

Research on Social Development Characteristics of Children with Learning Difficulties and Corresponding Educational Strategies

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Abstract: With the rise of social information processing psychology, people begin to understand the social development of children with learning difficulties with the possible obstacles in the process of social information processing. There are many factors leading to children's learning difficulties. In addition to neuropsychology, cognitive psychology, social development and mental health characteristics, there are also their own physical quality and the influence of school and family. Educators should promote their cognitive development and correct their social development on the basis of improving their health level. Based on the systematic analysis of the characteristics of neuropsychology, cognitive psychology, social development and mental health of children with learning difficulties, this paper puts forward the educational countermeasures of training learning strategies, attribution strategies and cognitive monitoring strategies for children with learning difficulties. By studying and analyzing the social psychological characteristics of children with learning difficulties, this paper tries to understand the psychological status of children with learning difficulties in school at present. This paper tries to explain how to provide suitable education for children with different learning difficulties according to their social characteristics, so that they can get out of the predicament and face life optimistically.

Keywords: Learning difficulties; Psychological characteristics; Social communication; Educational countermeasures

1. Introduction

With the popularization and improvement of compulsory education all over the world, people pay more and more attention to how to provide equal education opportunities for every child [1]. Therefore, children's learning difficulties naturally become the focus of psychology and pedagogy research. There are broad and narrow definitions of learning difficulties. Learning difficulties in broad sense refer to low academic performance caused by various reasons [2]. Learning difficulties may be the result of the interaction of many factors. Children's learning difficulties include not only learning difficulties, but also those with poor academic performance caused by various reasons such as insufficient cultural stimulation, social and economic disadvantages, improper teaching, improper discipline and personal intelligence deficiency, emotional distress, sensory defects and physical diseases. We all need to understand and pay attention to this group with "special needs", and it is of great practical significance to study it. There is a positive correlation between the behavioral goal of adapting to society and its behavioral performance [3]. Prosocial and socially responsible behaviors are positively correlated with children's achievements. However, negative behaviors such as aggression and sabotage often lead to adverse social and academic results. Learning difficulties in broad sense refer to low academic performance caused by various reasons. Narrowly speaking, learning difficulties refer to normal senses and intelligence, but the academic performance is lower than the expected level of intelligence potential and far from meeting the requirements of teaching objectives. The learning difficulty referred to in this paper is the latter [4]. With the popularization and improvement of compulsory education in countries all over the world, people pay more and more attention to how to provide equal educational opportunities for every child. Therefore, children with learning difficulties have naturally become the focus of psychology and pedagogy [5]. Psychologists have also done a lot of research on learning difficulties from various aspects, such as attribution style, learning motivation, cognitive characteristics, self-concept, etc. However, little is involved in the social communication of children with learning difficulties, and the relevant research only involves one aspect [6]. However, these studies often only involve the characteristics of a specific aspect of children with learning difficulties, and do not make a

comprehensive analysis from the deep-seated psychology. In this paper, by studying and analyzing the social psychological characteristics of children with learning difficulties, we can understand the psychological conditions of children with learning difficulties at the current stage. Try to explain how to provide education suitable for children with different learning difficulties according to their social characteristics, so that they can get out of their predicament and face life optimistically.

2. Psychological characteristics of children with learning difficulties

2.1. Characteristics of social development

Although the social development of children with learning difficulties has innate genetic quality, which provides the basic premise and great possibility for socialization of people, what is more important is the social environment, various social relationships, training of behavior and so on. Through the internalization process of individuals, people can only have social characteristics through socialization. Generally speaking, with the increase of age, its social development level is constantly improving. The general trend of social development of children with learning difficulties is similar to this, but it shows certain characteristics. It is the most critical and fastest period for children's physiological development, psychological development and behavior formation in their life, and it is also the critical period for obtaining social characteristics. If children's sociality can't develop well and lack due social communication ability, then the psychological development is incomplete and flawed, and the process of socialization is accompanied by people's life, and the healthy development of children's sociality lays a good foundation for this.

Increasing age has no significant effect on peer relationship and teacher-student relationship of children with learning difficulties in social interaction, but parents have strengthened their monitoring. In terms of parent-child relationship, there are different dominant parent-child relationships at different ages, but this development trend is not always on the rise, and sometimes it will be repeated. The general trend of social development of children with learning difficulties is similar to this, but it shows certain characteristics. Increasing age has no significant effect on the ability of children with learning difficulties in social communication, so parents have strengthened their monitoring. With the increase of age, the self-concept development level of children with learning difficulties has been continuously improved on the whole, and at the same time, their behavior problems have also increased. In terms of parent-child relationship, there are different dominant parent-child relationships at different ages, but this development trend is not always on the rise, and sometimes it will be repeated. With the increase of age, the self-concept development level of children with learning difficulties has been continuously improved on the whole, so the behavior problems are also increasing.

2.2. Neuropsychological characteristics

Children with learning difficulties may have some neuropsychological reasons. After further analyzing the distribution characteristics of the test scores, it is found that children with learning difficulties have impaired abilities in speech understanding, problem solving and reasoning, and long-term memory. The causes of learning difficulties are related to students' learning motivation. Children with learning difficulties often have acquired powerlessness in the learning process. Their learning characteristics are passive learning, and they always attribute their failure to themselves, but seldom attribute their success to themselves. After further analyzing the distribution characteristics of each test score, it is found that children with learning difficulties have impaired abilities in speech comprehension, problem solving and reasoning, and long-term memory [7]. The working memory capacity of children with learning difficulties is also significantly lower than that of children with excellent learning ability. The main reason is the storage ability. Through further research on the internal structure of verbal IQ, it is found that there are certain differences in the internal structure of verbal IQ of children with learning difficulties, and this difference is also related to age [8]. The psychological characteristics of children with learning difficulties caused by different types, different ages and different reasons may be different, but they can be summed up as neuropsychology, cognitive psychology, social development and mental health. More than half of children with learning difficulties have no physiological reasons, and their intelligence is basically normal, but they often have serious low cognitive ability in some aspects, and there are many problems in social communication ability.

2.3. Cognitive psychological characteristics

Many scholars at home and abroad believe that children with learning difficulties have cognitive disorder, memory disorder, reading disorder and arithmetic disorder. Cognitive impairment can occur in any psychological process such as feeling, perception, appearance and thinking. Sensory integration disorder is one of the common causes of children's learning difficulties. Children with sensory integration disorder often don't respond appropriately to various external stimuli, and can't consciously put their psychological activities into a specific activity. Attention development disorder is also a common cause of children with learning difficulties [9]. As we all know, the quality of attention is directly related to children's academic performance. Some people compare children with learning difficulties with children with excellent learning and middle learning, and find that the development level of attention characteristics of children with learning difficulties, such as unintentional attention and attention searching, attention stability, attention transfer and attention concentration, is significantly lower than that of children with excellent learning. Compared with children with medium learning, children with learning difficulties have no significant differences in inattention, attention searching and attention stability, but the level of attention transfer and attention concentration is very backward. If children are limited to mechanical learning, not only the forgetting speed is much faster than the meaning learning of advanced processing level, but also it is not as easy to assimilate new knowledge and transfer as the cognitive structure formed by semantic processing. The learning motivation level of children with learning difficulties is significantly higher than that of children with learning difficulties; their learning desire, learning initiative and persistence are also significantly different from those of children with learning difficulties. The cognitive level of children with non-learning difficulties may be more affected by other factors besides learning motivation [10]. This also means that for children with learning difficulties, their learning motivation has a better predictive significance for their cognitive level.

3. Educational strategies for children with learning difficulties

3.1. Improvement and correction of social communication

Many children experience difficulties in peer relationship due to the lack of basic interpersonal skills; Social skills can be acquired, and children can learn social skills from intervention; Children's social skills acquired from training can be generalized to peer groups and guide them to solve peer relationship problems. The research on the role of social goals in peer relationship indicates that children who often put forward goals that are inconsistent with the situation or social requirements will experience more difficulties in peer relationship. In modern society, any individual does not exist in a single and isolated way, but exists and develops in the interaction with the surrounding people and environment. Interpersonal communication is an important condition for individual survival and development. Interpersonal relationship is not only an important medium of individual socialization, but also an important social support system. There are many reasons for children's learning difficulties. Educators must systematically and carefully investigate their current situation, history, school performance and family status, intelligence level and the development of other psychological qualities through various ways and appropriate methods, and systematically and continuously explore effective measures to improve their intelligence level, learning efficiency and psychological quality according to different situations.

3.2. Improvement of social perception level

Self-perception training. Or teachers and parents should guide children with learning difficulties to correctly understand all parts of their bodies, their advantages and disadvantages, their abilities and so on. In this way, on the one hand, children with learning difficulties can face up to their own shortcomings; On the other hand, it can also help them to see their own value, make good use of their strengths and avoid their weaknesses, so as to promote their proper self-perception. With learning difficulties, people may have problems in self-regulation, social perception and social communication, but these problems themselves do not constitute learning difficulties. Social communication ability is the basis of social adaptation, so teachers should create a healthy environment, teach children with learning difficulties the correct communication ways and conflict resolution strategies, learn to cooperate, share and have friendly communication with peers, and integrate into the collective life, so as to make them feel warm and safe and lay a solid psychological foundation for their study. Compared

with normal children, children with learning difficulties have poorer learning motivation and interest in learning, and often have bad attitudes towards learning, such as cowardice, low self-esteem, self-destruction, avoidance and withdrawal, and insufficient tolerance for frustration. As the age increases, the behavior problems of children with learning difficulties increase, but age changes have no significant effect on the behavior problems of children with learning difficulties. This reveals from another angle that behavioral problems are a common phenomenon in children with learning difficulties.

4. Conclusions

It can provide an effective educational method and strategy for the psychological characteristics of children with learning difficulties, and how to provide more help to this group and improve the quality of human education. Teachers should actively implement encouraging evaluation. Teachers should design a certain proportion of problems suitable for the level of children with learning difficulties in classroom teaching, and timely affirm and encourage their small progress. Take appropriate methods to compare their current situation, history, school performance and family status, intelligence level and the development of other psychological qualities, systematically and carefully investigate and study, and systematically and continuously explore effective measures to improve their intelligence level, learning efficiency and psychological quality according to different situations. Let's join hands to discuss the educational countermeasures for children with learning difficulties. At present, in order to improve the education of children with learning difficulties, the study of their psychological characteristics is indispensable. Teachers should pay attention to the learning and life progress of children with learning difficulties, so that they can have a sense of "warmth" and "attention" for a long time, and then gradually cultivate the confidence of children with learning difficulties.

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