

On the Strategies of Cultivating Higher Vocational Students' Sense of Self efficacy in English Learning

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Abstract: This paper introduces the current situation of students' autonomous learning ability in higher vocational colleges, analyzes the influence mechanism of self-efficacy on students' autonomous learning process in higher vocational colleges, and then puts forward how teachers can help cultivate students' self-efficacy, so that students' autonomous learning ability can be further cultivated and improved.

Keywords: Autonomous learning, Self efficacy, English Teaching, Higher Vocational Education.

1. Introduction

For a long time, due to the influence of examination mode and employment rate, especially the influence of the baton of passing the examination, teachers in higher vocational colleges pay too much attention to scores in the process of English teaching, and even regard scores as the standard of teaching success or failure. In order to win scores, many teachers choose a single form of indoctrination teaching mode. In addition, other factors, such as the deep-rooted traditional teaching methods, the rigid teaching content, the one-dimensional teaching test, etc., lead to the narrow scope of knowledge and poor ability to use English, which is far from the requirements of society for language talents in the context of globalization. The phenomenon of "high marks but low abilities" seriously restricts the overall implementation of quality education. With the progress of the times, the drawbacks of this kind of education are increasingly recognized by people from all walks of life. English teaching in various colleges and universities has also actively carried out a variety of teaching reform attempts, such as actively using multimedia teaching, testing methods for the separation of test and teaching pilot. But in the final analysis, it is the most urgent requirement for teachers to help students turn passive learning into active learning, turn prescriptive learning into autonomous learning, and turn closed learning into open learning in school English teaching. Because the cultivation of autonomous learning ability is the foundation of improving students' English ability.

2. Theoretical Basis of Self efficacy

There are different opinions on the definition of autonomous learning. The expressions related to autonomous learning in foreign language teaching mainly include: autonomous learning, self directed learning, self instruction, independent learning and self access learning. Although these expressions have different emphases, they all emphasize the core of autonomous learning - "autonomy". Autonomous learning refers to the ability of learners to manage language learning by themselves. Specifically, it refers to the ability to determine learning objectives, formulate learning plans, choose learning methods, monitor the learning process, the implementation of plans, and the use and development of learning skills according to their own conditions. Self

inspection and evaluation develop gradually. It is obvious that the autonomous learning model puts forward higher requirements for the psychological quality that learners should have. In a sense, the success of learning activities depends on learners' attitudes towards the world, especially learning activities, and their learning aspirations.

Modern psychology believes that the components of internal learning motivation related to autonomous learning mainly include self-efficacy, goal awareness, value awareness, internal attribution tendency, etc. The sense of self-efficacy is the judgment of students on their ability to engage in a certain kind of learning. It is the embodiment of learning self-confidence on a certain learning task. As a motivational factor, self-efficacy has an impact on autonomous learning. Students with high self-efficacy are better than students with low self-efficacy in terms of learning task selection, learning strategy application and persistence in self-monitoring learning. "Among the many thought types that affect behavior, the most important one is people's judgment on their ability to effectively deal with various realities" (Bandura 1989). Therefore, the internal factors that have a more obvious effect on learning are more important. In the process of autonomous learning, learners' self-confidence is the main factor that hinders the effective progress of autonomous learning. It goes without saying that it is important to strengthen and cultivate self-efficacy in English learning.

3. The Influence Mechanism of Self-efficacy on English Autonomous Learning.

(1) Influence self learners' choice of learning behavior

Traditional When an individual is faced with a new task, he will first evaluate the value of the task and determine that it is a valuable task that will lead to the next step of behavior. Then will an individual take action on any valuable behavior? Here we have to think of a phenomenon among students. Some students know the correct learning method and know that taking the correct method will improve, but they fail to do so. The reason is that there will also be another selection process. When an individual has a low evaluation of his ability to complete the task, he may not take action or choose an easier goal. Just as in the English Test for Vocational and Technical College Students, when a student feels that the possibility of passing the CET-4 is low, he will not register for the test, but

will change to an easy A/B level.

The sense of self-efficacy not only affects the choice of individual goals, but also affects the behavior of individuals. When we do things, we will choose the most likely way to succeed. In life, people have their own way of doing things, and one of the reasons is that it is difficult to change. It may be the familiar way of doing things. People have the most sense of self-efficacy. In the process of action, people will change their sense of self-efficacy accordingly according to the feedback of the behavior results, so as to constantly adjust their own behavior goals and behavior patterns.

(2) Affect students' persistence and effort when facing difficulties

There will always be difficulties in the process of action. The level of self-efficacy will affect the individual's perseverance and determination to overcome difficulties, and affect the persistence of individual behavior. If a student thinks that he has no English cell, his sense of self-efficacy in English is very low, and he is easy to give in to difficulties; And students with high self-efficacy will come up with various ways to solve problems, and will not give up easily. The effort of those with high self-efficacy is directly proportional to the task difficulty, while those with low self-efficacy are the opposite.

(3) Affect students' emotional state

When we think that there is a great possibility of success in doing something, we tend to have an optimistic and positive attitude, full of emotions and higher initiative. Ability and interest are a pair of concepts that can interact. Students with strong ability in some aspects tend to show greater interest, which is very prominent in learning. Nine times out of ten, students are interested in a certain subject because they have achieved good results in this subject, In turn, interest can make people more involved in getting better results, thus promoting the growth of ability, which forms a virtuous circle. Similar to this, people with high self-efficacy will be more interested in engaging in certain activities. In the process of action, they will be more active in finding solutions to problems, and more actively process external information, so that they are more likely to obtain good results, which can also play a reinforcing role, Improve individual self-efficacy. Before solving problems, people with high self-efficacy tend to think about problems from a positive perspective and form positive expectations. When encountering problems, they will also look at them with an optimistic attitude and less anxiety.

4. How to Cultivate the Sense of Self-efficacy Gradually

There is a proverb in English that says well: "You may take a horse to the water, but you cannot make him a drink". The process of second language acquisition is very complex, and the initiative of difficult students in learning English is also poor. According to statistics, most non English majors in higher vocational colleges learn English for credit, graduation, employment, and graduation, rather than to master a language to obtain a positive and pleasant learning experience. Their motivation for learning is relatively utilitarian in the near future, lacking lasting and profound motivation. Therefore, it is urgent to strengthen students' internal drive. Only when students have internal learning motivation can they be willing to learn, and independent learning mechanism can operate for a long time.

According to the research of Bandura et al., the formation and development of self-efficacy are influenced by four aspects of information, such as the substitute experience of successful experience, verbal persuasion and emotional arousal. Inspired by this, teachers in higher vocational colleges should take the above four aspects as a breakthrough to enhance students' self-efficacy in teaching and take some appropriate measures to enhance students' self-efficacy.

(1) Constantly enhance students' sense of achievement in autonomous English learning

Bandura (1981) once pointed out that "successful experience is an individual's perception of the level of achievement achieved in their actual activities, and it is the most specific and main way for individuals to obtain self-efficacy, because its establishment way shows the ability of individuals to control or master environmental events." The success of learning experience in a certain period of time in the past directly affects the self-efficacy of English autonomous learners, If after a period of autonomous learning, students can obviously feel their progress, their confidence in learning English will be greatly increased. On the contrary, if after a period of effort, learners can not feel their progress, they will have doubts about their ability, especially students who have insufficient self-confidence in English learning, and even give up all efforts. Therefore, it is particularly important to constantly enhance the sense of achievement of autonomous English learners, which requires both teachers and students to be good at finding progress in learning.

- Establish a personalized and cooperative reward structure

There is no doubt that it is necessary to establish a competitive reward structure, but this will inevitably damage the development of the self-efficacy of those students who do not perform well in the classroom. Therefore, it is necessary to establish an individual and cooperative reward structure. Individualized reward structure requires students to make self-comparison, that is, to compare their current achievements with their past achievements. As long as there is progress, they will be successful and will be rewarded. By increasing the chances of success, we can enhance our self-confidence and thus improve our sense of self-efficacy. The cooperative reward structure emphasizes the comparison between groups. The groups work together to achieve a goal and achieve success. Attention should be paid to grouping the students who perform well in class and those who perform poorly in class. This will increase the chances for the students who perform poorly in class to experience success, thus enhancing their sense of self-efficacy.

- Use and give play to students' superior intelligence.

Traditional intelligence theory (mainly based on IQ theory and Piaget's cognitive development theory) believes that intelligence is a single ability. Among the newly developed multiple intelligence theories in recent years, Stenberg's ternary intelligence theory and Gardner's multiple intelligence theory have the greatest influence on school education. From the theory of multiple governance, we can easily feel that every talent (intelligence) of students can be used as a means to help students achieve success in learning. Therefore, teachers should be good at discovering students' talents, and guide them to use their talents to achieve success in activities when they encounter difficulties, so as to establish a strong sense of self-efficacy in learning.

- Use appropriate emotional expression and verbal evaluation

Teachers' emotional reaction and verbal evaluation of students will often become a factor in the formation of students' sense of self-efficacy. For example, sometimes when students perceive that they have failed, they get sympathy rather than dissatisfaction from the teachers, which will hurt students' self-esteem and self-confidence. Because sympathy is usually considered to be lost to the weak, so that students can make conclusions about their own incompetence and thus undermine their self-confidence. On the contrary, if students get dissatisfaction, Instead, they will redouble their efforts to protect students' self-esteem and improve their sense of self-efficacy. Similarly, if students successfully complete easy tasks, and the task is difficult or easy relative to their actual ability, teachers will greatly praise them, which will reduce the students' evaluation of their ability. If students successfully complete the difficulties, and the task teachers praise them, they will make strong attribution and improve their sense of self-efficacy, Therefore, teachers should consider when praising students.

(2) Look for good examples

Model demonstration is to obtain the evaluation of their own abilities through similar individuals. If model demonstration plays a role in improving self-efficacy, two conditions need to be met: model and individual must have similar characteristics; An example must have the ability to make individuals experience success. The role models that English autonomous learners seek for themselves should be students who are at the same level as themselves in all aspects. It is not appropriate to find students who are far inferior to or far superior to themselves. For example, if an autonomous learner A wants to improve his English reading level, if he finds a classmate B whose reading level is much lower than his own as a learning example, and classmate B does not make any progress after a period of effort, then A will also be hit. If the example he seeks is much higher than his own, he is likely to be hit, and his self-efficacy will be greatly affected.

(3) Help students set goals

Bandura believes that self-efficacy affects motivation through goal setting. Students are often praised by teachers and classmates for their good performance, and their self-efficacy will be improved. To enhance students' self-efficacy, teachers must help students set reasonable learning goals and reduce the chances of students' failure. The following methods can be used.

- Instruct students to set reasonable goals

The sense of self-efficacy is significantly related to the learning objectives (such as the final exam, the target graduation goal), so we can set appropriate learning objectives according to the actual situation of students. As we often say - "jump and pick grapes", that is, the goal must be achievable through certain efforts. Its realization can enable students to recognize their progress, improve their sense of self-efficacy, and stimulate potential learning motivation, And persevere in learning activities until the realization of long-term goals.

- Help students correct difficult goals

In teaching, it is often seen that the students who are not willing to work hard but with average performance make a learning goal of "Pass the certificate". In fact, some students simply do not know how high their goals should be, and are

not sure whether they can succeed. In this case, teachers can help them to formulate a specific learning goal for each discipline at a specific stage, and guide them to work hard to achieve the goal step by step, so that their sense of self-efficacy is gradually enhanced.

- Guide students to set challenging goals

Students with strong sense of self-efficacy believe in their learning ability and will set higher learning goals for themselves. The challenge of high learning goals will stimulate individuals' strong learning motivation, make them work harder, and finally achieve higher academic achievements, so as to be more confident. Bandura believes that the belief system of self-efficacy is the basis of human motivation, happiness and personal achievement. Unless people believe that they can achieve the expected results through their own actions, there is no force to urge people to face difficulties and persevere. It can be seen that self-efficacy has a strong role of behavioral motivation, so we should consciously guide students to set difficult and challenging goals.

5. Establish A Reasonable Evaluation Mechanism

When evaluating students, teachers should pay attention to the incentive function of evaluation, attach importance to the main position of students in the evaluation, and emphasize students' active participation in the evaluation. For this reason, teachers should provide students with opportunities for self-evaluation, and through qualitative evaluation, truly and comprehensively reflect the students' personality and development status, so that students can be confident of themselves, such as the archives. The evaluation can be objectively recorded by establishing students' learning archives, The discovery of students in the process of growth reflects their learning, and students' self-evaluation should also be an important part of the learning process, as a source of self motivation for students' development. Teachers should guide students to adopt a series of methods to record their achievements and shortcomings, review and reflect with the help of evaluation, so that every student can see their progress in development and the learning process of potential problems, Conduct monitoring habits, develop and improve their self-awareness. And the ability of self-education to enhance students' sense of self-efficacy.

6. Conclusion

To sum up, today, autonomous learning has been paid more and more attention by the educational community. How to effectively improve students' autonomous learning ability is a common issue for teachers to discuss. Students at each learning stage have their own characteristics. We should consider how to actively take some powerful means to help students in higher vocational colleges to better and faster enhance their English self-learning ability, so as to truly become high-quality talents required by the times.

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