

Career Decision Making Self Efficacy of College Students from the Perspective of Embodied Cognition Theory

Xingjuan Liu^{*,1,2}, Yufei Shi³

¹ Department of Psychology, Jiaying University, Meizhou, 514015, China

² Department of Applied Psychology, Jilin agriculture University, Changchun, 130118, China

³ College of Life Science, Jiaying University, Meizhou, 514015, China

*Corresponding author. Email: 202001151@jyu.edu.cn

ABSTRACT

Career decision-making self-efficacy refers to the individual's confidence in completing the tasks related to career decision-making. From the perspective of embodied cognition theory, this paper interprets the cultivation and intervention of career decision-making self-efficacy as an interactive practice process of trainers, participants and situations. Based on the theory of embodied cognition, we can construct the training mode on career decision-making self-efficacy of college students from the aspects of training process and environment.

Keywords: Embodied cognition, College student, Career decision making self-efficacy.

1. INTRODUCTION

Career decision-making self-efficacy refers to the individual's confidence in his ability to complete career decision-making activities. Career decision-making self-efficacy is a subjective experience of ability when subjects choose a job, which directly affects their career choice. College students' career decision-making self-efficacy plays a predictive role in college students' career decision-making attitude. Whether college students are successful in employment influence their career decision-making self-efficacy level.

The theory of embodied cognition claims that cognition of individual originates from their body. Individual's cognition and mind cannot exist without their body[1]. Recently, cognitive neuroscience researchers using ERP, fMRI explored the relationship between body and decision-making at the level of neural mechanism [2].

The human body plays a key role in the process of their cognitive processing. The interaction between the body and the environment influence individual's cognition[3]. In recent years, under the influence of body phenomenology and embodied cognitive theory, there has been a "body turn" especially in the frontier research of psychology.

2. THE CHALLENGE OF EMBODIED COGNITION THEORY ON CAREER DECISION MAKING SELF EFFICACY

Researchers have designed a series of effective training by using attribution training, group counseling, vocational decision-making skills training, cognitive reconstruction, computer-aided system and other methods [4]. These training involve all aspects of career decision-making, such as individual's self-awareness, individual's exploration ability, determining goals and making career plans, solving problems, and using available resources in the process of career decision-making.

In China, career decision-making self-efficacy of college students were cultivated mainly by career training courses, career group training and individual consultation. However, for different majors or characteristics of college students, the training process and course materials are roughly invariable and patterned.

Embodied cognition theory emphasizes the physical, situational and interactive, which has an important enlightenment for the current training on career decision-making self-efficacy of college students. Embodied cognition theory emphasizes the interaction

of body, cognition and environment, which can provide a theoretical basis for the cultivation on career decision-making self-efficacy of college students. Physical factors and environmental factors play a key role on personal career decision-making self-efficacy. Compared with the traditional career decision-making self-efficacy training, career decision-making training has the outstanding advantages of embodiment, generation, motivation and situation.

According embodied cognition theory, the cultivation and intervention on career decision-making self-efficacy can be interpreted as an interactive practice process of trainers, participants and situations. The training process of career decision-making self-efficacy can be guided by the theory of embodied cognition to build a new training and intervention mode.

According to the meaning of “embodied cognition” and “physical experience learning”, in the process of cultivating career decision-making self-efficacy, the physical and mental state and other embodied angles will affect the cultivation and intervention of career decision-making self-efficacy.

2.1. The Learning Effect of Individual Is Affected by Physical and Mental State

Different experiences lead to different psychological and physical states of participants before and during the training program[5]. If the participants are physically and mentally tired before the training starts, their bad emotions will affect their career decision-making self-efficacy.

So some warm-up exercises can be added before the career training project or during the tea break to help the participants adjusting their nervous or tired physical state. Warm up activities can help participants relax and stretch their bodies, improve their perception of the body, and make them more flexible and free to mobilize their body and mind to participate in the training project of career decision-making self-efficacy. It can alleviate the discomfort of the body, make the body in a relaxed state, and the body in a relaxed state will become warm, soft and flexible, thinking more active.

2.2. Sense and Manage One's Emotions through Self-awareness

Through some body related tasks, such as specific body postures, participants can experience the emotional resources behind different postures. People will have different roles and mood in different spinal states. For example, when the participant's spine is completely upright, people will experience self-confidence and firm emotion; When a person's spine is bent, he will experience the feeling of laziness and fatigue, when a person's body contracts, he will feel powerless and sad,

when the body is stretched, people have emotional experience such as relaxation and pleasure.

2.3. Individuals' Actions, Behaviors and Situations Stimulate Their Psychological Experience

By setting specific behaviors or physical actions and situations in the career decision-making self-efficacy project, the participants can experience different actions, behaviors and situations. Participants can stimulate psychological experience through actions such as touching other people's body parts or hugging others. Participants will experience touch, strength, temperature, warmth, comfortable and acceptance. The emotional experience brought by these actions and behaviors will help to improve and develop the effect of career decision-making self-efficacy training. Some these activities can be designed, such as allowing project participants to experience empathy and other emotions behind actions and behaviors, which can help participants express their thoughts and feelings more clearly.

2.4. The Situation of Individuals Affects Their Cognitive Activities

Changes in facial expressions can attract attention, and eye contact between participants and trainers can help convey their thoughts. By adjusting the physical distance between the trainees and the participants, the trainers can better establish emotional connection with the participants. For example, the training teachers can walk into the student group, shorten the physical distance, and the students will feel equal, which is conducive to enhancing the emotional relationship between them.

2.5. Facial Expressions Can Help Participants Understand the Content Better

In the development of college students' career decision-making self-efficacy training project, we can try to create some situations in the project link to stimulate the excited and nervous emotions and creativity of the participants. Trainers can design some role-playing situations, such as participating in an interview or understanding the occupation. In these situations, they can perceive the body, emotion and the relationship between them. In the virtual situation created by props and various roles, participants can experience career decision-making activities with body posture, action, expression and so on.

3. CULTIVATION OF CAREER DECISION MAKING SELF EFFICACY FROM THE PERSPECTIVE OF EMBODIED COGNITION THEORY

From the perspective of embodied cognition, the cultivation on career decision-making self-efficacy of college students is a dynamic interactive process of trainers, participants and situations. The training mode of embodied career decision-making self-efficacy is a mode that taking embodied cognition as the theoretical guidance, taking the theory of body and mind as the basis, taking embodied interaction as the means, taking the scene as the context.

According to embodied cognition theory, the project design of career decision making self-efficacy training can start from the embodied factors, provide various kinds of training materials and create training situations for learners through design, so as to make college students' career decision-making self-efficacy development and training projects more colorful.

3.1. The Cultivation or Intervention Process of Career Decision-making Self-efficacy

In the training of college students' career decision-making self-efficacy, embodied learning can be used to stimulate participants' body movements and body experience. This kind of embodied experience can help participants understanding or waking up their self-consciousness and embodied knowledge related to innovation, collective wisdom, group motivation, etc., and this kind of embodied knowledge is conducive to participants' understanding of the invisible and untouchable aspects in the process of understanding.

The training process of career decision-making self-efficacy can be embodied from the flexible design of training program, training process and content presentation, it is also necessary to adjust the specific training activities and training process according to the cognitive characteristics, styles and needs of different participants.

3.2. The Cultivation of Career Decision-making Self-efficacy or the Embodiment of Intervention Environment

The training environment of career decision-making self-efficacy includes hardware facilities such as tables and chairs, multimedia and projection, as well as increasingly complex software environment, such as sharing virtual resources such as internet, communication tools and software programs. Embodied cognition emphasizes that the body interacts with the physical environment, psychological environment and social and cultural environment, and the psychological

environment is based on the physical, situational or social environment.

Based on the theory of embodied cognition, the training and intervention mode of career decision-making self-efficacy is established. The construction of the training environment of college students' career decision-making self-efficacy can be started from the following aspects: physical environment, resources and environment (including training materials, development technology and means), soft environment (including emotion of both sides, communication and dialogue, thinking mode).

With the development of wearable devices and somatosensory technology, the training or intervention of career decision-making self-efficacy can use intelligent technology to understand the learning state. In the development of embodied college students' career decision-making self-efficacy, it will become a new trend to use advanced intelligent technology to promote learners to integrate "body" into learning.

4. CONCLUSION

Career decision-making self-efficacy has an important impact on career decision-making activities of college students. Future research can improve the learning or training effect from the perspective of environment, training or intervention by improving the design of embodied environment or learning process. More effective intervention measures on career decision-making self-efficacy should be designed, so as to provide more practical guidance and help for college students' career decision-making activities.

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