

*Original Research Article*

# The causes and countermeasures of "marginal person" in classroom teaching

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**Abstract:** This paper analyzes the types of "marginal person" in classroom teaching, discusses the reasons for the formation of "marginal person" and the countermeasures to be taken, and puts forward some suggestions, and makes a summary of this.

**Keywords:** The types; causes and countermeasures of "marginal person"

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## 1. The types of "marginal person" in classroom teaching

Qi Yuhui defines "marginal person" as "the individual or group of students who are excluded or forgotten by teachers and other students in daily classroom teaching situations, or who refuse to participate in teaching because of their own reasons, and who dissociate themselves to the edge of teaching activities"<sup>[1]</sup>. Domestic and foreign educationists have classified "marginal person" according to different understandings. In this paper, the "marginal person" are divided into the following categories.

### 1.1 Positive "marginal person" and negative "marginal person"

According to the performance of participation in the classroom, "marginal person" can be divided into positive and negative one<sup>[2]</sup>. The positive "marginal person" vividly generalizes that "While others are teasing at my madness, I am laughing at their inability to see through". This kind of students like their own independent thinking. They are more quiet and lonely, and do not want to show off in the classroom where he doesn't fit in. Negative "marginal person" are very negative about their studies and are reluctant to participate in classroom activities. They also take a perfunctory attitude when they have to.

### 1.2 Active "marginal person" and passive "marginal person"

According to the subjective and objective reasons for whether they participate in the classroom, they can be divided into active "marginal person" and passive "marginal person"<sup>[2]</sup>. Active "marginal person" are those who are marginalized for subjective reasons, such as personality traits. Introverted students are often afraid to express their opinions in class, imprisoned in their own world, and don't say a word in class. In addition, there are students of habitual thinking, who are often not confident and don't want to think, slowly away from the classroom further and further. Passive "marginal person" are quite different from active "marginal person". They participate actively in the classroom, but are ignored by teachers and classmates, and even become disgusted with them because they are self-

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centered and have a strong desire to express themselves and don't care what other people think.

### **1.3 Formal "marginal person" and substantive "marginal person"**

Formal "marginal person" refer to the physical and psychological dissociative in the edge state<sup>[2]</sup>. This kind of students like to do things unrelated to study in the classroom, such as drawing in books, and table whispering, secretly reading novels. Substantive "marginal person" are those who are physically present but mentally far away. They are "absent-minded". They seem to be very engaged, and from time to time they take notes and answer the teacher's questions, but in fact they are absent-minded, just falsely participating in the class.

## **2. The reasons for the formation of "marginal person" in classroom teaching**

For the reasons of "marginal person" in classroom teaching, this paper mainly discusses the factors of teachers, families and themselves.

### **2.1 The autocracy and personal preferences of teachers**

#### **2.1.1 Language tyranny**

In the actual teaching process, some teachers may implement language dictatorship to students by virtue of their own dominant position in the classroom<sup>[3]</sup>. For example, when some students do not agree with the views of the teacher and put forward objections in the classroom, the teacher will feel lost face and say something like "What I say cannot be wrong." to refute the students, causing the students to lose courage and confidence. Henceforth these students will never raise their hands and gradually become "marginal person".

#### **2.1.2 Ideological autocracy**

Some students who are more active in thinking may come up with different solutions to a problem from their teachers. They will speak out in class, but some teachers will prevent students from thinking in multiple ways, also blame them for not listening to the class. Over time, the students have a dissatisfied attitude to the teacher, and ultimately do not want to listen to the class and turn to the "marginal person". This, to a certain extent, weakens the students' initiative in learning, and is not conducive to the development of students' thinking.

#### **2.1.3 Personal preferences of teachers**

Many teachers may not realize it themselves, and think they will be able to teach all students equally, but in actual teaching interaction, they often prefer to ask some students or class leaders who have good academic performance to answer questions. However, those students with average or poor grades, even if they raise their hands, will be ignored by the teacher. They will slowly feel that they are not being noticed, and thus lose motivation and confidence, and become "outsiders".

### **2.2 The lack of family education**

#### **2.2.1 Families with financial difficulties**

To a certain extent, the economic situation of the family determines what kind of education the students will receive<sup>[4]</sup>. There are great differences in the education received by students who grow up under different circumstances. The students who have good economic conditions have mastered various skills since childhood, such as playing the violin, ballet, piano. However, students from poor families, because they have no conditions, will feel inferior compared with their classmates in school and become withdrawn and unwilling to communicate. In addition, parents and teachers do not pay enough attention to them. So they become more transparent and "marginalized" in the classroom.

#### **2.2.2 Deviation of education mode**

Different families have different educational methods, which results in different educational effects. Some parents

are too strict with their children and only care about their grades but ignore their physical and mental development. This overwhelming pressure will only make students gasp for breath, make them have a rebellious mentality and dislike to study, step by step towards "marginalization". Some parents seem to think it's none of their business and they are not concerned about their children's study. It can be seen that the family education is also an important reason for the formation of "marginal person" .

### **2.2.3 Dysfunctional family environment**

The relationship and behavior of parents in the family also have a great influence on the development of students. A harmonious, non-quarrelsome, warm and loving place will bring happiness and security to the students, so as to develop good character and personality. If students grow up in a quarrelsome and violent environment, it will inevitably cause physical and psychological harm to students, making students become insecure, timid and inferiority complex, so they start to think nonsense and their enthusiasm for learning will decline. And then they will become "marginal person".

## **2.3 Reasons of students themselves**

### **2.3.1 Different personality traits**

Different people have different personality traits, so different students have different reactions in classroom teaching. Depressed students are more depressed and fragile, so they don't take the initiative to participate in the class, because they feel that if they give the wrong answer, they will lose face and teachers and classmates will hate them. So they don't participate in the class, while a sense of "marginalization" is born in the mind. The bilious students are energetic, but they have a bad temper. If the teachers criticize them excessively, they will be fed up with it. They will hate the teachers and not listen to them in class. Finally, they will become "marginal person".

### **2.3.2 Lack of cultural capital**

In general, students with higher cultural capital do better, so they have more opportunities to perform in the classroom, and they can easily solve the problems asked by teachers<sup>[5]</sup>. And students who do poorly will be less competitive, because they don't have enough knowledge, so they can only answer some simple questions in class. Once the questions reach a certain difficulty level beyond their ability, they will get bored with classroom teaching. Therefore, students who lack cultural capital are more likely to lean to "marginal person".

## **3. The countermeasures to the phenomenon of "marginal person"**

Based on the above analysis of the reasons for the formation of "marginal person", this paper puts forward some feasible suggestions from teachers, families and their own aspects.

### **3.1 Teachers: treat equally and abandon prejudice**

#### **3.1.1 Respect and love for students**

All men are created equal. Teachers should not feel superior to students just because they are teachers. They should give students full care and trust. First of all, teachers must treat students equally, perform the principle of fairness and equity, and treat "marginal person" with a good attitude<sup>[6]</sup>. Moreover, teachers should be a good listener, be patient with "marginal person" when they answer questions, and encourage them to speak up. This will make them feel respected and help to enhance the self-confidence of "marginal person".

#### **3.1.2 Create a relaxed and pleasant teaching environment**

Many "marginal person" do not like to participate in classroom activities because they feel bored in class. The teacher has been talking about boring knowledge which they won't listen to or can't understand. So they will become more and more marginal. On the contrary, if the teacher teaches in an interesting, relaxed and pleasant way, and carries out various teaching forms according to the teaching contents, it will make the "marginal person" become curious, listen

carefully and participate in the classroom, thus raise their interest in learning.

### **3.1.3 Different seat rotation systems**

In China, most schools take a fixed-type seats, what is more humane is to transform seats parallelly once a month. In fact, they are "to treat symptoms but not the root cause". Teachers have a "blind spot" to some extent, and many parts of the classroom are not easily observed<sup>[7]</sup>. Therefore, teachers should arrange their seats properly, for example, they can exchange the front three rows and the back three rows of seats regularly, or carry out "s" rotation, so that every student has an equal opportunity to interact. At the same time, the teacher in class should also go around and communicate with students and pay more attention to students.

## **3.2 Families: harmonious coexistence and collaborative development**

### **3.2.1 Create a good and harmonious family atmosphere**

A harmonious family environment will play a great role in the growth of students<sup>[8]</sup>. Parents should avoid fighting in the presence of students and give students some sense of security. At the same time, they should not only pay attention to students' learning, but also pay attention to students' physical and mental development. Besides, parents should encourage and praise students more, criticize and scold students less, and make them feel that they are loved and cared for. In addition, many parents like to sit next to their students, ostensibly urging them to study, but actually playing with their mobile phones, which gives students a very bad example. Parents, as students' closest family members, should set an example, so that students can develop good learning and life habits.

### **3.2.2 Guide students to set up correct "three views"**

In family education, there are many parents who do not attach importance to the development of students' moral education. They simply pursue the development of students' intellectual education, not knowing that the development of moral education is also very important. When students enter the society, emotional quotient is often more significant than intelligence quotient. Therefore, parents should guide students to establish correct world outlook, outlook on life and values, and teach them the truth of life, lead them to learn the basic etiquette norms, master the ability to distinguish between right and wrong and form a correct concept of honor and disgrace.

## **3.3 Self initiative and brilliance**

### **3.3.1 Change behavior**

Many "marginal person" have a bad learning attitude, do not listen carefully in class or take part in any activities after class. So they need to change their behavior habits, actively participate in various activities in life, hone themselves to cultivate their indomitable spirit and the courage to face danger. They also should improve themselves in learning, never give up when encountering difficulties, and form a proactive, studious and inquisitive learning attitude. In the process of getting along with classmates, they should communicate with others and express themselves.

### **3.3.2 Find the shining point**

People are born different, each person's existence has a different meaning, each person also has his own shining point, but "marginal person" may not be aware of their own expertise. So schools and teachers need to help "marginal person" find their shining spots, which can be in any aspect, such as painting, music, writing, reading. Contribution to the group in the classroom or extracurricular activities will gain confidence of "marginal person". In order to participate in classroom activities, they will slowly turn to non-marginal person.

## **4. Conclusion**

At present, "marginal person" exist widely in primary schools, junior middle schools, high schools and universities. "marginal person" can not be absent in every grade. Moreover, many "marginal person" do not realize that they are on the edge of the classroom. Therefore, teachers, parents and students themselves should take measures to help the

"marginal person", so that they get out of the "marginal person" quagmire as soon as possible. Only through the efforts of all parties, can "marginal person" be less and less, so that every student will be in a happy and positive atmosphere to learn.

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