

How to Cultivate Pupils' Attention Quality by Using Activity Class

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Abstract: Attention is a positive psychological activity. It is a golden key to open the door of wisdom. Without attention, there would be no understanding of things. It is a sufficient and necessary condition for all psychological activities. With attention, students can keep their feelings, perception, imagination, thinking, memory and other intellectual activities in the learning process, and they can concentrate on learning. Therefore, cultivating students' attention quality is an important psychological factor to make learning effective. Mental health education activity class is a kind of education and teaching form quietly rising in the process of quality education. Compared with many forms of mental health education, it has the characteristics of various forms, strong interest, active classroom atmosphere and new teaching ideas. Then, how to use activity class to cultivate the attention quality of primary school students? The author summarizes the following methods through teaching practice: 1. Determine the activity organization form according to the students' psychology of "seeking novelty" and "seeking difference". 2. Select the training content based on students' life experience. 3. Take some simple self-test methods to stimulate students' desire for training. 4. Extend extracurricular activities and apply them practically.

Keywords: Attention; Quality; Activity class

Text:

Attention is a positive psychological activity. It is a golden key to open the door of wisdom. Without attention, there would be no understanding of things. It is the sufficient and necessary condition for all psychological activities. Comenius called "attention" as "light", and he thought that the light of teaching art was "attention". With attention, students can keep their feelings, perception, imagination, thinking, memory and other intellectual activities in the learning process, so that they can concentrate on learning. In class, only when students pay attention to listening and studying can teaching be carried out effectively. We often find that in the classroom, students' attention is not attracted by the teacher's lectures, either playing with small objects or being distracted by something outside. Some students seem to be listening to the class on the surface, but in fact, they are already absent-minded, and as a result, the learning effect is not good. Due to the lack of understanding in class, their homework often makes mistakes, which can't keep up with the whole class for a long time, making them lose their confidence in learning, thus leading to other psychological problems. Therefore, cultivating students' attention quality is an important psychological factor to make learning effective.

Mental health education activity class is a kind of education and teaching form quietly rising in the process of quality education. Compared with many forms of mental health education, it has the characteristics of various forms, strong interest, active classroom atmosphere and new teaching ideas. Children pay attention for a short time. They love everything from interest and are full of curiosity. Activity classes can just meet their psychological needs from these aspects. It is not difficult to see that activity class plays an important role in the training of primary school students' learning ability and the cultivation of their attention quality. Using activity class to cultivate primary school students' attention quality will achieve better teaching effect.

Then, how to use activity class to cultivate the attention quality of primary school students? The author summarizes the following methods through teaching practice:

1. Determine the activity organization form according to the students' psychology of "seeking novelty" and "seeking difference".

Pupils' organizational forms of activities that they have never seen or felt in class will have a strong psychology of seeking novelty and difference. Driven by this psychological state, they will be highly focused, thus achieving good activity results. Therefore, before choosing the organization form of activities, teachers can take a side survey.

2. The training content is selected based on the basis of the student's life experience.

Compared with adults, primary school students have little life experience, insufficient life experience, and limited knowledge. The training of attention must first follow the principles of psychology, but if you do not consider the basic life experience of primary school students, the principles of rigid psychology will put primary school students in an unattainable situation, so that students feel that they cannot grasp the direction in the clouds and fog. Therefore, when selecting the content of training attention, it is necessary to follow the principles of psychology and consider the basis of primary school students' life experience. Only in this way can we

truly achieve the purpose of training. Due to the limited knowledge learned by primary school students, they cannot use complex and cumbersome training contents and methods, and the training content and training focus can be selected according to the difficulty of the knowledge they have learned. The characteristics of primary school students' attention development are gradually shifting from unintentional attention to intentional attention, and the concentration, reaction speed, and transfer of attention can be set as the focus of training. When training attention concentration and reaction speed, you can choose some games as training content, such as: "Clip the pencil", "stepping on the foot", "thug", "saying the opposite" and other games that are popular with primary school students. When training attention transfer, you can choose the addition operations that elementary school students are most familiar with:

Question 1: Write two numbers, one on top of the other. Take 4 and 2, for example, and add them up, write the single digits of the sum above the right, as shown below, and move the number above to the bottom of the right, and continue to do so.

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4 6 0 6 6 2 8 0
2 4 6 0 6 6 2 8

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Question 2: Start with the same number as above, then write the sum of the two numbers below the number on the right, move the number below to the top on the right, and continue to do so.

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4 2 6 8 4 2 6 8
2 6 8 4 2 6 8 4

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After a little practice, ask your classmates or teachers to issue orders to yourself every half a minute: "first", "second", "first", "second", etc., after listening to the command, draw a vertical bar, immediately change to another problem, and complete the homework as accurately and quickly as possible. Through multiple trainings, self-control is improved and the speed of conversion is accelerated.

3. Take some simple self-test methods to stimulate students' desire to train.

Some psychology books provide many methods of self-testing attention, and teachers can choose to use them according to the characteristics of students, and avoid using methods with more content and length of time. The tabular method can be used:

The numbers listed in the table below are 10 to 59, and if you can find 3 consecutive numbers (such as 10, 11, 12 or 37, 38, 39, etc.) in 30 seconds, your attention level is medium; if you can find it in 15 seconds, your attention level is superior; and if you take a minute and a half to find it, it means that you are careless and your attention needs to be well trained.

26	16	39	28	57
34	19	42	54	45
12	29	44	51	23
50	43	36	24	11
37	20	55	32	47
25	41	17	53	38
52	18	21	31	46
13	22	48	10	58
59	49	33	27	15
40	35	14	56	30

4. Extend the extracurricular, practical application.

Teachers design mental health education activity classes according to the characteristics and actual lives of students, and counsel students, the purpose is not only to meet the psychological needs of students in the activity class, he should run through the whole life of students, so that students can use training methods in life, in order to achieve better results.

The above are several methods provided by the author to use activity classes to train attention, which is an objective training method for students to pay attention to quality. At the same time, it is also necessary for students to fully realize the importance of training attention, subjectively grasp their own application of the training attention level to the learning process, and be the master of dominating attention, so as to make greater progress.

References:

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