

# "Learning" as the Center: The Path of Constructing the Motivation Mechanism for Improving the Quality of Classrooms in Innovative Classes in Applied Universities

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## ABSTRACT

Focusing on the classroom motivation improvement goal generation mechanism, resource guarantee mechanism, management mechanism of the classroom motivation improvement process and the classroom motivation feedback and improvement mechanism, etc., this paper studies the innovation path of classroom practice in colleges and universities from five aspects in order to promote the quality of the application-oriented talent cultivation with learning as the center. This paper proposed that teachers should deeply cultivate professional knowledge and skills and pursue excellence in professional and technical innovation, in order to improve the quality mechanism of classroom dynamics of application-oriented innovation classes centered on "learning".

**Keywords:** "learning" as the center, applied college innovation classes, classroom motivation improvement

## I. INTRODUCTION

The New Age National Undergraduate Education Work Conference pointed out: "Universities should take students as the center for education, evaluate the education based on the students' learning results, and evaluate the effectiveness of education based on what students have learned." Compound, and application-oriented talents are the rigid requirements for building a powerful socialist modernization country in the new era, and are also an urgent task for the development of high-quality connotations in application-oriented colleges. Its foundation is the continuous improvement of classroom teaching quality, and its key is to fully release classroom "teaching" and "learn" dual motivation. At present, driven by the traditional paradigm of "teaching", some teachers have insufficient investment in teaching and lack the motivation to "teaching". Some students have unclear learning goals, poor self-discipline, and insufficient motivation [1]. As an important channel for exploring application-oriented talents, application-oriented college innovation classes strive to build a classroom teaching quality management mechanism centered on "learning", "multi-layer ring closure", the whole process, full participation, continuous improvement, students' tailor-made model, individualized teaching, fully releasing the

dual power of "teaching" and "learning" in the classroom, and promoting the quality of talent training.

## II. CLASSROOM MOTIVATION IMPROVEMENT GOAL GENERATION MECHANISM: ESTABLISHING A COMMON VISION FOR LEARNING

"Learning" as the center refers to the central position of students as the main body of education, as well as the central position of learning as the main content of education. Under the control of the concept of "teaching", the learning process of college students is largely ignored by education managers and educators, often adhering to the educational management paradigm in which teaching investment is equivalent to teaching output, and investing heavily in teaching. But the actual effect is little. Given the rapid development of modern information technology and fundamental changes in knowledge dissemination methods, the phenomenon of "phubber" in college classrooms, propagation based on "screen", PPT that substitutes "chalk + blackboard", and "boring lesson" are also common [2]. Obviously, the process of "teaching" does not directly derive from the process of "learning", but must be actively selected by students and constructed by independent information. The process of "learning" is the fundamental factor that determines the quality of "teaching". Only by stimulating students' "learning" motivation can the quality of classroom teaching be guaranteed. Therefore, the goal of improving the classroom motivation of innovative classes in applied

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colleges and universities should focus on student development and promote student learning as core point, starting point and end point of classroom teaching design. In particular, we must change the input thinking of "teaching" and focus on the students' "Recent Development Zone" designs and organizes classroom teaching, establishes learning goals and a common vision with students, and intensifies teaching reform and design from the perspective of promoting student learning, continuous learning, and independent learning in order to effectively stimulate classroom motivation and improve the quality of classroom teaching.

### **III. CLASSROOM MOTIVATION TO IMPROVE RESOURCE GUARANTEE MECHANISM: ESTABLISHING A LEARNING COMMUNITY**

Different from the traditional form of teaching organization, the classroom learning community formed by innovative classes in applied universities is a brand-new form of learning organization for students to learn, continuous learning, and autonomous learning. In the classroom learning community, teachers, students, teaching administrators and teaching assistants are all learners in the true sense [3], which is an important organizational resource for classroom motivation improvement. Among them, teachers and students are the most important and key elements in the classroom learning community, and also the main force to comprehensively improve classroom motivation. The promotion of any teaching reform paradigm, and the effective use of any modern educational technology and artificial intelligence technology must be based on a learning community with teachers and students as the main body and effective interaction. The classroom learning community of innovative classes in applied colleges is a profound change to the traditional "teaching"-centered model for classroom teaching. It is an inevitable requirement for applied colleges to realize the modernization of classroom teaching. It is also the only way to comply with the law of high-quality development of modern higher education.

### **IV. THE MANAGEMENT MECHANISM OF THE CLASSROOM MOTIVATION IMPROVEMENT PROCESS: OPTIMIZING THE TEACHING STANDARD PROCESS**

The standardized teaching work and management process are conducive to the communication, transition and exchange of classroom teaching activities, eliminating technical language barriers, strengthening mutual contact and recognition, and promoting teaching exchanges and cooperation, and classroom motivation [5]. The fundamental pursuit of classroom teaching motivation for innovative classes in applied colleges and universities lies in cultivating students' learning interest, raising students' learning expectations, tapping

students' learning potential, mobilizing students' driving force for learning, maintaining students' enthusiasm for learning, and throughout the whole process of students' learning. The attributes of applied talent training determine that the teaching work and management standards of applied colleges should be connected with the needs of service positions and professional abilities, and the quality standards of professional applied talent training programs, classroom quality standards, course exam quality standards, and experimental teaching quality should be formed. Standards as quality standards for graduation thesis (design), internship quality and social practice quality, etc. should be established. Only by continuously optimizing the teaching standard process and smoothing the process management mechanism can teachers set threshold of teaching goal, optimize teaching organization design, and make effective use of teaching methods. They should be required to focus on not only the course performance, but students' recent development "area", the improvement of students' learning motivation and learning skills, pursuing "giving people fishing rods, not fish", following the physical and mental development of students, thus promoting the overall development of students.

Fourth, classroom motivation to improve the supervision and evaluation mechanism: promote learning quality evaluation

The essence of classroom teaching is "learning", and the essence of classroom teaching quality is the learning effect of students. It's determined by students' potential to be "developed" (intelligent enlightenment) and internalization of teaching content [6]. Classroom teaching quality reflects classroom motivation which sways classroom teaching quality. The improvement of classroom motivation of innovative classes in applied colleges and universities requires the promotion of learning quality-oriented classroom teaching quality evaluation mechanisms, and the improvement of teachers' curriculum building ability as the focus, so that teachers can really start from the students' learning results and reverse design when carrying out curriculum teaching. Teaching objectives, optimizing teaching content organization, activating teaching methods and strategies, paying attention to student learning evaluation and learning quality feedback, and paying attention to the interactive relationship between various key factors in the course design and implementation process, thus leading to the "learning"-centered teaching model and achieving the goal of talent training.

## V. CLASSROOM MOTIVATION FEEDBACK AND IMPROVEMENT MECHANISM: STRENGTHENING STUDENT SUBJECT EVALUATION

Classroom teaching activities are a process of interaction between the teaching subject and the teaching object. In this process, the learning subject presents a series of dynamic changes of psychology, action, behavior, concept, etc., reflecting the construction of the learning subject's internal knowledge and psychological structure process. For students, learning activities are the process of devoting all their lives. The reconstruction of self-cognition, the integration of multiple learning abilities and the organic unity of the two constitute the endogenous learning dynamic mechanism [7]. Therefore, the improvement of classroom motivation of innovative classes in applied colleges and universities requires special attention to the development of students, the evaluation of students' learning processes and learning results, and the emphasis and research on student learning as an important means to improve teaching quality. Currently, there are internationally popular learning assessment tools that have important influences, such as the National Survey of Student Engagement (NSSE) in the United States and the Course Experience Questionnaire (CEQ) in Australia ), etc., as well as domestic CCSS of Tsinghua University, CCSEQ of Beijing Normal University and other academic survey projects [8]. The comprehensive use and improvement of these assessment tools will help college teachers and education managers fully understand the learning status and learning effectiveness of students, and provide effective help and guidance for improving the classroom motivation and talent training quality of innovative classes in applied universities. Existing studies have shown that college student groups have different levels of experience and awareness at different stages of learning, and that various elements of the learning process can affect student subject evaluation [9]. Therefore, it is necessary to establish a normalized investigation and evaluation mechanism for the learning results of students in innovative classes in applied universities, and conduct dynamic evaluation around the learning process and learning results. They should pay attention to the changes in the learning process experience and learning results of students for a long time, and make full use of process evaluation and final evaluation to achieve process supervision and result improvement of student learning quality.

## VI. CONCLUSION

In general, the key to constructing a classroom motivation for improving the quality of innovative classes in application-oriented colleges lies in "learning" as the center, based on a reasonable common development vision, forming a classroom learning

community, optimizing teaching work standards, promoting learning quality assessment, and strengthening the "five in one" joint evaluation mechanism. If we do not focus on "learning", we cannot provide targeted guidance and support for students' learning, and teachers and students cannot interact well. It is difficult to achieve excellent classroom teaching quality with a "teaching"-centered classroom teaching quality assurance mechanism, and even prevent teachers from "teaching" motivation and students from "learning" motivation [10]. The core of application-oriented talent cultivation is to follow the development trend of the industry, the needs of professional development, the development laws of higher education, the development of students' body and mind, and constantly dig and promote the "recent development zone" of students, and strive to promote the comprehensive and professional development of students. Teachers should deeply cultivate professional knowledge and skills and pursue excellence in professional and technical innovation. In this way, it is still a long way to improve the quality mechanism of classroom dynamics of application-oriented innovation classes centered on "learning".

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