

Investigation and analysis of college students ' willingness to research study <sup>5</sup>

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Abstract: Innovation and entrepreneurship become the life and work faced by college students in the future inevitable choice , and pass at the University stage Research Learning developing students ' basic ideas and abilities of innovation , It is a question to think and face in the current university education . title . Current status of undergraduate research learning in universities , are strongly willing to participate in current research XI , Or what factors affect college students ' participation in research-related learning? . for these issues , This article was investigated and Analysis , Survey and Analysis results show , due to innovative learning incentives , College students ' desire for research learning is not strong Strong . for this issue , need to be improved from the teacher and school evaluation system .

Keywords: Cognitive learning theory ; attitude to research learning ; Research-learning approach

## 1. Primer say

Research Learning originated in The United States of the century 20, is carried out under the initiative of Dewey and Kilpatrick ' project , etc. to learn about students ' interests and creativity " do Middle school " Teaching Mode . Although there are currently no same expressions for Research Learning , such as Exploratory Learning , problem Learning and autonomous learning , and so on ; in specific teaching practices, also with different mode expand , as problem-based learning ( problem-based Learning) and project based learning (project-based ) Learning ) , and so on , But no matter how , The conceptual connotation of the core of research learning is unified , A student's active depth participation as the basic element , Through problem solving and hands-on experience , promoting student learning Initiative and initiative of Knowledge , and ultimately achieve a tangible upgrade of comprehensive analytical and innovative capabilities . is different from traditional for knowledge transfer and passive receptive learning , in the course of research learning activities , teachers are primary for secondary students body , The students

' active exploration and active participation are the basic elements to determine the teaching effect of research learning .

Therefore, research learning is a new teaching concept , is also a new learning concept . Research Learning not only teachers are required for teaching methods , includes teaching goals , content , Comprehensive reform of methods and evaluations ; also Ask teachers to continuously observe the status and problems of students ' participation in research teaching , Finding targeted ways to guide students to adjust their learning

Concepts and Learning methods , to get rid of dependencies accepted by passive knowledge , actively participate and experience research learning .

But through the students in the experimental class Commercial Banking business Administration A survey of research-study learning in the course , Although 57% The students of are willing to study and explore practical problems in and out of class , but 90% The students of do not read carefully after class to Learning materials for autonomous study , What you don't understand in reading , 99% Students No further information , The habitually waits for the teacher to interpret it .

real check class Even so( The experimental class focused on the school's relatively willing to learn the same with the learn ) , not to mention other class students . Why this state is rendered , is the intention of college students to actively explore the problem weak view , is a question of teachers ' teaching ideas and methods , or college students who do not possess or lack autonomous exploratory learning Basic capabilities ?

to answer realistic questions and doubts , Start with a general , the possible cause of the impact on college students ' research learning element for theoretical analysis ;then on the basis of general theoretical analysis , Design The tuning questionnaire , through the collection of questionnaires and parsing , probing into influencing factors of college students ' research study , and make targeted recommendations .

## 2. Theoretical analysis of the determinants of research learning

Although with the promotion of classroom teaching reform in colleges and universities , College teachers are also trying to get rid of Note-in-person Teaching Method , For example, introducing situational teaching in class teaching , Practice teaching, etc. , trying to teach through multiple ways , Guide

Students Exploratory study . But since students start at primary school , , are immersed in the mode of human-style teaching , to this some of the diversity of teaching methods is very vague , active and active participation is not high . French educator Nick-de-Saugere that the "" only take knowledge as overriding importance , forms one of the pitfalls of education , We're lured . Make a quick choice , To avoid difficulties , Children seem to have made progress . . . But ask him in different directions creatively Use your talents , He's overwhelmed , Even after the adult phase is still the case . sudjana (+) Research Discovery , Student learning effects are made up of two major factors : Student intrinsic factors and external environment factor , where 70% is influenced by students ' own intrinsic factors , 30% is affected by the environment . Research Learning is based on this "" sample Assumption , that humans are born with the impulse to find their own knowledge ( Sanjaya , 2006). so , Promote research Learning first needs to answer a question is , What factors affect college students ' desire to seek knowledge within themselves and ability .

Cognitive learning theory that , A person's knowledge is not directly given by external stimuli , But external stimuli and cognitive subjects The result of internal psychological process

interaction ; as the subject of learning , Student's initiative to provide information to external stimuli into line Selective processing . so , Research Learning to be a student initiative behavior Choice , first need to motivate students to learn Interest and learning motivation , then through student internal psychological process , the current teaching content with the student's original cognitive structure Organically linked , to form an active behavioral feedback and looping process that combines intrinsic and external stimuli .

According to cognitive learning theory , As shown in figure I shows , the core and foundation of research learning is the student body , Student Research Learning Awareness , Incentives for procedures and effects , becomes the determinants and prerequisites for research learning . Research teachers in the The process can play a role through the research course settings , Introduction to research topics and push for research practice in , Leading and educating students to participate in and share research studies ; and schools as system settings and management , to

The role of research learning is to evaluate and standardize the teaching activities of students and teachers in this process .

### 3. Survey and Analysis

based on previous theoretical analysis , , The Core and foundation of research learning is students , The meaning of the student's research study like , , the Research learning process and the effect of research learning determine the overall status of research learning , so , to explore Shadows Ring Research Learning factors , Design a survey questionnaire for student subjects and analyze .

#### (a) questionnaire and survey objects

based on theoretical analysis , design questionnaires from three major levels : the positioning and willingness of students to study learning , Learn the process and method of student research learning , Effect of student research Study . with the help of " questionnaire " " This web site to ask Issue and Recycle .

Has 264 Students fill out questionnaires , One of the students in Zhejiang province is A . 56%, from other ten Provinces students in the . 44%. fill out the questionnaire with the female students in the . 8, male students account for 2; Freshman and sophomore occupy ? 42%, Junior and Senior students account for 58%. These participants in the survey ,

participate in or declare a research course questions for students who occupy 66% students who think they are involved in a research course take up 98, 75%.

(b) motivation and willingness to study learning

As shown in figure 2 shows , When replying to what you think is the role of research learning , only 31.1% students think research learning helps improve the ability to observe and analyze realistic problems ; 61% The students of think that research study is only the final study of the A part of the performance of the , , 02% The students of think that research study is only the extension of knowledge in the classroom , cannot be Acts as an elevated capability ; and Students of the 4. 27% say that research learning has no meaning . This data description close Students who are 70% are not clear about the meaning and value of research learning , requires a teacher to carry out a research study before , Combining course or subject content , To guide students to understand and recognize the significance and role of research learning .

diagram 2 Evaluation of the role of research learning



attitude to research learning , As shown in figure 3 shows , 56.1% students think they can seriously think about actively looking for information and students who only have to do so to score 27%, Simple Copy and dependent on other students in the same group proportional to 7. 93% and 6. 71%. If you evaluate the learning attitude of the other students in the same learning group , The students of, 2% , think that the same group of other students study the attitude of learning generally , only . 66% The students of think that the other same Learning Research Learning attitude seriously , 9. 15% students are not serious or perfunctory about research study .

diagram 4 The attitude of research study with group students

(c) process and methods for research learning

to look at the time spent in after-school research studies ,

Survey shows , , 37% students spend half an hour to 1 hours

Time , 9. 76% students only cost minutes , and 4. 88% students

do not take time or 3 minute time temporary To deal with the .

as shown 5 , , Completing research learning, 87.2% Students

through the Internet and mobile search to enter the the line of

the , 61% Students ' alumni apply to the lessons learned in the

classroom , ? 78% Alumni of check related books and magazines , 34% The alumni of the meet through the communication between the students to complete the .

diagram 5 How research learning is done

Teacher's guiding role in student research learning , During The research learning process , As shown in figure 6 Displays , only only ,, 41% students can ask a number of related questions , The student who is 76% can propose some of the "" new ideas , have 31.1% The classmate of simply browses and records the content of the research study , No deep people think ; 73% students do not have any problems with the limitations of all knowledge .

for some students sometimes do not have the ability to complete the research task of learning tasks ( See figure 7), The students of 37% do not understand the requirements for assignments or research topics , the has 56%, and The students who are are unable to find a relevant Data , , and ? 08% The classmate of is forgetting or doesn't want to do such a task at all . If you want students to Evaluate research studies that have been done by , As shown in figure 8 shows , . 8% The students think comparison takes time , especially is the University stage

life content is richer , is more of an amateur life that feels like research learning. ; 29% classmate Consider research learning to be less helpful to future employment , There is not much motivation involved in research learning ;. 49% classmate The ratio of research learning to score evaluation in total score is low , There is little incentive to participate in the research study .

#### (d) Effect of research learning

What have you gained from the research learning that has been done ? for this problem , ? 51% The students of just learn to Some simple data collection methods ; 37%The students of feel that they have not obtained any east from the research study West , the. 07% The students of think that they have learned the textbook and the knowledge not gained in the class , has A . 05% students through Research Learning deepens understanding and understanding of classroom knowledge .

from the effect of research learning , has only The students of 07% have profound research studies that have been done . impression , . 12% and The students of 98%have no impressions

and vague impressions , has . 83% classmate The has only a few impressions of research learning .

#### 4. Findings and revelations of survey analysis

Survey and analysis by questionnaire , You can see that the current university students ' willingness and motivation to participate in research learning is not strong , take part in research learning even under the guidance of a teacher , And only half of the students are actively engaged in research. XI , One-third of students are participating in the study just for the sake of scoring , A majority of students are involved in an attitude that does not product -, , Effect of research learning not good . Research learning process lack of time and effort , no active lookup Data , no further questions raised . The reason for this , except the student's willingness to learn is not strong , also has teacher boot not enough , School's research evaluation system design and other reasons .

so , from the perspective of improving college students ' innovation and entrepreneurial ability , Developing research learning requires teachers and schools from theThe works together in several ways . First, through the design of the school evaluation system , Flexible Design Research learning evaluation

points value , Increase college students ' enthusiasm for research learning ; second , from Teacher's point of view , need to combine college students ' hearts and demand for employment , Doing research learning course , Topics and specific learning activities for targeted design . most after , it is necessary to carry out some elective courses on how to conduct research studies , Help Learn to understand research learning , and provide Basic methods for students to develop research learning , Promote students ' motivation and motivation to participate in research studies .

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