

Intervention Strategies of Test Anxiety of Junior High School Students in the Environment of Home School Cooperation

Pinglan Song¹, Xuerong Yu²

1 Da Zhou Primary School of Nanchang Country, Jiangxi Province, Nanchang 330200, China

2 Tuan Jie Lu School of Nanchang, Nanchang 330200, China

ABSTRACT. *Test anxiety is a common phenomenon among middle school students, which not only affects the normal performance of students in the test, but also leads to related emotional problems, and then leads to parent-child conflicts and communication problems between students, teachers and classmates. School is an important position for the growth of young people, and family is the first environment for the growth of young people. In the context of home school cooperation, through home school communication to form a joint force of education, to accompany students to face test anxiety correctly.*

KEYWORDS: *Home school cooperation; Test anxiety; Junior high school students*

1. Introduction

Anxiety is a natural response of people or animals to stressful situations. Test anxiety is a kind of complex and continuous psychological phenomenon which is caused by test and characterized by worry, tension or anxiety, including pre test anxiety, on-the-spot anxiety (dizziness) and post test anxiety. Relevant research shows that 61% of the students have different levels of test anxiety, of which 26% are serious test anxiety. Test anxiety seriously affects test scores, especially in mathematics and language subjects. The proportion of female students who have serious test anxiety is higher than that of male students.

2. Analysis of test anxiety types

2.1 Pursuit of perfection

On the one hand, such students have high expectations for their own learning behavior and test results. Even if their learning results are very good, they are not satisfied. If they do not do well, they will be nervous, and even suffer from

obsessive-compulsive disorder. On the other hand, the requirements for people around us are also very high. They always complain about the low quality of their classmates or the poor care of their parents. They often show negative emotions such as dissatisfaction in schools and families, and seldom experience positive emotions such as happiness.

2.2 Inverse antireactant

This kind of students have a strong personality, and have their own unique learning mode. They are independent in their own learning and do not like others to interfere in their own learning. At ordinary times, they are reluctant to communicate with their parents about their study, especially when their academic performance declines, they are particularly disgusted with their inquiries. Those who are light, solitary and unhappy, ignore their parents and resist them passively; those who are heavy, are agitated and angry for little things, directly contradict their parents, or even run away from home.

2.3 Startling bird

This kind of students study with a serious attitude, work hard, strict with themselves, pay special attention to others' evaluation of themselves, regard teachers' praise and parents' praise as their goal and motivation. When taking an exam, you should be careful and think twice, lest you make mistakes. As long as you have one exam or one exam result is not ideal, you will blame yourself and doubt your study.

2.4 Inferiority block type

Because of their poor learning foundation, improper learning methods or weak learning ability, such students have poor academic performance and a strong sense of inferiority. Out of the compensation psychology, they always want to get the “scenery” of the students with good grades, so they study hard and compete with others secretly. They usually don't speak very much and don't want to talk about learning with others. They gradually get out of the crowd and become lonely.

2.5 High eye, low hand

This kind of students have strong ability, study hard and consciously, but they often can't understand themselves objectively, estimate their ability beyond their actual level, easily set higher goals, and always want to surpass others. They are busy all day long, but they always fall into the loss of “giving” more than “getting”. They are very concerned about their academic achievements and rankings. A little setback can make them feel extremely aggrieved, causing emotional fluctuations[1].

3. An analysis of the causes of examination anxiety

3.1 Physical fatigue

Middle school students have a heavy burden of schoolwork. They spend a long time in school and have a lot of homework to do when they go home. Besides finishing homework on weekends, they also go to various extra-curricular tutoring classes. Long time hard reading and staying up late, lack of physical exercise, make students' physical quality decline, physical function weaken, memory decline, thinking slow and other phenomena, feel a certain sense of stagnation and retrogression, resulting in test anxiety.

3.2 Psychological fatigue

The students of graduation class not only have to complete the heavy study task, but also face the examination again and again. In the review stage before the exam, the content in class lacks freshness. In addition to making questions, the teaching effect is greatly reduced. Although many students have worked hard, their academic performance is still unsatisfactory, and they are depressed by repeated failures. Due to the lack of positive emotional experience brought by success, they gradually lose the motivation to move forward, resulting in psychological fatigue.

3.3 Ambient pressure

When students are already in anxiety, they will become particularly sensitive. At this time, some small external stimulation will make their thinking activities be inhibited and their emotions become more and more tense. Under the pressure of examination, teachers and parents are always shrouded in the clouds of anxiety. Some teachers and parents' test anxiety level is even higher than that of students, which is manifested in the overwhelming review papers before the test, the advice to children on the way to the test, and the abnormal concern for the performance ranking after the test. These pressures from the outside will aggravate the test anxiety of students[2].

4. Family and school work together to relieve students' test anxiety

4.1 The school attaches great importance to the work of home visit and collects students' psychological information

The school establishes a home visiting mechanism. Before the start of each semester, the teacher in charge of the class visits at least 15 students. Through talking with parents, we can learn about students' study and life. In particular, when visiting the students of the graduation class, we should pay special attention to

whether the students have test anxiety problems, such as: whether the children can't sleep before the test, whether they have shown the fear of the test, whether there will be abnormal behaviors, abnormal emotions and other phenomena before and after the test, and how often and to what extent the abnormal phenomena occur. Teachers guide parents to observe children by asking questions, and make relevant records. Teachers and parents cooperate with each other to complete the collection of students' psychological data[3].

4.2 Teachers and parents often talk and master the anxiety state in an all-round way

Middle school students are in adolescence, their physical and mental development changes rapidly, their interpersonal relationship is tense, their schoolwork is heavy, the difficulty of the course is increasing, and their study rhythm is speeding up, which may cause their examination anxiety. Psychological problems are usually manifested through behavior. The head teacher can set up a psychological class committee or on duty class committee in the class to record some abnormal behaviors of students in the class, such as too excited or too indifferent, too frequent or too slow. We should also communicate with the teachers, observe the students' attention in class, the completion of homework, mental state and so on. After summarizing the situation on a regular basis, the head teacher should communicate with the parents, understand the causes of students' anxiety comprehensively and discuss the countermeasures together in combination with the students' performance at home[4].

4.3 Psychological questionnaire survey with parents' consent

In the state of anxiety, students usually take two forms: external and internal to vent. Venting to the outside includes losing temper with classmates, parents and teachers, or destroying stationery, books, tables and chairs, etc.; venting to the inside will sulk, self punish, or even self harm. In addition, teachers and students are mainly busy with teaching and learning in school, so the observation and recording of abnormal behaviors are not complete, detailed and accurate. With the consent of parents, the school can carry out a large-scale psychological questionnaire survey with the participation of students and parents. Through the analysis and statistics of the survey results, most of the students' test anxiety data can be obtained, so that the head teacher has a comprehensive understanding of the students' psychological state. If it is a common problem, the head teacher can use the time of class meeting to conduct group counseling, so as to solve the problem timely and efficiently[5].

4.4 The problem students inform their parents and actively cooperate with family counseling

When teachers find students' individual problems, they can find their parents to understand their normal performance at home, collect relevant information, contact

the school psychological tutor with their parents' consent, and provide individual tutoring for students. Generally speaking, there will be a problem family behind the problem students. Schools should actively do a good job in their parents' work, get their support, and suggest that parents and students receive guidance together. Only when parents and students are aware of the problems and consciously try to change, can they achieve good results[6].

4.5 Students' anxiety lecture, parents are invited to participate

Students will have anxiety before, during and after the test. Their emotions are contagious. Parents of students will also be anxious because of their children's anxiety. Schools can offer special lectures and invite parents to participate. Our school has tried the following topics: "positive suggestion, strengthen confidence", "learn to relax, relieve anxiety", "improve interpersonal relationship, optimize emotion", "master the law, skillfully respond to insomnia". Each special topic focuses on the introduction of methods, such as in the "positive suggestion, strengthening confidence" special lecture, introducing food suggestion, music suggestion, language suggestion and situational suggestion to students and parents; in the "learn to relax, ease anxiety" special lecture, introducing "reverse abdominal breathing", "muscle relaxation" and "imaginative relaxation". One by one concrete method makes the students very interested. Some students start to try actively at the lecture site. Parents also learn how to help their children and themselves at home^[7].

5. Conclusion

Modern psychological research has found that happy mood can make people feel sensitive, think clearly, respond acutely, and memory enhanced, and make the heart, brain and internal organs function in a stable and coordinated state. If schools and families can pay attention to students' test anxiety, and take timely measures to guide, help and accompany students to treat test anxiety correctly, overcome excessive test anxiety, students can grow up healthily and happily, and learning efficiency will be greatly improved. Sukhomlinski said: "without family education, school education and family education without school education, it is impossible to accomplish such a very subtle task of cultivating people."^[8]In the context of home school cooperation, with the joint efforts of teachers and parents, in the practical application of various test anxiety strategies, the test anxiety problems that perplex students, parents and teachers will be alleviated.

References

- [1] Jin Zhihui (2019). A study on the correlation between test anxiety and test scores of junior high school students. Guangxi: Guangxi Normal University.
- [2] Tian Yuan (2019). A study on test anxiety and mindfulness intervention of junior high school students. Chongqing: Chongqing Normal University.
- [3] Luo Guangcai (2019). Research on the relationship between self-esteem,

- evaluation fear and examination anxiety of junior high school students. Guizhou: Guizhou Normal University.
- [4] Zhang Tianming (2018). Characteristics of attention bias of junior high school students' examination anxiety. Tianjin: Tianjin Normal University.
- [5] Ni ronghua (2018). Research on the intervention of focus solution orientation test self-efficacy group counseling on junior high school students' test anxiety. Hubei: Huazhong Normal University.
- [6] Luo Guangcai, Hu guiyong (2019). Research on the relationship between self-esteem, negative evaluation fear and examination anxiety of rural junior high school students. Rural economy and technology, vol. 30, no. 6, pp. 186-187.
- [7] Li Jin, Jin Xiafang (2018). The relationship between test anxiety and mental flexibility of junior high school students. Health education and health promotion, vol. 13, no. 6, pp. 520-523.
- [8] Li Jin, Xu Yan (2019). The effect of group psychological intervention on test anxiety and psychological flexibility of junior high school students. Journal of medical new knowledge, vol. 29, no. 1, pp. 68-71.