

The Local Study on Cultivation of Chinese College Students' Learning Motivation

Pu Yutong¹, Yu Jianpeng²

¹College of Physics and Electronic Engineering, Sichuan Normal University, Chengdu, China

²College of Marxism, Sichuan Normal University, Chengdu, China

Abstract: Current survey shows that most Chinese college students have correct learning attitude and clear learning objectives; while what raise concern is that part of college students lack learning enthusiasm and psychological arousal level, and as a result, they have no learning ambition and waste too much time on entertainment activities. How to cultivate and stimulate college students' learning motivation has become an issue worthy of attention. This paper intends to discuss the problems on college students' learning motivation and how to stimulate it.

Keywords: Learning motivation, College student, Academic management, Educational psychology

1. Introduction

At present, in the environment of exam oriented education in China, high school students have strong learning motivation (Baiyan Du & Hean Liu, 2021). Due to limited university resources compared with the large number of candidates of college entrance exam, most high school students' main purpose is to get high scores to get the entrance tickets of their dream universities. [1]What is the learning enthusiasm of college students who have experienced the baptism of the college entrance examination? The author conducted a sample survey in some colleges and universities in Sichuan. The survey shows that only 14.7% of them are very clear about their own goals and have long-term goals; 51% of the students were clear about their goals; 21.91% of the students only set short-term goals. On the understanding of "the learning pattern of university", 62% of students believe that learning is measured by examination results. Only 15% of the people believe that university learning should still take the initiative to strive for academic achievement. In the survey of the first purpose of going to college, 9% answered "for the diploma" and "don't know, let it be" and going to college has become an unconscious behavior for them.

Survey shows that most Chinese college students have correct learning attitude and clear learning objectives; while what raise concern is that part of college students lack learning enthusiasm and psychological arousal level, and as a result, they have no learning ambition and waste too much time on entertainment activities. For example, some boys are infatuated with online games, and some girls are infatuated with watching movies online. Then, how to cultivate and stimulate college students' learning motivation has become a worth discussing issue.

2. Existing problems on college students' learning motivation

Educational psychology believes that motivation is the internal motivation to stimulate and maintain people's actions and guide actions to a certain goal to meet individual needs. It is the internal motivation to stimulate and maintain individual activities and make activities towards a certain goal. Learning motivation is the main condition of learning and the internal driving force that directly promotes students' learning (Baiyan Du & Hean Liu, 2021).

Emptiness is the feeling of many Chinese students after entering the University. From the tense learning environment in high school to the relatively relaxing university life, students can easily become like a boat without a helmsman on the sea and don't know where to go.[2] Therefore, it is necessary for college students to set up their own goals and raise learning motivation. The problem of insufficient learning motivation appears in a considerable number of college students of different degrees. The change of motivation level before and after college, poor self-control ability and failure to establish correct life planning are all important reasons for the lack of learning motivation of college

students (Yang Mi Koo & Seo, Jeong Hee, 2014). With the diversification of campus life, the content of Chinese college students' learning motivation shows a diversified trend. Current survey in a local college in Sichuan has included the main driving forces of college students' learning as follows:

Firstly, being a college student can be respected by the surrounded, which has become their learning motivation. Secondly, being able to get a good job and pursue better material life. With the rapid development of science and technology in today's society, the need for talents is increasing.[3] In particular, there are high requirements for the educational background of staff in some fields, and thus the salary offering to college students is often higher than those roles that do not request for a college degree. Therefore, it has also become the driving force for students to learn to get their college degree. Thirdly, being a knowledgeable person to serve for promoting social progress. Such learning motivation can also exist. We should learn more knowledge to repay the society and promote social progress. Fourthly, paying back their parents for their efforts is also one type of driving force of learning. On the road of everyone's life, Chinese parents often spend much time and money on children's education. Meanwhile, parents' expectations of children are also relatively high. Therefore, for most children, they are educated that their way for paying back parents is to study hard. Such learning motivation can also enable many college students to strive for academic achievements. Fifthly, employment pressure can also be a type of driving force of learning. In current society, competition of employment market is very fierce. Therefore, such pressure can turn into a driving force to promote college students to study hard to improve their competitive advantage in future employment market.

The above-mentioned driving forces of college students' learning are some factors can motivate college students to study hard. However, some of the above driving force can be classified as external motivation, which can be relatively unstable. [4]Moreover, some unstable external motives may wrongly guide college students' behavior, mainly as the following points: Firstly, learning motivation is too narrow. For example, some students are self-centered and thus hard to be motivated by paying back parents or serving for the social progress after getting degree in future. As a result, such student's learning motivation can be unstable and limited, as their focus is mainly on satisfying their own needs. Secondly, for some students, their driving force of learning is mainly based on the feedback and attitude of the surround people such as their peers, lover, and parents. Such motivation can also be unstable, as they can easily be distracted by the changing feedback of the people that they care about. For example, if their parents tell them that the learning goals that they set up is not suitable for them or enforce them to change majors, these students may easily decrease their motivation of learning.

3. Strategies for cultivating Chinese college students' learning motivation

Basic psychology holds that the formation of motivation includes the need of internal conditions and the inducement of external conditions. In view of the current situation and existing problems of College Students' learning motivation, the following discusses some countermeasures from the internal conditions, namely students and external conditions, namely teachers (Haifang Xie, Wei Zhao & Lihua Huang, 2020).

Students' learning motivation is normally defined as the internal driving force to promote their learning and it drives college students' learning activities towards a certain goal (Yu-Ping Chang, 2012). College students' learning motivation can be stimulated from the following aspects: Firstly, establishing a correct value orientation. Most students' learning motivation is related to their values. For example, the students who value the material interests most, is highly likely motivated by the future material gain of studying hard in college. As a result, this type of driving force of learning can be external and unstable, which may inhibit the establishment of pure interest and enthusiasm of learning itself. [5]Secondly, establishing correct self-concept can also cultivate students' learning motivation. Self-concept is the complex and dynamic learner's subjective evaluation and consciousness about his own existence which is consistent with his personality characteristics (Riyanto Riyanto & Diah Aryulina, 2020). Self-concept can also be named as self-image. Self-image refers to everyone's subjective evaluation and consciousness of their learning ability. Self- concept of learning is closely related to the relationship between teachers and students, the relationship between students and his own personality characteristics [6]. For example, if a learner receives good feedback from teachers or peers, he will be more confident and have a stronger motivation to achieve greater results. Learners' self-concept will have a great impact on their classroom performance (Riyanto Riyanto & Diah Aryulina, 2020). Therefore, in order to cultivate learning motivation, students can strive to eliminate the wrong views of negative attitude towards their self-image, understand themselves comprehensively, and look for opportunities to participate in various learning activities optimistically. Thirdly,

establishing short-term and long-term goals for learning is also an important strategy. [7]The ambitious learning objectives are based on social needs, and the short-term learning objectives are related to specific learning activities or specific teaching requirements (Wang Ling & Yi Xiaomin, 2021). In the learning process, college students should not only have long-term goals, but also have short-term learning goals. The latter is the key to effectively completing the learning tasks and successfully achieving the ambitious learning goals. Fourthly, Pay attention to cultivating the interest in learning. Interest is the best teacher. Interest can not only promote people's learning, but also provide a pleasant emotional experience in the learning process, which is conducive to promoting people's willingness for further learning.

From the perspective of teachers, the strategy of cultivating students' learning motivation is mainly through knowing the different learning motivation of students in different grades and cultivating their learning drive force specifically. As students of different grades have different learning motivation in types [8], teachers can motivation lower grades mainly by making their course more interesting to students. And for higher-grades, teachers can mainly motivate them via emphasizing the importance of learning as well as the relationship between learning and their future goals after graduation.

4. Conclusions

To sum up, the stimulation and cultivation of College Students' learning motivation need to start from many aspects. As college students' managers, first of all, they should take a variety of ways to stimulate their learning motivation, such as strengthening the construction of daily study style and learning management, doing a good job in academic and career planning, mobilizing and encouraging postgraduate entrance examination work, doing a good job in class team construction, etc. [9]Secondly, we should promote it from the school and environment, such as strengthening the cooperation with professional teachers, providing students with high-quality teaching content, and creating a good style of study and teaching in the school. In short, efforts should be made from all aspects to improve college students' interest in learning, guide and serve them as soon as possible, and make greater contributions to the society in the future.

References

- [1] Hensley Lauren; Sayers Robin; Brady Anna; Cutshall Jessica (2021). *Supporting Autonomy, Competence, and Relatedness in a Learning-to-Learn Course: College Students' Insights into Effective Instruction [J]. Teaching of Psychology, P7.*
- [2] Yang Mi Koo; Seo, Jeong Hee. *Effects of collaborative reflections using SNS on college student' learning motivation, problem solving competency, and academic achievement in Creative Problem Solving activities [J]. The Korean Journal of Educational Methodology Studies, P11*
- [3] Baiyan Du; Hean Liu (2021). *The Influence of College Students' Learning Motivation on Academic Achievement under the Application of Station B Media [J]. International Journal of Intelligent Information and Management Science, P8.*
- [4] Riyanto Riyanto; Diah Aryulina (2020). *Implementing Immediate Feedback with Unlimited Plus Bonus Points to Increase College Student Learning Motivation and Achievement [J]. International Journal of Instruction, P7.*
- [5] Haifang Xie; Wei Zhao; Lihua Huang (2020). *Research on Project-Based Instructional Design Based on the Improvement of College Students' Learning Motivation in Smart Classroom Environment[C]. Proceedings of International Conference on Education Studies: Experience and Inn, P9.*
- [6] Yu-Ping Chang (2012). *A Study of EFL College Students' Learning Motivation, Meta-cognition, and English Performance[C]. Proceedings of 2012 2nd International Conference on Education and Education Mana; gement(EEM 2012 V3).9.*
- [7] Wang Ling, Yi Xiaomin(2021). *Review of Researches on College Students' Learning Motivation[C]. The Journal of Shandong Agricultural Engineering College.*
- [8] Li Jinxia, He Juan(2011). *Study on the Degree and Character of College's Learning Motivation in Different Stages [J]. China Journal of Health Psychology, P9.*
- [9] Ryan, Richard M; Deci, et al (2000). *Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being [J]. American Psychologist.*