The Teaching Ideas and Countermeasures of College English Autonomous Learning in the Network Age

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Abstract: In the 21st century, internet technology is changing with each passing day, and the speed of knowledge renewal is rapidly increasing. How to cultivate talents with independent learning ability in the network age has become a key research issue in the education sector. At the same time, the continuous advancement of the process of economic globalization has placed higher demands on the English ability of college students. In view of this, this paper deeply analyzes the connotation of the college English self-learning teaching concept in the network age, and combines the problems existing in the current college English teaching, and puts forward the countermeasures to improve students' self-learning ability in college English in the network era, in order to provide useful reference for English teaching reform.

1. Background of the study

1.1 Literature review

With the rapid development of Internet technology, the wave of informationization has impacted the traditional education model. The concepts of education internationalization and education virtualization have emerged one after another. In this context, the concept of "lifelong learning" was formally proposed. How to apply information technology to further develop students' self-learning ability has become the mission of college teachers. Liu Yanfen proposed that college English teachers need to change traditional concepts, liberate their own ideas, actively learn Internet technology, and study the teaching strategies suitable for contemporary college students in the context of the Internet age (Liu, 2008). Yun Tianying, Du Zhongquan pointed out that modern foreign language teaching needs to proceed from reality and practice English teaching based on independent learning theory. On this basis, the two scholars further explored the model improvement of college English autonomous learning under the network environment (Yun and Ying, 2013). Jing Jing believes that in the reform of college English teaching, the cultivation of independent learning ability plays an important role. Jingjing elaborates the factors that influence students' self-learning and proposes corresponding improvement strategies (Jing, 2016). Ge Xiaoyan explored how to use the network environment to cultivate students' self-learning ability, and gave suggestions on how to improve teaching methods, teaching resources and evaluation methods (Ge, 2017). Xu Zizhen pointed out that in modern society, English has been widely used. In addition to studying in the classroom, students also need to study independently outside the classroom. The improvement of self-learning ability requires teachers to change traditional teaching concepts and pay attention to students' self-learning methods. Designing interesting learning tasks is one of the more effective methods (Xu, 2017). Zhang Huihui believes that under the network era, there is a shortage of compound talents with English ability, and college students' ability to learn English autonomously is extremely important. The network environment helps improve learning quality, convenience, and personalized service. However, the quality of English learning resources provided by the network environment is mixed, the cost of learning screening is extremely high, and the ability of students to learn independently is insufficient. To this end, it is proposed that colleges and universities can apply flipping classrooms, give full play to the advantages of the network environment, and instill the concept and method of independent learning (Zhang, 2018).

1.2 Purpose of the study

With the continuous advancement of economic globalization, enterprises have increased demand for compound talents with English proficiency. College English is one of the compulsory courses, which is of great significance to the cultivation and training of students' English ability. However, in the traditional teaching mode, the college English course has problems such as low student initiative, light listening, heavy reading and writing. The popularity and continuous improvement of the Internet has provided unlimited possibilities for college students to learn independently. In college English teaching, online self-learning Pingtai has received more and more attention from schools. How to give full play to the advantages of the network, further reduce the time cost of students' screening of materials, and improve their self-learning ability, has become a research hotspot of contemporary college English teaching workers, and is also the direction of future English teaching reform. In view of this, the article explores the teaching philosophy and countermeasures of college English autonomous learning in the network age, in order to provide a useful reference for the reform of college English teaching.

2. The connotation of the teaching philosophy of college english autonomous learning in the network age

The arrival of the Internet age provides a broad space for students to learn independently. The talents needed by the society must be the ones who have the ability to master lifelong learning. In this context, college English teaching is necessary to make reforms, and the concept of independent learning is integrated into the teaching activities. This requires the establishment of a teaching philosophy of "self-directed learning and effective guidance" in teaching activities. Let the students learn to be happy, the teacher teaches ease, and realizes "reduction of burden and efficiency" in the true sense.

In this concept, self-directed learning means that students must have the desire and behavior of supervising learning, and after a certain repetition, master the learning methods to form learning ability. Effective guidance means that teachers will focus on the key points of the students, and correct the problems in their learning. In the classroom of "self-directed learning and effective guidance", students should master the "six sessions", that is, they will think, they will question, they will express, they will debate, they will be tolerant, and they will innovate. Teachers should have the ability to make knowledge problems and make them concrete, and actively guide students to find problems and solve problems. In short, it can be summarized as "six-consultation": the goal is to make the students clear, the process allows the students to participate, the knowledge allows the students to find out, the questions are asked by the students, the methods are used to summarize the students, and the results are evaluated by the students.

In the "self-learning" classroom, focus on the following four aspects. The first is time utilization, which emphasizes that students can acquire more knowledge in a shorter period of time. The second is effective thinking, which teaches students a stable and rigorous learning attitude. The third is the goal achievement rate, which is also the most important indicator to measure the actual effect of a class. Fourth, the student participation rate, try to let students participate in the problem solving frequency more than 50%.

3. Problems in current college english teaching

3.1 Teaching mode lacks interactivity and low student participation

At this stage, most college English teachers still use the traditional teaching method, namely "new vision + listening class". In this teaching mode, the teacher is dominant, and students tend to focus on learning various scattered knowledge points in the classroom, while teachers are responsible for specific explanations. Moreover, the reciting and dictation of English words is also one of the important contents of the course. For contemporary college students, the ability of students to actually use English has not been fully exercised. At the same time, teachers did not

spend a lot of energy on organizing student activities in teaching activities, and students' participation in teaching was not high. In general, the traditional teaching model ignores the student's subjective teaching status, lacks interactivity, and students do not have enough time to actively exercise their ability to use English.

3.2 Insufficient teacher guidance, students lack motivation to learn independently

Today's era is an era of information explosion, and knowledge is updated very fast, which requires students to establish the concept of lifelong learning. To a certain extent, the university is only a stage of lifelong learning. Compared with imparting knowledge, the more important teaching task of teachers is to enable students to have the ability to learn independently. However, the current college English teaching model. Teachers pay serious attention to the cultivation of self-learning ability. It is difficult for students to form an independent perspective in the course. For example, teachers usually translate paragraphs in the classroom and directly explain the knowledge points in the article. Students only need to remember and lack the exploration process. And if the students master only the knowledge in memory, but not the ability to learn alone, it is not conducive to its subsequent development. The guidance of teachers in the curriculum is unfavorable, which makes students lack the motivation to learn independently and the teaching effect is limited.

3.3 The teaching form is single and the content is not rich enough.

One of the shortcomings of the current teaching model is that it is too fixed. Although occasionally students are organized to simulate situational dialogues, most of the dialogues are fixed and formalistic. At the same time, the current content of college English teaching is not rich enough, and most of them are limited to textbooks and counseling books. Although these teaching contents have certain advantages in terms of sentences and knowledge points, the staleness of the content also causes students to lose interest in learning. The facts and networks that can stimulate students' interest are rarely explained in class. Moreover, teachers' guidance to students is mostly limited to the curriculum, and does not penetrate into the daily life of students. Students rarely learn and train English actively in their spare time, and their autonomy is low.

4. Countermeasures for improving students' autonomous learning ability in college english in the network age

4.1 Establish a network micro-classroom and improve the multimedia network environment

The school can help university English teachers to establish a network micro-classroom to close the distance between students and teachers. Through online courses, teachers can enhance their interaction and communication with students through video. Students can also supplement the training time under the class. Another big advantage of the establishment of the network micro-classroom is that it can alleviate the problem that students can't speak English to a certain extent. With the virtual nature of the network, students can communicate and communicate more easily. At the same time, further improve the media network environment, actively introduce the popular content of the network environment in the selection of teaching content, and select songs, movies, practical news and other knowledge that can stimulate students' interest in learning. In addition, more professional English teaching guidance media, such as CNN, BBC, etc., can be introduced to fully expand the breadth of students' knowledge.

4.2 Implement task-oriented teaching, teachers and students jointly define goals

The establishment of teaching objectives helps students understand the teaching content and reduce the phenomenon of blind obedience in the classroom. Therefore, college English teaching needs to adopt a task-oriented teaching model. In this process, teachers should set teaching objectives in advance and discuss with students to confirm the common goals. Teachers need to fully respect the subjective status of students and play a good guiding role. In the use of course time, teachers can give students more freedom. For example, a teacher can have more than a related

teaching task, and the way the student can complete the task can be freely played. In the specific arrangement process, teachers need to strengthen communication and interaction with students, understand their learning progress and mastery of knowledge, so as to better guide and promote students' learning effects.

4.3 Enrich the teaching form and increase the fun of the classroom

The mastery of a student's mastery of a course is largely determined by the fun of the course. This requires teachers to explore students' interest in learning and use online tools to find interesting teaching resources. Through the way of teaching and learning, the students' interest in learning is stimulated, and the motivation of active learning is strengthened. In this process, the interactivity of teaching must be prioritized. Plus college students will exert their own strengths and provide students with opportunities and space for free expression. For example, teachers and students can express their opinions on recent news, and in principle use full English dialogue, but do not make absolute demands. Role-playing is also a teaching method that can effectively stimulate students' enthusiasm for learning. In the specific communication, focus on the English transmission of ideas, not the correctness of individual words. Enable each student to participate in the activity, and urge them to practice in their spare time to form self-learning habits.

Acknowledgements

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