An analysis of College Students' English learning motivation under the network environment

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Abstract: the network environment not only brings convenience to people's life, but also brings a new direction to education. Under the background of network, information technology can make students' learning break through the classroom, but has diversified ways. Therefore, students should pay attention to the application of network technology in their daily learning. Teachers should also change their teaching ideas in time, improve college students' English learning motivation in the network environment, promote the development of English learning in the network environment, and enable students to meet the needs of today's society. The author makes an in-depth study on learning motivation and learning under the network mode, and puts forward relevant measures to enhance students' learning motivation, in order to promote the improvement of College Students' English level. This requires teachers and students to work together to promote English learning and shape global talents, so as to promote the development and progress of society.

Keywords: network environment, English learning motivation

1. Introduction

The popularization and application of network information technology in all walks of life has promoted the overall development of society. As college students in the new era, they need to actively use information technology, combine it with their own learning, break through the limitations of traditional learning, and further improve their learning level. Teachers should also pay attention to cultivating students' learning motivation, so as to enable college students to study independently, stimulate their learning potential, realize English Autonomous Learning under network information technology, and comprehensively improve students' learning ability and English level.

2. Overview of learning motivation and network teaching model

Learning motivation is an extension of the concept of motivation, which refers to the reasons for students to stimulate their activities and persistence in the process of learning. Motivation includes external and internal motivation. Intrinsic means that learners develop with their own needs and aim at their own motivation. This motivation can make learners feel the charm of learning, so as to enhance their learning motivation. Compared with external motivation, this motivation has a stronger driving force to enable students to study independently, so as to improve their English ability and adapt to the development of society.

At the same time, because the network has the characteristics of diversity, openness and inclusiveness, learning under the background of the network is conducive to expand the relevant ways of learning and get corresponding feedback, so as to help students find and solve learning problems. The teaching under the network environment can also adopt various information technologies such as sound, picture and sound effect to fully display the teaching content, so that students can grasp the learning content in multiple directions and quickly master the learning knowledge. At the same time, the development of the Internet makes the connection between teachers and students more and more convenient. Therefore, network teaching can strengthen the communication between teachers and students, so as to help students learn. Various resources on the network can also make students' learning more targeted and comprehensive, and greatly improve students' learning efficiency. Therefore, it is beneficial to carry out English Learning under the network background.

But at the same time, college students' learning concept is not mature, and their learning motivation is easy to be tempted or guided, resulting in shaking. Therefore, learners also need to pay attention not

to be easily attracted by rich and colorful information in the learning process, so as to split the learning time. At the same time, due to the diversity and complexity of information on the network, it is difficult for students to grasp, so as to master the correct learning methods and establish their own learning ideas, which further makes it difficult for students to adhere to themselves, Hinder its own growth. In this case, teachers should play a guiding role, encourage and praise, and help students focus on learning, resist external temptation, control learning goals, and enable students to promote themselves to the next learning goal.

3. Measures to improve college students' English learning motivation under the network environment

3.1 Student level

3.1.1 Strengthen self-efficacy

Self efficacy is a perception of students' ability, which can have a great impact on students' learning motivation. In general, the higher the sense of self-efficacy, the stronger the students' self-confidence and the more confident they are in their own ability, so as to take action and obtain ideal results, so as to further obtain the sense of self-efficacy. Therefore, students should pay attention to the strengthening of their sense of self-efficacy in their daily study and life, stimulate their learning ability, obtain academic achievements, improve their sense of self-efficacy through various learning strategies, and gradually strengthen their sense of self-efficacy and enhance their self-confidence in learning in such a virtuous circle. While strengthening the sense of self-efficacy, we should also pay attention to establishing a correct cognitive view of learning and realize that learning is not an instant thing, but a process. Through the correct cognitive view of learning, students can invest time and energy in the learning process, adopt diversified learning methods, deeply grasp and apply the learning content, and will not have a deviation in understanding the learning content, They think they have mastered it, so they despise learning, reduce the learning effect, and further reduce students' learning self-confidence. At the same time, students also need to pay attention to the correct view of learning ability, realize that the ability is controllable and can be improved, not innate, and can adopt the principle of step-by-step according to their own characteristics to improve learning ability and promote learning development. Only by establishing a correct view of cognition and ability can students help them correctly deal with learning tasks, avoid students easily giving up learning, or it is difficult to grasp the corresponding learning methods, resulting in reduced learning effect, so that students form a low sense of self-efficacy and lack of autonomous learning motivation, which affects the long-term development of students' learning.

3.1.2 Establish a reasonable learning plan

Due to the influence of the long-term traditional teaching mode, college students often lack the ability to make a reasonable learning plan, resulting in their drift in the learning process and unable to make a learning plan according to their own actual situation. At the same time, it causes students to fall into difficulties in the learning process and reduces the learning effect. As the saying goes, everything is established in advance and abandoned without advance. To solve this problem, students should be aware of the importance of learning plan, actively learn the knowledge of plan making, communicate with students, understand the knowledge in many ways in a cooperative way, and grasp the essence of learning plan through students' learning plan experience, so as to further formulate a learning plan in line with their own learning characteristics. In this way, we can not only grasp the knowledge from many aspects, but also increase the active atmosphere in the classroom, so that students can stimulate their learning motivation and cultivate innovative thinking in the communication with their classmates. In addition, students can actively look for the corresponding learning plan in the network, and make appropriate adjustments according to their own characteristics to make this plan conform to their own actual situation. In addition to the English knowledge in textbooks, students can also add extra-curricular knowledge to their learning plans, find extra-curricular materials through the Internet, broaden their horizons of English, form a broader cognition, understand the various characteristics of knowledge, and make them realize that English, as a language, not only has practicability, but also has a certain literary and artistic nature, so as to increase their interest in English learning, Improve English learning ability.

3.1.3 Maintain a strong interest in learning

As the saying goes, interest is a person's best teacher. Learning interest can stimulate students'

learning motivation to a great extent. Therefore, to a certain extent, learning interest is students' learning motivation. In the modern network information technology environment, in order to stimulate students' motivation, it is necessary to make students interested in English. Through their strong curiosity about English, students can invest more energy and time in English learning.. At the same time, it should be noted that although interest is an important key factor in the formation of motivation, motivation is not completely composed of interest. The correct formation of motivation also needs to correctly grasp the connotation of internal motivation and external motivation, and gradually improve students' learning motivation through in-depth training in two aspects, so as to maintain correct and healthy learning motivation in daily life and learning. Through network resources, such as watching English movies or inquiring about relevant cultural festivals and other interesting contents, students can tap their own interest in English learning, make them have a strong desire to learn English, gradually improve their learning motivation and improve their English level. At the same time, students should also pay attention to self-regulation. When encountering boring learning content, they can take the way of breaking through barriers to make boring knowledge points challenging, so as to maintain a high interest in learning. They should also pay attention to the practical application of English and relevant feedback, and actively use modern network information technology to create a good interest foundation for their English learning, So as to improve English learning motivation.

3.1.4 Applied Learning Strategies

To learn well, we should adopt appropriate learning methods and learn to apply various learning strategies to help learning. As a modern college student, after clarifying his own learning characteristics and learning objectives, he needs to collect rich resources on the network, find and adjust appropriate learning strategies for application, stimulate his own learning interest and improve learning efficiency. If we can't master the appropriate and suitable learning strategies, it will affect the learning effect and learning status to a certain extent, and lead to some obstacles in the cultivation of students' learning motivation. Therefore, contemporary college students should fully realize the importance of learning strategies, adopt a step-by-step process, gradually combine learning strategies with learning content, and create corresponding situations for learning according to their actual situation, so as to better experience the charm of learning content and enhance their interest in learning. For College English classroom, students can combine strategic knowledge with learning structure, that is, integrate the specific words, grammar and other knowledge in English with the overall discipline structure of English, and close the relationship between the two through the network. For example, learn the word tree and the overall framework of grammar. On the other hand, when adopting different learning strategies, it should also be adjusted according to different learning contents. In addition, after learning, students should evaluate and feed back according to the effect of learning strategies, further summarize the corresponding learning strategies and their effects, so as to optimize and improve the strategies in the continuous practical application, deeply grasp the connotation of learning strategies and their role in promoting learning content, so as to improve their learning motivation and enhance learning effect, Improve their English cognitive ability and English level.

3.2 Teacher level

3.2.1 Set appropriate teaching objectives

When students study independently, they need to set corresponding learning objectives. When teachers teach, they also need to determine the teaching objectives, make the teaching objectives as the direction of the classroom, and make the teaching objectives guide students to set learning objectives and guide students' learning according to different students' characteristics. Goals are divided into short-term goals and long-term goals. The short-term goal means that while the goal has certain difficulties, it should also make students feel the operability of this goal. The long-term goal can set a vision for students to make students feel certain difficulties, but it also has certain possibilities, but there is a certain distance in the middle, so as to create a certain incentive for students and enable students to move forward towards this goal. Therefore, when setting teaching objectives, teachers should comprehensively consider the classroom, curriculum and students' characteristics, guide students to think, concretize the requirements of teaching objectives, make them adapt to students' characteristics, formulate students' own learning objectives, and carry out autonomous learning under such circumstances to obtain successful experience and enhance their self-confidence, So as to gradually improve learning motivation.

In addition, during the specific teaching process, teachers should first show the teaching objectives designed by themselves to students and explain them, so as to arouse students' desire for exploration, so

that students can clearly understand what to learn in this class and how to achieve this learning purpose, so as to make their attention always focus on the classroom, so as to obtain knowledge. Under the network curriculum environment, the teaching objectives should conform to various characteristics, which can not only meet the curriculum requirements, but also meet the needs of students. The information in the network is complex and usually difficult to understand and sort out. Therefore, teachers can divide the objectives and make them hierarchical. Through simple to complex paths, students can gradually improve their knowledge level and accumulate experience and self-confidence. In addition to the hierarchical division of objectives and knowledge, teachers can also divide students, so that students at different levels of ability and knowledge can gain in the curriculum, so that students can improve their learning level in the learning process that is within reach but needs to be on tiptoe. The design of teaching objectives is a complex problem. Teachers need to combine various contents, conduct comprehensive analysis and consideration, set appropriate objectives, and constantly reflect on the actual effect of teaching objectives, so as to gradually improve their teaching ability in the feedback of students and teaching effects and provide students with good teaching objectives, At the same time, guide students to establish their own learning goals.

3.2.2 Design interesting content

Under the guidance of goals, students are more likely to be interested in attracting attention, so that they can achieve certain learning results in the classroom. When using network information technology, teachers should pay attention to the richness and novelty of learning content, and at the same time in teaching Content should be expressed in a variety of ways. Relatively novel things are more likely to cause students' reaction, so that students can explore. Teachers should also update the teaching contents and methods in time to avoid the boring learning contents and students' numbness to the teaching methods, so as to maintain students' long-term learning motivation. At the same time, teachers can also take the way of creating problem situations to let students give full play to their abilities, contact old knowledge and life reality, or take corresponding query tools to help themselves solve problems and improve students' learning motivation for knowledge.

3.2.3 Reform the traditional teaching mode

In the traditional teaching mode, teachers often focus on the knowledge content, while ignoring the cultivation of students' ability and thought by the specific emotion and connotation of the knowledge content, resulting in the phenomenon that students have a high level of knowledge but low learning ability. The advancement of network information technology provides convenience for the innovation of English teaching mode. Teachers can actively adopt multimedia technology to comprehensively process the text, picture, animation, sound, video and other multi-directional information of teaching content, so as to provide students with an all-round learning environment. At the same time, in this learning environment, teachers can also adopt the teaching mode of autonomy, cooperation and creation, so that students can give full play to their creativity, carry out active English learning, and fully show students' dominant position. For example, when reading and explaining, teachers can first set up situations related to learning topics, and then select typical events or problems in life to let students discuss the events or problems. They can also solve problems by querying information on the network and discussing with classmates. Collaborative learning mode refers to the equal, cooperative and democratic status between students and teachers and between students and students, so that they can not only learn knowledge, but also improve their ability in practical learning activities, but also learn communication to a certain extent, promote the all-round development of students and promote the improvement of students' Adaptability in society. Creative teaching mode requires teachers to create a vivid, lively and democratic classroom atmosphere, guide students to think more, think more and ask more, and increase their insight and ability through rich resources on the network, develop students' creative thinking and promote the overall growth of students.

3.2.4 Increase students' successful experience

The generation of self-efficacy is because students have certain successful experience, so they have a certain understanding of their ability and think that they can successfully do something, so as to pursue higher goals and obtain more successful experience. Therefore, in order to let students give full play to the role of self-efficacy and shape the corresponding learning motivation, it is necessary to increase students' successful experience and make them have a certain correct cognition of their own ability. If students suffer from learning setbacks one after another, they will lose their corresponding confidence, which will lead to students' fear of pursuing learning goals, reduce their learning motivation, and cause learned helplessness after long-term development, which will affect the next life development of students. Therefore, in the process of English teaching, teachers should pay attention to

the students who have poor consciousness and poor learning ability and dare not speak or ask questions, so that they can answer the teacher's questions or complete the learning tasks arranged by the teacher through simple questions or flexible questions according to their unique physical, mental and knowledge level, And timely give students feedback, praise, encourage or correct, so that they feel successful experience and get a sense of learning satisfaction, so as to increase their cognition, enhance their self-confidence and desire for exploration in the process of gradually increasing their knowledge, and gradually improve their sense of self-efficacy.

3.2.5 Timely feedback

Games can quickly focus people's attention. The key to people's desire is timely feedback. Teachers can apply this mechanism to curriculum teaching, so that students can see their learning effect in the previous stage in the timely feedback, understand their knowledge level, and stimulate their motivation to continue learning through the understanding of the next stage of learning. If there is no corresponding feedback, students will not know their learning level, form blind self-confidence or reduce students' learning enthusiasm. Taking timely and effective feedback can make students clearly understand their progress, so as to stimulate students' learning in the next stage. Therefore, when teaching online, teachers should pay attention to timely and effective feedback to students and make use of the rapid communication advantages of information technology,enhance the learning effect, stimulate students' learning motivation, and enable students to think about the enlightening content, reflect on their own content and improve their learning ability by sharing students' learning achievements.

4. Conclusions

In short, in order to improve students' English learning level, it is necessary to promote the cultivation of students' learning motivation and make learning motivation the engine of English learning. In addition, we should make effective use of the advantages of network information technology according to the development characteristics of the times, make students germinate the awareness of autonomous learning, clearly understand the advantages and disadvantages of network information technology, and adjust learning methods. This requires teachers and students to formulate comprehensive personality motivation and change learning strategies according to their own characteristics and the characteristics of information technology, Form a positive and healthy learning motivation for college students' English Learning under the network environment, and promote the improvement of College Students' English level.

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