

Analysis on the Causes and Countermeasures of College Students' Learning Disabilities

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Abstract—This paper takes the learning disabilities of college students as the research object. In view of the common phenomenon of tiredness among Chinese college students, effective prevention methods and means are proposed. Based on in-depth observation and interviews, this paper analyzes the environmental causes of college students' learning disabilities. This paper proposes that prevention of learning disabilities is more important than treatment. The key to the prevention of learning disabilities for college students lies in the efforts and cooperation of schools, teachers, parents and students. Psychological phenomena and specific measures taken in various roles are given.

Keywords—college student learning; learning disabilities; psychological problem; educational intervention

I. INTRODUCTION

Learning disabilities are also known as learning difficulties. The study of learning disabilities begins with the study of neurology and medicine. With the development of psychology and pedagogy, learning disabilities are gradually derived from the research of psychology and education. Learning disabilities exist in all ages. College students with learning disabilities, hereinafter referred to as learning disabilities, are called students with learning disabilities.

Research on learning disabilities is mostly concentrated in the early childhood and childhood stages [1-2]. With the development of economy and society, there are learning obstacles in the college students group. In some local colleges and universities, learning disabilities have even become a more common learning phenomenon. Regrettably, the problem of college students' learning disabilities has not yet attracted the real attention of the theoretical circles of higher education. It is believed that with the in-depth development of the national education reform, the research on the problems of college students' learning disabilities will surely receive more and more attention.

In view of the sound intelligence and behavioral ability of college students, the environment is single. Researchers mostly understand and analyze the psychological state of college students with learning disabilities from the perspective of metacognition [3-5]. This paper analyzes the learning obstacles of college students from environmental factors, and explores the causes and countermeasures of learning disabilities in

college students through the analogy of Chinese and foreign teaching environments.

II. LEARNING DISABILITIES OF COLLEGE STUDENTS AND THEIR PERFORMANCE

A. Definition of College Students' Learning Disabilities

Learning disabilities are generally thought to be caused by pathological factors of dysfunction of the central nervous system. Although learning disabilities may coexist with other obstacles (such as sensory impairment, lack of intelligence, environmental factors), learning disabilities are not directly caused by them. The basic consensus on the definition of learning disabilities accepted by people from all walks of life is as follows:

College Students with learning disabilities have normal intelligence, but there are obvious difficulties in one or more of the learning skills. College Students with learning disabilities present different behavioral syndromes.

College students are between adults and children, so their learning disabilities are different from them. College students have basically reached the age of 18 when they enter school. They are adults with legal standards. However, due to lack of social experience and life experience, they show some learning disability symptoms similar to those of children and adolescents. The students with learning disabilities are mainly affected by emotional and psychological factors, which are manifested in attention, control, memory and other learning problems, and even in other emotional problems, psychological problems and aggressive behavior.

To sum up, the definition of college students with learning disability is: normal intellectuals of college students in normal education, show learning difficulties, and then affect their psychological development, resulting in significant backwardness in academic performance compared with other college students.

B. Performance of Learning Disabilities

The nature of learning disabilities is complex and manifests different behavioral syndromes. The severity of learning disabilities can affect their performance. The performance of college students' learning disabilities is divided into two types: primary learning disabilities and derivative learning disabilities.

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The primary learning disabilities include: lack of attention, lack of control, lack of memory, lack of self-management ability; derivative learning disabilities include: lack of emotional management ability, lack of interpersonal skills and psychological problems. These learning disabilities are interrelated and constitute complex expressions. Individuals produce multiple manifestations in different environments.

Table 1 shows the specific behavior or mental state of college students' learning disabilities, the stage of their performance and their nature. At all stages of learning disabilities, students with disabilities may have one or more of their behavioral or psychological manifestations. The duration of a specific behavior or state of mind reflects a different degree of severity.

TABLE I. STAGES OF PERFORMANCE DISABILITIES OF COLLEGE STUDENTS

Stage	Performance		
	Behavior	Psychology	Nature
Attention deficit phase	Do not listen to class, play mobile phones, read other books, chat, hyperactivity, distraction		Primary
Loss of control	Do not review, less review, only ask for 60 points, make up the exam or rebuild		Primary
Self-management phase	Copying homework, looking for someone to take classes, absenteeism, and not paying homework		Primary
Memory loss phase	Multi-disciplinary re-examination, multiple re-examination, multi-subject retest	Negation to self	Primary
Emotional problem stage	Self-confidence doubt, indifference	Negation to the outside	Derivative
Interpersonal problem stage	House closed, no communication, selective exchange	Autistic	Derivative
First psychological problem stage	Hate, sorrow	Doubt about outlook on values	Derivative
Second psychological problem stage	Retaliation, attack	Doubt about outlook on life	Derivative

When the students with disabilities do not actively intervene and treat, they will make the learning disorder evolve into another stage of behavioral or psychological characteristics, and the severity level will rise. If the student's living or learning environment changes, and the student or the outside world intervenes, helps, guides, or treats, the severity is reduced.

III. THE CAUSES OF COLLEGE STUDENTS' LEARNING DISABILITIES

The understanding of the causes of learning disabilities in college students can help to diagnose and prevent learning disabilities. There are many reasons for learning disabilities.

Because of the college entrance examination and the intelligence, college students are less likely to have learning disabilities caused by brain function factors, biochemical factors and genetic factors. The main reason for college students' learning disabilities is the lack of motivation in the initial learning, the lack of learning input, that is, the original, and these are related to the external learning environment.

Environmental factors cover a wide range of issues, such as lack of appropriate education, family economic conditions, education policies, parent's education methods, style of study, teacher quality, school education concepts and teaching methods. However, the problem is that it is not easy to prove that environmental factors are the cause of learning disabilities. If you want to further point out which variables in the environment are the causes of learning disabilities, it is even more difficult without effective method. However, college students with learning disabilities in the history of our country are very rare, and foreign students have very few learning disabilities. Therefore, by comparing domestic and foreign universities, historical college education systems and teaching assessment methods, it is a new research idea to analyze which environmental factors are the causes of the formation of college students' learning disabilities.

A. Low Standard of Graduation

Chinese universities adopt the "strict-in and wide-out" education model, and most foreign universities adopt the "wide-in and strict-out" model. According to data provided by the American Chronicle of Higher Education (2009-2010), in the United States, 45%-65% of high school graduates can enter university, but the four-year university graduate rate is only 57.3%. France basically has the opportunity to apply for a public university as long as it has a high school diploma. But the people who can really graduate are probably around 30%. This is similar to the graduation rate of economic management, which is relatively easy to graduate. For example, the more ferocious medical school may have a graduation rate of less than 5%.

In contrast, Chinese universities are "strict-in" and the competition for college entrance examinations is too fierce. After college admission, they can basically get a diploma, and the graduation rate of almost all colleges and universities is above 95%. Some local university graduation rates reach 98%-99%.

The "wide-out" education model will make college students less motivated to learn. The direct result of this model is lack of motivation for learning. The other result is the relaxation of attention and self-control. For a long time, without competition and pressure, their attention and self-control will be not strengthened and exercised. The student without self-awareness will easily lack of corresponding behavioral ability.

B. Low Standard of Courses

In recent years, the evaluation system of Chinese characteristics has become an effective means for students to retaliate with strict requirements. In order to obtain a good evaluation from students, the teacher has no action. The teacher provides a series of things to reduce the evaluation criteria of

courses, such as less strict requirements, example questions, no homework, no questions, open book exams. The lecture content is simple and less than course outline. The scope of the exam is small and clear. Some teachers do not require classroom discipline.

The classroom management and executive assessment of university teachers are the main interventions for college students' attention and control. In the absence of self-reinforcing awareness, the direct consequences of the serious lack of attention and control interventions are: learning difficulties, lack of willingness to learn, or less developed learning disabilities.

When a student with a severe learning disability suddenly encounters a strict teacher, there is a fierce collision result. Students with learning disabilities will have a sense of frustration and learning anxiety. When anxiety and frustration increase, it is easy to cause memory difficulties, or selective memory difficulties. Mutations factors of the learning environment and the strong interventions have a greater degree of learning disability.

C. No Process Monitoring Teaching Mode

The increase in attention and control is the stimulating effect of the environment. The teaching environment is an important source of environmental stimuli. The teaching mode includes teaching methods and evaluation methods. In the teaching mode, the test papers and teaching methods adopted by domestic universities, did not stimulate the reaction. Instead, the model is precisely the dominant environmental factor that weakens attention and control.

- In comparison, foreign teaching methods are diverse [6]. Foreign teaching focuses on ability development. Foreign teaching advocates the expression and display of personality. Foreign teaching goals are more in line with business needs. Foreign teaching continues to deepen the applicability of education.
- Chinese teaching model is single. The vast majority of teaching methods use centralized teaching and classroom teaching. The teaching method is monotonous. The interactivity of the teaching method is weak. The teaching method is less motivating to develop and enhance students' application ability. The knowledge application link is considered too little.
- There is a big gap between China and foreign countries in the evaluation model. Foreign countries are more focused on process evaluation. Domestic emphasis is on test papers. The examination papers have poor flexibility, low knowledge coverage, insufficient capacity investigation, and behavioral restraint far less than the process evaluation. The direct result is the learning phenomenon of "weak foundation, pre-test assault, and forgetting after the test". This learning phenomenon reflects the students' self-discipline and self-control ability.

The procedural constraints are essentially the exercise and enhancement of attention and control. The procedural mode content is the intervention of attention and control. The

procedural model is to help students improve their self-discipline and self-control and management. Moreover, procedural evaluation is conducive to the persistent memory and flexible use of knowledge.

D. Profit by Parents' Toil

From the university entrance to the university graduation and even employment, the focus of attention of parents at home and abroad is wide. At the same time, the responsibilities and obligations of parents at home and abroad are the opposite.

In view of the pressure of survival, foreign university students go to college through work-study, scholarships or loans. Therefore, foreign university students cherish the opportunity to go to college, participate more actively in learning competition, hope to graduate early, and pay attention to future work income. Domestic college students transfer their future survival pressures and current financial pressures to their parents.

From an evolutionary perspective, growing up in an environment of lack of competition and lack of stress, the ability of students with learning disabilities (learning power, attention, self-control, memory, stress resistance, self-learning ability, emotional management ability, etc.) can only be degraded. Without the test and exercise of "survival of the fittest", it cannot evolve.

IV. COUNTERMEASURES FOR COLLEGE STUDENTS' LEARNING DISABILITIES

Based on the environment's incentives, by blocking or changing the environment, the induced factors disappear and the learning disabilities are solved. We propose the following countermeasures and suggestions on how to avoid the primary obstacles and how to prevent the conversion of primary obstacles into derivative disorders.

A. School Policy

The school is an environment where students and teachers grow together. The school's policies guide the behavioral norms of teachers and students. Many schools have a variety of teaching management policies for students and less rigorous teachers.

Some colleges and universities have learned from the successful experience of foreign countries to implement the reform of teaching mode and assessment mode. In the process of preparing the syllabus, colleges and universities constantly infiltrate the supervision system of the teaching process. The student work management department of the university strengthens the student learning management system.

B. Teaching Process Monitoring

Teachers' focus should shift from assessment mode to student learning process. In the process of teaching, students are the main body of teaching. The theoretical explanation method is converted from "deductive method" to "design method". Through the construction of the knowledge system, students gradually strengthen their ability to analyze problems and solve problems, and gradually strengthen their sense of

successful experience in overcoming difficulties. This sense of experience can effectively suppress the emotions and motivations that cause learning disabilities.

Practice requires more concentration and coordination than listening. The teaching content implements the thinking of "construction law". When designing the teaching process, the teacher discretizes the theoretical knowledge and learns the discrete knowledge points through the practice form.

This is like the constructivism of cultivating students' ability to think comprehensively. "Knowledge is not taught by teachers, but learners in a certain situation, that is, social and cultural background, with the help of others, using the necessary learning resources, through the way of meaning construction acquired."

C. Early Intervention

Play when you play, learn when you study [7-8]. The division of labor between college and childhood is the division of learning and play. In childhood, let the game build and develop the ability to manage attention, self-control, collaboration, social skills, and emotions [9-10]. In the university period, let study and practice to improve academic attention, control, and collaboration.

Advances in science and society have promoted the diversity of children's play forms. The rapid development of science and technology makes the form and content of teaching more practical and practical. The cooperation of educators, educational institutions, and parents will become the controller of the leading factors in the external environment of learning disabilities.

D. Parental Attention

Parental attention is an effective motivation to learn. The supervision and care of parents can avoid the escalation of the severity of learning disabilities. When the students with learning disabilities have showed initial performance of learning disabilities, they will be promptly given guidance and intervention. These behaviors will affect the ability to stimulate the attention, control, and other behaviors of college students, inhibit bad emotions, and lead to the transfer of motivation.

Parental care will be passed on to the competitive pressure of college students with disabilities. In the case of pressure-stricken students, the corresponding motivation and emotional inhibition occur. Thereby parental attention will avoid the development and evolution of primary obstacles.

E. Deep Communication

The most direct means of preventing learning disabilities from being derived from emotional, social, and psychological problems is communication. Communication can dynamically reflect the emotional and social problems of college students with disabilities. The target of communication with learning

disabilities should be: managers, teachers, classmates, and parents.

Effective communication in many aspects will promote the focus of life of college students with disabilities to learning and avoid deviation from the track in learning motivation and thoughts. In the event of emotional problems or social difficulties in learning disabilities, communication and intervention can work together to achieve a two-pronged approach.

V. CONCLUSION

This paper introduces the concept, origin and development of learning disabilities. This paper explores the causes of environmental factors on learning disabilities through a comparative analysis of Chinese and foreign educational environments. Prevention of learning disabilities mainly involves research on avoiding primary learning disabilities and preventing the conversion of primary disorders into derivative disorders. Teachers use procedural education to prevent learning problems. The school promotes the role of teachers and parents in supervising students through policies. Parents' care and supervision should go from elementary school to university. Good communication and cooperation between schools, teachers, parents and students can avoid learning disabilities from the root cause.

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