

## Cultivation of Autonomous Learning Ability Based on Students' English Learning Needs

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**Keywords:** Autonomous learning, Learning needs, English teaching

**Abstract:** Education is a long-term task, while learning accompanies the whole process of one's growth. Modern educational concepts pay more and more attention to the quality education of students and the cultivation and development of students' comprehensive skills. Cultivating students' autonomous learning ability is not only the requirement of teaching reform, but also one of the important goals of teaching in contemporary college English. With the expansion of international exchanges, the acceleration of the pace of reform and opening up, and the establishment of a market economy system, society's demand for foreign language talents has become diversified. The existing English teaching ignores the cultivation of students' autonomous learning ability, which makes them passively cope with the classroom content in school, and their self-learning ability is poor, unable to cope with the higher social needs after graduation. This paper analyzes the main problems existing in the cultivation of College Students' autonomous learning ability in College English teaching from the perspective of English learning needs, and then puts forward some suggestive measures to improve students' autonomous learning ability.

### 1. Introduction

With the continuous development of cognitive psychology and humanistic psychology, people begin to pay attention to the implicit learning process of learners with different individual cognitive abilities, especially the autonomous decision-making ability of adult learners on their own learning [1]. No matter what form of education and teaching, its goal should eventually be implemented to students' achievement and development, and English language education is no exception [2]. The teaching goal of college English is to cultivate students' comprehensive application ability of English, especially listening and speaking ability, and improve their comprehensive cultural quality, so that they can effectively communicate orally and in writing in English in future work and social interaction [3]. College English teaching should complete the transformation from a teacher-centered teaching mode that only teaches language knowledge and skills to a student-centered teaching mode that not only teaches general language knowledge and skills, but also pays more attention to the cultivation of language application ability and autonomous learning ability [4]. The cultivation of lifelong learning ability based on autonomous learning will not only become the orientation of the new curriculum reform of college English, but also become an important goal of school education in the 21st century.

Autonomous learning is an important means to help students strengthen their foundation and improve their learning efficiency, which can effectively weaken students' dependence on teachers [5]. At present, most colleges and universities in our country are unable to connect the basic English knowledge they have learned with the actual application. Therefore, exploring the role of college English in employment orientation and improving students' comprehensive ability to use English will greatly promote their own competitiveness and future development [6]. To enable college students to shoulder the great task of building the motherland, they must have a high level of English. At present, my country's university education only pays attention to the cultivation of English professionals, and ignores the cultivation of non-English major compound talents [7]. This article focuses on the necessity of self-learning in college English, and clarifies the main problems in cultivating college students' autonomous learning ability in college English teaching from the perspective of students' English learning needs, and then proposes to cultivate students' autonomy in

English learning and improve their autonomy Several suggested measures of learning ability.

## **2. Necessity of Autonomous Learning for College English Majors**

The active change and development of individuals is the main task of education. One of the main goals of teaching is to promote the development of individuals, cultivate people with adaptability and learning ability, and make individuals fully develop. In the changing social form and the continuous transformation of people's ideology, students are required to have unique creativity and independent discovery ability. Autonomous learning is an internal mechanism of dominant learning, which is formed by the comprehensive factors of learners' motivation, attitude, ability and learning strategies. It is the learners' ability to guide and control their own learning. In terms of teaching environment and curriculum setting, college English teaching lacks a real language teaching environment. This makes the English knowledge acquired by students unable to be expressed in language in the process of employment, which leads to the students trained by colleges and universities unable to meet the requirements of enterprises for graduates' English application ability [8]. The goal of modern education is more and more to cultivate people's ability and improve their overall quality, that is, to cultivate talents with innovative consciousness, ability and practical ability. At present, in the teaching of English linguistics, some college teachers still adopt the traditional teacher-centered one-way knowledge infusion education. At the university, it depends on the teacher's long-term passive learning. Most college students lack the concept of learning autonomy, which makes it difficult for them to adapt to the university level of English learning. In such an education mode, students' subjective initiative and autonomous learning ability are neglected, which is not conducive to the cultivation of students' innovation ability.

From the perspective of foreign language teaching, the obvious trend in the study of contemporary autonomous learning models is based on cognitive psychology theories and methods. Students' English learning results are obtained through both in-school and out-of-school examinations. However, a single closed-book examination tends to test students' mastery of what they have learned and ignores students' ability to apply knowledge. In the process of classroom learning, teachers should pay attention to the fact that students are the main body and teachers are the leading ones, and the main purpose is to guide students to learn, rather than the results of teachers' guidance to learn. Teachers should make the best use of the situation to guide and train students' autonomous learning ability. At the same time, with the extensive and in-depth research on autonomous learning in the educational circles at home and abroad, people realize that the ultimate goal of modern education is to cultivate students' autonomous learning ability required for lifelong learning. Both humanistic theory and constructivism theory emphasize the important role of learners' subjective initiative in the teaching process [10]. Language learning is a positive and dynamic process. It is a process in which learners use various strategic modes to actively process information and manage and monitor the learning process so as to master and use language. Students of different majors can learn English knowledge related to their major in English class in a targeted way, thus continuously expanding students' professional English level and cultivating students' autonomous learning ability.

## **3. The Formation of Students' Autonomous Learning Model and the Improvement of Learning Strategies**

### **3.1 Cultivate the Concept of Autonomous Learning English**

The mastery of English depends on one's own efforts rather than teachers' teaching. Therefore, teachers should guide students to gradually change their ideas and actively participate in English learning. The establishment of teaching situation is the basic requirement for effective teaching. The constantly changing teaching situation requires teachers to adopt flexible and diverse classroom management strategies to ensure the orderly development of teaching activities. Autonomous language learning is not equivalent to absolute individual learning or individual learning. Under the

traditional teaching mode, the English knowledge students have learned cannot be used well, which makes students lack enthusiasm for learning English, and this is also why English makes students feel boring. College students should make full use of teaching resources such as teachers and modern teaching equipment, and formulate training programs suitable for their own independent learning and independent thinking, so as to truly master how to learn. From the perspective of learning needs, enterprises require college graduates not only to obtain relevant certificates of English examination, but also, more importantly, they require graduates to achieve the ability to skillfully use English dialogue [11]. When teaching vocabulary, teachers should pay attention to not only teaching students the definition of vocabulary, i.e. shallow knowledge, but also teaching context, i.e. deep knowledge. Teachers have gradually changed from the main teaching center to organize and monitor classroom teaching, inspire students to think independently, guide students to solve doubts, and encourage students to carry out classroom practice activities.

### **3.2 Stimulate Learning Motivation**

In fact, how students learn and how well they learn are influenced by learning motivation and learning strategies. In the traditional classroom teaching of English in higher vocational colleges, teachers attach too much importance to the teaching of basic English knowledge to students, while ignoring the cultivation of students' autonomous learning ability and their ability to apply English language. Teachers are important sources of information. They are familiar with the structure of language, the meaning of words and their usage. In autonomous learning, learners can make full use of the information function of teachers. According to the cognitive theory of constructivism, learning is not a process in which teachers simply impart knowledge to students, but a process in which students construct their own knowledge [12]. Teachers should be familiar with each student's learning situation, and through giving homework appropriate to their abilities, they can realize the happy mood of rewarding after giving in the process of completing homework, so as to stimulate students' motivation and self-confidence to continue studying hard. When facing foreign language learning, learners need to consciously adjust their learning methods and skills, consciously determine learning objectives, formulate learning plans, and determine learning content and progress. In English teaching, teachers should teach students to find suitable learning methods and strategies, improve their self-study ability, and make them truly independent and efficient learners in the learning process. The cultivation of main learning ability is of great significance to students' growth and social development. Under the background of the new era, with the rapid development of science and technology and the myriad changes in social environment, it is far from enough for a person to rely on the knowledge learned on campus. Only through continuous self-study and self-improvement can we face the challenges brought by the new era.

### **4. Conclusion**

Autonomous learning is a requirement of college English syllabus, and its realization is a systematic project. Teachers should change the inherent teaching concept, re-recognize and adjust the roles and roles of teachers and students in foreign language teaching, help students establish the awareness of autonomous learning and stimulate the internal motivation of learning. The successful realization of autonomous learning requires learners to understand their own needs and goals, define the means and methods to achieve the goals, have necessary learning strategies, and be able to constantly revise their own methods in order to seek the best learning effect. The understanding of the concept of learning in modern society is not only limited to learning in school, but also learning outside campus. Learning has become a lifelong task. Cultivating learning autonomy is to meet the needs of modern education goals and is an effective way to truly improve the quality of college English teaching. Autonomous learning ability affects students' English learning effect and efficiency. Only when students have autonomous learning ability can they get twice the result with half the effort. Teachers consciously transfer a series of knowledge and methods of autonomous learning, which can help students have a clearer understanding of their own learning, so that they can better combine classroom learning with autonomous learning, continuously enhance the

consciousness and initiative of English learning, and improve learning efficiency and effect.

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