

Research on Students' Autonomous Learning Ability of Sports Dance Students

—Take the students of the sports dance major in Wuhan Sports Institute as an example

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Abstract: Through questionnaire survey and mathematical statistics, this paper investigates the autonomous learning situation of sports dance students in Wuhan Institute of sports and art. The results show that most students' autonomous learning ability is not strong, which is embodied in the unclear learning objectives, the deficiency of the implementation of the learning plan and the lack of learning regulation, leading to the low learning efficiency and limited development of special skills level of sports dance students.

1. Introduction

Autonomous learning means that under the guidance of the teacher, students consciously manage their learning, such as clear learning objectives, formulate learning plans, choose appropriate learning methods, and enhance the execution of learning plans, And the necessary monitoring, evaluation and adjustment of the learning process. Self-directed learning covers four elements: self-learning goals, self-learning plans, self-learning control, and self-learning evaluation. This article will use these four aspects as a key entry point to study the ability of independent learning of dance sports students.

2. Results and Analysis

2.1 Investigation and Analysis of Students' Skill Autonomous Learning in Sports Dance

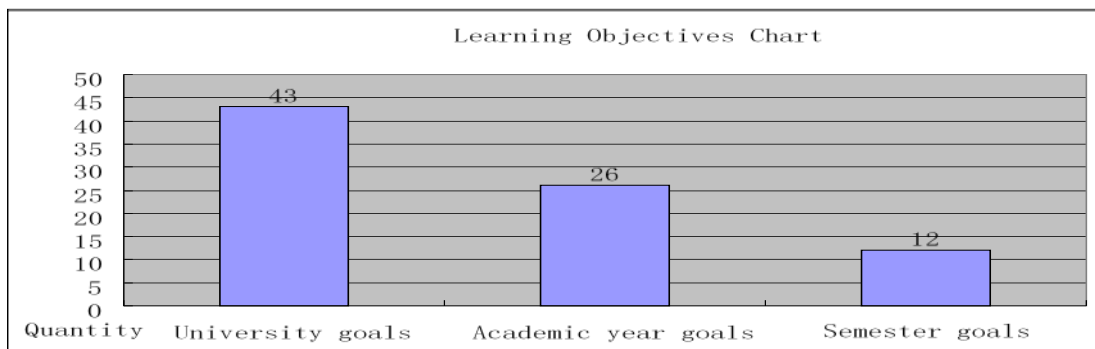


Fig 1 Learning Objectives Chart of Sports Dance Students

2.1.1 Investigation on the target of skills learning of special sports dance students

The survey data in Figure 1 shows that at the beginning stage of learning, more than 70% of students have their own short-term sports dance skills learning goals, but as time progresses, the percentage of students with skills learning goals gradually decreases; in addition, only 20 % of the students have a goal in their own level of skill in university sports dance learning, and 80% of students do not have the general goal of studying sports dance in college.

2.1.2 Sports dance student self-learning plan survey

The data in Table 1 shows that the proportion of students making plans is not high, only 30%, but among the students making plans, 50% of the students implement the plan according to plan, 38.9%

of students can basically implement the study plan, students implement The proportion of study plans is relatively high. It is logically analyzed that students who formulate learning plans have a good attitude toward learning and have a strong desire for improving the level of sports dance skills. Therefore, they can formulate learning plans and stick to implementation plans.

Table 1 Study Plan Questionnaire (Unit: Person)

Items	Number of people	total people	percentage
Have study plan	18	60	30%
No learning plan	42	60	70%
Implement the learning plan	9	18	50%
Basic implementation of the learning plan	7	18	38.9%
Failed to implement the study plan	2	18	11.1%

2.2 Investigation of self-learning control of sports dance students

According to the characteristics of sports dance skills learning and interviews with experts, the objects of the self-regulated learning of sports dance skills were identified as revised objectives, learning approaches, learning time, partner relationships, and learning psychology.

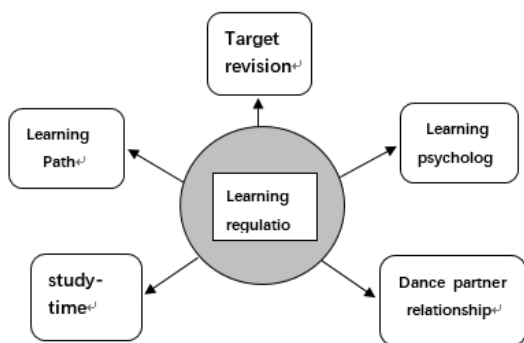


Fig 2 Learning Control Chart

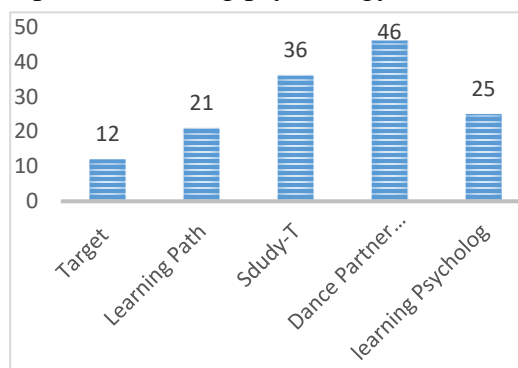


Fig 3 Autonomous Learning Control Chart

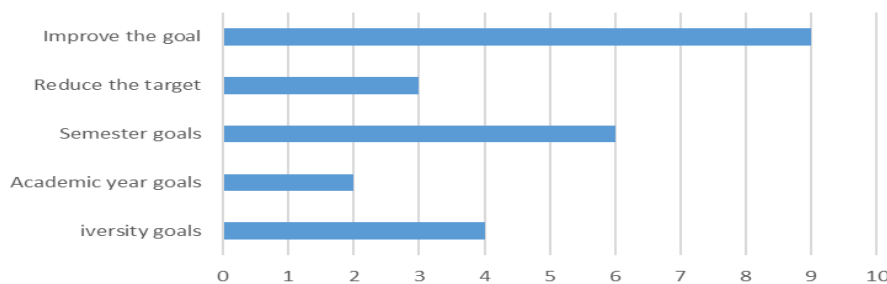


Fig 4 Target Revision Chart (Unit: Person)

From Figure 3 and Figure 4, it can be seen that 12 people revised the previously established learning goals during the learning process, accounting for 24.5% of the total number of semester goals. Among them, 9 people lowered their expectations and 3 people improved their goals. From this we can see that of the goals that are being formulated, most of the goals that need to be revised are that the target expectations are too high, and only a few students have set relatively small target expectations.

2.2.1 Learning Path

Learning style is the basic behavior and cognitive orientation of students when they complete their learning tasks [3]. It does not refer to specific learning strategies and methods, but is a basic feature of students' independence, inquiry, and cooperation. Through questionnaires and interviews, statistics of sports dance skills learning mainly include the following methods (as shown in Figure 5):

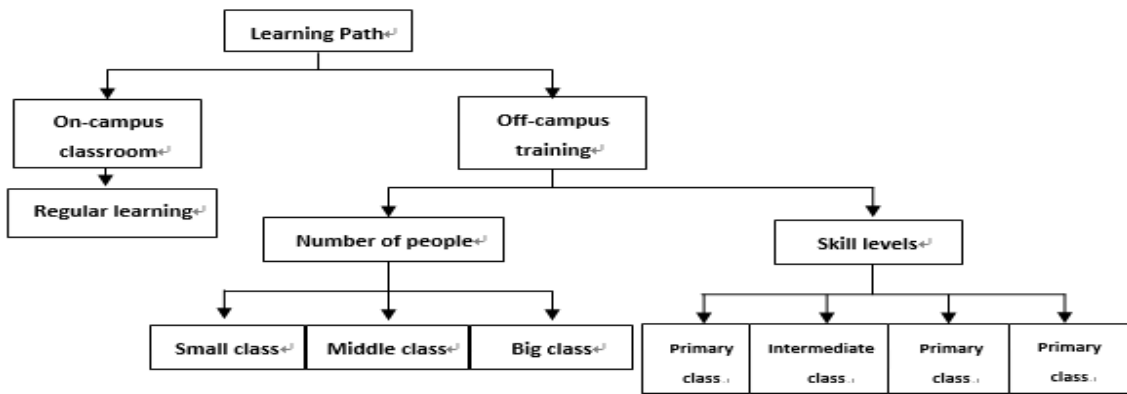


Fig 5 Sports Dance Learning Mode

There are two types of learning methods for sports dance: in-school learning and off-campus learning. In-school learning refers to normal school learning. Off-campus training refers to students who use their free time to study outside the professional sports dance training institutions in order to improve their skills. learning method.

Research has shown that eight people took advantage of surplus class time to take a group step by step, accounting for 13.3% of the total number of students, and they accounted for the lowest proportion of learning methods. The enthusiasm of students participating in off-campus training is very high. 50 people once took large classes outside the school's training institutions, accounting for 83.3% of the total number. 12 students took classes, accounting for 20% of the total number of students, and 32 people had gone too small. Classes, accounting for 53.3% of the population.

2.2.2 Learning time

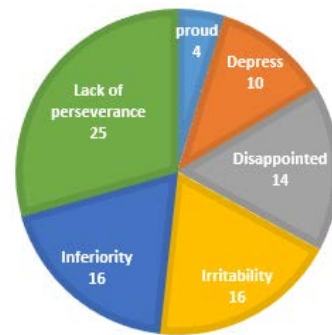
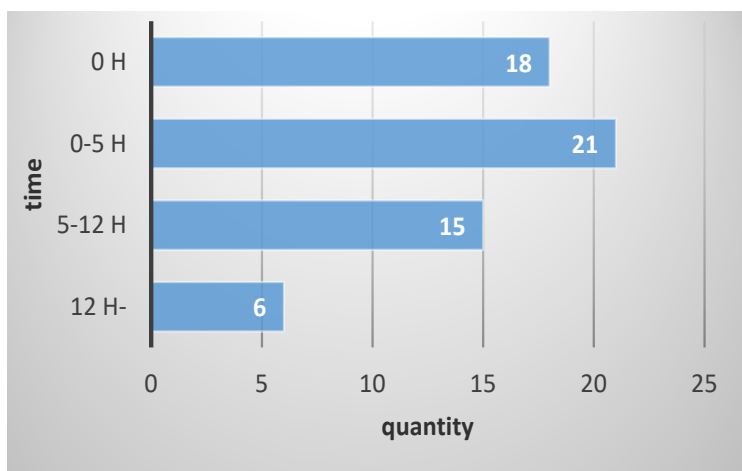


Fig 6 Sports Dance Students Practice Time Chart Fig 7 Learning psychological mood statistics

It can be seen from Figure 6 that Among the statistics of 60 students surveyed, 18 have never used their spare time to dance in the dance room, accounting for 30% of the total number. There are 21 people who practice the dance time from 0 to 5 hours, accounting for 35% of the total number. There are 15 students who take 5-12 hours of practice time, 25% of the total number, and 6 people who have more than 12 hours of practice time, accounting for 10% of the total number. On the whole, students' enthusiasm for practicing martial arts after school hours is not high. More than 65% of students do not practice or rarely practice, and only 35% of students can practice daily dance.

Among the students surveyed(Fig 7 shows), all students were affected by different forms of bad emotions. Twenty-five people lack the perseverance in practicing dance, accounting for 41.7% of the total number. When faced with learning frustration, there are 16 students with inferiority and irritability, respectively, accounting for 26.7% of the total number; there are 10 people with suppressed feelings. accounting for 16.7% of the total number of people; 4 people have had a feeling of pride, accounting for 6.7% of the total number.

Table 2 Study psychological adjustment questionnaire (Unit: person)

Options	Boys	proportion	Girls	proportion	Quantity	proportion
can	28	93.3%	23	76.7 %	51	85%
Can't	2	6.7%	7	23.3%	9	15%

Through the survey, 85% of the students can adjust the short-term mood fluctuations. Of the 30 boys, 28 can adjust bad moods, accounting for 93.3% of the total number of boys. The corresponding proportion of girls is 76.6%. The proportion of girls is nearly 17 percentage points lower than that of boys. In addition, 23.3% of the female students believe that the regulation of bad mood is ineffective, which is significantly higher than the 6.3% of male students. It can be seen that in regulating negative emotions, boys have better adjustment ability.

Table 3 Survey on Self-evaluation of Sports Dance Students

Options	Number of people	Total number	percentage
understanding	8	60	76.7 %
Do not understand	4	60	6.7%
Used	2	60	3.3%

As can be seen from Table 3, only 8 students understand the self-evaluation, accounting for 13.3% of the total number of students; only 4 students understand the self-evaluation function, accounting for 6.7% of the total number of students; There are only 2 students who have conducted self-evaluation on the study, accounting for 3.3% of the total number. This shows that students know little about the concept and function of self-evaluation.

3. Conclusion and Suggestion

3.1 Conclusion

By the survey of 60 students found that students' ability to study independently was not strong. The problem is in the following 4 areas: First, Unclear learning objectives, lack of continuity and hierarchy. Second, lack of a clear learning plan and the implementation of the learning plan is not in place. Third, learning regulation is not comprehensive. Fourth, insufficient understanding of self-learning assessment

3.2 Suggestion

Strengthen autonomous learning and education, Let the special students of sports dance understand the autonomous learning system; understand the role of various links in the autonomous learning system and their mutual connections; Understand the important role of self-directed learning in the learning of sports dance skills and lay a theoretical foundation for the application of autonomous learning by special students in sports dance. Teachers should help special sports dance students establish a self-learning system for skills. Develop reasonable learning goals, practical learning plans, necessary and effective learning adjustments, and accurate learning assessments. Improve students' ability to learn independently.

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