

Research on the Improvement of Self-restraint Ability of College Students in Sichuan University of Arts and Science

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Abstract: After put forward the definition of self-discipline ability, the analysis of the sichuan liberal arts college students self-discipline ability basic situation, find out the student in training to improve self-discipline ability of influencing factors, and analysis to improve self-discipline ability for students to learn the importance of indispensability and good habits, Found that the diversity of students' ability to enhance self-discipline, lack of perseverance of perseverance, practice is far not enough, lack of systematic training, study found chat show, school activities, such as playing games influence factors influenced the students to develop self-discipline ability, and then from two aspects: individual and school put forward the measures to promote self-discipline ability.

Keywords: College students, Self-restraint ability, Learning.

1. The Introduction

As far as the present stage is concerned, the study in the university stage depends more on the students' autonomous learning ability and perseverance to the goal, which are inseparable from the self-restraint ability. Different from the rules and regulations in high school, college life is relatively free and external binding force is obviously insufficient, which requires college students to have enough self-binding force. With the continuous development of society and science and technology, the temptation faced by college students also increases correspondingly. While the university life is free, the external influence conditions are also more complex. As a result, most students lack self-discipline to varying degrees. The self-restraint ability will directly affect the learning efficiency and learning effect, and the strength of its ability will seriously affect the improvement and development of its own quality. This paper takes Sichuan University of Arts and Science as an example to investigate the self-restraint ability of college students, analyze the factors to improve the self-restraint ability, and find effective ways to promote the improvement and development of college students' personal ability.

2. The Definition of self-restraint

By querying the database of China National Knowledge Technology Network (CNKI), Jiang Liyuan, a student of Jiangxi Normal University, mentioned that self-restraint ability is to consciously control themselves, and to restrict their actions and thinking through the consciousness of following rules, health maintenance and responsibility. Secondly, Chen Yan from Southern Medical University said that self-discipline is the combination of self-control, self-discipline and self-control. Zhong Xianzhen of Wuhu Vocational and Technical College also mentioned that the ability of self-restraint is also called self-control. For example, in the edition of General Psychology published in the former Soviet Union, it is defined as: Self-control is good at making the undesirable but strong motivation obey oneself.

The above scholars' understanding and definition of self-restraint are inseparable from "self-control", which is needed in life, study and rules compliance. Narrow sense of self-discipline is self-discipline, and discipline itself is derived from the needs of desire, people desire, through self-discipline to suppress the desire of actual is another desire, for example: I study hard seriously, the purpose is to promote professional achievements, was home to holiday the praise and recognition of their parents; First of all, I restrained myself to study hard and improve my grades is to complete a desire, and the final desire is to let my parents recognize, my latter desire suppressed the previous desire, but also reflects my self-discipline, so if I want to self-discipline, want to have self-restraint ability, I must have the desire first, so as to restrict and control myself.

3. Overview of Sichuan College of Arts and Science

Sichuan liberal arts college, located in the eastern part of sichuan dazhou, from longshan academy has been hundreds of years history in the late qing dynasty, the school is a literature, science, engineering discipline is given priority to, multidisciplinary coordinated development of the applied undergraduate colleges and universities, is now set, marxism institute, school of literature and foreign languages institute, institute of teacher education, finance and economics school of management, chemical engineering and other 18 secondary school, Open 57 undergraduate programs, and adhere to the "students and teachers, environment, and social cooperation" ideas of running school, since the school has trained more than 70000 college graduates for the society, graduates of professional knowledge, practice ability and innovation consciousness, welcome by unit of choose and employ persons, the employment rate is always in the province similar among colleges and universities.

4. Investigation of students' self-restraint ability in Sichuan College of Arts and Science

In order to make the survey representative and reasonable, avoid the unrepresentative and limitation of the survey results, ensure the truth of the survey results, and reduce the error of the survey data, the questionnaire selected the college students of all grades in Sichuan University of Arts and Science. On November 20, 2021 distributed questionnaires

online

(https://www.wenjuan.com/s/EniEfq/?share_device=weixin), as of June 1, 2022, a total of valid questionnaires taken back, the questionnaire survey data analysis is as follows.

4.1. Sex Ratio

As shown in Table 1, among the 423 questionnaires randomly distributed, a total of 423 valid questionnaires were received, including 207 male and 216 female, accounting for 48.93% and 51.07% respectively, with similar numbers, which can ensure the validity of this survey.

Table 1. Male to female ratio distribution

Gender	Subtotal (person)	Percentage (%)
male	207	48.93%
female	216	51.07%
Total	423	100%

4.2. The Grade Distribution

As shown in Table 2, among the 423 valid questionnaires received, there were 133 freshmen, 139 sophomores, 137

juniors and 14 seniors, accounting for 31.44%, 32.86%, 32.39% and 3.31%, respectively. This study mainly aims to point out problems and provide suggestions for freshmen, sophomores and juniors to improve their self-restraint ability.

Table 2. Grade distribution of valid questionnaires

Grade	Subtotal (person)	Percentage (%)
Freshman	133	31.44%
Sophomore	139	32.86%
College Junior	137	32.39%
Senior	14	3.31%
Total	423	100%

4.3. Knowledge of Self-restraint Ability

As shown in Figure 1, students with no self-restraint ability accounted for 6.62% %, students with weak self-restraint ability accounted for 24.35%, students with average self-restraint ability accounted for 56.03%, students with strong self-restraint ability accounted for 8.98%, and students who could always be strict with themselves accounted for only 4.02%. From the above results, it can be seen that students generally think their self-restraint ability is not strong, more than half of the students think their self-restraint ability is average.

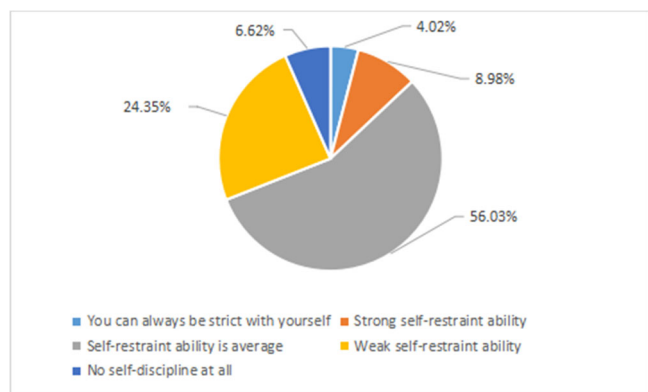


Figure 1. To investigate the cognition of self-restraint ability of the group

4.4. The Advantage of Self-discipline

As shown in Figure 2, the college students who participated in the questionnaire basically believed that having strong self-restraint ability could form many good habits, and 82.98% of the respondents believed that high self-restraint ability was helpful to form good habits of self-discipline. 84.4% of the respondents thought that high self-restraint ability was conducive to the improvement of self-learning ability; 82.27% of the respondents thought that high self-restraint ability would help students to effectively complete the course learning; 78.72% of the respondents think that high self-restraint ability is helpful to better manage their spare time; 70.92% of the respondents think that high self-restraint ability is helpful to cultivate their self-cognition ability.

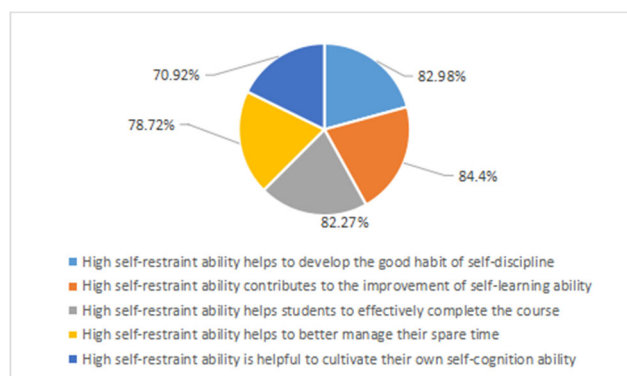


Figure 2. Survey group's perception of strong self-restraint

4.5. The Practice of Self-restraint Ability of The Respondents Was Investigated

As shown in Figure 3, among the 423 valid questionnaires received, 15.37% of the students can do things clearly

according to their own arrangements, 30.02% can basically follow the plan, and 33.57% can only do what they think of. Even 21.04% of the students can only think about doing things often but can't do anything. From the above data, it is not difficult to see that more than average students in this survey cannot complete the self-restraint.

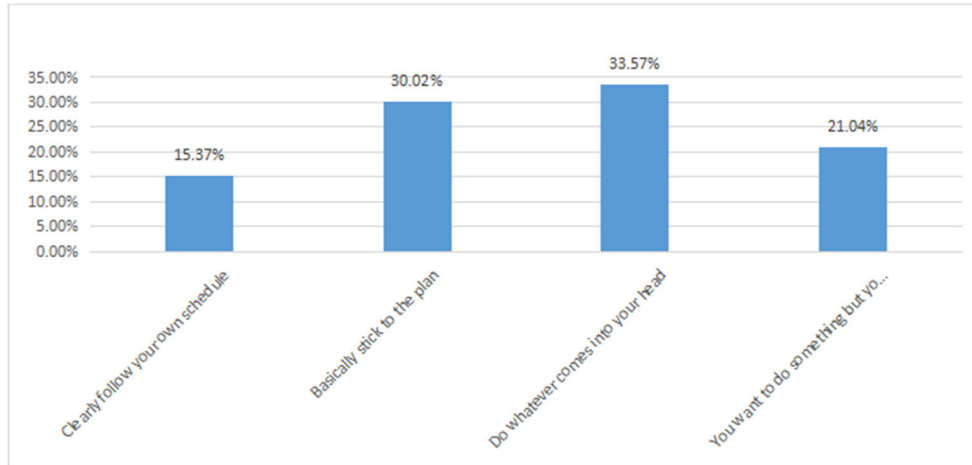


Figure 3. The practice of self-restraint ability of the respondents was investigated

4.6. Ways to Improve Self-discipline

As shown in Figure 4, students can cultivate their self-restraint ability through online learning, constantly doing things to improve their self-restraint ability, participating in some professional training, constantly improving their self-

restraint ability in daily life, and improving their self-restraint ability through work. They accounted for 44.68%, 67.85%, 43.97%, 69.03%, 49.41% and 16.31%, respectively. It can be seen that there are various ways to improve self-restraint ability.



Figure 4. To investigate the group's perception of ways to improve self-restraint

4.7. The Degree of Self-restraint Ability Cultivation and Improvement

As shown in figure 5, 17.97% of the students can restrain themselves well after improving their self-restraint ability, 39.48% of the students have a significant improvement after cultivating their self-restraint ability, and 34.99% of the

students feel that their self-restraint ability has no change after cultivating their self-restraint ability. 7.57% of the students feel that the self-restraint ability is getting worse and worse after training the self-restraint ability. Therefore, it is not difficult to see that various promotion methods can not improve the students' self-restraint ability.

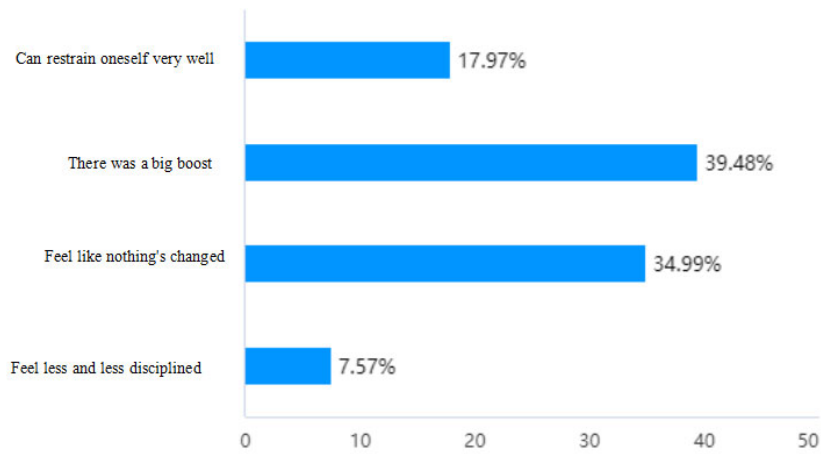


Figure 5. To investigate the extent to which groups improve their self-restraint ability

4.8. Factors Influencing the Improvement of Self-restraint Ability

As shown in Figure 6, based on the data of 423 questionnaires, among the factors affecting college students' ability to improve self-restraint, chatting and watching TV

plays account for 60.05%, school activities account for 61.7%, playing games accounts for 54.14%, accompanying male/female friends accounts for 28.84%, and family affairs account for 26.71%. Most students can not develop good self-restraint ability due to various temptations in college.

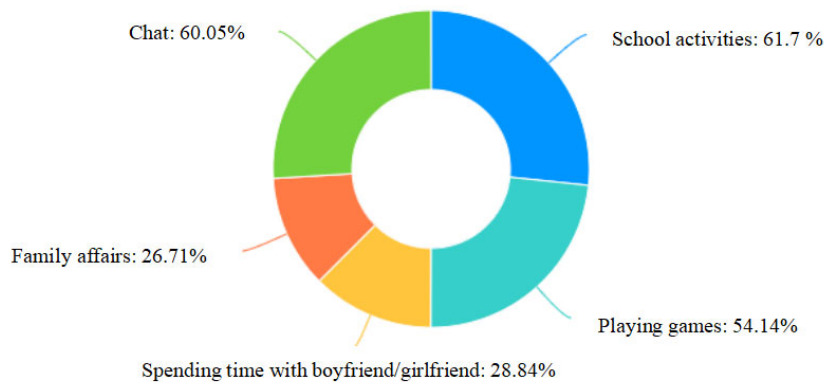


Figure 6. Respondents think that the influencing factors of improving self-restraint ability

5. Measures to Cultivate Self-restraint Ability of College Students in Sichuan University of Arts and Science

It is impossible to improve students' self-restraint ability in a short time. The main reasons are as follows: first, the free atmosphere in college makes people relaxed. After three years of hard work in high school, students will be welcomed by another kind of idle life and some club activities to develop their interests. Second you you find comfortable idle after entering the university life let oneself gradually began to confusion, this life make most students confused and helpless, for the future of confusion and the goal of the future is not clear, so as to produce a "bad" psychological, blindly immersed in all kinds of temptation in the university. The third is that there is no teacher in the university, so that the students began to relax gradually, forming a "frog boiled with warm water" phenomenon, the above three aspects lead to the decline of everyone's self-restraint ability, when we are vigilant, but found that it is very difficult to improve self-

restraint ability. In short, the main influencing factors mainly include the mutual influence of external factors (mainly school) and internal factors (mainly individual). According to the above analysis, this paper puts forward the measures to cultivate and improve the self-restraint ability of college students in Sichuan University of Arts and Science from the school and individual levels.

5.1. The Individual Level

5.1.1. Pay Attention to Clean

Good state of mind is the foundation of the stick to change in order to keep the mentality, first of all to do a good job of cleaning itself, allow yourself to become clean, clean environment for individuals, a clean environment will bring people heart to relax, let people in a more relaxed state of mind to face everything, the usual data, file archive in the agreed upon period of time, convenient search, to save time. With relaxed psychology to self-restraint, do not for every time adhere to the failure of regret, to avoid it to reduce our emotional threshold so that we gradually numb.

5.1.2. Reasonable Planning, Careful Implementation

A good attitude is the beginning of everything, and the implementation of a reasonable plan is the key to success. Knowing your future plans first helps you plan for the present. Implement the rule of sixty-four. Spend sixty percent of your time on your plans and forty percent on unplanned things. Don't just talk and don't do, make a plan to carry out. Never procrastinate in the implementation process, and learn to use fragmented time to accomplish simple things. The cumulative value is very considerable. People's energy is limited by the need to measure their ability to learn to say no.

5.1.3. Avoid Mental Infighting

The outward signs of mental burnout are: indecision, being influenced by what others say and do, reduced motivation for action, distraction, one thought after another, and struggling. Internal manifestations are often: nervousness, anxiety, low self-esteem, low mood. The underlying causes of mental internal friction are often: a preference for right-brain thinking (artistic thinking, emotional thinking), fear caused by threat recognition (fear that is new, unfamiliar, and does not know how to deal with), overthinking -- fear -- weak extended memory -- procrastination and avoidance -- less extended memory -- anxiety and inferiority.

5.1.4. Ways to Avoid Mental Infighting

Focus and improve action. Focus on what you can control, not on what you can't. Focus on what you can impact through your own efforts, identify your core priorities, and focus on those priorities in an organized way. Use a mind map to make a list of what you can change, focus on, and what you can't change. Immediate action is an effective way to reduce internal friction. Keep it as simple as possible, and limit it to two minutes (read a page, memorize two words, do five push-ups) to reward yourself and fill yourself with a certain amount of satisfaction.

Right brain training to eliminate negative emotions. Brain wave relaxation exercise: Listen to relaxing music with your eyes closed and imagine a peaceful scene. Meditate and breathe deeply. Mental Image Training: The ability to think outside the box, forming two - or three-dimensional images in the brain. (Several unrelated words form a story or image by visualizing a sentence.) Observation training: looking at the license plate of a speeding car, for example, recalling a specific number, enhances the right brain's ability to process information. Switch your mind and turn a negative belief into a positive one. You'll see a different picture.

5.2. The School Level

5.2.1. School Ideological Construction

It is necessary to strengthen the ideological construction of students, so that students have the consciousness of self-discipline, carry out class meetings in this respect, do publicity column, and do publicity work on the new media platform. Mobilize teachers and students to publicize, organize activities for everyone to participate in. Let college

students understand the importance of self-restraint from the ideological level, and can conduct self-restraint spontaneously.

5.2.2. Study Style Construction

Encourage students to have a more positive learning attitude in a good learning environment. School spirit, discipline and the culture of learning on campus will promote students. From the freshmen, it is necessary to carry out the construction of the style of study in the college and class, so that students can learn the style of study, develop the style of study, and inherit the style of study. Strictly abide by the school spirit, school spirit is the embodiment of the inner soul of a school.

5.2.3. Natural Environment Construction

A good environment is helpful to students' mood, and a good and positive mood can promote learning efficiency. Ensure the hygiene of dormitory and classroom, make the hygiene situation linked to the quantitative score, and ensure the good living environment. Carry out more activities to beautify the campus environment, establish campus supervision team, and never tolerate the behavior of destroying the campus environment.

6. Conclusion

Level of the ability of self-discipline can affect students' learning efficiency to a great extent, how to improve the ability of self-discipline, improve own practical action ability, strict planning their own arrangements, enrich their after-school life, will be a required course for college students in university become necessary, good self-discipline can give yourself a huge advantage. To improve self-restraint ability, we should not only adjust our mentality and reasonably plan our life, but also improve our attention to self-restraint ability through continuous practice and learning in our spare time. Therefore, every college student should strive to improve their self-restraint ability in order to improve their learning ability and planning ability in school.

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