

Problems of Non-Intelligence Factors During College Students Training

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Abstract

As society develops and time progresses, in order to achieve comprehensive and free development, college students need not only a strong ability to learn, but also the right motivation, a strong interest, full enthusiasm, strong perseverance in learning as well as a healthy personality. Among which, motivation, interest, emotion, will, character and others are considered non-intelligence factors. In the process for young students to grow up and become a useful person, training for non-intelligence factors not only help college students establish the correct direction and goals, but also help them go from motivation to purpose, from cognition to practice. It encourages them to persevere and advance consistently toward their established goals. Thus, the various issues that arose in the course of training college students for non-intelligence factors have become one of the topics that draw increasing attention from college ideological and political education workers.

Key words: College students; Non-intelligence factors

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INTRODUCTION

Grassroots Communist Youth Leagues in colleges shoulder the important mission of training qualified successors for

building Socialism with Chinese Characteristics. How to train young students to improve various aspects of their overall quality has become an important topic for secretaries of grassroots Communist Youth Leagues.

Therefore, during the League's work, it is necessary to emphasize on the training of young students' non-intellectual factors, in order to double the efficiency of work results. It is especially important to be adept in discovering all types of issues during the training of non-intellectual factors among college students nowadays. Currently, existing issues of non-intelligence factors for the college student group are roughly summarized as follows:

1. VAGUE MOTIVATION

The development of intelligence is driven by contradictions between new demands one forms during practice and one's original psychological level. The demands here form an important part of non-intelligence factors, namely, motivation, interests, ideals, beliefs and so on. Motivation is a type of internal power that initiates an individual activity, maintains this activity, and moves it toward a certain target, in order to meet some kind of needs from an individual. People's motivations vary widely, and all acts and activities can be said to be initiated by motives. College students, as subjects of learning, their internal driving force that encourages them to perform learning activities can be called learning motivation. There are no so-called "students without motivation" during learning activities, only different explanations of reasons that lead to the motivation. Non-intelligence factors are involved in the activities of intelligence and ability in order to develop the behaviors toward a predetermined direction and provide plenty of internal motivation, so that the activities proceed smoothly, correctly and effectively until success.

Many freshmen, who "fought" through the single-plank bridge of the National College Entrance

Examination and made their way into colleges, have shown a downturn in learning state after the novelty wears off. This is not because they lack ability and perseverance to learn, but because the environment and methods of learning in the university have become significantly different from that in the high school. At the secondary school stage, their only goal was to go to college; but once this goal is accomplished, along with great changes in the environment, it becomes too late for them to adjust their learning objectives. They then lose self-motivation to learn and become blindly self-indulgent, cannot effectively manage time or make use of teaching resources. Upon graduation, more often than not, what they receive is “frustration and adaptation of having nothing”. Compared with the previous stages of learning, college is an environment that cultivates self-learning. In the absence of tutorship from teachers and parents, once the motivation of learning becomes vague, college students cannot produce sufficient driving force for learning activities or targets and are unable to adapt to college life, which eventually leads to the complete failure of their college life.

2. LIMITED INTEREST

Renowned psychologist Jean Piaget believes that “for all effective work there must be a certain interest as a prerequisite” (Yin, 1990, p.62). An interest is one’s mentality and attitude tendency of being eager to know and explore certain things, or being eager to participate in certain activities. In addition to longing for the thing itself, this tendency is associated with positive emotional experience. Interest is produced and developed based on the subjective longing and need for things. Same with motive, interest also originates from need, but there are differences. It may be possible that people have generated some motive towards a certain thing, but this does not mean that an interest will certainly be generated towards this thing. Whereas, once they become interested in such a thing, a certain motive is bound to come along with it. For example, as far as students are concerned, they all have motivation to learn, but it does not mean that every student can devote their energy and transform it into actual behavior, hence they would not become interested in learning. The cultivation of interest is of great help to stimulating people’s desire to pursue knowledge and practice. Nevertheless, interest is not “the more the better”. It needs to be built on the basis of reasonable allocation of an individual’s effort. An all-rounder is not necessarily proficient in everything, and important features of high-quality talent should preclude broad knowledge base as well as special features in their study. Therefore, college students need to balance when developing their own interests. They should be good at grasping the direction, focus on cultivating positive,

healthy and upward interests, and maintain a relatively stable interest. They should let interest become a positive driving force in developing their own talent.

With the continuous expansion and development of their knowledge base and its depth and breadth, college students, facing the wonderful worlds, begin to have a sense of urgency and crisis in their self-development. These energetic students start a multi-directional development to make up for their flaws and shortcomings. Many, upon entering the college, begin to participate in a wide variety of associations and organizations and actively devote themselves to all kinds of extracurricular activities, including arts, crafts, sports, hiking, adventures etc.: They love everything. However, only starting college, psychologically they are still at an immature stage, and cannot observe their own characteristics correctly and objectively. Therefore, the breadth of this interest carries certain blindness and lack objectivity. Meanwhile, some students are uncertain of their interests and hobbies. They like art today and sports tomorrow and hobbies come and go in haste. They lack persistence and stability, are indecisive and cannot concentrate, ultimately learn nothing and waste valuable time and effort.

3. EMOTIONAL VULNERABILITY

Whether the existence of objective matter can be adapted to the subjective needs of people directly affects people’s attitude towards matters, and also determines the matters’ actual meanings to a person. In other word, people only generate emotions for what they need and subjectively positively accept. For what they do not need or care, they let it drift. Based on the difference in the content, nature and expression aspects of emotions, we can classify emotions as follows: moral emotion, intellectual emotion and intellectual aesthetic feeling (Cao, 2006). On the significance of emotions for human society, Lenin believed that the reason why humans pursue and long for truth is that they possess a wealth of emotions. Emotions promote continuous development and progress of human society and history, while they are also able to enrich themselves through continuous advancement of the society. Pleasant emotions would be brought to people by continuous advancement in material life, constant enrichment and satisfaction of people’s spiritual world, the cultivation of good moral and values, as well as continuous improvement of the social environment. On the contrary, negative and adverse emotions would be brought by regressive material life, the emptiness of the spiritual world, the decay of social morality, war, violence, crime and other ugly and reactionary factors. These sort of human emotions contain social significance unique to human beings and reflect people’s social relations and their status and quality of life. At the same time, they play a role of either positive promotion or

negative impediment in people's social practice. Similarly, emotions are very important for young students in certain social relationships. For example: happiness, joy, love and other positive emotional factors can adequately stimulate students' brains and neural systems so that they are in a highly excited state, inspire young people's positive energy, help to fully stimulate students' individual learning potential, mobilize their interest in learning and further improve the students' quality of learning; On the contrary, irritation, loss, sadness and other negative emotional factors are likely to make them lose motivation for learning because of psychological imbalance, thus hinder the progress and continuation of learning activities in an active and healthy manner, thereby reducing the quality of learning .

In today's college campuses, a lot of people's study is affected by family disharmony, tensions between classmates, disappointment in love and other factors. In mild cases they cannot adapt to college life, and in severe cases these factors even cause severe psychological breakdown, mental disorders, suicide and other serious consequences.

In recent years, on-campus suicides and violent incidents are not uncommon because of emotional issues. It is not hard to see that psychological quality issues are already not isolated cases. The social problems they reflect must attract serious attention from college education workers.

4. WEAK WILL

Will is a mental process in which people consciously determine a purpose, dominate actions, overcome difficulties and achieve the purpose. It is the process where human thinking activities transfer into practice and achieve the expected results. It is a mental activity to self-govern to set goals in accordance with one's own needs, and implement adjustments in one's own behaviors according to the purpose, so that the behaviors develop towards the goals and ultimately achieve the purpose.

Will is the dynamic aspect of consciousness. The quality of will is the stable and distinctive exhibit of psychological characteristics during people's will activities. The quality of will mainly comprise consciousness, firmness, decisiveness and self-control. Consciousness refers to the ability to profoundly understand the correctness and importance of an action, take the initiative to govern one's own actions, so as to meet the purpose of the action. The opposite of consciousness is blind obedience and arbitrariness. Firmness means being permanently convinced of the rationality of one's own decisions, overcoming difficulties and persisting to the end. The opposite of firmness is hesitation and obstinacy. Decisiveness means to take timely decisions based on well-founded facts, and

execute the decisions towards the end. The opposite of decisiveness is recklessness and indecisiveness. Self-control refers to the will power of being apt to exercising restraint and control on oneself. The opposite of self-control is being impetuous, acting on impulse, and lack of self-discipline.

Today's young students show unprecedented enthusiasm and vitality towards new things, reflecting the daring innovative spirit of this progressive group, which is highly commendable in today's society in the era of information. However, as material life continuously improve and single children are being spoiled, many freshmen begin to complain about the harsh environment of the bedroom, the poor food in old cafeterias and the run-down stadium as soon as they arrive at the college gate. They arrive late or skip classes because they sleep in, while they indulge in and obsess over online and computer games. These students are fragile in will. They become overproud when they make an achievement, and they slump when they fail. They are nonstriving with their personal issues, and they often sway over issues of life and values: it is easy for them to be misled by negative thoughts.

As the saying goes, "a thousand miles begins with a single step". Without step-by-step accumulation, there will not be qualitative leap. Any ambition needs to be realized from little things in the common life. During daily study, work and life, college students should brave themselves to face the seemingly trivial issues, to develop a strong will and to overcome all kinds of difficulties.

5. LACK OF PERSONALITY

So-called personality is the sum of one's character, temperament, ability and other characteristics. It is also the specific unity of an individual's personal moral, ideology, soul, behaviors, attitudes and social responsibilities. It is a relatively stable expression of a person's psychological characteristics. In today's society, practically speaking, the personality of the majority of young students is positive and progressive. However, there are still all kinds of problems, in particular: (a) lack of ideal and good faith. Some college students do not have lofty ideals, are in a state of exinanition and do not strive to progress, constantly waste time and do nothing, hold an apathetic attitude towards life and lack a sense of responsibility for themselves, their family and the society. (b) Selfishness and greed. They cannot properly handle conflicts of interest between themselves and others or the collective. If there is any problem, they would first consider how their own personal benefit is allocated; they would only do something for their own benefit, or else they would just wait for the others to do it. Some infringe interests of the others or even collective and national interests for their own personal gain. (c) Being

opportunistic and lack of integrity. Chinese culture, with five thousand years of long splendid history, has given birth to many of the traditional virtues which have been passed down until this day. Honesty and trustworthiness as a measure of a person's basic moral standards have long been approved by the society. However, regrettably, on college campuses where high quality builders are trained for the society, some students have shown a lack of integrity. Unfortunately, phenomenons such as cheating in exams, faking certificates, tampering with test results, defaulting on loans and spreading rumors in internet still persist despite repeated prohibitions.

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