An Analysis of the Psychological Process of College Students’ English Learning

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Abstract. College students are the special people in the study. Compared with the primary school students, the study of college students is obviously different. It is believed that the psychological research for college students' English learning has a certain value of. In this paper, we will discuss and study the characteristics and psychological conditions of the college students' English learning process on the basis of study for their general English learning.

Introduction

College students are the special people in the study. Compared with the primary school students, the study of college students is obviously different. Firstly, they have different study content. The learning content for middle school students is relatively simple, and the system is not very strong; on the contrary, the learning content for college students involves wide, systematic theory and practice. Secondly, there are different learning requirements for them. Middle school students' learning requirements are more specific, single and clear. While for college students, they need to accept the knowledge, and at the same time, they should pay attention to cultivate and improve their learning ability. Thirdly, the goals of learning are different. For most of the students, the purpose of learning is to go to college to continue their studies. And for most college students, learning knowledge is just for making good use of it in their life. Fourthly, the learning methods are different. Fifthly, the psychological and other aspects are different. The first four kinds of differences have obvious characteristics. The latter has the hidden characteristics, and it has aroused great focus of study in the process of research. Because of this, we believe the psychological research for college students' English learning has a certain value of. In this paper, we will discuss and study the characteristics and psychological conditions of the college students' English learning process on the basis of study for their general English learning.

Literature Review

A Brief Account of Learning Process

What is learning? From different angles, different people may have a different understanding. Some people think that learning is a kind of psychological activity, and it is a kind of experience to the outside world. In general, this view is called as the learning perspective for psychology. On this view, people always emphasize the psychological mechanism of learning and the main experience of acquisition, accumulation and storage of information such as times receiving and output, information processing, information access, information feedback, etc. Another view is that learning is a practical activity and it is an important part for people’s living in. People cannot be separated from learning from life to death. Therefore, learning not only includes the mastering knowledge and acquiring the skills in the guidance of teachers, but also includes the learning from the life and society to cultivate the moral character and behavior of the learners. With this view, we can get a comprehensive, systematic and profound understanding of learning, and we can also study the problem from the content of the study, the way of learning and the whole process of learning activities. In addition, from the study of the main characteristics, some people analyze that learning is the maintenance of information and skills; it involves the active and conscious attention to the
event. This view often focuses to the view of behavior. The main emphasis are on the study of the changes in the behavior of learners, including learners' sense of adaptation, the degree of fatigue, attention to the transfer, the length of time and so on. From these different views, we can see the definition of learning has not yet been fully consistent. This is because we observe and study the study from different angles.

**College Students' Learning Process**

Learning in college is with a stronger sense of learning in school. From the study of the arrangement, the choice of content, the timing of the arrangement to the effect of the evaluation, and so on, we can learn it greatly depends on learners’ will and the learning tendency. Here we explore the learning process from several aspects, such as the motivation of learning, the knowledge structure and the ways of learning. Why do people go to college? Here we can at least list two main reasons: one is out of the desire for knowledge, and the other is the need for knowledge and talent in the society. And the university is to focus on the system of knowledge and the training of talents. In this way, people have a strong learning motivation and clear learning purpose. Motivation encourages people to explore the reasons and needs, and it promotes the driving force of learning. The purpose of learning refers to the expected results of the learners in their learning activities. College Students' learning motivation is a kind of conscious motivation. College students have a clear understanding of what motivates them to learn and what they want to learn. This kind of conscious motivation is easy to make the learners have a positive personality tendency, which is conducive to the smooth progress of the learning process.

Then, what about the knowledge structure of college students? Generally speaking, college students have had the complete knowledge structure formed from the middle and high school stages. The learning content covers all aspects of basic knowledge and basic skills. The university students who entered the university are usually selected by some form of assessment, which shows that they have reached a certain requirement in the basic knowledge of these basic skills. They have a certain basic knowledge structure before they are in University, and the basic knowledge structure has prepared a certain psychological state for college students to study new contents. This kind of mental state or stimulus situation will undoubtedly play a positive role in promoting the acquisition and memory of learning knowledge. The basic knowledge and skills of the students are still based on the basic knowledge and skills in high schools. Therefore, the change of the knowledge structure is also based on the synchronous development of the foundation. In a word, whether it is the knowledge structure before the university or the knowledge structure in the University, it can enhance the memory and promote the learning of the students. Entering the University, college students are under the guidance of teachers, and in accordance with the requirements of certain learning. To be exact, this is time directed learning, with a definite strengthening. In the organization of teaching, teachers generally use the collective teaching and group discussion. So it can be said that the study of college students is an incentive to learn. This learning method can effectively stimulate the memory and recollection. In addition, students still have a lot of free time, and they can choose other relevant courses according to their own needs. They can use the library sharing phase to review what they have learned or preview the new content. In this sense, learning in college is a kind of autonomous learning. In short, college students' learning is not only limited but also free, both guidance and autonomy, both collective incentive and reflective for the individual differences. It is a kind of external stimulation and internal knowledge structure coordinated development.

**An Analysis of the Psychological Process of College Students' English Learning**

College students are a special group, and they have their own special internal and external environment, so they have a special psychological structure and psychological characteristics in their study. This is the two important aspects that we should give full consideration to in English learning and teaching.
Psychological Structure of College Students' English Learning

Psychologist believes that the psychological structure of the study generally has five elements: motivation, perception, thinking, memory and skills. In the process of learning English, college students cannot do without the psychological structure of these five elements, but their performance has its obvious characteristics.

The motivation of college students in learning English. Motivation is an indispensable driving force for any kind of study. To learn English well, we must first have a clear learning motivation. The motivation of college students to learn English has been well established, and most of them have not only clear learning motivation, but also clear learning goals. So, what is the motivation of college students to learn English? Firstly, we believe that the English learning motivation of college students is not stable. Influenced by the college entrance examination, the first-year college students regard English learning as a very important thing. From the teacher to the parents, the whole society requires students to learn English. Under the influence of the external motive force, the students' English learning motivation is stimulated. However, this motivation effect is relatively short and fragile. Once encountered setbacks, it will be shaken. The University's education will change their learning motivation. Once the purpose of learning English becomes vague or interest in learning is damaged, it will make the motivation of learning English become weak. Of course, it cannot be said that college students' learning motivation cannot be guaranteed. We know that students' learning motivation is caused by the need of learning. And the need of learning is a reflection of the social and educational needs of students in the students' minds. The University's education has made it necessary for students to receive new knowledge, which is bound to lead to new needs. Therefore, students' learning motivation in English will also produce new changes with the new knowledge learning. But on the other hand, the changes of the motivation of College Students' English learning are also reflecting the changes of the inner psychological factors of college students. If college students accept the new knowledge just out of curiosity or impulse to change the motivation, the effect of this change is not lasting. Therefore, we must grasp the characteristics of College Students' English learning motivation development and convert the actual need into their psychological needs, so as to promote the formation and development of the new learning motivation.

Secondly, college students' English learning motivation also has the characteristics of collective behavior. Generally speaking, the normal teaching of the university is based on the unit of the class. And the final goal of English teaching is to develop students' ability to use language. To use language, we must have the appropriate communication environment. It provides convenience for students to communicate with students by class teaching. Therefore, students often feel that they are in a group of learning and this will play an irreplaceable role in developing their communicative awareness, enhancing their self-confidence in learning English, and mobilizing their enthusiasm for learning English. This kind of collective behavior in a certain extent ensure the relative stability of College Students' English learning motivation, so that the enthusiasm of the learners to learn English can maintain a relatively stable period of time.

The perception of college students in learning English. Psychologists think that the core psychological factors while grasping knowledge are the perception. Perception is made up of two kinds of psychological factors, which are sensation and consciousness. So, how do students perceive the knowledge in learning English? After investigation and research, we find that they have two distinct characteristics: active knowledge and direct knowledge. Active knowledge refers that the university students actively use their senses to perceive the foreign language. In the classroom, they listen to the teacher while imitating the teacher's voice, intonation. After class, they watch English programs and read English materials. Some students take the conversation in English story into the daily life. This awareness of the initiative enhances the perception of the effect and cultivates the ability to observe. Direct cognition refers that learners use the senses to directly perceive the language knowledge. At present, the classroom is equipped with various forms of visual teaching materials and teaching aids, so college students in learning English is no longer just listening. Through this kind of direct perception, learners' knowledge is very specific and vivid. The linguistic knowledge acquired through the process of knowledge has a certain clarity, integrity and stability.
The way of thinking of college students in learning English. The understanding of knowledge refers to the process of raising perceptual knowledge to rational knowledge through thinking. In this process of cognition, there are two characteristics of thinking activities: indirect cognition and general knowledge. Psychologist considers that indirect cognition refers to know the new things with the help of the existing knowledge and experience and to foresee and promote the development of things. General knowledge is to draw new conclusions based on a large number of known facts. Of course, the indirect knowledge and general understanding of thinking is closely related, can be said to be the same process of two different aspects. The indirect understanding of thinking is from general to special, general understanding is from special to general. General knowledge is to draw new conclusions based on a large number of known facts. Of course, the indirect knowledge and general understanding of thinking is closely related, and they can be said to be the same process of two different aspects. The indirect understanding of thinking is from general to special, and general understanding is from special to general. Therefore, learners can not only master knowledge, but also cultivate the thinking methods through the thinking activities in the process of gaining understanding knowledge. The thinking activities are analysis, synthesis, comparison, abstraction, generalization, induction and deduction. These methods can help learners to achieve a good learning effect.

The memorizing strategy of college students in learning English. After learners understand the knowledge, they need a consolidation. The process of consolidating knowledge is to firmly seal the acquired knowledge through memory, so that it can be extracted and used in time when needed. Therefore, memory becomes the key factor of success. From the analysis of the intellectual structure and the knowledge structure of college students, they have three obvious memory retention points in the memory of English knowledge.

First, conscious memory is stronger than the unconscious memory. In learning English, college students are targeted, and learning initiative is strengthened. So in the process of knowledge acquisition, they will be in a positive state of mind, and will take the initiative to adopt some effective methods to understand the new content. Whenever they encounter difficulties in their studies, they dare to face difficulties and make an effort to overcome it.

Second, the significance of declarative learning is stronger than mechanical memory. College students have entered adulthood, and their intelligence has gained great development by learning in middle school. After entering the University, their understanding and analyzing ability will be increased at the same time. These abilities are also reflected in the process of learning knowledge.

Third, semantic memory is stronger than that of event memory. Semantic memory refers to the general abstract memory. Event memory refers to the specific memory. Of course, for college students in the process of learning English, the memory of the incident is still the main way of memory. However, with their general ability to be enhanced, their ability to abstract memory will also be improved, and with the accumulation of knowledge, the ability will show an increasing trend.

The Psychological Characteristics of College Students' English Learning

College students have obvious characteristics of personality in the process of learning English: individuality tendencies. Individuality tendency is a dynamic system factor of learners' attitude, motivation and selectivity. For college students to learn English, their personality tendency is mainly reflected in the urgent need, strong motivation, common interests, lofty ideals and firm beliefs and so on.

The syllabus of higher education in our country stipulates that non-English majors must master a foreign language. At present, English is the most popular course in our country. Its teaching effect has been recognized around the world. College English Test for band four and six in the domestic talent market has received widespread attention. Some employers have put these test scores as an important reference for the selection of personnel. All of these rules and requirements make it clear to the students that learning English is not only their need, but also a must for them. The motivation of College Students' just comes from that. Motivation is the driving force of learning, but it is
necessary to maintain a strong momentum to continue to discover new needs. Many college
students have a clear motivation in the initial stage of learning English, but later they cannot hold on
just because they have not any new needs.

It is generally believed that college students' interest in learning English mainly depends on the
teacher, but in fact, the students' learning interests may not depend only on the teacher. We have
directed a questionnaire of 400 students in a university. The research content is about how to
cultivate college students' learning interest. What do you think is the most important factor? The
four options given are: A teacher, B class, C students influence, D myself. From the 395 papers, we
found that D accounts for about the total number of. This result shows that college students have a
complete autonomous learning spirit; they can rely on themselves to cultivate learning interest.

The characteristics of Personality Orientation of College Students’ English learning are also
reflected in the lofty ideals and firm beliefs. With the deepening of China's reform and opening up,
especially after the accession to the WTO, almost every college students will have a lofty ideal. This
ideal will become clearer, and be more in line with the actual society with the new knowledge of the
study and the depth of the university life. Of course, different people have different ideals. Whether
they differ in the future, but they always insist on foreign language learning beliefs. And the process
of college education is gradually strengthened. In order to realize their lofty ideals, some students
divide a big ideal into a number of specific dates according to their own progress to make it become
a reality gradually. In this way, they will become very active in the process of learning.

In fact, the individual psychological characteristics of university students learning English are
also reflected in the following three aspects: first, the complete potential characteristics of a
learning process; second, dynamic characteristics of mental activities; third, psychological
characteristics to the real environment and of completed activities. Students often have different
levels of personality reactions in the completion of a specific learning activities.. Personality
reactions can stimulate the brain's thinking activities, which is the potential ability to generate
knowledge, analyze and summarize the problem. The various elements of the psychological
structure have formed an interdependent organic whole to ensure any case can be fully played. This
is called potential capability feature. By the motivation of the personality of college students the
potential ability of the sample can be got to play. People's mental power will change with the
diversity of the activities and the influence of the environment. But for college students, this
variation is generally carried out under the guidance of the correct ideas. As a result, these variants
have good prospects.

College Students' mental attitude towards learning activities is a kind of personality characteristic.
Everyone has personality characteristics. But the students' personality in English learning has
some special characteristics and practical significance. Personality characteristics have the
combination of a certain convergence. As individuals, college students have different personality
traits. They may show different interests, different interests and different learning methods. But
after entering university, different individuals have to work hard to accomplish the same task. In
addition, they would accept the relatively uniform requirements, a unified teaching mode, a unified
teaching content and teaching form. All of these will have the same effect on different individuals in
a certain extent, and form a certain fixed type.

However, this kind of personality characteristics of college students create a certain environment
and conditions for college students' English learning, and it has certain practical significance. First
of all, it is the convergence of the characteristics that let the school's teaching activities be carried
out smoothly. More and more learners accept the general education in the limited educational
conditions. Secondly, it provides the necessary conditions for the cultivation of the spirit of
cooperation and the ability of communication between the students. Learners can use the conditions
in this area to actively develop certain potential. In addition, the convergence of the teaching and
learning has enhanced the motivation and competition between the students, and mobilized the
enthusiasm of the students. The trend of convergence has saved a lot of educational resources. Our
material conditions have not yet reached a great wealthy condition so the investment of education is
still very inadequate. This trend has its important practical significance.
Conclusion

This paper explores the psychological process of College Students' learning English from the psychological point of view, mainly in three aspects:

1. The study of learning process describes some key factors (acquisition, memory, storage, memory, forgetting) in the general learning process, which reflects the internal relations between these factors and the differences between them. Knowing these relationships will help us to acquire knowledge effectively, overcome the disadvantage factors and improve the efficiency of learning.

2. The learning process of university students is a clear and conscious learning process from the analysis of college students' knowledge structure and learning motivation. The learning autonomy is always in the learning process. But a good learning effect is not only caused by learning motivation. It needs the appropriate learning methods and strong learning confidence. In addition, it is important to make full use of external stimuli and internal knowledge structure.

3. The formation of the elements of psychological structure is the same with other forms in learning English. But the performance has obvious characteristics; for example, English learning motivation has instability characteristics, collective characteristics and salience feature; perception is direct and active; thinking has direct and general characteristics; memory has conscious and significance characteristics etc. In addition, college students also have the obvious characteristics of personality in the process of learning English. To understand these psychological characteristics, we can fully understand the process of English learning of college students.

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