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Research on Learning Motivation Improvement Strategies for Japanese Major Transfer Students in the Era of Digital Intelligence

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Abstract: The digital-intelligent educational environment imposes new requirements for foreign language professionals, demanding intelligent adaptation and personalized growth. This study investigates the types and evolution mechanisms of learning motivation among Japanese major transfer students in a digitally-intelligent context. It analyzes the influence pathways of individual differences and teaching environments on motivation maintenance, while exploring data platform-based motivational intervention strategies and support mechanism construction. The research aims to enhance transfer students' learning enthusiasm and professional identity, thereby promoting precise support and structural optimization of university Japanese teaching systems under digital-intelligent conditions.

Keywords: digital intelligence, Japanese major, transfer students, learning motivation, intervention strategies

1. Introduction

In the context of rapid development of digital-intelligent education systems, the learning behaviors of foreign language majors are exhibiting new characteristics such as data-driven approaches, visible pathways, and real-time feedback. As a significant group under university transfer mechanisms, Japanese major transfer students generally face challenges including unstable motivation sources, vague goal orientation, and insufficient professional identity, which severely constrain their learning efficacy and growth trajectories. Motivation, as the internal driving force for learning engagement and sustained action, directly correlates with the responsiveness of teaching strategies and optimization of academic performance. Based on this context, the article leverages a digital-intelligent platform environment to focus on identifying types and evolutionary mechanisms of transfer motivation. It systematically analyzes the influence logic between individual variables and educational interference factors, constructs systematic intervention pathways, and proposes strategies for curriculum restructuring and support mechanism improvement. These efforts provide data-driven support and practical references for optimizing Japanese major course systems and upgrading talent cultivation pathways under digital-intelligent conditions.

2. Learning motivation status and formation mechanism

2.1 Initial types and manifestations of adjustment students' initial learning motivation

Under the adjustment-based enrollment system, most students entering Japanese language programs do not actively choose these majors out of genuine interest or career planning, with their motivations exhibiting highly externalized characteristics [1]. Survey data reveals that exam-oriented motives account for 64.3% of respondents, primarily driven by academic credentials and fulfilling educational obligations rather than intrinsic interest in language learning. While some

students demonstrate instrumental motivations—such as seeking to enhance employability through language skills—their focus remains short-term, lacking internal incentives for sustained learning. Interviews indicate that transfer students generally exhibit weakened motivation and shifted objectives, lacking phased goals and feedback mechanisms during studies. This results in unstable engagement habits manifested through low course participation, casual task completion, and insufficient motivation for language production.

2.2 Interfering factors of educational environment change on motivation maintenance

The adjustment of birthday learning motivation in daily teaching environment is easily affected by a variety of systematic factors, and its persistence and stability are highly related to the teaching structure:

(1) The teaching organization mode is based on the single knowledge infusion, lacks the construction of real context and application task drive, which cannot arouse students' interest and resonance in the language context, and inhibits the stimulation of internal motivation;

(2) The course content configuration fails to adapt to the students' stage learning foundation, and the imbalance between task gradient and feedback density causes some students to have excessive cognitive load or lose the sense of challenge, which weakens their willingness to invest;

(3) The interaction between teachers and students is obviously one-way, and there is a lack of immediate feedback and individual guidance in the classroom. Students are difficult to obtain recognition and achievement experience in the learning process, leading to frequent motivation decline and avoidance behavior.

2.3 Mechanisms by which individual differences influence the path of motivational evolution

Gender differences in transfer students' learning motivation are primarily reflected in motivational sensitivity and the frequency of learning strategy use. The survey revealed that female students demonstrated stronger motivational resilience in three dimensions: goal-setting, emotional regulation, and resource integration. Regarding academic background, high school Japanese language learners exhibited significant initial sustained motivational superiority. These students demonstrated stronger language transfer competence and knowledge relevance awareness, making them more likely to develop achievement-oriented goal structures. Self-efficacy cognition serves as a key variable regulating motivational evolution trajectories. Students with higher self-efficacy scores tended to seek resources, persist in practice, and adjust goals when facing academic pressure, while those with lower self-efficacy were more prone to giving up.

3. Systematic strategies to improve learning motivation

3.1 Digital intelligence tools enable accurate intervention in the learning process

To develop a motivation recognition model centered on learning behavior data, we must focus on key dimensions including platform interaction patterns, task completion timelines, resource usage frequency, and self-referential feedback patterns. By constructing a multi-dimensional behavioral feature matrix, the system employs clustering analysis and trajectory recognition algorithms to dynamically track changes in motivational levels in real time [2]. The system should establish threshold parameters that match different intervention response templates. When students exhibit low engagement and high avoidance behaviors, it should proactively deliver short-term, high-reward task modules to help them rebuild control and sense of achievement through manageable challenges. Integrated into smart educational platforms, this model enables dynamic learning status monitoring and instant feedback, eliminating reliance on individual teacher assessments while enhancing systematic motivation management.

The intervention module's resource delivery mechanism generates personalized learning plans based on students' historical task preferences and performance patterns. The content structure features micro-tasks including vocabulary pronunciation drills, situational dialogue simulations, and cultural hotspot guides. Each task incorporates interactive feedback interfaces connected to performance evaluation systems, ensuring visualized achievement tracking. The platform combines periodic self-assessment with systematic evaluations to establish learning path maps, dynamically aligning motivational adjustments with progress tracking. This approach enhances students' behavioral expectations and stage-specific control. Each data feedback serves as input parameters for subsequent task adaptations, creating a continuous feedback-loop cycle of adjustment and optimization.

3.2 The stimulating effect of teaching content reconstruction on internal motivation

The instructional framework should transcend conventional linear grammar-lexical structures by developing task chains centered on real-world communication scenarios and social issues. This includes modules such as "Virtual Japan Travel Planning", "Professional Interview Expression Drills", and "Observation Records of Japanese Internet Culture". Each task must clearly outline pragmatic objectives, skill development requirements, and cultural elements. The curriculum should implement tiered objectives: foundational tasks focus on expression imitation and language adaptation, while advanced tasks emphasize critical expression and opinion formation. This creates a continuous cognitive challenge system that stimulates students' autonomous and creative application of language skills.

When selecting teaching materials, educators should incorporate updatable data-driven resources such as university websites, social media posts, and government publication data from Japanese institutions. Students are required to systematically analyze the structural patterns and expressive strategies of these linguistic materials in their coursework, thereby enhancing their ability to process and reframe information. During material processing, instructors should guide students in utilizing digital tools for keyword extraction, semantic matching, and translation assistance, ensuring the learning process is closely integrated with intelligent digital platforms. By combining authentic language application scenarios with user-friendly tool interfaces, educators can reduce cognitive load while boosting intrinsic motivation, ultimately optimizing the learning experience and fostering a sense of purpose-driven engagement.

3.3 The driving effect of academic support mechanisms in motivation reconstruction

Establish a "platform + individual" support framework by assigning one-on-one learning mentors to each student undergoing academic adjustment. These mentors are responsible for developing personalized learning paths, conducting periodic performance assessments, and collaboratively building goal structures. The system should implement regular communication mechanisms, utilizing learning data and behavioral records to generate customized progress reports. These reports include trend charts of performance over time, target achievement metrics, and behavioral deviation alerts, ensuring students continuously recognize the correlation between their efforts and investment levels [3]. Building on these reports, mentors assist students in adjusting task granularity and difficulty levels, thereby creating a goal system that balances controllability with a sense of accomplishment.

The peer support structure should be organized around learning communities, establishing role assignments and collaborative evaluation mechanisms aligned with instructional objectives. Throughout task implementation, multi-round feedback sessions within groups should be incorporated to guide students in gaining comparative references and complementary motivation through peer interactions, thereby enhancing cognitive engagement density. The platform should also feature diagnostic modules and motivational feedback systems, including motivation trend maps, task participation leaderboards, and learning emotion monitoring. By integrating behavioral data to trigger incentives—such as badge rewards, milestone notifications, and access to collaborative display interfaces—the system establishes a motivation-guided pathway driven by formative assessment. This enables transfer students to form a positive feedback loop within a diversified support framework.

Conclusions

This study investigates learning patterns of transfer students in digital intelligence environments, identifying typical motivational structures such as exam-driven and avoidance tendencies. It analyzes the mechanisms by which teaching environments and individual variables influence motivational fluctuations, establishing an intervention strategy framework that integrates behavioral recognition models, task restructuring modules, and support systems. Practical evidence demonstrates that digital intelligence tools enable high-frequency interventions with feedback linkage capabilities. Task structure adjustments significantly enhance intrinsic motivation, while tiered support mechanisms

effectively improve sustained engagement among transfer students. Future efforts should focus on refining predictive models for motivational assessment, optimizing resource allocation logic, and advancing the collaborative evolution of Japanese language teaching systems and platform algorithms.

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