Research on the academic warning for students with learning difficulties in Yancheng Teachers University

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ABSTRACT

Over the years, higher education has made gratifying achievements in system building and school-running practice, but it has also exposed many problems that need to be solved urgently. Especially with the continuous advancement of the popularization process of higher education, the number of enrollments in universities continues to rise, and its structural problems are more prominent, and the emergence of a large number of students in difficulty has become a common problem in most universities. On the one hand, because universities mainly recruit students at the third-tier university and junior colleges level - students with low sections of the college entrance examination, the quality of students is relatively poor, and the teaching of talent training is difficult; On the other hand, compared with famous universities, the overall level of teachers in ordinary universities is obviously backward, resulting in a poor quality of education and teaching for a long time. In response to the above problems, many universities have taken active measures to change the learning difficulties caused by poor student quality and low teacher level, such as differentiated schooling, reshaping professional positioning, appropriately reducing the difficulty of scientific research, broadening employment channels and so on, and strive to cultivate various application-oriented talents by reducing the academic and scientific research requirements for some students, and changing the original educational goals of research-oriented talents. Although these measures have achieved good results, they have not fundamentally solved the key problem of learning difficulties of students in need, which not only does not effectively improve students' learning engagement, but also affects the overall training quality of the school. Through the reading and analysis of relevant literature, this study adopts questionnaire survey and other methods to deeply understand the academic situation of college students, analyzing the learning status of students with academic difficulties, analyzing the problems and causes of academic difficulties of students with academic difficulties, and then explore the construction of a set of academic early warning guarantee mechanism suitable for the needs of the university and apply the test in practice. In order to provide some reference for other universities to effectively improve the academic problems of students in need.

Keywords：colleges；students with learning difficulties；academic warning

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INTRODUCTION

In recent years, China's higher education has gradually developed from the elite education stage of a few people to the period of popularization, the enrollment of universities has increased significantly, the quality of students is uneven, and some students are difficult to successfully complete their studies due to poor learning foundation. In order to solve this outstanding problem, in years of continuous exploration, the academic early warning system for students with academic difficulties came into being and gradually entered the stage of standardization. In-depth research on the problem of academic early warning of students in university is not only in line with the needs of students' own comprehensive quality development, but also the basic requirement of higher education training goals, which is of great significance for improving the quality of talent training in China's higher education.[1]

MATERIAL AND METHODS

The necessity of constructing an early warning mechanism for college studies

Due to the poor quality of enrollment in universities, students have weak basic knowledge when enrolling, do not form good study habits in high school, and have low learning autonomy. However, some students are transferred to other majors when admitted, and the degree of recognition of majors is not high, resulting in more serious academic problems for students in private universities than in public schools, and there are more students in need[2]. Therefore, some private universities want to urge students to improve their academic performance through academic early warning, so as to improve the overall teaching quality of the school. In order to implement effective early warning for students in need, it is very necessary to build a complete and comprehensive academic early warning mechanism.

The academic early warning system refers to an information communication and management system in which the school timely prompts and informs the students and their parents of the possible adverse consequences arising from the adverse situations that occur in the process of study and takes corresponding preventive measures in a targeted manner to help students successfully complete their studies through communication and coordination between the school, students and parents. Early warning of learning is preventive, informative and motivating. Its purpose is to strengthen the guidance, monitoring and assistance of students' learning by taking preventive measures against various types of undesirable academic situations, urging students to modify their academic behavior, improve their academic status, and ultimately promote students to successfully complete their studies.

The academic early warning described in this study refers to a management system in universities that is led by the school, prevented in advance, issued different reminders for different students' academic status, and coordinated with multiple departments and multi-faceted forces to jointly supervise students to complete their studies.[3]

Analysis of the academic situation of poor students in universities

- **The learning status of college students**

According to statistics, in the survey on the learning attitude of students in private universities, 37.5% of students with a serious attitude and active learning were active, and 59.6% were more passive in attitude but could eventually complete their studies, completely laissez-faire regardless of 2.9%.

From the perspective of listening attitude in class, 35.1% of students can concentrate on listening to

lectures and take notes carefully, 43.2% can basically maintain a serious state, 18.2% cannot concentrate, and 3.5% can do other things (such as sleeping, playing mobile phones, chatting and so on).

From the perspective of learning time allocation, 37.8% of students study less than 1 hour a day and 26.4% of students study less than 2 hours a day in their spare time, which indicates that a large number of students cannot effectively use their spare time to learn; 10.3% of students who go to the library frequently and 62.3% who go to the library occasionally, and 27.2% who basically do not attend self-study. 45.7% of those who stayed up all night playing on the computer or reading novels accounted for 53.8%[4]. It shows that college students do not make good use of a lot of free time in college to enrich their extracurricular knowledge, but waste time without planning. From the above data, it can be concluded that the learning status of students in private universities is worrying, and it is necessary to give early warning to supervise and restrain learning behavior.

There are various reasons for students to cope with and let go of learning, 30.3% think that they are not interested in the major they are studying, 27.6% have no specific learning goals, 27.3% are addicted to the Internet and games, and 14.8% think that environmental factors affect their academic performance, which shows that the main reason for affecting the poor academic performance of college students is still subjective factors[5]. Statistically, student's lack of interest in the course and lack of motivation to learn are the main reasons for academic problems.

- **The learning status of students with difficulties in universities**

- **Insufficient interest in learning**

Learning interest is a continuous and lasting internal motivation for students' learning, which can promote students to eliminate external interference and maximize the initiative of learning. Most of the needy students do not have enough interest in learning, and elective courses are simply because they are easy to pass exams (see Table 1). Some students are in difficulty because the chosen major is not their ideal major, some are because they do not have an in-depth understanding of the major, and some are afraid of certain knowledge, and then lose interest in learning. These poor students turn their energies to other aspects, such as excessive participation in club activities or social practices for the purpose of earning money and so on, and even addicted to online games, unable to extricate themselves, wasting time, and wasting time (see Table 2).

Table 1 Basis for students' elective courses

According	Hobbies	Degree of relevance of the major studied	Whether the exam is easy to pass	Other
Proportion (%)	30.1	24.4	43.5	2

Table 2 Factors that cause academic problems (multiple choices)

Factor	Ratio (%)
Weak basic knowledge	30.1
Part-time, excessive club activities	45.6
Addicted to the Web	72.1
Difficulty adapting to university learning patterns	52.3
Emotional factors such as family, romance, classmate relationships and so on	23.6
Grades are considered unimportant	17.4
Dislike their profession	32.4
Improper learning methods	61.2

> ➤ **Lack of correct motivation to learn**

University coursework learning is to accumulate theoretical and empirical knowledge for future employment, and poor students lack long-term learning motivation, cannot clearly correct the relationship between learning and internship, employment, they do not establish correct values, think that learning is useless, learning well is not as good as background, these students often only focus on immediate interests, get by, and lack short-term and long-term planning for their future careers. Usually, they do not work hard and focus on surprise before the exam, and even more bent on cheating to obtain results. According to statistics, 99% of the students who cheat in various examinations at the school are students with academic difficulties, and these students are desperate to take risks due to the lack of correct motivation to study.

- **Weak willpower and poor self-control**

At the primary and secondary school level, the college entrance examination is used as the baton for teaching, so most students have passive learning, the initiative of learning is not strong, lack of resilience, perseverance and perseverance, lack of clear goals in life, and do not handle things decisively and firmly. Due to the lack of perseverance, many students in difficulty often miss out on success, and many students in difficulty are flowers that grow up in greenhouses, have never been tempered on the road of life, and cannot withstand various learning pressures and challenges.

- **Lack of proven learning methods**

Many students with academic difficulties lack scientific learning methods and the ability to study problems, which is especially prominent among freshmen. Students have just entered the university study stage with a relatively large independent learning space from the high school era when the

time is very tight, and the excessive free time and freedom make many students in difficulty at a loss, do not know where to start learning, how to allocate study time reasonably, how to use limited classroom time, how to use various learning resources of the school, and learning efficiency is low. When encountering academic problems, they usually only search on the Internet, and lack communication with teachers and classmates. In response to this situation, universities have gradually explored the reform of various teaching methods, paying more and more attention to "student-centered" classroom thinking, requiring students to strive to find learning methods that meet their own characteristics.

Analysis of the current situation of academic early warning in universities

For YANCHENG TEACHERS UNIVERSITY School, the enrollment method is college entrance examination, students from 29 provinces and cities, the number of students is large, the learning level is quite different, the number of students changes hundreds of students every year, and the student situation is very complicated. The number of students at each level who have been repeated or dropped out of school due to poor academic performance has also increased year by year.

- **Insufficient attention to early warning at the school level**

There is a lack of effective research on academic early warning mechanisms at the school level, and the performance early warning system, which has been implemented for many years, has not been updated with the change of the assessment system. The Academic Affairs Office is the formulation and supervision department of the academic early warning system, and the second-level college is the specific executive department, and it is not enough for these two departments to pay attention to academic early warning, but also the cooperation and linkage of various functional departments. There is no clear division of labor among the leaders of the institute, the director of the teaching and research department, the professional leader, the classroom teacher, the academic tutor, the teaching secretary, and the secretary of the academic work, and there is no close cooperation and collaborative work in the academic early warning work. The responsibility system and supervision system for early warning work in learning have not been implemented, and no leading group for early warning work has been established at the school level. Academic early warning is an important task from top to bottom, which needs to be attached great importance to by the school from the leadership level, and the Academic Affairs Office leads the coordination of various functional departments and secondary colleges to effectively build a reasonable academic early warning mechanism and jointly urge students to complete their studies.

- **Insufficient publicity for early warnings**

As an important system throughout students' four years of university life, academic early warning is far from publicizing its importance. The original early warning system for grades only appeared in a certain paragraph of a certain chapter in the student status management system, and did not separately formulate an early warning system for academics. It's easy for students to overlook the importance of academic warnings. When enrolling, there is a lack of publicity and reminder of the early warning system, and many students with academic difficulties do not know the meaning and importance of academic early warning until they are warned. If we want to make academic early warning really play the effect of early warning and implement it, it is necessary to carry out extensive publicity to all teachers and students through various means from various aspects, and we can use the Internet, school public account platform, entrance education, theme class meetings and other methods to let the teachers and students of the whole school deeply understand the true meaning and role of academic early warning, which is conducive to the better implementation of academic early warning.

- **The academic early warning team is not highly professional**

Academic early warning is a long-term and highly professional work, which not only needs to study the early warning situation of schools, but also needs to coordinate personnel from various departments to coordinate academic assistance for students in need. Therefore, those engaged in academic early warning not only need professional knowledge such as education, academic planning and so on, but also have the ability to communicate with students without barriers. At present, most departments and universities do not have staff specializing in academic early warning, most of them are concurrently served by the Academic Affairs Office, teaching administrators or counselors, and the tasks, responsibilities, and division of labor are not clear, and there is often a phenomenon of poor work connection and mutual blame. There is no corresponding reward and punishment mechanism for those who concurrently perform this work, resulting in most staff members not having a strong sense of responsibility and unable to implement their work, and it is the students who are ultimately affected, and the students cannot get timely and accurate warnings, cannot improve their learning initiative well, and their academic difficulties are further aggravated.

- **Lack of support of information platform**

The original early warning of achievements, the means are single, time-consuming and labor-intensive. Mainly through interviews with early warning students, issuing early warning notices, telephone contact with parents, and sending early warning notices. The above means have great drawbacks, the early warning process is difficult, it consumes huge manpower and material resources, and it is difficult to obtain parents' contact information, and the accuracy cannot be guaranteed. Due to the lack of information platform, the school's performance early warning could not be timely and continuous. Through the early warning situation of each semester cannot directly reflect the student's cumulative early warning situation, for students with poor learning consciousness and not strict self-discipline, there will be multiple early warnings, for unstable students there will be fragmented early warnings, for students with poor initiative and parents do not actively respond to intervention, there will be a phenomenon of super-university scores at graduation.

Construction and implementation of early warning mechanism for college studies

- **Establish a database of early warning information on learning**

Set up academic early warning modules in the school's student learning system and teaching affairs system, under which there are various types of early warning projects at all levels, which can be viewed and exported at any time, and the early warning information can be displayed at any time by student login system, timely inform students of their academic status and remind them of the academic improvement that needs to be made, urge students to correct their learning attitude, further strengthen independent learning and gradually develop good learning habits.

- **Establish an early warning management team for academics**

- ➢ **Establish an academic early warning guidance group of "classroom teachers-students in difficulty-academic tutors-counselors"**

Classroom teachers promptly feedback the learning situation of students with learning difficulties to academic tutors and counselors, and the teaching management department takes the lead and jointly analyzes the reasons for the formation of students with learning difficulties and establishes academic early warning and support groups and urges students with learning difficulties to reflect on their own problems, and promotes the transformation of students with learning difficulties.

Timely feedback to parents on the current situation of students in need, and for students in difficulty

Progress gives the necessary care and encouragement.

> ➤ **Establish a "parent-needy-school" academic early warning communication mechanism**

After a student in difficulty is given a general warning, the academic tutor or counselor promptly notifies the parents and informs the parents that the student has been given an academic warning. At the end of each semester, the academic tutor or counselor will inform the student's parents of the student's academic status: if the student is given a key warning, the school will send an academic warning notice to the parents, informing the parents of the result that the student may not graduate and informing the necessary countermeasures. In this way, academic early warning is changed from "after-the-fact" to "before-the-fact", and teaching management is changed from passive to active, prompting students in difficulty to work hard through early warning and wake up, complete learning tasks, and successfully graduate.

- **Help students establish a correct view of early warning**

First of all, we should attach importance to the entrance education of new students, so that students can have an in-depth understanding of the graduation requirements of their majors at the beginning of admission; Secondly, the relevant systems and roles of academic early warning are publicized to students so that students can understand them in depth; Finally, the school strengthens the construction of study style and examination style, and nips students' thoughts of cheating in the bud.

- **Establish a linkage mechanism for the transformation of poor students**

The main body of early warning that was previously operated was only the teaching management department and students, or the embodiment of the traditional management structure, which was too thin and imperfect, which was not conducive to promoting the transformation of poor students. It is necessary to establish a linkage mechanism to help poor students transform, and from the perspective of assistance, a pairing institution of "academic tutors-poor students-excellent students" should be established; From the perspective of management, it is necessary to set up a three-in-one early warning institution of "parents-poor students-schools", so that the academic early warning organization can better play its role in promoting the transformation of poor students.

- **Strengthen intervention and supervision of early warning mechanisms for learning**

If the academic early warning system wants to be sounder and play a more effective role, the school teaching management department must conduct regular inspections and strengthen supervision to promote the smooth development of academic early warning work. The Academic Affairs Office and the Student Development Office of the school may establish a supervision group for academic early warning work, urge staff to carry out regular assistance, strengthen communication with students and parents, keep abreast of problems in early warning work, and put forward corrective suggestions in a timely manner, so as to continuously improve the academic early warning mechanism.

- **Strengthen the management of academic early warning files**

The management of academic early warning files must be strengthened. In carrying out early warning education, it is necessary to sort out the written records , give each student who receives the early warning an early warning archive, and store the specific implementation plan and process details and summary report of the help students in the archive room for easy access.

CONCLUSION

Conduct exploration and research to truly realize the role of helping students in need. In short, implementing the early warning mechanism for college studies more effectively must be continuously practiced.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest.

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