

A Brief Analysis of the Impact and Function of Digital Teaching on Enhancing Students' Learning Motivation

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Abstract: Against the background of the deep integration of digital technology and education, digital teaching has become an important transformative force in higher education, and its role in enhancing college students' learning motivation has become increasingly prominent. Based on this, this paper discusses the impact and function of digital teaching on enhancing students' learning motivation, and explores effective countermeasures for digital teaching to improve students' learning motivation. It aims to provide some references for teachers and jointly contribute to the modernization reform and development of higher education.

Keywords: Digital teaching; Learning motivation; Impact and function; Effective countermeasures

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1. Introduction

As the most direct driving force for college students to participate in learning activities, learning motivation directly affects their learning quality and growth. Currently, affected by factors such as teaching models, higher education teaching is obviously lacking in interest and affinity, which directly affects students' learning motivation, leading to problems such as vague learning goals and low classroom participation. With the rapid development of technologies such as 5G, artificial intelligence, and big data, various digital teaching methods such as MOOCs, flipped classrooms, and virtual simulation laboratories have emerged continuously. They are diverse in form, flexible in operation, and rich in resources, providing new possibilities for solving the dilemma of college students' learning motivation^[1]. In this regard, teachers should also deeply grasp the impact and function of digital teaching on enhancing students' learning motivation, and on this basis, further explore effective countermeasures for digital teaching to improve students' learning motivation, so that digitalization can better promote the improvement of college students' learning motivation and empower the modernization reform and development of higher education.

2. The impact and function of digital teaching on enhancing students' learning motivation

2.1. Activate learning initiative with “Convenience”

In traditional teaching, college students' learning activities are often centered around traditional classrooms, and the learning rhythm is dominated by teachers, lacking independent thinking and exploration, which also affects their learning motivation and learning quality ^[2]. Digital teaching has a strong characteristic of “convenience”, which can break the limitations of traditional classrooms, allowing students to preview, learn, and review anytime and anywhere, which can effectively stimulate their learning initiative and enhance their learning motivation ^[3]. On the one hand, digital teaching can build a cross-temporal and spatial learning field for students through the use of digital resources and platforms, enabling them to arrange time flexibly and learn anytime and anywhere; on the other hand, digital teaching can provide students with a certain degree of independent choice space—for example, they can independently select digital resources based on their own needs, and find answers to questions through online interaction with teachers, which greatly improves their learning initiative and enthusiasm.

2.2. Strengthen learning attraction with “Interest”

Confucius said, “He who knows does not equal he who likes; he who likes does not equal he who rejoices in it.” For the cause of education, how to enhance the interest of curriculum teaching and make students willing to learn and love learning is an urgent question for every teacher to think about. In traditional higher education teaching, the teaching model mostly relies on oral explanation, which makes it difficult for students to grasp the connotation and essence when facing highly abstract knowledge points, and also affects their learning interest ^[4]. The advancement of digital teaching can integrate various technical forms such as multimedia, big data, and artificial intelligence, thereby constructing diversified teaching models such as online, flipped, and virtual, which can also lay the foundation for stimulating students' learning interest ^[5]. At the same time, driven by digital teaching, students can also obtain a more profound learning experience. For example, in the teaching process, through the integration of virtual reality technology, students can intuitively participate in real practice scenarios, which not only strengthens students' practical ability but also reduces safety risks and capital investment, achieving multiple goals with one action.

2.3. Enhance learning sense of gain with “Personalization”

Contemporary college students have great differences in cognitive foundation, thinking mode, and learning ability. If a “one-size-fits-all” approach is adopted in teaching, it is easy to lead to some students “not being able to keep up” and some students “not being satisfied”. Faced with the traditional teaching model for all students, the “personalization” advantage of digital teaching is particularly obvious. On the one hand, through the application of digital technology, teachers can comprehensively and accurately grasp students' learning situation, and then adopt targeted teaching countermeasures to help students break through difficulties and promote their learning and growth; on the other hand, with the assistance of digital technology, teachers can provide personalized tutoring and push personalized learning resources based on students' learning situation and interests with the support of digital technology, which will inevitably stimulate their learning interest, enhance their sense of learning gain, and help them better learn, grow and develop ^[6].

3. Effective countermeasures for digital teaching to enhance students' learning motivation

3.1. Optimize supply and introduce digital resource libraries

Resource construction is an important foundation of digital teaching. Currently, some colleges and universities have problems such as single content and low quality in digital resource construction, leading to poor teaching effects and difficulty in meeting students' diverse needs. Therefore, we must focus on the optimization and construction of digital resources to ensure the connotation, interest, and effectiveness of digital teaching and fully enhance students' learning motivation^[7].

First, we should broaden the introduction channels of resources, carry out linkage cooperation on digital resources with domestic and foreign colleges and universities through digital education platforms, and introduce a large number of high-quality digital courses to promote students' professional learning and practice and help their comprehensive growth and development. For example, schools can actively cooperate with other local colleges and universities in digital educational resources, jointly build an inter-school shared resource library, thereby opening up digital channels, realizing the sharing of digital resources, and providing rich resource support for the digital reform of education and teaching.

Second, facing the current social demand for high-quality and comprehensive talents, colleges and universities should also change the traditional curriculum teaching ideas, pay attention to the specific requirements of the market for talents' abilities and qualities, connect with industries and enterprises, and introduce relevant digital resources such as practical cases and technical training to improve the matching between professional teaching content and industry job work, so that students can learn more useful knowledge and skills and promote their future employment and development^[8]. For example, schools can actively connect with social enterprises and work with them to formulate education plans based on the current requirements of professional positions for talents' professional knowledge, professional skills, professional quality, and comprehensive quality, and introduce some real cases and project resources based on job practice to provide students with more practical operation space, improve their professional comprehensive ability, and promote their future career choice and employment.

Third, we should improve the resource update mechanism, update various digital teaching resources based on disciplinary development and social development trends, eliminate outdated resources, and introduce advanced resources to ensure that students learn high-quality and up-to-date knowledge and content.

Finally, we should improve the construction of digital resource libraries and enhance the convenience of digital resource utilization. For example, systematically sort out resources based on professional characteristics and curriculum modules, and optimize the retrieval function of resource libraries to facilitate teachers and students to access and use them immediately, effectively improve resource utilization efficiency, and lay a solid foundation for the high-quality development of digital teaching.

3.2. Innovate models and promote personalized learning

There is no fixed method for teaching, and the most important thing is to find the right method. In the process of promoting digital teaching, the innovation of teaching models and methods is a key link. Therefore, we should actively promote the reform of teaching models based on the route of digital teaching, guide students' personalized learning, and thus fully enhance their learning motivation^[9].

First, we should promote students' personalized learning around blended teaching and flipped classroom teaching in the digital context. For example, in the teaching process, digital preview resources can be pushed to

students through digital platforms, enabling them to grasp relevant knowledge points in advance and understand the doubts in learning. Then, in classroom teaching, on the one hand, we can conduct in-depth explanations of students' preview questions to improve their learning effects; on the other hand, we can promote students' flipped learning relying on resources such as microcourses and digital courseware, allowing them to master relevant knowledge points through independent thinking and cooperative inquiry, and effectively promote their interactive communication and overall improvement^[10].

Second, we can build a personalized teaching knowledge system based on digital technology to provide students with precise teaching services and guidance. On the one hand, we can carry out online teaching through digital platforms, allowing students to learn without time and location restrictions. For example, we can build digital education platforms based on social and professional educational software such as Douyin and Cloud Classroom to guide students to learn flexibly and efficiently. On this basis, when students encounter problems, they can also carry out teacher-student interaction through digital platforms, or organize online interactive communication and cooperative exploration among students, allowing them to communicate through voice, video, and other means of connection, thereby effectively ensuring the interest and effectiveness of teaching and enhancing students' learning motivation; on the other hand, we can use artificial intelligence and big data to conduct in-depth analysis and accurate grasp of students' learning situation, and on this basis, intelligently push corresponding learning suggestions and learning resources for them, promote their independent learning and exploration, and stimulate their learning interest and motivation^[11].

Third, we can also use digital intelligence tools to build virtual practice spaces, leading students to conduct virtual practice through digital technology while learning theories. For example, in the teaching of engineering majors, due to the abstract nature of relevant knowledge points, it is unrealistic to achieve a thorough explanation through verbal methods in the classroom. In this regard, teachers may wish to actively build virtual practice platforms through digital VR based on the concept of digital teaching, providing students with an opportunity to experience and practice personally, allowing them to think, learn, and practice in a digital virtual environment, thereby promoting them to "learn by doing" and "do by learning", effectively enhancing their learning motivation and promoting their learning effects to a higher level^[12].

3.3. Improve evaluation and ensure teaching quality

A scientific evaluation system is an important foundation for the effective advancement of digital teaching and a key link for stimulating students' learning motivation. Currently, in the process of promoting digital teaching, some colleges and universities still mainly adopt summative evaluation, which is difficult to fully reflect students' learning process and comprehensive abilities. Coupled with problems such as a single evaluation model, students' learning motivation is insufficient. Based on this, in the context of digital reform, teachers should also fully improve teaching evaluation to effectively ensure teaching quality^[13]. Specifically, first, we should break the traditional evaluation concept of "only scores", pay attention to students' participation, knowledge application ability, independent learning ability, cooperative interaction ability, and innovative ability displayed in the process of digital learning, and evaluate and guide them to show the educational value of the evaluation link and promote students' comprehensive growth and development.

Second, in addition to teacher evaluation, we should actively introduce multiple subjects, such as students and groups, to create a diversified evaluation model to empower students' digital learning. For example, we can organize students to comment and analyze their own learning results and experiences in the process of digital learning, cultivating their sense of self-reflection and independent improvement; guide students to conduct

mutual evaluation and communication between each other and between groups, create a good atmosphere, and promote the intersection of students' ideas and overall improvement^[14].

In addition, we should make full use of big data and artificial intelligence technology to analyze students' digital learning situation. For example, use big data to understand students' learning of digital resources and error-prone points of digital test questions to better grasp their learning difficulties and provide effective educational guidance; use artificial intelligence technology to conduct intelligent evaluation of students' digital learning, put forward targeted suggestions and personalized learning resources, and promote students to better learn and improve.

3.4. Strengthen teachers' capacity and improve educational level

Teachers are the foundation of education. In the process of relying on digital teaching to enhance students' learning motivation, as the leaders, teachers' own quality and literacy directly affect the effectiveness of education and teaching. It can be seen that currently, some teachers still have certain deficiencies in the application of digital technology and digital literacy, which also affects the interest and effectiveness of digital teaching and hinders the improvement of students' learning motivation. In this regard, colleges and universities can first actively create diverse training paths for teachers, improve their digital teaching ability, and strengthen teachers' digital literacy, thereby improving the quality and effectiveness of digital teaching and helping students learn happily and efficiently. For example, they can connect with digital education experts and computer application professionals to regularly carry out training sessions and seminars on digital teaching, bringing advanced digital education concepts to teachers and improving their digital teaching ability and digital literacy^[15].

Second, teachers can be organized to form a "digital education reform teaching and research group" to regularly discuss and analyze problems in the process of promoting digital teaching and explore effective paths for digital teaching to enhance students' learning motivation. This can promote the improvement of teachers' digital teaching ability and help cultivate students' learning motivation and interest. In addition, we can also actively organize teaching competitions and evaluation activities on digital teaching, or include digital teaching in teachers' performance appraisal, commend and reward teachers who perform excellently in digital teaching reform, and provide convenience for professional title promotion, to further stimulate teachers' ability to learn digital teaching knowledge and skills, thereby comprehensively improving the professional quality of the teaching team and laying a foundation for the effective development of digital teaching and the effective improvement of students' motivation.

4. Conclusion

In short, with the advent of the digital age, digital teaching has become an important direction of higher education reform. In this context, schools and teachers should also base themselves on the background of the digital reform of higher education, actively explore innovative promotion paths of digital teaching, and stimulate students' learning interest, improve learning motivation, and develop comprehensive quality, helping them learn more, go further, and fly higher in the future.

Disclosure statement

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