their evaluation criteria for teachers, and should not judge teachers only by their teaching performance. In fact, teachers' work covers many aspects, and they should be evaluated objectively and fairly in terms of classroom teaching effectiveness, homework delivery, classroom management and other aspects.

### **3.4 Playing the role of peer groups to promote common growth**

Peer groups have an important impact on the growth process of primary school students, which can affect both students' academic performance and their emotions, attitudes and values. Give full play to the role of peer collectives can effectively promote the transformation of marginalized students. Group work in the classroom can be a key way to promote the integration of marginalized students into other peers. Teachers can divide students into different learning groups, each composed of students with different learning abilities. In group activities, the more able students can lead the less able students. Through group work, students can learn from each other and work together to accomplish learning tasks. This kind of cooperative learning can give full play to the advantages of peer collectives, so that marginalized students can get more attention and help in the group.

Teachers can also make use of the time of the class team lesson to carry out the corresponding peer support theme class meeting. In the class, marginalized students are relatively isolated in the peer collective for various reasons. Through the class meeting theme learning, case study, guide students to deeply realize the benefits of peer collective help. And the teacher set up peer group games, through the game interaction to enhance the understanding and trust between peers, and deepen the friendship relationship between peers and marginalized students. This will help the class group to better play the role of peer group in future learning and interaction.

### **4. Summary and prospect**

This paper discusses the phenomenon of "marginalized people" in primary classroom teaching in the context of educational equity. Due to their own, teachers, schools, peer groups and other factors, "marginalized people" are at the edge of classroom interaction, learning participation and interpersonal relationship building, which not only affects individual learning and psychological development, but also is unfavorable to classroom teaching efficiency and class cohesion. After analyzing, it was found that a variety of factors lead to this phenomenon, such as students' cognitive bias, teachers' inappropriate methods, school resources and evaluation problems, and the adverse influence of peer groups. Therefore, it is proposed that students' self-efficacy and rational attribution should be cultivated, teachers' quality should be improved, a favorable environment should be created, multiple evaluation should be conducted, and the role of peer groups should be played in order to promote educational equity and students' development.

Primary classroom teaching "marginalized people" research can be expanded in many ways, with the rapid development of science and technology, the future can use big data and artificial intelligence. With the help of scientific equipment to record students' behavior in the classroom, analyze the behavioral patterns of marginal students, and use big data for in-depth investigation. At the same time, it is also possible to study the manifestations and characteristics of marginalized students in different cultural backgrounds, and after comparative analysis, make the research results more generalizable.

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