

A Study on the Participation of Upper Primary School Students in Extracurricular Interest Classes

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Abstract: With the implementation of curriculum reform and adherence to the "people-oriented" educational concept, the full implementation of quality education, the increase of only children, parents' expectations for their children are also increasing. This paper mainly analyzes and studies the current situation, existing problems, causes, strategies and other main aspects of extracurricular interest classes for primary school students, and gives some suggestions to parents.

Keywords: Extracurricular Interest Classes; Current Situation; Students; Parents; Questionnaires

1. Introduction

"Parents love their children, then they have far-reaching plans for it", now there are more and more extracurricular interest classes, and they feel that applying for interest classes is for the good of their children, so they ignore the wishes of their children, and more and more parents sign up for interest classes, which also exacerbates the problems between interest classes, parents, students, and the three. The author conducted a questionnaire survey at Sanyi Elementary School, first of all, an anonymous questionnaire survey in the upper grades. Then, we talked to the teachers of the senior class and asked them to fill out a teacher-specific questionnaire. In the process of investigation, the author found that most of the students were not highly motivated to participate in the interest classes. After the analysis of the questionnaire and the communication with the teacher. The author found that how to choose the right interest class for the child, this is a problem that parents need to think about, the choice of interest class is not only for parents to feel that it is suitable for the child, it will be helpful to the child in the future, it is very interested in the child on the child, but to the child himself is interested in this interest class, the child wants to

learn, the interest class is really useful for the child. Teachers should act as a link between students and parents, so that they can fully communicate and find the most suitable interest classes for students.

2. Survey Methods and Survey Subjects

2.1 Subjects of the Investigation

A total of 130 students in two classes in the upper grades of a primary school were selected for the survey, and 114 were collected, of which 56 were received in the 1601 class and 58 in the 1602 class. In addition, questionnaires and interviews were conducted with 4 teachers in the upper grades of Sanyi Primary School, of whom 3 had more than 15 years of teaching experience and 1 had more than 10 years of teaching experience. Judging from the survey process, except for some students who took leave due to illness, the other students in the two classes completed the questionnaire, and the teachers also actively cooperated to talk about their views.

2.2 Investigation Methods

The survey method was mainly based on the questionnaire survey method, supplemented by the interview method. The questionnaire was divided into "Questionnaire on Elementary School Students' Participation in Extracurricular Interest Classes (Student Questionnaire)" and "Questionnaire on Elementary School Students' Participation in Extracurricular Interest Classes (Teacher Questionnaire)". The design of the students' questionnaire survey was mainly from the perspectives of students and teachers: the students' questionnaire survey was mainly designed from the cognition, attitude, and perception of students participating in interest classes, with a total of 16 questions; The questionnaire survey of teachers was mainly designed from the effectiveness, attitude, influence and perception of students

participating in interest classes, with a total of 16 questions.

3. Investigation Results and Cause Analysis

3.1 Students do not Like to Participate in Interest Classes, Which Affects the Effectiveness of Participating in Interest Classes

This survey is for senior students, who already have their own way of thinking, and at this stage, most of the students have greatly improved their memory, thinking ability, imagination, etc. However, some students were easily distracted in extracurricular interest classes, such as concentration (7.4%), memory (2.1%), thinking ability (1.5%), and imagination (1.3%). Interest (21.3%): If students do not like to participate in interest classes or even have a sense of boredom, there will be a variety of consequences, participating in interest classes, students themselves are interested in the content of interest classes is very important, attitude, habits (11.8%): some students are not satisfied with the extracurricular interest classes they are participating in, or even hate them, so they do not correct their attitude towards interest classes (7.5%) Some students do not take the initiative to accept knowledge, just waiting for the teacher to indoctrinate them, and even some students often get distracted in class and do not listen to the class, and the homework assigned by the teacher in the interest class is sloppy (accounting for 4.3%). Students' attitudes towards interest classes affect their learning attitudes, so students who do not like the interest classes they participate in are not effective in participating in interest classes.

3.2 Parents Force Students to Participate in Interest Classes and The Reasons Why Interest Classes Themselves are Unprofessional

Teachers (5.4%): school teachers will support and analyze which kind of interest classes are better to participate in, and "prescribe the right medicine" for different students; parents (34.2%): parents have a great influence on their children's participation in interest classes, among which Liu Tianzhu's article "Don't force children to participate in interest classes" is also described in detail, including a paragraph "The main reason is that parents' interests are not necessarily children's interests, and what parents

want their children to learn is not necessarily what children want to learn." Therefore, parents should not overstep their bounds, let alone impose their own interests on their children. In fact, most parents are for the development of students, but the parents' practice has aroused the rebellious psychology of students, so that they are not interested in or even disgusted with the interest classes they participate in; interest classes (15.0%): the content of some interest classes is not very attractive to students, some interest class teachers are not professional, and some interest class teachers are too boring to attract students' attention, etc.

4. Discussion and Recommendations

4.1 Teachers Should do a Good Job of Connecting Parents and Students, and Promote Communication Between Parents and Students

Among the problems that students have in participating in extracurricular interest classes, the parental factor has the greatest impact on the child, and if the choice is not right, it will have adverse consequences for the child. As a teacher, we should help parents rationally help their children choose interest classes.

4.2 Parents Should Respect the Wishes of Students and Understand Their Needs

Parents should take the initiative to understand the needs of their students and choose interest classes according to their wishes. Parents should not be in a hurry if the student does not have a clear goal. Patiently guide students, accompany students to try different interest classes, you will always find what your child likes, and maybe you will find that students have outstanding talents in some aspects. Parents can also communicate with teachers to help students find suitable interest classes.

4.3 Students Should Take the Initiative to Communicate and Have the Courage to Try

If there are students, parents are forced to participate in interest classes, or the class teacher recommends them to participate in interest classes, don't jump to conclusions prematurely that you just don't like that interest class, boredom, etc., in fact, you can try to understand it first, maybe in the process of understanding, you will like this interest class,

you have to try everything, otherwise how do you know that it must not be suitable for you, you may have talent in this area, so you can try to contact the interest classes recommended by adults, if you really don't like it, you can also discuss with your parents, trusting that parents will support their decision.

4.4 Extracurricular Interest Classes Should Improve the Level of Specialization

The teachers of interest classes are insufficient, the professional quality of teachers is not high, most of them are halfway monks, lack of practical experience, the scale of running schools and the quality of services are not uniform, the facilities are poor, there are large potential safety hazards, and social supervision is not effective. [7] Therefore, the most important thing for interest classes to do is to raise the threshold for teachers' admission, strive to improve teachers' professional skills, and actively create favorable conditions for teachers to have the opportunity to participate in training; Strengthen the management of interest classes, improve the quality of services, use various methods to find interesting and suitable interest classes for students, and improve students' enthusiasm for participating in interest classes, so as to improve the effectiveness of students' participation in interest classes. Let the interest class become more formal and excellent, so that there will be a steady stream of students.

5. Conclusion

Through the investigation of the current situation of extracurricular interest classes in primary schools, the first part of this survey explains the theoretical and practical significance of the author's investigation. The second part provides a brief description of the methods and subjects of the survey. In the third part, the situation of extracurricular interest classes in Sanyi Primary School was analyzed

from two aspects: students' attitudes towards interest classes and teachers' views on students' participation in interest classes, and the reasons were analyzed from two aspects: internal factors and external factors. Of the three points, the first two are the problems found in the results of the questionnaires conducted by students and teachers, and the last point is the cause of these problems. In the fourth part, the author puts forward relevant suggestions for participating in interest classes based on the basic situation between parents, students and teachers. Since the scope of the survey conducted by the author is limited to Sam Yi Primary School, it is inevitable that there will be omissions. In the future, research in this area will be more comprehensive and rigorous.

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