

# Research on Factors Influencing College Students' Initiative in Physical Learning

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**ABSTRACT.** *In college physical education teaching, students' physical education learning initiative has a great impact on teaching efficiency and quality. At present, many college physical education teachers often focus on the reform of their teaching content and methods, while ignoring the study of students' learning initiative, resulting in the dilemma of low teaching efficiency and low quality. This paper finds that students' subjective consciousness, learning objectives, learning methods, campus sports culture and teachers' comprehensive quality have great influence on college students' physical education learning initiative.*

**KEYWORDS:** *College physical education, Physical education, Learning initiative, Teaching reform*

## 1. Learning initiative

Learning initiative is an important criterion to measure students' devotion in learning. It usually shows that students can learn in a positive and spontaneous way. From the perspective of psychology, learning initiative is a dynamic and active psychological state, which enables people to make efforts to achieve learning goals with a positive and spontaneous action[1]. According to the constructivist learning theory, the human brain does not passively receive and store information input from the outside world, but actively constructs an understanding of the outside world information by virtue of the subject's existing knowledge and experience. Therefore, human learning is an active activity, and this process is inseparable from the initiative of students to learn.

## 2. The Main Factors Influencing College Students' Physical Education Learning Initiative

Physical education is an important part of the higher education curriculum system, which is of great significance to the physical and mental health of college students. However, influenced by many factors, contemporary college students' physical education learning initiative is not strong, which leads to the low efficiency and quality of physical education teaching. This paper holds that the main factors affecting the students' physical education learning initiative are as follows.

### 2.1 Subjective Consciousness Factor

Consciousness here refers to the subject consciousness of students. Subject consciousness is the unity of object consciousness and self consciousness. Its basic features are autonomy, consciousness and creativity. Combining the characteristics of subjective consciousness, specifically, the consciousness factors that affect college students' physical learning initiative are: (1) Lack of autonomy. Some students are in a kind of non autonomous state in sports learning. Their learning attitude and behavior are controlled or limited by the external force of teachers, classmates and family members. They can't learn according to their own will, and they can't learn to be happy and grow up. (2) Lack of consciousness. Some students have a casual attitude in physical education. "It's enough to learn as you like, you don't need to be too serious", this is the general idea of these students. The lack of consciousness leads to weak understanding of the value of physical education learning and poor initiative of physical education learning[2]. (3) Lack of creativity. College physical education teaching is mainly classroom teaching, supplemented by extracurricular teaching. If students want to learn more sports knowledge, they need to jump into the shackles of teaching materials and continue to explore and practice through creative thinking. If students are lack of creativity, they will not be able to acquire more sports knowledge, and independent learning will not be possible.

## **2.2 Learning Goal Factor**

College physical education teaching content is very rich, whether it is theoretical knowledge or sports technology learning, all need students to go through a long time, systematic learning to achieve learning goals. In other words, if students want to master the content of physical education, they need to have their own goals. Specifically, the factors that affect the goal of students' sports learning initiative are as follows: (1) The learning goals are vague. This is a common problem for most students in physical education. Although these students have physical learning goals, they can only make it clear. The vagueness of learning goals leads to students' great generality in physical learning, which consumes a lot of time and energy to learn, but in the end, it does not get the predetermined actual effect[3]. (2) Learning goals are unrealistic. Although some students have formulated a clear physical learning goal, this goal is not consistent with their actual situation. The inconsistency between one's own reality and the learning goals led to difficulties in the early stages of the implementation of the plan, which greatly reduced one's self-confidence and thus lowered the initiative of sports learning. (3) There are no learning goals. Some students do not set any learning goals in physical education. They just learn according to the teaching requirements of the teacher. "The content of the teacher's explanation is the content of learning", "the content of the exam is the content of practice" is a common idea of this type of college students. Without any learning goals, students have no motivation to learn, which reduces the initiative of sports learning.

## **2.3 Learning Method Factor**

Active learning depends on learning methods. If students want to acquire more sports knowledge through active learning, they must master certain learning methods. Specifically, the method factors that affect college students' physical learning initiative are: (1) The learning method is not clear. Many students are not good at thinking in PE and prefer to follow the teacher's train of thought passively. These students cannot learn without the guidance of a teacher. Because there is no way to learn, this kind of students can't take the initiative to learn. (2) Improper learning methods. Some students have good physical fitness or have a relatively high level of sports skills. Therefore, they take a despise attitude towards teachers' learning guidance and tend to learn according to their own learning methods. However, some of their learning methods are improper by themselves. Improper learning methods are difficult to achieve the learning goals, and it is easy to cause sports injuries, thus striking the students' self-confidence and reducing their initiative in sports learning.

## **2.4 Campus Sports Cultural Factors**

Each college has its own campus sports culture. The impact of campus sports culture on college students' initiative in sports learning is subtle. Specifically, the cultural factors that affect college students' physical learning initiative are: (1) The stadium facilities are imperfect. Stadium facilities are an important material basis for students to carry out sports classroom learning and extracurricular sports training and entertainment. If the college sports facilities are not perfect, it will reduce the students' initiative in sports learning. (2) The content and form of extracurricular sports activities are single. Some extra-curricular sports activities in colleges are all activities focusing on sports students' competition, with a narrow audience and a single activity form, which makes the majority of students unable to feel the growth and happiness brought by sports, thus reducing the initiative of sports learning[4].

## **2.5 Teachers' Comprehensive Quality Factors**

Physical education teachers are the organizer, executor and manager of physical education teaching. Their personal charm, professional quality and interpersonal skills have great influence on students' physical education learning initiative. Specifically, the teachers' factors that affect the learning initiative of college physical education are as follows: (1) Teachers lack personal charm. Personal charm is mainly reflected in the dress, speech and manners, temperament and other aspects. For example, although individual sports teachers are knowledgeable in sports, they are dressed casually and have frivolous manners, which makes students fear or bored, which reduces the initiative of sports learning. (2) Teachers lack of good professional quality. Professional accomplishment mainly embodies in teachers' professional moral accomplishment, knowledge accomplishment, ability accomplishment and mental health. For example, the thought of individual physical teachers is very traditional and conservative, and they rely too much on the existing teaching materials and their own previous teaching experience, which makes the teaching content obsolete and outdated, unable to stimulate students' interest in learning, thus reducing the initiative of physical learning. (3) Teachers' interpersonal skills are weak. The interpersonal communication ability is mainly reflected in the interpersonal relationship between teachers

and students. For example, individual physical education teachers do not have any communication with students in the whole process of classroom teaching, and at the same time, they ignore the communication needs raised by students. The relationship between teachers and students is simply a “teaching” and “learning”, and this relationship is very rigid and fragile. Under this relationship, students do not feel the pleasure brought about by physical education, thereby reducing the initiative of physical education.

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