

Research on the Mental Health of College Students and the Inspiration of College Students' Learning Motivation

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Abstract: The mental health of college students is a sensitive issue of higher education, and the motivation of physical education reveals the mental health of college students from one side. Through the investigation, it is found that the current mental health problems of normal students are mainly manifested in the aspects of heavy learning burden, tense interpersonal relationship, psychological gap, etc., while the motivation of physical education presents the characteristics of diversification and complexity, which can continuously promote learning. Motivation is intrinsic motivation, extrinsic motivation only plays a supporting role. Only when extrinsic motivation is transformed into intrinsic motivation, and the intrinsic motivation is the main one, can students fully feel the joy of learning itself, and can actively, spontaneously, and actively participate in learning activities without too much external pressure.

Keywords: Mental Health; Learning Motivation

1. INTRODUCTION

The mental health of college students is a realistic problem faced by colleges and universities, and it is also a sensitive social problem. With the transformation of society, various problems and contradictions in the new era have had a huge impact on the mental state of college students. In addition, college students are in a period of physical, psychological, and ideological development and change. People are very satisfied, and a considerable number of college students have different degrees of psychological barriers, and this phenomenon is spreading. In recent years, under the overall atmosphere of promoting quality education, people pay more and more attention to mental health education focusing on J: cultivating students' psychological quality.

This study uses the UPI scale. Psychology is quite active in the field of human motivation research in the world, such as Atkinson's achievement motivation model, Maslow's hierarchy of needs theory, Weiner's achievement attribution theory, etc., for learning motivation. The research provides a rich theoretical basis. Domestic scholars focus on empirical research on learning motivation. Huang Xiting and others have divided the needs of college students into six basic types through investigation and research: physiology, safety, communication, respect, development, and contribution. The constructivist learning view believes that learning is the process of individuals constructing their own knowledge, which means that learning is active. A learner is not a passive recipient of stimuli. He must actively select and process external information, so it is not a process described by behaviorism. In a sense, the concept of autonomous learning originated from the constructivist learning concept. According to the school motivation model of Ryan et al., only when the social situation satisfies children's three basic psychological needs, that is, the need for competence, the need for autonomy, and the need for belonging, will students devote themselves to learning activities.

The three categories of needs are associated with three perceptions: competence, autonomy, and belonging. Competence refers to the experience of a state of mastery or

achievement when an individual is challenged by an appropriate learning task; a sense of autonomy refers to an individual's experience of a state of self-determination when engaging in an activity; a sense of belonging refers to an individual's experience of In social groups, people experience stable emotional or social connections with others, as well as their own value and ability to be loved and respected. The main methods of this study are literature method, that is to use research materials obtained from literature; measurement method, that is, to use UPI scale to measure students and describe the results quantitatively, questionnaire method, that is, to compile the physical learning motivation questionnaire was used to investigate. The UPI scale and the physical education motivation questionnaire were distributed to the subjects at the same time, 1200 copies each.

Invalid questionnaires were discarded after recovery. A total of 1143 valid UPI forms were obtained, with an effective rate of 95.25%. A total of 1121 effective physical education motivation questionnaires were obtained. Since the social roles played by men and women have been very different for a long time, the progress and development of modern society have had a huge impact on the social roles played by women. The expectations of college students have changed greatly compared with the past, so the difference in learning motivation of male and female college students is relatively huge. From the above survey results, girls are more self-conscious about learning than boys. The attitude towards learning is also more positive and serious than boys.

2. THE PROPOSED METHODOLOGY

2.1 A Survey of Research on College Students' Learning Motivation

The progress of contemporary society has enhanced women's awareness of independence and rights. Learning needs refer to a need that students have when they interact with the external environment due to the incongruity between the individual and the environment. and the internal needs generated by the requirements of development. For example, in the process of engaging in a certain activity, a student finds that he does not know or understand a knowledge or skill necessary to carry

out this activity. This situation is that the individual is not in harmony with the environment, and the student is born as a result. To meet the learning needs of this unknown knowledge or skills. Foreign scholars have done a lot of research on relationship support and students' sense of belonging in school education, which has a great guiding role in educational practice. Research on teacher-student relationship shows that the degree of emotional expression and psychological integration between teachers and students determines the degree to which individuals feel the need for competence, self-determination, and especially the need for a sense of belonging. Individuals receive strategic guidance from teachers or strive to achieve teachers' expectations in their academic achievements. This good sense of belonging makes them likely to devote greater efforts and perseverance to learning activities.

In physical education teaching, the learning motives shown by students are complex and diverse. But overall, there are roughly two types: one is indirect motivation, and the other is direct motivation. Indirect motivation mainly comes from students' high awareness of the significance of learning, lofty aspirations, and lofty ideals. According to the difference of consciousness tendency and consciousness level, it can be divided into 1. Good indirect motivation. Learning sports is to make yourself a well-rounded person. Because good health and vigorous energy are the prerequisites for doing a good job in study and work. Poor motivation to ask questions. Studying is for exams, if you fail the exam, you will not be able to graduate, if you get 60 points, you will be satisfied. After entering the university, the first-year students are not used to the teaching methods of the university and do not understand their professional requirements. In addition, some first-year students regard the university as the goal. Therefore, they are prone to confusion in learning, which will affect academic performance. First-year students are full of longing for university life, so their starting point of ambition will be higher than that of senior students, and they have relatively more assumptions about the future. But university life is more complicated. In addition to studying, interpersonal relationship issues have become an important issue that college students must face.

Junior college students are prone to psychological problems in this area. In the process of motivating college students to learn the driving force, a key issue is how to combine class goals with students' personal goals. Theoretically, it is necessary to create an interactive learning atmosphere of group interdependence in each class. The obvious feature of group interdependence is that they work for a common goal, and groups need to work together and supervise together. There is an active interdependence among students who work together and share the rewards of success. In this interactive situation of cooperation and supervision, each member tries his best to work for the success of the group and actively undertakes collective obligations. According to the internalization model of Deci and Ryan, the more individuals transform the externally described rules into internal recognition Sufficient, then the more self-determination of individual motivation and behavior in the expected regulation, that is, the rationale plays an important role in the behavior of internalization of motivation.

2.2 Influence of College Students' Mental Health on Learning Motivation

According to cognitive appraisal theory, any external event can be communicated in an autonomically supportive manner, and facilitate autonomous forms of motivation, or in a

controlling manner, and thus hinder autonomous forms of motivation. Thus, it is not the reason itself that nourishes the experience of identification, but the means of autonomic support that governs the reason. As many as 70% take the initiative to participate in sports competitions organized by collectives. It shows that college students care about the collective and have a sense of collective honor. No matter |: field or not, they all have a mentality that focuses on participation. Everyone can put aside the usual resentment, estrangement, and distance on the field, and have fun together. This plays an important role in promoting students' mutual understanding, cooperation, and communication, especially for students who are prone to emotional reactions to setbacks, they can be diverted by participating in sports, thereby reducing, and eliminating emotional barriers. Tiao Xing shows that 90% of the students can't help shouting, cheering, and cheering when watching sports games.

The root of helping students overcome the identity crisis is to enable college students to establish correct "three outlooks". This is not only to make college students understand what is a scientific world outlook, outlook on life and values in the classroom, but also to carry out practical activities, such as visiting Visit, watch videos, speech contests, club activities, etc., educate, inspire and guide them in social practice, use a correct outlook on life to think about and deal with issues such as honor, disgrace, gains and losses, and wealth and poverty that they face in life.

And use correct values to handle the relationship between individuals and others, individuals and society, and the country. To effectively solve the mental health problems of college students, it is necessary to conduct research on such problems in an organized and H-Eq manner. At present, China's colleges and universities do not pay enough attention to the mental health problems of contemporary college students, which has caused the mental health problems of college students to become increasingly serious.

Each school should organize special research forces to conduct research according to its own situation and characteristics, to ensure that the mental health problems of college students can be studied and effectively solved in a timely manner and improve the mental health of college students. In addition, it is necessary to formulate an index system that is in line with the situation in our country and conduct a scientific and reasonable assessment of the mental health of college students. Learning interest is an important psychological component of learning motivation, and it refers to the internal motivation of learning activities themselves. If each student can learn the major, they are interested in, then their learning motivation will be relatively easy to cultivate and improve. Due to fierce competition, many candidates have the phenomenon of professional adjustment. This may result in not knowing the major you want to study and not being interested.

3. CONCLUSION

University education should provide college students with a variety of cultural and recreational activities and sports activities and encourage students to participate in such activities. Participating in activities, receiving education in activities, and releasing emotions and emotions are what college students need for their healthy growth. On the one hand, this can enrich the school culture and optimize the educational environment, and on the other hand, it will also have a positive impact on the healthy growth of individual students. The intermediary mechanism of the interaction

between trait motivation and situational motivation in the context of autonomous support to promote internalization is still unclear, and the socialization process of internalization of extrinsic learning motivation and the construction of theoretical indicators of motivation internalization still need to be studied; The research field of motivational orientation and related influencing factors is gradually expanding, and there will be more related researches.

4. REFERENCES

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