

Case Study on Individualized Guidance Provided by Teachers to Students

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[**Abstract**] It is necessary and extremely important for teachers to provide individualized guidance to students, which is beneficial for students' physical and mental development and learning. This paper will introduce individualized guidance from the following four aspects: first, the reasons for individualized guidance; second, the theoretical basis of individualized guidance; third, the key guidance objects of individualized guidance; and fourth, case studies of individualized guidance.

[**Key words**] individualized guidance; individualized teaching; separate guidance

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Individualized guidance from teachers to students is a part of individualized teaching. In education and teaching, individualized guidance should be carried out based on each student's own characteristics and cognitive level. It is a teaching model that implements separate guidance according to future development trends.

1 Why do we need individualized guidance

1.1 The need of teaching

Teachers may observe a phenomenon in their teaching: some students learn easily and efficiently, while others learn slowly and fail to grasp the essentials they have learned; some students are active and serious in class, while others are not fond of learning and the knowledge goes in one ear and out the other. The occurrence of these problems is actually related to the individual differences of students. Each student has his or her own thoughts and consciousness, and teachers can only provide better education for students by respecting their thoughts and focusing on their hearts. The purpose of adopting individualized guidance is to guide students to find the most suitable education for themselves.

1.2 The need of students' growth

Students have significant differences in their growth process, mainly manifested in various aspects such as knowledge reserves, personality traits, intelligence levels, and ways of thinking. Individualized guidance can teach students according to their individual needs, promote students' virtues and correct their defects, and maximize the development of their life potential.

1.3 The need to promote educational equity

Every student is a complete independent life form, and a person with meaning and value in life. Although there are differences in intelligence, cognition, habits, etc., just like teachers, they have emotions, thoughts, and

personalities. This requires teachers to understand, accept, and help them with a compassionate heart. A one-size-fits-all teaching model is not feasible. Teachers cannot make all students reach the same level. What teachers need to do is to provide individualized guidance to students, so that they can all reach the peak of their respective abilities, thereby further achieving educational equity.

2 The foundation and basis of individualized guidance from teachers

From ancient times to the present, both domestically and internationally, there are many foundations and bases of individualized guidance for students. We mainly elaborate them on the following three aspects:

2.1 Theory of teaching students according to their aptitude

The theory of teaching students according to their aptitude originates from Confucius and the stories of Ziyong and Zixia asking for filial piety. Later, after being summarized by the philosopher Zhu Xi, the phrase “Confucius taught people according to their own abilities” (Analects Commentary) and “teaching according to students’ aptitude” emerged. Teaching students according to their aptitude can help teachers promote students’ virtues and correct their defects, as well as enable them to unleash their full potential and achieve optimal development. Although it has been more than 2500 years since the proposal of the theory of “teaching students according to their aptitude”, the principle of teaching according to aptitude is still an important golden rule in contemporary education and teaching.

2.2 Theory of multiple intelligences

The theory of multiple intelligences originates from Howard Gardner, a psychologist at Harvard University in the United States. The theory of multiple intelligences is a new theory about intelligence that breaks the traditional theory of intelligence and redefines “human intelligence”. After continuous research and discovery, he divided human intelligence into eight elements (see Figure 1 below). Gardner pointed out that intelligence is the ability of people to deal with problems encountered in real life. In his view, everyone possesses multiple intelligences, but they manifest as superior and inferior intelligences. Intelligence is manifested in different combinations and constantly develops and changes based on individual talents and growth environments.

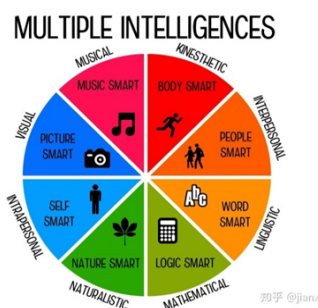


Figure 1. Multiple intelligences

Everyone possesses multiple intelligences at the same time, but the combination, degree, and manifestation of intelligences are different. Therefore, teachers should accept and respect human differences, help students develop advantageous intelligence and drive disadvantaged intelligence, pay attention to individual differences among students, and provide different growth opportunities for their development, ultimately enabling them to achieve comprehensive and all-round development.

2.3 Theory of humanistic learning

The theory of humanistic learning was founded by the famous modern American psychologist Maslow, and was

inherited and developed by American scholar Rogers. Humanism is the third trend in psychology, and its application in education is of great significance. Humanism breaks the shackles of traditional education, placing respect and understanding of people as the top priority in education. It emphasizes cognitive enhancement and emotional experience education for students, and is student-centered, greatly promoting the rapid development of educational reform.

The theory of humanistic learning advocates that the ultimate goal of education is to cultivate individuals with physical and mental health and innovative thinking. The status of teachers and students is equal, emphasizing the fairness and non-discrimination of education. It believes that every student is a “potential stock” and that through his or her own efforts, he or she can reach the highest peak of their life.

3 Types of students requiring individualized guidance from teachers

Teachers who have just entered the field of education and teaching will encounter various students in their work, some of whom require individualized guidance. We are accustomed to referring to them as “individual students”. They can be roughly divided into the following three types:

3.1 Solitary and indifferent type

Most of these students come from complex family environments: some may come from divorced families, some may come from single parent families, and some may be left-behind children. Due to the long-term neglect by their parents, they cannot receive fatherly or motherly love. The lack of love can cause students to develop a sense of inferiority and gradually become indifferent to others and collective affairs. They do not want to participate in any collective activities, and everything in the collective seems unrelated with them.

3.2 Free and unrestrained type

This type of students mostly appears in families with “atavistic affection” in China, as the elderly tend to love their grandchildren more than their own children and indulge them infinitely. Taking care of children by the elderly may seem effortless, but in reality, there are many problems. If the elderly excessively love and spoil the children, and keep them away from bumping into anything, the children would grow up in honeypots and ivory towers, and could not be instructed or criticized. The education of children is also left to their own devices, allowing them to grow freely, which can lead to the development of some students’ carefree and disrespectful personalities.

3.3 Reverse psychology type

This type of students is generally subjected to extremely strict or even harsh treatment from their parents since childhood, with no freedom in the family. Due to their parents’ long-term negation and suppression, they may develop dissatisfaction with their parents. As they grow up, they will confront their parents and go against them in everything. Their rebellious mentality is extremely serious. If we do not have enough love and patience when facing such students, they may manifest strong resistance.

4 Cases and countermeasures of teachers’ individualized guidance for students

As teachers, we should learn to treat all children equally, especially those who need individual guidance, and strive to provide them with a relaxed and pleasant learning environment, allowing them to change and grow with sincere, love, and patient care. The following four real cases will illustrate specific countermeasures:

4.1 Exploit potential, find “bright spots”, and guide according to the situation

We must firmly believe that every student is a shining gold, just with different shining points. Teachers should be good at discovering each student’s shining points, which are the teaching pivot. What teachers need to do is to give students timely praise and encouragement, guiding them to realize their self-worth.

There was once a student named Xiaoming in my class who often skipped classes, arrived late for class, and had poor academic performance. However, he has a strong sense of collective honor and play basketball very well. During extracurricular activities, I often went to the playground with him to practice ball skills, getting to know and encouraging him as an equal friend. During the school basketball game, I led the team to cheer for him. In the end, he led the class to win the grand championship of the school basketball game. Afterwards, I fully affirmed Xiaoming's grades and told him: "If you play ball well, you can also read well. As long as you work hard, you will achieve good results." I also took Xiaoming as an example to encourage other students to work hard and bring glory to the class like him. This matter had a great impact on Xiaoming. After a period of effort, he gradually overcame many of his shortcomings, worked hard in his studies, and became more active in class activities.

"I can live for two months on a good compliment." This sentence is a wise saying of Mark Twain, the "American literary giant". Through scientific experiments, it has been proven that if teachers give students positive expectations and sincere appreciation, students' enthusiasm will be mobilized and develop in a direction that meets teachers' expectations. This is the famous Pygmalion effect, also known as the Rosenthal effect, in education. It can be seen that in the process of individualized guidance, the role of praise and motivation is extremely important. This story tells teachers that in the process of individualized guidance, they should find the right entry point, identify the pulse of each student, start from small things, carefully observe the strengths and weaknesses of each child, especially for individual students, and evaluate them correctly according to the situation. All the students have a need for self-esteem and self-actualization, and desire a sense of achievement that makes them feel that they can do things for others and that they are valuable.

4.2 Respect more, dispel inferiority complex, and cultivate confidence

Some students believe that they're inferior to others in learning or other aspects, and may hence develop negative psychology and often engage in various disruptive behaviors to attract the attention of others. In fact, this is also a manifestation of their desire to be recognized by others.

Xiaoli comes from a rural area. Her father was a worker and her mother was engaged in household farming. Although the family was not wealthy, their life was stable. Her academic performance was at an average level in the class. Later, her father was laid off, and her mother left her and her father. The family lost the source of income, so her father took her to seek refuge with her aunt and rented a stall in the market to sell vegetables. At the beginning, her classmates were relatively friendly to her, but she would suddenly lose her temper, making her classmates confused. In addition, the textbooks she learned were different from theirs, and her grades were poor in the first few exams. She was dirty all over and emitted an unpleasant odor, so everyone ignored her.

After knowing these situations, I formulated a plan to change her. First, help her with her studies and rebuild her confidence in learning. During class, I asked her to answer simple questions and gave timely praise if she answered correctly. After class, I came to talk to her, asked her about the difficulties she encountered in learning, explained them clearly in a timely manner, showcased her excellent homework, and established her authority in front of classmates. I also took her to play games with her classmates. Gradually, the relationship between her and me became more and more harmonious. The next was a heart to heart talk. I took Xiaoli to the canteen, and while having dinner with her, I told her: "People cannot choose their own families. Poverty is not scary. What is scary is not being able to face poverty, and feeling inferior at first. Hardship is actually a good thing because it can temper our willpower and serve as a form of wealth. You can change your life through your own efforts." I made her understand that one should not be defeated by poverty, but study hard from an early age to use one's own hands to

change one's destiny in the future. "Don't look down on yourself. The main focus among classmates is not on your family, but on your good personality, kind heart, strong will, rich knowledge, and outstanding abilities. I believe that when you shake off your psychological burden and showcase your strengths, your classmates will love being with you." When saying goodbye to each other, Xiaoli said thank you affectionately, and I truly saw hope in Xiaoli's eyes. Through a series of educational activities organized by me, and the consistent talking with her in the spare time, I promptly reminded and provided guidance on any issues that arose. After two months of tutoring, Xiaoli underwent significant changes. She is able to listen attentively in class, actively raise her hand to answer questions, and complete homework diligently, and her academic performance has begun to improve. Her relationship with classmates have also become increasingly harmonious.

This story tells teachers that in the process of individualized guidance, love should be used to irrigate students' hearts, respect and trust should be used to awaken students' confidence, sincerity and care should be used to tolerate students' shortcomings, and praise and appreciation should be used to promote students' strengths. Every student can shine brightly and shine in a loving class.

4.3 Cooperation, collaboration, and joint management

Strengthening "home-school co-education" can enable students to achieve comprehensive development of their abilities and promote their continuous progress.

As soon as I took over the class, I noticed Xiaofan's introverted personality. He liked to be alone, didn't get along with others, had poor academic performance, and had a disinterest in learning. For classroom questions, he didn't feel embarrassed if he couldn't answer them, and he always looked indifferent. One afternoon, the class monitor ran to the office and said that Xiaofan had hit a classmate before running away. When I found him in the corner of the campus, he looked dissatisfied. When being asked why, he said that his classmates were hostile towards him and he hated them. Looking at his unruly appearance, I fell into contemplation.

After in-depth understanding and analysis, I found that Xiaofan's aversion to learning, isolation, inferiority complex, and suspicion are directly related to his family. When Xiaofan was very young, he was always taken care of by his grandparents and only lived with his parents after going to school. Xiaofan's father was a company owner who was usually busy with his business and had no time to take care of his child. His mother was a white-collar worker who worked from morning to evening. She only cared about eating and drinking of the child, and everything else went naturally. She always believed that as long as a child is happy, it doesn't matter whether his or her grades are good or bad. As Xiaofan grew up gradually, he had no way to relieve the troubles and unhappiness he had grown up with, and he didn't know who to talk to. He felt very lonely and isolated in his heart, and only when he came home at night, he played computer games as companions. Parents' neglect of Xiaofan's emotions caused him to lose warmth and happiness, so he placed his joy in school. However, contrary to expectations, due to poor academic performance and the lack of any noteworthy "highlights", his classmates rejected him and even intentionally mocked at and hurt him. This is undoubtedly adding insult to the injury to Xiaofan.

In order to help Xiaofan regain his passion for life and confidence in learning, I contacted his parents and told them to take the initiative to chat with Xiaofan, take him out to play, narrow the psychological distance between them and the child, understand the child's thoughts and needs in various aspects from multiple perspectives, and provide reasonable satisfaction, gradually making Xiaofan willing to speak his mind to them emotionally. At the same time, it was also made clear to them that a child's poor academic performance is not a matter of intelligence. As long as parents and teachers cooperate closely, demand strict standards, and work tirelessly, the children's

learning will definitely get progress. So, I suggested that they try to have Xiaofan talk about “what I learned today” as much as possible every day, discuss the knowledge learned with him to complete his homework well, and contact subject teachers once a week to keep abreast of Xiaofan’s situation: give recognition and encouragement for progress, calmly analyze the reasons for problems, and find remedial measures. In this way, Xiaofan gradually realized how much his parents care about his growth and how warm and secure his family is, which made him feel surrounded by strong love and reignited his passion for life and learning. After more than a semester of unremitting efforts, Xiaofan’s wounded heart was once again comforted by his parents. His confidence has been restored, and his grades have made rapid progress. He also participated in the lively discussions and laughter among his classmates.

This story tells teachers that in the process of individualized guidance, “home-school co-education” is extremely important. Family education and school education complement each other and are mutually unified, both of which are with the goal of enabling students to achieve better development. “Everything for the students, for students’ everything, everything for all students.” The position of “home-school co-education” is crucial.

5 Conclusion

Individual students are not formed in a day or two, and individualized guidance work is not achieved overnight. In the process of individualized guidance, teachers should pay attention to individual differences and meet the different needs of different students. This process will not be smooth sailing but will inevitably encounter many difficulties. However, teachers should not give up. Instead, they should be good at using their own wisdom to help students develop correct cognition, rebuild their confidence, and stimulate their enormous potential. Always believe that as long as the spring breeze blows, every student will be a beautiful “spring”!

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