



# Influencing Factors and Countermeasures of Learning Motivation of Military Academy Undergraduate Cadets

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**Abstract.** Stimulating the learning motivation of military academy undergraduate cadets is an important topic in the education and teaching of military academies. Starting from the internal system and external system of learning motivation, this paper summarizes and summarizes 13 influencing factors of learning motivation of military academy undergraduate cadets in three aspects: self-factors, teaching factors and management factors, and puts forward countermeasures to motivate the learning motivation of military academy undergraduate cadets from six aspects.

**Keywords:** Cadet of the Military Academy, Learning motivation, Influencing factors, countermeasure.

## 1 Introduction

Military academies and academies are the cradles of military personnel training and shoulder the task of directly sending qualified military personnel to the troops. In his report to the 20th National Congress of the Communist Party of China, President Xi proposed to "deepen the reform of military academies and universities and build a strong new military talent training system", which clarified the goal of educating people in military academies. How to implement the spirit of President Xi's important instructions and work together to build high-quality new military talents has become a major topic with a clear political orientation and characteristics of the times.

Personnel training in military academies and universities is a complex system engineering, which involves multiple factors such as teaching, learning, research, management, and construction, and these factors affect each other and overlap on the quality of personnel training. With the continuous deepening of the reform of our army's education system, many new situations and new problems in education and teaching have emerged: Some cadets have low interest in learning, improper study style, weak learning atmosphere, and passive aversion to study. The reasons for this are that some stu-

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dents have weak learning ability, poor learning foundation and environmental conditions, and other objective reasons, and more importantly, because students are not interested in learning, lack of urgency, responsibility and pleasure in learning, and their learning motivation is obviously insufficient. Therefore, how to stimulate the students' enthusiasm for learning and effectively tap the students' learning potential is a problem that needs to be solved urgently in the current education and teaching of military academies and universities.

At present, more and more attention has been paid to the research on students' learning motivation in China. Ref. [1] pointed out that the problem of insufficient learning motivation of college students is widespread, and the overall learning status of college students is not optimistic, and put forward the influencing factors such as lack of learning goals, utilitarian learning goals, transformation of education mode, teaching quality and textbook construction. Ref. [2] developed a set of multi-point and multi-dimensional learning motivation evaluation models throughout students' four-year undergraduate education, and summarized 13 variable factors of learning motivation. Ref. [3] adopts a qualitative research method to study the learning motivation of graduate students, and analyzes the factors affecting the learning motivation of graduate students in military academies from four aspects: learning motivation, learning content, external environment, and reward and punishment mechanism. In Ref. [4], the factor analysis method was used to reduce the dimension of 30 associated evaluation indexes, and the key influencing factors of students' learning motivation were extracted. Ref. [5] based on the CCSS measurement tool, the autonomous dynamic measurement model of military cadets is constructed. Ref. [6] Based on the evaluation incentive, the strategy of improving the learning motivation of college students is effectively combined with multi-dimensional evaluation and multiple incentives to promote the continuous improvement of college students' learning motivation. Ref. [7] examines the manifestations and causes of low motivation among college students.

In view of the differences between military cadets and general local college students, this paper summarizes the influencing factors of the learning motivation of military academy undergraduate cadets from the perspective of the internal system and external system of learning motivation, and puts forward the countermeasures to motivate the learning motivation of military academy undergraduate cadets.

## 2 Learning Dynamics System Analysis

Learning is a special cognitive process, which is the result of a combination of intellectual and non-intellectual factors. Intelligence is the necessary material basis for individuals to carry out learning behaviors, and non-intellectual factors are factors that do not directly participate in the learning process but have a direct effect on the learning effect. Learning motivation mainly includes motivation, interest, emotion, will, temperament, personality and other non-intellectual factors play a role in the learning process. From "motivation", we can introduce the learning motivation system, and use the dynamical system theory to better study the composition of learning motivation and the method of improving learning motivation. The learning dynamics system consists of

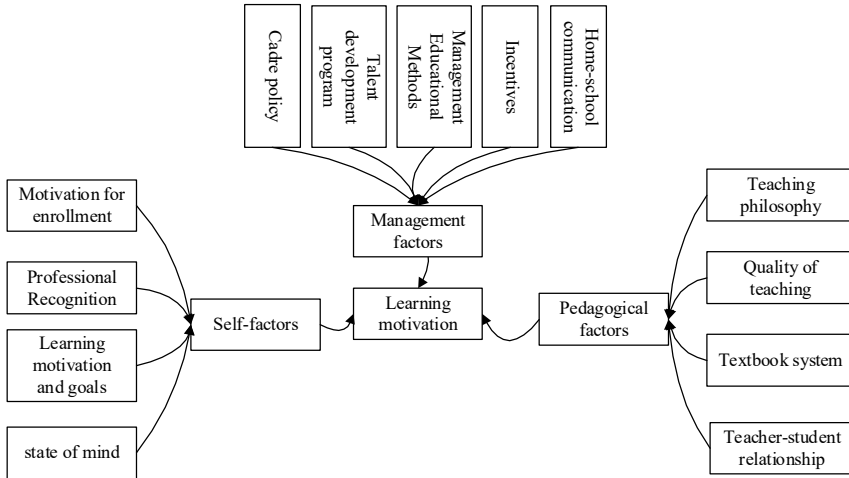
two subsystems, the internal dynamics system and the external dynamics system. The internal dynamic system refers to the organic whole composed of various forces that exist in the subjective consciousness of the person and can motivate the individual to engage in learning activities. The internal motivation system of cadet learning includes learning motivation, learning interest, learning emotion and will. Many cadets in military academies have the ambition to defend their families and the country since they were young, and this ideal can well stimulate their enthusiasm and enthusiasm for study. Many of the trainees are interested in scientific research projects in the field of the military and want to make a difference. The level of running schools in many military academies and universities is in the forefront of domestic academies, and they undertake many key national scientific research projects, which can provide high-quality platforms for the cadets and play a great role in promoting the self-improvement of the cadets. For some cadets, they have a strong sense of responsibility and mission to safeguard national security and dedicate themselves to the cause of national defense, and this emotion can be transformed into an intrinsic motivation for learning. The task of studying in a military academy is difficult, not only with profound professional knowledge, but also with a lot of combat skills and physical training, and it is difficult to succeed in learning with the support of interest and enthusiasm alone. Students need to have the will to persevere to the end, overcome certain difficulties in learning, and persevere, so as to achieve ideal results.

The external dynamics system refers to the interaction of various elements that exist outside the individual and can stimulate and promote the individual's learning activities, including social factors, family factors, incentive and competition mechanisms, learning environment, etc. Military academy cadets are first and foremost soldiers, shouldering the historical mission of national rejuvenation, strengthening the army and rejuvenating the army, and shouldering the responsibility of protecting the family and defending the country. Parents are also glad that their children can serve the motherland, and the support and encouragement of the family can also become the motivation of the students. Positive motivation can stimulate students' initiative in learning, so that they can take the initiative to participate in learning, and appropriate competition can stimulate students' competitiveness, so as to stimulate students to compete with each other, pursue better results, and improve their abilities. A good learning environment can directly stimulate students' desire to learn, and can make students immersed in learning, form a good learning atmosphere, and improve learning motivation.

The various components of learning motivation are not independent of each other, but are closely connected and interact with each other, forming a dynamic system in learning, and jointly influencing the learning activities of the subject.

### **3 Analysis of Influencing Factors of Learning Motivation**

According to the internal and external factors that affect the learning motivation of military cadets, the content is mainly divided into three aspects: self-factors, teaching factors and management factors, as shown in Figure 1.



**Fig. 1.** Factors influencing the learning motivation of cadets

### 3.1 Self-Factors

**Motivations for Enrollment are Complex.** Only two levels of headings should be numbered. Lower level headings remain unnumbered; they are formatted as run-in headings.

**Lack of Professional Identity.** Attitude towards the major is also an important reason for students' motivation to learn.

**The Level of Learning Motivation and Goals is not High Enough.** The level of learning motivation and goal determines the level of learning motivation.

**The Ideological State of Students in Different Grades is Different.** First-year college students have just entered the school, with firm personal ideals and aspirations, ideological beliefs, and high enthusiasm for learning, but at the same time, there are also low learning efficiency due to lack of mastery of scientific learning methods; Second-year college students have just changed from freshmen to old students, and they tend to relax their self-requirements, and at the same time, they will pay less attention to learning because they think more about the cultivation of personal ability and quality. Third-year college students enter the study of professional courses from basic courses, the number of courses increases, the difficulty increases, and it is easy to have the mood of fear and impetuosity in learning; Fourth-year students have rich learning experience, scientific learning methods, and relatively high learning efficiency, but the degree of learning effort is significantly reduced.

### 3.2 Pedagogical Factors

**The Teaching Philosophy is Rather Outdated.** Teaching philosophy is the primary factor that determines the level of teaching. The highest level of teaching is to "teach them to fish", that is, to teach students how to learn knowledge, master skills, and improve their abilities. At present, the teaching activities of military academies and universities are mainly based on "receptive learning" of knowledge accumulation, and there are few "developmental learning" of knowledge innovation, and teaching methods such as inquiry, discussion, and debate have not yet been effectively applied.

**The Quality of Teaching Needs to be Improved.** At present, there is no shortage of famous teachers and expert professors in all military academies and universities who have rich teaching experience, good teaching results, and are deeply loved by the students. However, for most faculty members, there is still a lack of quality of instruction. For example, some instructors lack love for teaching, do not study the course content deeply enough, lack of careful design of the teaching process, lack of passion in the classroom, do not pay attention to the feelings of students, and the classroom atmosphere is dull, which leads to the students' low interest in learning the course.

**The Construction of the Textbook System is not Perfect.** Due to the particularity of the disciplines, specializations, and personnel training modes of military academies and universities, a certain number of self-compiled teaching materials have been compiled. This special mode of textbook generation affects the quality of teaching to a certain extent. Some of the self-compiled textbooks failed to reflect in a timely manner the latest achievements in the reform of advanced military theories and troop training. With the adjustment of the talent training program, the training objectives have also changed, but the content of some textbooks is not updated in a timely manner, which is not suitable for the training objectives, and the hierarchical structure of the textbooks is not set according to the characteristics and needs of the training objects. Some of the textbook systems are not prominently practical, and the knowledge that focuses on the military thinking, military achievements, and equipment application required by the troops' posts is not fully embodied, and they cannot guide the troops' practice. In addition, some textbooks are not standardized, the proofreading is not meticulous, the review is not strict, and there are problems such as typos and printing.

**The Relationship between Teachers and Students is not Close Enough.** Influenced by the traditional teaching concept, the relationship between teachers and students has not been fundamentally changed. In addition, the particularity of military schools, such as the difference in military ranks and positions, has strengthened the concept of superiors and subordinates among teachers and students. At present, the relationship between teachers and students is patterned, teachers and students are only limited to the transfer of knowledge, lack of sufficient interaction and communication, instructors do not fully respect students' needs for knowledge, and students have a strong sense of distance from teachers. Due to the separation of teaching and management, the daily

life and management of the trainees are the responsibility of the cadet team, resulting in a weak relationship between teachers and students.

### 3.3 Management Factors

**The Growth Route of Cadres is not Reasonable Enough.** At present, there is an unscientific and irrational reality in the line of cadre growth in our army. There is a lack of close connection between the learning situation of the trainees in school and the growth and progress of cadres, as well as the appointment and selection of cadres. What role learning plays in the process of personal growth has become a question in the minds of many students. Therefore, some trainees are concerned about the knowledge that can be used by the army and is conducive to personal growth and progress, and they are not enthusiastic about learning other knowledge and lack motivation.

**The Top-level Design of the Talent Training Program Needs to be Optimized.** The formulation of talent training programs lacks practical accumulation and time demonstration, is not scientific and pertinent enough, and most of them adopt the training program of "what courses to open and what knowledge to learn", while ignoring the importance of "what knowledge is needed and what courses are opened". In some personnel training programs, the curriculum is not closely integrated with the training and equipment of the troops, and it is unable to meet the needs of the trainees for knowledge and the needs of the posts in the troops, resulting in a decline in the students' expectations for learning and low enthusiasm.

**The Management Atmosphere is not Harmonious Enough.** A fair and just management atmosphere is an important guarantee for creating a good learning atmosphere, which can effectively stimulate the learning motivation of students. At the same time, harmonious interpersonal relationships enable students to gain respect, understanding and trust from others in interpersonal communication, thus generating a sense of pleasure and security, which is conducive to enhancing students' enthusiasm for learning. At present, the management education methods of the cadet cadres are mainly based on preaching and compulsion, and the flexibility, openness and participation of the management education need to be enhanced, and the main role of the cadets is not fully reflected.

**The Incentive Mechanism is not Perfect.** In recent years, colleges and universities have enriched the content of teaching awards, expanded the scope of teaching awards, created a good learning atmosphere, and stimulated the learning motivation of students to a certain extent. However, compared with some foreign military academies, the perfection and effectiveness of the incentive mechanism need to be further strengthened. For example, the implementation of the elimination system is not resolute, and there is a situation where feelings are used instead of principles; The perfect and mature honor system has not been constructed, and the role of honor incentive is not fully played.

**Colleges and Universities do not Communicate with Families very Often.** The education management of students is a complex system engineering, and the education of colleges and universities and the support of families are indispensable for the training of students. However, in practice, the synergistic effect of the two is not obvious. For example, some students are reluctant to tell their parents about their situation at school, and some "report good news but not bad news", and the student team rarely establishes a long-term communication mechanism with the parents of students, ignoring the role of parents in the process of student education and training.

## 4 Countermeasures to motivate the learning motivation

According to the analysis of influencing factors, six countermeasures were put forward in two aspects: stimulating the internal motivation of military academy undergraduate cadets and improving the external motivation environment of military academy undergraduate cadets.

### 4.1 Enlighten Far-Reaching Ideological Awareness

Although the military is a profession, due to the uniqueness of its status, the military must not be purely regarded as a job to support the family, and such a soldier cannot fight or win the war. Therefore, military schools have the responsibility to cultivate the feelings of the cadets for the army and the feelings for their home and country. In carrying out ideological education, it is necessary to enlighten the students with far-reaching ideological consciousness: to contribute to the building of China's national defense and army, to the prosperity and strength of the country, to the great rejuvenation of the Chinese nation, and even to the progress of human civilization, so as to stimulate the source of motivation for their growth and success.

### 4.2 Stimulate Latent Development Needs

Marx and Engels divided human needs into three levels: survival needs, enjoyment needs, and development needs. In the management of students, we often pay attention to the survival needs and enjoyment needs of students, and pay attention to their reasonable life and entertainment demands, which is easy to see and easy to satisfy. In fact, it is the deep-seated "development needs" that should be paid more attention to, cared for and improved. According to the different development needs of the students, respect the differences of the students and attach importance to personalized education. Individualized education is an education that takes cultivating people's perfect personality as its fundamental purpose, fully respects students' personality differences, and gives full play to students' initiative and creativity. In the extracurricular activities other than those required by the personnel training program, the cadets should be allowed to arrange the learning content according to their own interests and specialties, and create opportunities and conditions for their personalized education and teaching, so as to stimulate the motivation and confidence of the military cadets to become talents.

### **4.3 Develop a Positive Attitude Towards Learning**

There are individual manifestations of lack of growth motivation among the students, such as being relieved after being admitted to the university, and unwilling to study, train or participate in group activities; Fear of hardship and tiredness, greedy for low-level sensory stimulation such as video games or the pursuit of material pleasures; Thinking about Buddhism, getting by, and not pursuing a higher level of growth. Whether it is a young cadet or a soldier cadet, being able to be admitted to a military academy and become a growth officer is a leader who has been selected at all levels. Therefore, we should help them overcome bad habits and correct their attitude towards learning. The first is to awaken interest, starting from cultivating professional learning interests, military emotions and military identity, etc., to enhance the excitement and sense of self-worth of the trainees' growth. The second is to awaken the vitality of youth and constantly remind them that youth is now used to struggle, and the four years of college are precious and beautiful times, so don't choose comfort at the age of struggle. The third is to awaken the conscience of filial piety, borrow from the traditional Chinese culture "filial piety", and stimulate the students' pride and ambition of "children are determined to go out of the countryside, and they will not return if they can't learn to become famous".

### **4.4 Create a Good Learning Environment**

In the process of encouraging the growth of the motivation of the officers and undergraduate cadets to become talents, a good environment for growth and success is the foundation. The first is to take a clear stand on politics and establish righteousness, closely focus on the mission and task requirements of cultivating people with virtue and educating people for war, and unremittingly create a clean and upright environment for educating people, so as to provide a good atmosphere guarantee for the growth and success of students. The second is the combination of strict management and love, so that the students' growth mood is comfortable, not depressed. Strict discipline is a characteristic of the army, and while persisting in administering the army strictly, it is also necessary to do the work of educating people with emotion and help dispel ideological and psychological confusion. The third is to build a positive cultural environment for educating people. Using display boards, shop windows, radio, television and other carriers, the design of celebrity quotes, honor lists, dragon and tiger lists, honor walls, etc., students feel the power of inspiring people to make progress in their ears and eyes.

### **4.5 Give Play to an Effective Reward and Punishment Mechanism**

The rewards and punishments are clear, and it has been regarded as the main way to govern the army since ancient times. In modern management, rewards and punishments are defined as a concept - positive incentives and negative incentives, positive incentives are positive to guide students to be motivated, and negative incentives play a role in stopping and warning. Only when rewards and punishments are well implemented can we truly encourage the advanced and spur the backward forward, and form a good



situation of "comparing, learning, catching up, helping, and surpassing." Rewards and punishments should pay attention to the "five musts": commendations and rewards should be strictly standardized, rewards and punishments should be timely, commendations and rewards should be appropriate, spiritual rewards should be paid attention to, and punishment implementation should be prudent.

#### 4.6 Establish a Scientific Target System

The goal is the benchmark for progress, and without a clear goal, there is no action in learning. Every cadet hopes that he will grow up healthily and become a talented person smoothly, and even if he is a "Buddhist" cadet on the surface, he also hopes that he will be able to make meritorious contributions and embody his own value on the broad stage of the army in the future. The establishment of a goal management system for the growth of officer undergraduate cadets is to decompose the overall goal layer by layer, decompose it into the various organizations, educators and the growth of officer undergraduate cadets in the system, and establish a target system with the overall goal as the core and related layers within the system, so as to determine the common vision and the direction of concerted efforts, and form a good situation in which the joint efforts are maximized and the growth of the undergraduate officer cadets is fully managed.

## 5 Conclusion

Stimulating the learning motivation of military academy undergraduate cadets is an important topic in the education and teaching of military academies and academies. This paper summarizes 13 influencing factors of the learning motivation of military academy undergraduate cadets from the perspective of the internal system and external system of learning motivation, and puts forward the countermeasures to motivate the learning motivation of military academy undergraduate cadets from six aspects.

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