A study on the perspective of learning motivation College students ' ideological and political theory course education

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Abstract: stimulating students ' learning intention and effectively improving their learning motivation is one of the key factors in the teaching of ideological and political theory course, and it is an unavoidable topic in ideological and political education of college students. This paper combs the theoretical research about learning motivation, summed up the principle of improving the learning motivation of ideological and political theory course, that is, the value of learning and the expectation of success affect students ' learning motivation, and the higher the students ' expectation of success in learning from, or the more valuable the study of ideological and political theory, The higher the students ' learning motivation of the ideological and political theory course.

Keywords: college students; ideological and political theory course; Learning motivation

1. Research background and motivation

College students ' ideological and political theory courses in college students ' ideological and political education The plays an important role in education and plays an irreplaceable main channel . For college students, the ideological and political theory in school course education is to help college students set up a correct world view, life , "" View, values, morals and legal system, and develop good morals. Quality and improve the level of self-cultivation, has a very important role. But in the actual teaching process, the effect of the ideological and political theory course to the to the poor, many students enter the university, gradually lost the political reason the motivation for learning, depending on learning as afraid, and finally refusing to even Learning. As far as learning motivation is concerned, this is an educational effect that is visible in the school's education, and the longer many students stay in school, the more the instead of learning motivation and loss of course . Interest, and even some students have the phenomenon of evading learning.

How to improve the learning effectiveness of college students ' ideological and political theory course has always been the object of educational research, and educators have been in their thinking about the possibility of improving the learning effectiveness of the ideological and political theory class to promote the Enter the student to produce good study behavior. In the past, the has been actively explored and practiced in terms of textbook reform, changes in teaching methods, teacher training , and so on, and has achieved a certain degree of effect , but in addition to the above factors, the author is also thinking about the is there any other factor that can radically change the course of ideological and political theory ? The effect of teaching.

the trend of educational development advocates more learning responsibility for learners Allow learners to learn positively when they are responsible for more than one person . The goal of school education is to to Guide students to effective learning, and to cultivate students to become efficient in learning learners , so as to achieve a multiplier effect. Motivation is the driving force of the behavior and plays an important role in the learning process. Learn Student

Learning if the lack of motivation or simply satisfied with the examination through The, then naturally will be learning slack psychology, do not think enterprising; Only in the case of a full learning motivation, you can continue to learning, enrich their pursuit of growth. Therefore, stimulating the student's Learning intention, effectively improving the students ' learning motivation to enhance their "" knowledge and learning attitude is the key to the success of ideological and political theory teaching. One of the factors is the unavoidable discussion of college students ' ideological and political education question.

2. On the theory of learning motivation

based on the aforementioned research motivations, this article will be motivated by learning motivation On the basis of the theory , the study of university students ' learning status and their learning motivations and achievements in the course of ideological and political theory, find out the effects The relationship between learning motivation and the factors of ideological and political theory course.

about Moving Machine theory , Psychologist once Expand Too large amount of research investigate , G AG N e and Y e k ov I C h (93) think the motivation is Guide Behaviorsquare to and intensity 's force . G ood and B R o ph y

(1995) considers motivation to be a constructive concept used to solve The initiation, guidance, intensity and of the target orientation behavior of the individual the state of persistence. In short, motivation can be understood as An intrinsic process that causes individual activities to maintain the activity and make that activity move towards a target . For learning, motivation is the important factor that enables the learner to generate motivation and actively participate in learning activities .

learning motivation is a noun that can often be heard in teaching, and the describes an object that is primarily a psychological calendar for students to engage in learning activities . In previous studies, scholars of different schools have different interpretations of the learning motivation of the , and the following is a collation of the previous "" Study motivation theory, which can be the includes factors that affect students ' motivation to learn.

(i) external orientation of learning motivation theory Work Assignment value theory that value refers to the learner why

engage in an item Special Scheduled Study work make for reasons, and Work Value (tas k vaL u e) is price Value Component very important one Change entry (E cclEsetal,1983). Eccles difference worker as value bundle learner to special setting learning work for perception heavy to , effect with and interests , to Special Set learn work make morefeel heavy to , useful and hing fun high , pour to own set set more high Object , trespass inside outside Resources Source and policy slightly , its learn table now also compare OK . Learn acquisition price value vs move machine between with with Mutual save Department, Learn XI Price High also can to Bring more High Dynamic machine; and with - like , when astudent with have learn Practice Machine when , He also to will send now learning live move "" and price value, and and try the diagram to get meaningful learning from it.

that is, when learning content is close to personal needs, life experience, or derive important value for the individual when moving The machine is also stimulated. The so-called value refers to the individual, a learning topic can meet the needs of individuals, or have a sufficient enough benefits, and this value will affect the level of motivation.

(ii) Study motivation Achievement motivation of intrinsic demand orientation,McClelland, Atkinson , Clark

With Lowell(1953) in their research on achievement motivation, begins to place the focus of motivation on the person itself. McClelland and so on people from the perspective of the intrinsic requirements (intrinsic motivation) as a motive, He believes that achievement motivation is an intrinsic pursuit of success. Requirements (need for achievement) , and everyone has this requirement.

if M C C L e ll a nd people to to on motives release application Yu Co XI move machine aspect , can know Learn Move Machine then based on person To long need seek seek knowdemand , every one bit learning Live Day live all

with prepare in Learning Learning aspects chasing seeking to on the need , thus also day live with learn XI Learning motivation.

(iii) Cognitive-oriented learning motivation the founder of social learning Theory bandura (1982) from sociology

The theory of self- efficacy (self-efficacy theory), and recognize that is the individual's strong and weak view of the motives in a particular situation to the individual. Assessment of its self-efficacy. The results of the performance assessment will affect the choice of the individual activities, and whether the effort is persisted. Self Effectiveness is a way for individuals to perform a certain kind of work on their own . Break, that is, the person's letter to accomplish a specific task Heart. Therefore, in a particular field, an individual evaluates himself as having a high self ,, based on his own and knowledge of a particular domain, The motivation for individual activities in this field will be higher, and the table behavior is also more positive; if the individual evaluates himself to have a lower self My effectiveness, The motivation for individual activities in this area will be lower, and The behavior of behaves more negatively. bandura The self-efficacy theory presented by is mainly used to explain the origin of motivation in specific contexts , while individual expectations and beliefs about their ability to learn are shadow Two factors that ring the motivation of learning.

W Igfield and Eccles in Move Machine's period look - value theory (expectancy-value theory Ofachievement motivation) to consider learning move machine include workfor price value (t as k va L u e), can force letter Read (ab ility beLi e F) and Success look (expectancies oF success three important components . work price value isrefers to learning learning to its learning XI work know feel 's Important Sex , effect with sex and interest , also learn people engage in learning work reasons for : can Force Faithis referring to Learning learner to self has none can force end to learn learning work make faith : to work period to refer to learning Learning expected from own in Futures XI worker make table now like what letter Read . and in a some research investigate , also All explicit learning move machine three to Sub for learn live Learn Row to has a significant effect.

3. the principles of promoting the learning motivation of ideological and political theory courses

to synthesize the above theory of learning motivation, think that shadow the cognitive component of the learning motivation can be summed up as learning value and success expect two components. Learning value refers to the importance or usefulness of a learner's perception of his or her work, and success expectations refer to the expectation of the learner's to succeed in a particular learning job, including personal to self my perceived effectiveness. In combination with the theory of ideological education mentioned above, the higher the students ' expectations of success in their studies or thinking of the

The more important and useful the study of political theory is, the better the students are to The higher the learning motivation of the ideological and political theory class. Conversely, when a student has a lower expectation of success with on their own learning or thinks that the study of the political theory course is unimportant and does not make sense for personal development . , it presents a lower motivation for learning. It can be seen that in the ideological and political Theory Education Practice, the students ' learning is not enough, the initiative is not strong, the interest is not thick, the reason may be: students think that learning ideological and political theory is not helpful to themselves todayafter the employment and talent, "learning does not matter", to themselves into a long talent does not matter; and, in the ideological and political theory has studied low self-efficacy, lack of success experience, and learning in the process is a lack of self-confidence.

and base to Mcclell a n d etc person from inside on need seek (i ntrinsi C motivation angle to , every bit big Learning Live day, all with prepare learning learning side facePursuit as on requirement , also day Raw Prepare Learn XI learning move machine . visible to mention l University live think Governance theory Lesson Learn XI move machine non no cancan, need to help him , from outside in action machine Go Convert to inner move machine , from base this need Find elevation to to long requirements , from need find meet send show tovalue chase to find . also

is say only to be think Governance rationale on lesson Learning inside allow to true is posted near large learning Live Person's need Find , health live through check , can enough out to personal to value , to and Thinking political theory class learning Learning to bring learning higher from my sense of effectiveness , learn Learning learning move machine will be exciting excitation out , from and at Root this Top solve The problem of the education of the theory of decision-thinking.

in summary, in the promotion of student ideological and political theory course learning motivation , consider the following principle elements:

(i) Attention attention is the first step towards learning, the student's previous experience,

mood and personal interests and perceptions often affect their NoteForce. Understanding students ' interests and analyzing the factors that arouse students ' curiosity can help teachers focus their attention. Use a variety ofNot The same design strategySlightlyTo keep students fresh about the knowledge, is also necessary to consider.

(ii) Relevant attention arousedHadStudent's curious heart, the student cannot help

Q: Why do I have to learn this? Is it useful for me to learn this? Because This allows students to have a personal awareness of learning, although fresh things can help focus attention, people for task- specific Learning, but tends to combine with itself already familiar with and understand the knowledge of the knowledge. Therefore, the design of the, which conforms to the students ' characteristics, knowledge and cultural background , promotes the students ' learning interest to theNotavailable or missing required .

(iii) Confidence-building confidence is the ability of people to accomplish the task of learning tasks

the attitude of the is that people often avoid the pursuit of a demanding goals. After the teacher has succeeded in triggering the student's attention and the auxiliary to guide the student to the study to have the vital relevance, if neglects the study the The birth originally already to the subject or the thing study feels too sleepy Difficult to create a sense of repulsion, or to feel that the content is too simplistic Challenging, both will deter students to maintain the motivation to learn, affect effective teaching and learning, This is the question of confidence. Therefore, in the teaching process of, you must design a match with the student's ability toForcecourse content, Helps everyone succeed and ensures that they continue to learn with confidence.

(iv) to meet the learning achievement and learning motivation have a great relationship, learning into

If the expectations of the studentsNotConsistent,Easycause students to learn Learning motivation is low, reflected in the student's psychology, will feel "spend this" time is worth? "So the fourth aspect of the elementWillis full sense of foot. Satisfaction is a kind of assessment of students ' learning results Price, personal satisfaction is an important factor to continue the motivation. provides students with a sense of satisfaction in learning, the most direct way is to let him through the opportunity to show the knowledge of the learned concept or move Used in teaching activities. Therefore, teachers can be transported in the teaching of using internal and external enhanced feedback, and provide situational learning learning to let students experience knowledge to apply the satisfaction.

4. the countermeasures of stimulating the learning motivation of college students ' ideological and political theory course

based on the results of the above research and discussion, this paper The lectures and studies offer the following countermeasures and suggestions.

(a) development of teaching and learning based on student growth and development needs Policy

College students ' individual growth is mainly manifested in the knowledge structure by the Progressive, psychological maturity, and physical development, the individual needs of the students who are should also be expressed in the pursuit of thirst for knowledge with the full Foot, Psychological desire to respect and personality development needs. Thisgives the task of the Times to the Ideological and political theory lesson, and demands, and the provides an effective space for ideological and political theory lessons. Therefore, in order to improve the effectiveness of the teaching of ideological and political theory, and to improve the enthusiasm of the students in the , we must pay

close attention to the students ' These requirements, the integration of teaching content, to achieve the needs of education.

first of all, to enhance the age of teaching content. College students are animated by the, they are curious about society, easy to accept new things, the social hotspot, the reality of contradictions more concerned. At the same time, the large students ' worldview, outlook on life, and values are based on the Understanding, analysis and judgment of the social reality of the. If the

we can put the ideological and political theory with the current problems of people's livelihood, when before the current political focus, the real confusion of youth growth,highlighting the sense of the age and reality of teaching content, purposefully cited Guide students to distinguish between right and wrong, is bound to arouse more attention, the stimulates their interest in learning, promotes positive thinking, and directs them to use the theories they have learned to understand and analyze practical problems, The achieves the purpose of applying and values. Second, add the strong teaching content. Scripted, vague sermons, and empty head politics is not likely to resonate with students, much less to produce results. If we can put Marxism abstract theory and student individual psychological emotional contradictions, human growth, employment dilemma, A combination of professional characteristics and other practical issues. the flexibility of the tolerance in teaching will undoubtedly allow students to feel the use of to achieve the teaching strategy of activating learning motivation.

(b) enhancing the self-confidence of the learning of the theory of thought politics to mention the High motivation for learning

students ' self-confidence is influenced by their learning motivation and learning into is the most important factor, so to improve students ' motivation for learning, a key indicator is to focus on students ' confidence in learning. Only to teachers in the course of learning, can make students feel or evaluate the themselves have self-confidence, produce to oneself in the ideological and political theory class learning side An idea or feeling that is more positive than an expression or ability, the Study of the class can maintain an appropriate motivation for learning. For this reason, think a political theory teacher can consider ways to maintain or promote the students ' confidence in learning and enable them to succeed Experience to affirm self-worth. The following practices may be considered:

1. Practice is the best way to gain a sense of self-efficacy.

The direct experience gained by a body experiencing an activity in its own right can increase the expectation that strong individuals are capable of their own abilities, while persistent failures will be reduced by Low. As a result, provide the students with the opportunity to show the self as much as possible , providing a chance to experience success. Teachers can have multiple groups of to weave students into interactive, hands-on, and discussion learning activities, such as community work, social activities, current affairs debate, Moral issues, brainstorming, group presentations, etc., this are all useful and necessary teaching attempts.

2. in teacher behavior, successful education, in addition to precept, In addition to the teaching of the environment, the teacher's example is included. Example is important in the latent in influencing factors. Teachers ' feedback on students ' learning behavior has a great impact on learning motivation after the birth of; the teacher's view of the student'sis an important basis for influencing students ' ability to assess their abilities . Reverse Feed the teacher to give students the facts and specific learning results , so that students can keep abreast of their progress in learning, and to assist students to attribute success to their abilities and to work on theForcebecause element.

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