

An Analysis of the Influencing Factors of Learning Ability from the Perspective of Endogenous Motivation

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Abstract: Under the background of national new curriculum reform, great changes have taken place in modern education concept, and the cultivation of students' comprehensive quality and learning ability has become the core of teaching. Obviously, the current learning ability has become the basic ability that students should have, and learning motivation and learning ability complement each other. Therefore, the cultivation of students' endogenous motivation has become the key point to improve their learning ability. The core lies in how to help students build learning fun and self-confidence, so that students can actively improve their learning consciousness and self-management learning ability. This paper first analyzes the connotation of endogenous motivation, and analyzes the relevant influencing factors of students' learning ability from the perspective of endogenous motivation, in order to stimulate students' endogenous motivation and promote the effective improvement of learning ability.

Keywords: Endogenous Motivation; Learning Ability; Influencing Factors

In the current era of knowledge rapid development, social economy has obtained rapid development, and the demand standard of social talents has also been improved. The single technical talents will be eliminated by the society. Only by constantly innovating thinking and actively accepting new things can we keep up with the pace of social development and adapt to the future development trend. Therefore, the national education has made a major reform and adjustment. At this stage, the cultivation of students is no longer limited to simply imparting knowledge, but attaches importance to the cultivation of students' learning ability, which changes students from a forced learner to a master of self-learning, and highlights the essential feature of respecting students' subjectivity in current education. In the growth stage of students, the ability of autonomous learning gradually develops and matures with the individual learning consciousness, which plays an important role in the development and progress of students. Learning is a planned organizational activity oriented by goals, and it will be an important strategy of educational innovation to cultivate students' learning ability in teaching.

1. The connotation of endogenous motivation

The so-called endogenous motivation refers to that a person is not influenced by external factors when he makes a certain behavior, but is determined by the behavior itself. Because such spontaneous behavior can bring satisfaction and sense of achievement, or the individual unilaterally thinks that this kind of behavior is of value^[1]. Endogenous motivation has the nature of acquisition and belongs to secondary motivation. In learning, the endogenous motivation is manifested in the sense of responsibility, achievement, success and value of students in learning activities. For example, even if there

are no incentive measures and no pressure on students, interest alone can stimulate a student's desire to read literary books. This strong psychological demand will enable students to accept reading independently and form a good habit of lifelong reading. Therefore, endogenous motivation is kinds of power that can help students form intrinsic motivation, making students subconsciously strive to hone and developing their personal learning ability and skills. On the contrary, the motivation provided by commendation, environmental factors and reward is exogenous motivation. Although endogenous motivation and extrinsic motivation seem to be the same in the behavior and results of motivation stimulation, such as students' reading, painting, classroom interaction and a series of learning activities, both endogenous motivation and exogenous motivation may exist, but the difference lies in the different sources of motivation and guidance provided. From the perspective of Ausubel's drive theory, endogenous motivation involves two parts: cognitive drive and self-improvement drive. As a result, the intrinsic motivation points to the behavior itself or the realization of individual self-worth. Compared with the extrinsic motivation, they are essentially active and passive.

2. An analysis of the influencing factors of learning ability from the perspective of endogenous motivation

2.1 Influenced by self-efficacy

Self efficacy is a kind of conjecture and judgment of individual's ability to self. The level of self-efficacy affects students' learning initiative to a great extent. First of all, self-efficacy will affect students' self-determination of learning goals. If a person lacks self-efficacy, then his learning goals will usually be low, which will affect his learning progress and efforts, and be difficult to face the challenges brought by learning. On the contrary, students with strong self-efficacy usually have sufficient self-confidence in learning. They will try their best to overcome difficulties and problems, and make unremitting efforts to complete or even surpass the learning objectives and tasks. Secondly, self-efficacy will directly affect students' learning experience. Generally speaking, students with poor self-efficacy will always show excessive tension and anxiety in the learning process, unable to adapt to the pace and progress of teaching, and their emotional response will be greater; while students with strong self-efficacy can often show calm, orderly and calm in the learning process, and they will focus on the level of learning problem-solving, so as to achieve continuous improvement in learning. In addition, self-efficacy will also affect students' autonomous learning. Usually, students with strong self-efficacy will actively seek various learning methods and strategies, constantly adjust their learning state, and make them in a healthy and positive autonomous learning mode for a long time, so that students will be able to get a good development of physical and mental health.

2.2 Influenced by the view of attribution

The so-called attribution, from the literal meaning, refers to the reason of the behavior. It refers to the process of the individual inferring and judging the reason of its own behavior through the relevant information and clues. Weiner, an American psychologist, has systematically analyzed the attribution of behavior results and divided it into three main dimensions: internal and external causes, stable attribution and unstable attribution, controllable attribution and uncontrollable attribution^[2]. From the internal and external dimensions of attribution, the internal causes can include personal ability and effort, while external factors are external conditions disturbed, such as environment, background, opportunity, task difficulty, influence of others, etc. Different attribution types of individuals will affect their subsequent behavior motivation. However, in many cases, the occurrence of behavior or time is not caused by a certain attribution, but the internal and external factors have corresponding influence. We can also call this attribution as comprehensive attribution. According to the relevant research, the influence of attribution on students' learning is mainly as follows: when they succeed in learning, individuals tend to incline to the level of internal attribution. In this case, students will be more able to stimulate learning interest and morale, and improve their self-learning ability; on the contrary, when learning fails, individuals seldom find their own internal attribution, which is external attribution. In this way, the students may attribute the failure to the limited personal ability and the influence of the external environment, passively slacking off their study and giving up the opportunity of hard work and progress, and limit their learning ability.

3. It is influenced by learning motivation, attitude and emotion

Learning motivation is the endogenous driving force to promote students' learning activities, which is conducive to stimulate and guide students' autonomous learning. Generally, students' learning will be influenced by many factors, especially by learning motivation, which is closely related to students' interest, demand, knowledge, values, attitudes and aspirations. Some psychologists have divided people's motivation into two types: integration motivation and instrumental motivation. The division between them is opposite to each other. Blended motivation means that students have a strong interest in learning, love learning and expect to acquire more knowledge through learning, so as to constantly enrich themselves; while instrumental motivation is often the behavior that students passively participate in learning activities in order to obtain some substantial benefits and values. For example, many students do not understand why they study, so their learning purpose may be simply to get some material rewards, praise or honor. It can be seen that integration motivation in learning can enable students to have sustained and strong learning motivation, which is helpful for students to carry out learning activities on their own; while the learning enthusiasm maintained by instrumental motivation is often short-lived and has certain compulsion. In the actual learning process, we usually need to combine the two kinds of motivation, and fully mobilize students' learning initiative, so as to promote students to form autonomous learning habits and improve learning ability.

4. Influenced by students' willpower

Learning willpower refers to the ability of students to overcome difficulties in order to achieve learning goals and tasks. It is generally based on the length of time students continue to study each time. In the process of learning, willpower dominates students' learning activities and affects their autonomous learning. Usually, students will encounter different degrees of setbacks and difficulties in continuous learning, but those who with weak willpower tend to give up their efforts and indulge themselves; while those with strong willpower will dare to explore and innovate, never give up, and continue to learn, in order to finally achieve learning goals and tasks when they encounter learning difficulties.

5. Affected by self-control ability

People's self-control ability is an important part of the formation of self-consciousness. The ability of self-control is a process in which individuals manage, control and adjust their own psychology and behavior, so as to achieve a set goal. Good self-control ability can help students more smoothly complete personal learning. In the process of autonomous learning, students can clearly grasp their own learning psychology and learning behavior through self-control, and timely adjust their self-learning motivation and behavior, to complete the learning objectives and tasks. Self control ability is a kind of internal cognitive behavior. Generally, students' self-control ability is high or low, but also subject to the influence of external environmental factors and others. People with high self-discipline tend to have stronger self-control ability and higher learning ability.

References

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