

Theoretical Teaching Exploration Based on the Improvement of College Students' Learning Ability

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Abstract: At present, in the research on the causes of students' weak learning ability in China, it is found that there are many reasons for students' weak learning ability, and the reasons are complex and diverse. Based on this, this paper explores the theoretical teaching based on the improvement of College Students' learning ability. In the research, this paper first uses the questionnaire survey method, through the questionnaire survey of teachers and students in our university, analyzes the reasons for the weak learning ability of college students. Secondly, on the basis of these reasons, this paper puts forward the corresponding promotion strategy. Finally, in order to verify the effectiveness of the promotion strategy, we use the method of control experiment to study two classes in our school. In the study, one class is the experimental class, and the other class is the control class, which adopts the learning ability promotion strategy proposed in this paper to carry out the corresponding learning activities. The results show that 75.3% of the students in the experimental class actively participate in the class discussion, while only 56.1% in the control class. In addition, the proportion of students in the experimental class who have clear learning objectives accounts for about 80.2% and that of the control class is only 61.3%. In addition, the proportion of active participants in the experimental class was much higher than that in the control class. It can be seen that the strategies proposed in this paper are feasible. The research results of this paper will provide a certain reference value for the theoretical teaching of improving the learning ability of college students.

1. Introduction

Learning ability is an important indicator to effectively measure students' learning status and level. It is not only the learning of students' knowledge and ability, but also the learning of students' knowledge, emotion, will and action. It can be said that it is an important mechanism for shaping students' in-depth learning and core literacy [1-2]. Generally speaking, students' learning ability directly or indirectly affects their current learning situation and future human life development, especially in the background of explosive growth of knowledge. The disadvantages of knowledge teaching, which can be used for life by students through one-time learning, has become increasingly obvious. For this kind of knowledge teaching, doubts and Reflections are constantly emerging [3-4]. This is also one of the main reasons why students' learning ability has become a hot topic in the education field.

In order to adapt to today's rapid development of society, in addition to having sufficient knowledge and skills, the more important thing is to learn to have a strong learning ability [5-6]. The competition in today's society, in the final analysis, is the competition of learning ability. Scholars' understanding of learning ability varies with different research perspectives and fields. However, whether learning ability is regarded as energy or a kind of character, it is not difficult to find a consensus that learning ability is closely related to learning activities [7-8]. Learning ability is reflected in learning activities, and it is promoted and developed in learning activities, which is where the current research on learning ability begins to prevail [9-10]. Therefore, it is of great

significance to study the strategies to improve students' learning ability.

In the research, this paper first briefly describes the learning ability. Secondly, this paper uses the method of questionnaire survey and control experiment to carry out the research. We selected 500 teachers and students in our school as the research object, conducted an open-ended survey, and concluded that there are four main reasons for the weak learning ability of efficient students: first, students lack correct learning concept. Second, the content of the course does not consider students' interest and long-term development. Third, teachers' professional quality is not high. Fourth, use the traditional student evaluation system. In order to verify the feasibility of these promotion strategies, this paper also carried out a one semester comparative experiment. The results show that the classes using the learning ability promotion strategy proposed in this paper are more than the control class in all the data, which proves the college students' learning proposed in this paper To enhance the effectiveness of the strategy.

2. A summary of Learning Power Theory

2.1 Connotation of Learning Ability

In the process of learning and practice, learning ability is the sum of all kinds of abilities that can stimulate and maintain the learning behavior through the methods of planning, management and reflection, driven by learning motivation, with the purpose of acquiring, sharing, using and creating knowledge and ultimately changing the learning, working and living conditions, It is the real yardstick for dynamically measuring the comprehensive quality and competitiveness of an organization and individual, the source power for creating all material and spiritual wealth, and the most lasting and essential competitiveness. Learning power is a kind of ability, quality, character, energy and power that the learning subject produces and functions in the learning process. It is produced in the process of individual learning activities to acquire knowledge and skills. It continuously functions and transforms into different forms of practice (i.e. the display of "force"), which has an essential role in promoting the development of individual learning. Through the development of learners' learning motivation, learning ability, self-management ability, learning achievement transformation and creativity, we can help learners learn to learn and realize effective lifelong learning.

Under the background of education informatization 2.0 era, learners' learning should not only adapt to the development of information technology, but also be able to use future learning, that is, learners have the ability of lifelong learning, to some extent, learning ability is to adapt to the future development.

2.2 Development Process of Learning Ability

The concept of "learning power" originates from the field of enterprise management, which is one of the core concepts of "learning organization". It is a kind of management theory that arises at the historic moment in the era of knowledge economy. The concept of learning force originates from the field of enterprise management. Scholars at home and abroad have great differences in the definition of learning ability due to different research perspectives and fields (such as management field and education field). Its original idea originated from the new design of enterprise by Professor foo of MIT in 1965. Subsequently, the study of learning ability was carried out in the field of enterprise management, and soon the research in the field of education was gradually increased. At present, the research on learning ability has become a hot topic in China, which proves the important value of learning ability in learning and education.

As we know, the research on learning ability in the field of management mainly focuses on the organizational learning ability, while the research in the field of education tends to the individual learning ability (including students, teachers, etc.), and mainly focuses on the basic theory and application research. Among them, the basic theory research focuses on the connotation of learning ability, the interpretation of its constituent elements and the description of its current situation, while the applied research focuses on the current situation of students' or teachers' learning ability in

specific disciplines and periods, and most of them focus on the promotion strategy and evaluation of learning ability.

3. Research Design

(1) Questionnaire survey

This paper selects 500 teachers and students of our university as the research object, studies the reasons for the weak learning ability of college students by the way of open-ended questionnaire, and arranges the research data, classifies and summarizes them to form a unified table, which paves the way for further research.

(2) Control experiment design

This paper analyzes the reasons for the weak learning ability of college students, and puts forward relevant promotion strategies. In order to verify the effectiveness of the strategies proposed in this paper, a comparative experiment is conducted.

In the research, this paper selects two classes with similar learning status in our school as the research object, and the experiment lasts for one semester. The experimental class adopts the strategy proposed in this paper to carry out relevant learning activities, while the control class continues to carry out learning activities according to the original mode. After the end of the semester, the two classes are evaluated. The content of the evaluation mainly includes three aspects: students The proportion of students participating in the discussion in class, the proportion of students with clear objectives, and the proportion of students actively participating in learning activities.

4. Analysis and Discussion of Research Results

4.1 Analysis of the Reasons for the Weak Learning Ability of College Students

First of all, this paper conducts a questionnaire survey on teachers and students in our university, and discusses the reasons for the weak learning ability of college students. The final results are shown in Table 1 and Figure 1.

Table 1. The reasons for the weak learning ability of College Students

Reason	Proportion
Students lack the correct view of learning	35.1%
Students' interest and long-term development are not considered in the course content	36.5%
Teachers' professional quality is not high	13.6%
Using traditional student evaluation system to restrict the development of students' learning ability	14.8%

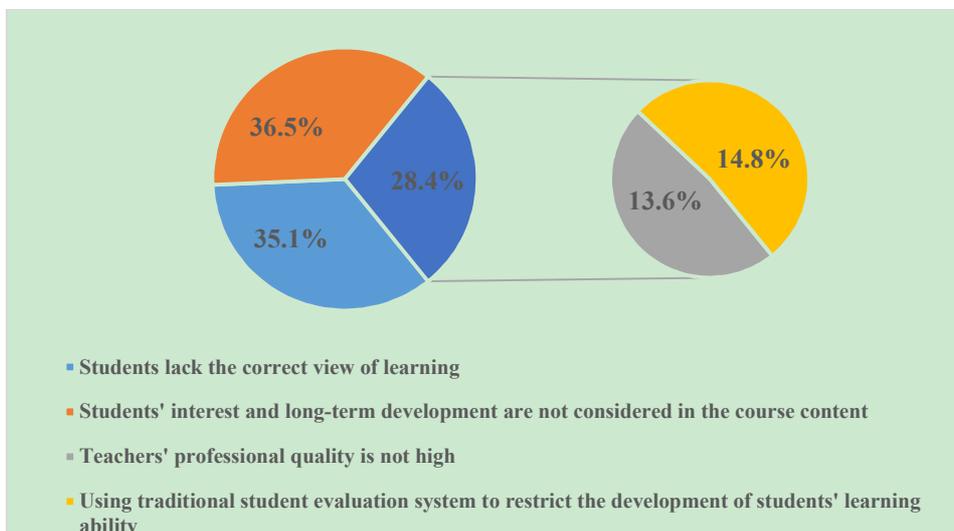


Figure 1. The reasons for the weak learning ability of College Students

This paper summarizes the reasons for the weak learning ability of college students. From Table 1 and Figure 1, we can see that the main reasons for the weak learning ability of college students are as follows: first, students lack the correct learning concept, which leads to the unclear learning objectives of students, which accounts for about 35.1%. Second, the content of the course does not consider the students' interest and long-term development, which makes the students' learning enthusiasm not high, which accounts for about 36.5%. Third, teachers' professional quality is not high, teaching methods have problems, so that students' interest in learning the course is not high, which accounts for about 13.6%. Fourth, the use of traditional student evaluation system restricts the development of students' learning ability, which accounts for about 14.8%.

4.2 Strategy Analysis of Improving College Students' Learning Ability

This paper analyzes the reasons for students' weak learning ability and formulates corresponding promotion strategies. The results are shown in Table 2.

Table 2. Strategies for improving the learning ability of College Students

Strategy	Objective
Pay attention to the cultivation of interest	It is helpful to give full play to students' subjective initiative
Pay attention to the cultivation of motivation	Transform into learning motivation
Pay attention to the cultivation of transformation ability	Learning behavior makes students consciously
Pay attention to the cultivation of creativity	Divergent learning thinking
Establishing cooperative learning mechanism	Interaction promotes learning

As can be seen from Table 2, this paper puts forward improvement strategies from five aspects for the reasons of students' weak learning ability. Firstly, we should pay attention to the cultivation of interest, which can help better play the subjective initiative of students. Secondly, we need to pay attention to the cultivation of motivation, so as to transform it into students' learning motivation. Moreover, we need to pay attention to the cultivation of transformation ability, so that students' learning becomes conscious behavior. In addition, we need to pay attention to the cultivation of innovative ability, spread students' learning thinking, and finally, we should establish cooperative learning mechanism, so that students can promote each other's learning.

(1) Pay attention to the cultivation of interest

Students' curiosity is relatively high, and their focus and attention on unknown and new things is also relatively strong, which requires us to seize the opportunity in our classroom, make the classroom interesting, let the knowledge interesting, let the students interest. Interest is the embryo of success. At all times and in all over the world, there are a lot of facts proving that interest is more important than genius. It is very important to cultivate their interest in learning, which helps to give full play to students' subjective initiative.

(2) Pay attention to the cultivation of motivation

In learning activities, learners' external motivation and internal motivation are indispensable. They are combined in various forms. The role of the two is not always the same. The two motivations transform into each other. It is because the two motivations can be alternated in turn, so they can be transformed into each other. Similarly, it is precisely because the two motivations can be transformed into each other, so they can alternate in turn. In this way, the external motivation is transformed into the internal motivation.

(3) Pay attention to the cultivation of transformation ability

When you learn to transform ideas, the consciousness of possible transformation will naturally come into being with your behavior. Students will naturally use the transformed ideas in analyzing problems. In fact, it has become a conscious behavior of students. In our early training, we must let students come from practice to experience the significance, necessity and practicability of transformation.

(4) Pay attention to the cultivation of creativity

Innovation is the driving force for a country and a nation to advance. It's also the key to success. How to cultivate innovative talents in our classroom is also the bounden mission and responsibility of colleges and universities. In the classroom, we should actively cultivate students' desire for innovation, hope for innovation and motivation for innovation. If a country or a nation occupies the commanding height of innovation, it will achieve greater success.

(5) Establishing cooperative learning mechanism

Cooperative learning is an activity that takes learning group as the basic organizational form, systematically uses the interaction between teaching dynamic factors to promote learning, and takes group achievement as evaluation standard to jointly achieve teaching objectives. In Colleges and universities, it is important to establish cooperative learning mechanism. We should strengthen the basic position of the study group and regard it as the basic unit of teaching. We should highlight the important position of interest groups; especially give full play to the special role of student associations. Teachers should adopt flexible learning methods to stimulate students' learning ability.

4.3 Analysis on the Effect of Strategies for Improving College Students' Learning Ability

In order to verify the effectiveness of the strategies proposed in this paper, two classes in our university were compared and evaluated after the experiment. The results are shown in Figure 2.

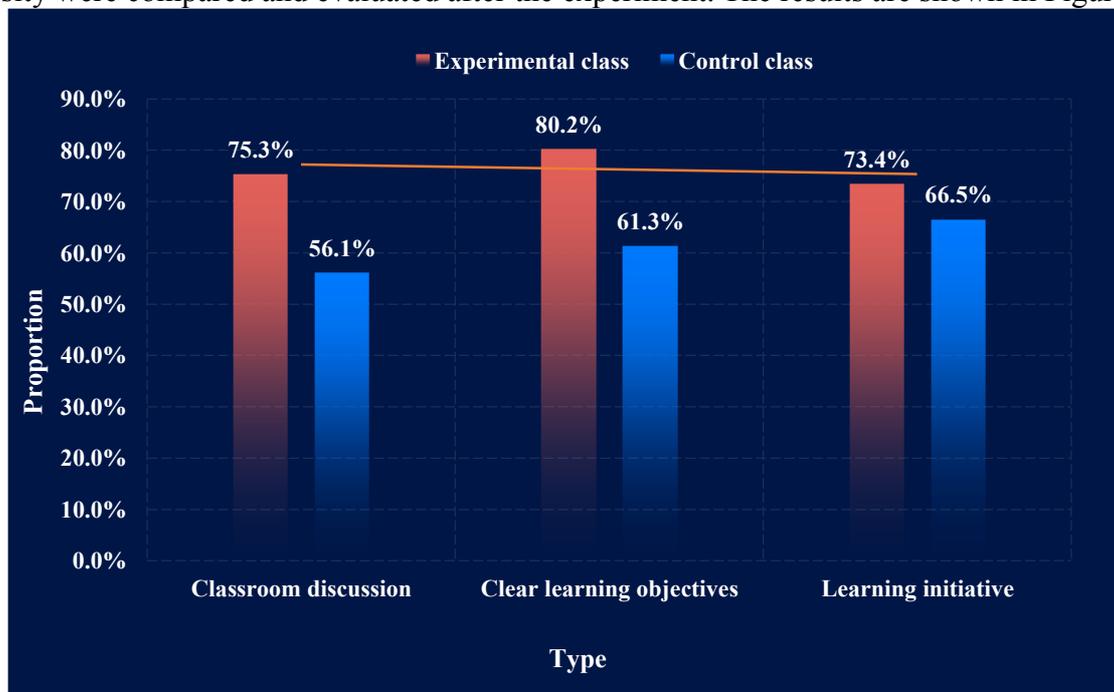


Figure 2. The effect of strategies to improve college students' learning ability

This paper evaluates the two classes from three aspects. The first is the ratio of students participating in the discussion in class. In fact, it is the ratio of students in the two classes to compare their learning objectives. Finally, it is the ratio of students actively participating in learning. It can be seen from Figure 2 that, first of all, in the experimental class, 75.3% of the students actively participate in the classroom discussion, while only 56.1% in the control class. Secondly, about 80.2% of the students in the experimental class have definite learning goals, while 61.3% of the students in the control class. Finally, 73.4% of the experimental class and 66.5% of the control class participated in the study. From the results of the experimental evaluation data, we can see that the experimental class has improved compared with the control class in various data, which proves the effectiveness of the strategy proposed in this paper.

5. Conclusions

The purpose of university education should be to cultivate versatile, erudite and educated liberal

people, and learning ability is an important prerequisite for talent cultivation. This paper explores the theoretical teaching based on the improvement of College Students' learning ability, and concludes that colleges and universities should pay attention to the supervision and feedback of students' learning process, communicate with students in time, solve the problems existing in students' learning, and pay attention to the incentive of learning process.

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