

Training Strategies of Applied Undergraduate Students' Learning Willpower

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Abstract: Application-Oriented Colleges and Universities Mainly Aim to Meet the Needs of Society and Train Application-Oriented Talents Who Meet the Needs of Front-Line Production, Construction, Management and Service. College Students Have Just Walked out of the Shelter of Their Parents and Are At a Stage of Development That is Rapidly Maturing But Not Really Fully Mature. as a Special Group, They Suffer Fewer Setbacks, Lack Social Experience and Are Generally Insufficient in Willpower Training and Cultivation. from the Perspective of Learners, Having Learning Willpower Means That Learners Can Independently Obtain Certain Learning Objectives and Decide to Consider the Level of Students, Including Basic Tasks, Common Tasks and Improvement Tasks. No Matter from the Special Stage of College Students' Development or the Characteristics of University Teaching, Autonomous Learning is an Effective Way of Learning and Relatively Stable and Transferable Learning Ability. This Paper Makes a Brief Analysis of the Current Learning Situation of the Students in the Application-Oriented Colleges and Universities in China, and Puts Forward the Training Strategies of the Students' Learning Willpower.

1. Introduction

The Concept of Applied Undergraduate Colleges Was Put Forward in Europe and the United States in the 1960s and 1970s. It Mainly Refers to Higher Education That Focuses on Undergraduate Education, Faces the Regional Economy and Society, Relies on Disciplines, is Based on Applied Professional Education, and is Oriented by the Needs of Social Talents to Cultivate High-Level Applied Talents [1]. University is a Process from Semi-Mature to Mature, a Process of Gradual Formation of Outlook on Life, Values and World Outlook, and a Process of Formation and Perfection of Personality [2]. Application-Oriented Undergraduate Education Has Played a Positive Role in Meeting China's Economic and Social Development, in Meeting the Needs of High-Level Application-Oriented Talents and in Promoting the Popularization of Higher Education in China [3]. Academic Work is the Knowledge, Ability and Quality System That Application-Oriented Undergraduate Students Should Concentrate Their Efforts to Master. It is the Foundation of College Students. Only with Good Academic Work Can They Have Good Employment and Career. But College Students Have Just Stepped out of Their Parents' Asylum and Are in a Stage of Development That is Rapidly Maturing But Not Truly Mature. as a Special Group, They Suffer Less Setbacks, Lack Social Experience, and Generally Lack the Exercise and Training of Willpower [4].

For Application-Oriented Undergraduates to Succeed, They Must Rise Again in Frustrations and Failures, Continue to Temper Themselves in Hardships, and Strive to Improve Their Frustration Tolerance and Willpower [5]. the Study in the University is Mainly a Process in Which Individuals Make Conscious Efforts, Cultivate Various Abilities and Qualities, Acquire Knowledge and Skills, and Successfully Complete Their Studies. from the Perspective of the Learner, Having the Willpower to Learn Means That the Learner Can Independently Obtain the Determined Learning Goals and Decide to Consider the Level of the Student, Which Should Include Basic Tasks, Common Tasks, and Improvement Tasks [6]. University Classrooms Are Mainly Inspired and Guided, Allowing Students to Independently Explore, Master Knowledge, and Apply What They Have Learned. Regardless of the Special Stage of University Student Development or the Characteristics of University Teaching, Autonomous Learning is an Effective Learning Method and a Relatively Stable and Transferable Learning Ability. Foundation [7]. This Article Makes a Brief

Analysis of the Current Learning Situation of Students in Applied Undergraduate Colleges in China, and Proposes Strategies for Training Students' Willpower to Learn.

2. Analysis of Willpower Factors in College Students' Autonomous Learning

When Students Enter the University Campus and Get Rid of All Kinds of Restrictions in High School, It is Easy to Ignore the Importance of Learning. Factors That Affect Learning Willpower Include Motivation, Interests, Goals, Methods, Etc. the Completion of Each Step and the Good Influence of Each Factor Depend on the Restraint of Self-Control and the Maintenance of Willpower, Which is a Basic Monitoring Force. Willpower Refers to the Quality of a Person Who Consciously Determines the Purpose, and Controls and Regulates His Own Actions According to the Purpose, Overcoming Various Difficulties, Thus Realizing the Purpose. Another Outstanding Characteristic of Students in Application-Oriented Undergraduate Colleges is That Their Willpower to Learn is Not Firm Enough. This Part of Students Have Poor Self-Control Ability and Anti-Interference Ability, and Are Easily Affected by the Surrounding Environment, Media and Network [8]. Their Learning Goals Are Unclear, There is No Scientific and Reasonable Learning Plan, and Their Learning Willpower is Poor. College Students Already Have a Certain Amount of Knowledge and Considerable Cognitive Abilities. for Most Students, the Reason Can Be Understood, But Often They Can't Do It, or They Can't Persist. Strong Will is Not Produced Overnight, It is Formed Step by Step in the Process of Gradual Accumulation.

Teachers, as teaching organizers, play a very important role in the learning of college students. From the perspective of students' learning needs, teachers should consciously improve their teaching ability and bravely shoulder more and more challenging tasks. In the new curriculum standard, it is stipulated that college classroom teaching content should focus on teaching practice. Provide excellent teaching content for students and instill more knowledge into students. In the process of designing teaching syllabus in colleges and universities, different grades can be divided according to the actual level of students, so as to realize the centralized learning of students with similar grades. Due to the differences between schools and students, teachers should analyze the specific problems when choosing teaching materials and teaching contents. Teachers should continue their further studies and study, enhance their awareness of lifelong learning, and actively promote their professional knowledge and ability. Teachers must have professional teaching knowledge while fully improving their team building. Enlarge the timeliness and sociality of teaching to attract students to participate actively.

After entering the university campus after the college entrance examination, some students were at a loss about their university studies. They did not plan how to spend their university life at all, and their career planning was very vague. Belief is a high level of recognition of ideals [9]. Belief internalizes external knowledge into personal consciousness and transforms the power of knowledge from potential possibilities into real possibilities. All human actions are made up of movements, and casual movements are the basis of will activity. Random actions are subject to consciousness, are formed through learning and practice, and are conscious. Students of applied undergraduate colleges often devote too much time to participating in the activities of the second classroom. The more common are all kinds of community activities, cultural and sports activities, off-campus practical activities, and voluntary services.

3. Preliminary Measures to Improve Students' Willingness to Learn

3.1 Correctly Understanding Willpower

Willpower refers to the degree of people's self-conscious efforts or strong will to achieve a set goal. People's willpower is not born, but is gradually cultivated and honed in social practice. Habit is the epitome of willpower and one of the manifestations of willpower. It is consolidated by people through frequent repetition or practice and becomes the required behavior. In the process of cultivating a certain habit, willpower is promoted unconsciously. The majority of contemporary

college students are only children, who have been living under the careful care of their parents since childhood and have developed the self-centered characteristics. However, in the face of cruel reality, they can not face the following difficulties, and will soon be discouraged, and produce some negative emotions. In the face of setbacks, we should treat them rationally, not in the way of fatalism, but in an open mind. At the beginning of Freshmen's enrollment, the university should do a good job of professional introduction and professional guidance for students in time, so that students can understand what basic courses and main courses of their major, what knowledge and skills they need to have, and what jobs they can take after graduation in the future. When frustrated, we should rationally analyze setbacks and difficulties, actively seek solutions, accurately classify setbacks, and make in-depth analysis and realistic judgment on the causes of setbacks.

3.2 Improving the Ability to Bear Frustration

To improve the endurance of setbacks, we must first have a correct understanding of setbacks. Teachers play a very important role in teaching activities. The quality of teachers is directly related to education and teaching and directly affects the quality of education and teaching. There are several common setbacks for college students: setbacks encountered in the process of life, study, social intercourse, emotion and employment. Teachers should strengthen the interaction between teachers and students in the classroom, create a harmonious and pleasant classroom atmosphere, fully mobilize students' learning willpower and stimulate students' strong thirst for knowledge. Frustration has dual nature. Frustration has both negative and positive sides. On the one hand, it will make people feel uneasy and anxious, bring loss and pain, and affect their physical and mental health; On the other hand, setbacks can also produce encouraging effects and temper one's will [10]. Teachers must consciously strengthen the study of teaching theory, and strive to improve their own moral quality, professional quality, teaching level and work style, so as to promote the enthusiasm of students in learning. College students should dare to face up to setbacks and the consequences brought about by setbacks. They should not be knocked down by setbacks. Once they encounter setbacks, they should not panic or suffer despair.

4. Conclusion

Students in application-oriented undergraduate colleges generally have problems of improper learning attitude, weak learning willpower and low learning enthusiasm. Learning autonomy is not only conducive to the improvement of individual performance, but also the foundation of individual lifelong learning and lifelong development. Based on the analysis of the current study situation of students in application-oriented undergraduate colleges, this paper puts forward several suggestions to improve students' learning willpower. The transformation and development of newly-built application-oriented undergraduate colleges should not be divorced from the goal of teaching and educating people, but should be centered on fostering students' growth and success, and the development of schools should give students more sense of acquisition. The work of cultivating students' learning willpower should be student-oriented, with the purpose of promoting students' development, so that students can find their potential and flash point. In the face of setbacks, we should treat them rationally, not in the way of fatalism, but in an open mind. In today's fiercely competitive society, college students have good willpower and ability to bear setbacks. They will no longer be easily defeated by setbacks. Only thinking in failure and moving forward in thinking can make college students more and more successful.

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