Research on the Factors Influencing the Efficiency of College Students' Class-room Learning and the Countermeasures

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Abstract. To improve the quality of students' talent training is one of the core tasks of colleges and universities, and classroom teaching is the most common teaching mode used in the teaching process of full-time higher education. Therefore, it is of great significance to study how to improve the learning efficiency of college students in the classroom for improving the quality of talent training. Based on the actual investigation and analysis of College Students' classroom, this paper studies the main factors that affect the efficiency of College Students' classroom learning, and on this basis, gives suggestions and measures to improve the efficiency of College Students classroom learning¹.

Introduction

The progress and development of society can’t be separated from high-quality talents, and the cultivation of high-quality talents can’t be separated from higher education. The task of China's higher education is to cultivate senior professionals with social responsibility, innovative spirit and practical ability, develop science, technology and culture, and promote socialist modernization. To build a world-first-rate-class university, the core point is to comprehensively improve the ability of talent cultivation and cultivate more first-class talents. Therefore, colleges and universities should take improving the quality of personnel training as the most important task.

Classroom teaching is a commonly used means in education and teaching. It is the whole process of teachers imparting knowledge and skills to students. It mainly includes teachers' explanation, students' questions and answers, teaching activities and all teaching aids used in the teaching process, also known as "class system" ². After thousands of years of heavy precipitation, the traditional classroom teaching mode has accumulated rich classroom teaching experience and many irreplaceable advantages, so classroom teaching is still the main mode of full-time higher education in China. Through the analysis of the training plan and teaching syllabus of colleges and universities, it is not difficult to find that at present, at least 70% of the learning tasks of full-time college students in China are completed through the classroom teaching mode. Therefore, it is of great significance to study how to improve the learning efficiency of college students in the classroom for improving the quality of talent training. In recent years, the phenomenon of college students being dismissed by colleges and universities due to academic problems often appears in the news media reports, which further explains the necessity of research on improving the efficiency of College Students' classroom learning. In this regard, as a teacher working in the front line of teaching, the author combined with his many years of teaching experience and personal feelings of the teaching process, through the communication between teachers and students, questionnaire survey and other ways to investigate the problem. Through the research, it is found that although the college classroom is a dynamic system composed of teachers, students, teaching aids, teaching activity process, etc., the factors that affect the learning efficiency of students in the system are relatively complex, but it can also clearly summarize some factors that are recognized by students, common and have an important impact on students' classroom learning effect. These factors mainly include the following aspects:
Cell Phones

Through a questionnaire survey of a class formed by public elective of various majors, it is found that no matter what major, boys or girls, it is generally believed that the most important factor affecting the efficiency of classroom learning is mobile phone. 148 out of 160 people (92.5% of the total respondents) believed that the use of mobile phones in class had a profound negative impact on their classroom learning. Another 12 people (7.5% of the total number of respondents) did not comment on the issue. The influence of mobile phones on students' classroom learning is mainly reflected in: (1) students play mobile games during class time, mainly including various chess and card games, strategy games, racing games, etc. (2) students watch videos through mobile phones during class hours, mainly including basketball games videos, football games videos, some variety shows, and even some students catch up with dramas in class. (3) Students chat through mobile software during class time. (4) Some students browse online shopping websites and participate in online shopping activities through mobile phone software during class time. (5) Some students use their mobile phones to browse some news websites and so on. Further investigation and research also found that most of the students who are affected by mobile phones in class are not always at ease when using mobile phones in class, and they often have psychological struggles. They also feel that it is wrong to play mobile phones and not study hard. However, most of the classroom content is difficult to compete with the attraction of that entertainment information on mobile phones, so they still self-unconsciously began to play mobile phones.

Sleep

According to the survey, 76% of the surveyed students think they are often sleepy in class. To be honest, I didn't expect that it would become a major factor, but it is an indisputable fact. Although some students may feel tired occasionally because of some classroom contents, more students think that they sleep too late or get up too early or sleep quality is not high. It can be imagined that if the classroom is in a state where students can stay awake only by hard maintenance, the efficiency of students' classroom learning is self-evident.

The Difficulty of the Course

Another important factor affecting the efficiency of College Students' classroom learning is the difficulty of the course. About 65% of the students in the survey thought that they would occasionally affect the efficiency of the course because they could not understand the content in time. Some students have difficulties in learning the follow-up courses due to their failure to learn the advanced courses of some courses; some students say that they sometimes lose their mind or miss the knowledge points of some classes, resulting in problems in learning the whole class; others say that the overall content arrangement of some courses is not small for their learning They are tired of coping with the difficulties in most of the classes of the course. They can only try to catch up with the teacher's teaching progress, but they can't understand the classroom knowledge in time. Too much content capacity or too fast teaching progress in the classroom will cause students' physical and mental fatigue, and because it is too late to understand the content of the classroom in time, students will not experience the fun of learning and the pleasure after knowledge harvest, so it is easy to make students' learning efficiency greatly reduced.

Teaching Link Factors

In the process of classroom teaching, factors such as teachers' ability to control the classroom atmosphere and teachers' teaching skills to the classroom content have a great impact on students' classroom learning efficiency. The teacher's classroom teaching process is not a simple description of the course content, but a process of knowledge re-display after the course knowledge is digested and absorbed by the teacher and processed by his own teaching experience and teaching skills. This is not only a simple process of knowledge transfer, but also a process of knowledge reproduction.
However, the production effect of this reproduction process is closely related to the personal quality of teachers. Even in the same course, the teaching effect of different teachers is different, sometimes the difference is even great. Most of the surveyed students think that they prefer the courses of teachers who have active classroom atmosphere, who can master the classroom content easily and master the classroom progress well, and correspondingly have higher learning enthusiasm and efficiency, and vice versa.

**Interest Factors**

It is obvious that the interest of college students in the content of college classroom will directly affect the learning efficiency of college students. For the course of interest, college students will have a strong initiative in learning, so their classroom learning efficiency is high; for the course of not interested or not interested, students are often passive learning or just deal with learning, the classroom learning efficiency is poor. Through the investigation, it is found that in addition to the strong learning motivation for some courses within their own personal interest scope, students may also have a strong interest in some courses recognized by famous teachers, or courses with strong social application and demand, or courses that have an impact on personal professional knowledge and skills, personal career planning and career development goals. However, for those courses that are seriously disconnected from social needs, overburdened with learning content, or less helpful to students' personal professional development, students often lack sufficient interest in learning.

**The Interaction between Students in Class**

We often hear about such news as the postgraduate entrance examination dormitory, the postgraduate entrance examination class, etc. The existence of dormitory and class shows that learning atmosphere has a great influence on students' learning effect. It is also an objective fact that the individual students or some students' individual behaviors that participate in the classroom learning at the same time will have an impact on the classroom learning efficiency of other students in the classroom. The survey found that many students said that they would occasionally be disturbed by other students in the classroom and affect classroom learning. At least 48% of the students surveyed thought that the state of other students around the classroom would have a greater impact on their own classroom learning. For example, those students who watch videos in class, those who whisper, those who play games, etc., will have an impact on other students, which will make some students who originally intended to study hard easily reduce the attention of classroom learning.

**Other Factors**

In addition to the above several important factors, there are also many factors that may have an impact on the learning efficiency of efficient classroom students. Students' physical health, professional recognition, participation in social activities or college students' community distraction, career planning for their own future, the appropriateness of the light and shade of the classroom, the loud voice of teachers, and the seriousness of the school's curriculum evaluation will have an impact on the classroom learning efficiency of College Students to a certain extent.

In view of these factors that may lead to the decline of students' classroom learning efficiency, in order to improve the classroom learning efficiency of college students and cultivate more qualified senior talents, teachers can take the following measures in the daily classroom teaching process:

**Reasonably Plan the Classroom Teaching Content**

Schools and teachers should be jointly responsible for the efficiency of College Students' classroom learning. The school should ensure to make a scientific and reasonable teaching plan for the course connection, and the teacher should ensure that for each course, the learning progress of the required prerequisite courses should be guaranteed with quality and quantity, so as to avoid any trouble to
the follow-up courses[^4]. In addition, teachers should reasonably plan the learning content of each class, not only to ensure that students can learn a wealth of knowledge from the classroom, but also to ensure that the content of the course is appropriate, so as not to cause too much pressure on students to learn in the classroom, so as to avoid too much.

**Try to Improve the Interest and Attraction of the Class**

Teachers should pay attention to the presentation of classroom content, whether from the tone of the lecture, or teachers' body language, we can consider how to attract students' attention in class. In the arrangement of the course content, we can properly consider adding some knowledge points that help to increase students' interest, and try to make the classroom content not too boring.

**Strictly Control the Use of Mobile Phones in Class**

Because there is a phenomenon that students use the photo taking function of mobile phones to help take notes in the classroom, it cannot be completely considered that students use mobile phones in the classroom is useless, but in general, the disadvantages outweigh the advantages. Therefore, teachers should strictly control students' use of mobile phones in class. Students can be encouraged not to bring mobile phones to the classroom, even if they can not completely avoid the emergence of mobile phones in the classroom, they should also be reminded of the use of mobile phones.

**Timely Stop Students' Behaviors that May Affect Other Students in Class**

Teachers should remind and stop students' classroom behaviors that may affect other students' classroom learning efficiency. Students should also improve their self-awareness of behavior, not because of their own behavior to other students have trouble learning.

**Develop a Serious Curriculum Evaluation Mechanism, So that Students can Maintain the Necessary Learning Pressure for Curriculum Learning**

Although too much pressure is not appropriate, it is absolutely necessary that a proper learning pressure will become a driving force for learning. Complete relaxation is not an effective learning state. Through the establishment of a serious curriculum evaluation mechanism, students can maintain the necessary learning pressure on curriculum learning, which can effectively improve the efficiency of classroom learning in Colleges and universities.

In short, China's higher education shoulders the responsibility of cultivating high-quality construction talents for the construction of the motherland. In order to effectively improve the learning quality and efficiency of efficient classroom students, colleges and universities and teachers will have a lot to pay attention to and improve. We have reason to believe that as long as we really think about students' study and life, and the quality of personnel training in Colleges and universities, then with our continuous progress and development, the quality of higher education in China will be better and better.

**References**


