

## Analysis on the Strategies of Cultivating Higher Vocational Students' Autonomous Learning Ability

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**Abstract:** The progress of the times, the development of science and technology, and the technologisation of enterprises have driven changes in the quality and specifications of talent training in higher education institutions. In addition to mastering professional skills, the ability of autonomous learning has become an indispensable competitiveness for higher vocational students to adapt to the trend of the times. This study takes higher vocational students as the object of research, and conducts an in-depth study on how to cultivate the autonomous learning ability of higher vocational students. It is found that the following problems exist in the autonomous learning ability of higher vocational students in China: insufficient motivation for autonomous learning, lack of planning of autonomous learning content, and lack of reasonable regulation of the autonomous learning process. It is hoped that this study will have some significance in cultivating students' autonomous learning ability in higher education institutions in China.

### 1. Introduction

Professor Holec (1981) considers autonomous learning as "the ability to take responsibility for one's own learning". [1] According to Dickinson (1987), autonomous learning includes "two aspects: attitude towards learning and the ability to learn independently", where attitude refers to the individual's responsibility to make decisions about his or her own learning, and ability is the determination and reflection on one's own learning process. [2] Dong Qi (1994) believes that autonomous learning is the learner as the main body, in order to improve learning efficiency in the learning process of continuous control and regulation. [3] Professor Wiguo (2001) believes that if a learner can choose, adjust and control all aspects of his learning or the whole process of learning, then his learning is autonomous. [4] The autonomous learning of higher vocational students is different from that of other types of students. The unique thing about higher vocational students is that the reason they become higher vocational students is that they do not like learning, moreover, they do not like autonomous learning, and it is difficult for them to improve their autonomous learning ability. Therefore, the improvement of senior students' autonomous learning ability requires teachers to play an active role.

To clarify the problems of senior students' autonomous learning ability is a prerequisite for studying the strategy of cultivating senior students' autonomous learning ability. Through the literature survey method, it is found that the following problems exist in the cultivation of autonomous learning ability of higher vocational students: insufficient motivation for autonomous learning, lack of planning of autonomous learning content, and lack of reasonable regulation of the autonomous learning process. By summarising the existing literature, we can obtain a diagram of the existing problems in the cultivation of autonomous learning ability of higher vocational students (Figure 1). When studying the cultivation strategies of autonomous learning ability of higher vocational students, we should focus on the existing problems of autonomous learning ability cultivation.

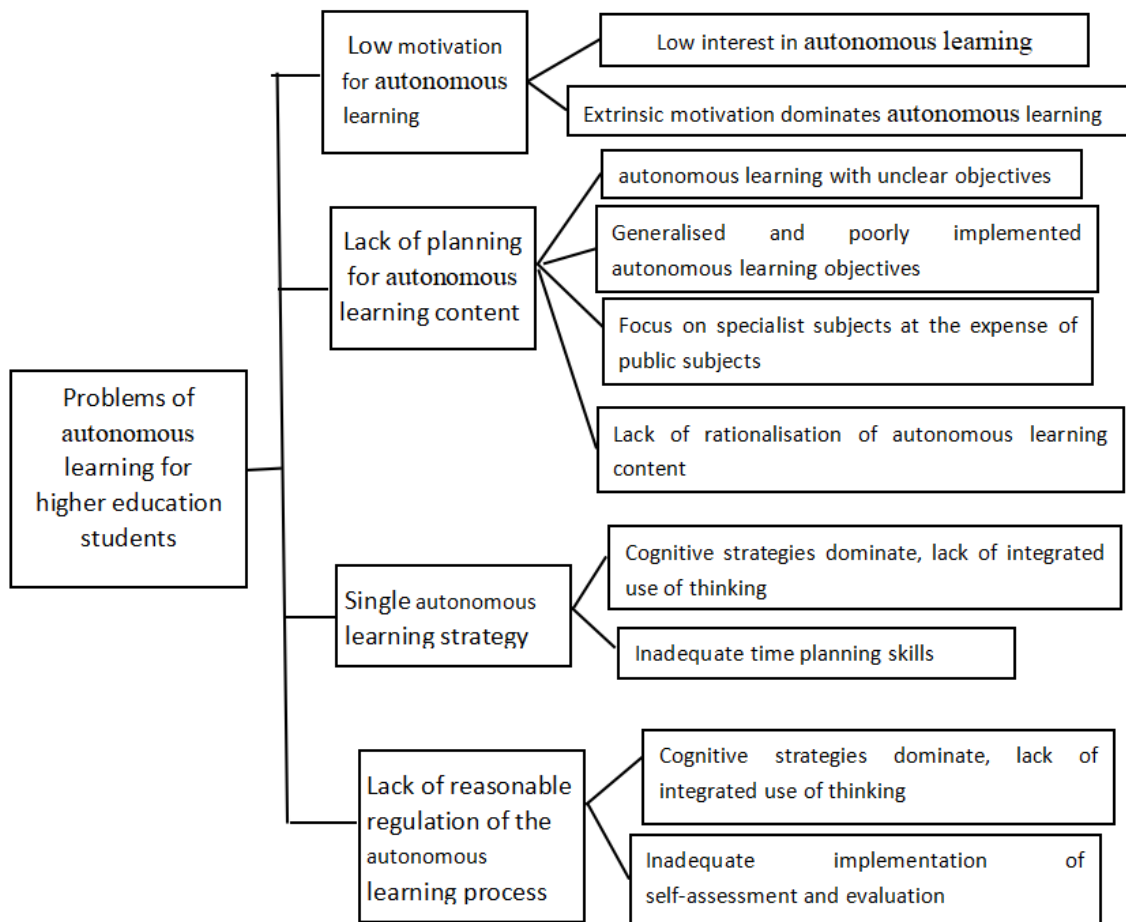


Figure 1 Problems with higher education students' autonomous learning skills.

## 2. Problems of Autonomous Learning for Higher Vocational Students

### 2.1. Insufficient Motivation for Autonomous Learning among Higher Vocational Students

The conduct and duration of autonomous learning is governed by interest in learning, and learning is difficult when an individual's interest in learning is not strong. Surveys have shown that higher education students, as a group of university students, have less pressure on their school curriculum and more free time at their disposal, but this time is not spent on learning, mainly because higher education students are not interested in learning and therefore have no time for autonomous learning.

Motivation is caused by the learner's interests and needs, and will keep the learner moving towards the set goal. [5] Extrinsic motivation refers to focusing on the results brought by learning activities, such as gaining the attention and recognition of others, jobs with high social status, etc. These are transient and immediate benefits, which can hardly be a lasting source of motivation. [6] Relevant surveys show that most of the higher vocational students' learning is profit-oriented, and their learning goals at school point to excellence and gaining scholarships. The learning goal in society is superiority, getting bonuses and high wages. Whether higher vocational students learn in school or in society, they all point to the results brought by learning, that is, external motivation drives higher vocational students' autonomous learning. However, in the context of lifelong learning becoming a general trend, autonomous learning focusing on external motivation is not enough; their own sustainable development requires autonomous learning.

### 2.2. Lack of Planning for the Content of Autonomous Learning for Higher Vocational Students

The goal of autonomous learning is equivalent to the pilot light of autonomous learning for

higher vocational students. Higher vocational students can determine the goal of autonomous learning, so that they can consistently move forward in the process of autonomous learning in a step-by-step manner. The students are guided by the set goals and gradually reach the expected goals. At present, the majority of higher education students have difficulties in setting goals, which stem from their low motivation to learn. They are not sufficiently determined to set goals and are often influenced by their teachers.

Appropriate and reasonable learning content will have a facilitating effect on senior students' autonomous learning. After students feel the sense of achievement of efficient autonomous learning, it will have a positive reinforcement effect and make autonomous learning happen more frequently, and vice versa, it will reduce the frequency of autonomous learning. Focusing on the students' main role in learning, students can choose the appropriate learning content by combining their own interests and cognitive level, etc. [7] Higher vocational students' daily study habits are not good enough, and they lack a step of advance pre-study for the new knowledge taught by teachers, and they do not have a strong idea of seeking knowledge, which leads to a great discount on the learning of the content taught by teachers, not to mention the ability to deftly apply the knowledge learned in class to autonomous learning outside of class. Teacher-led learning is not absorbed in depth, and autonomous learning outside of class is not as effective as it could be. Driven by the sense of self-efficacy, the autonomous learning of higher vocational students gradually decreases and the results of self-group learning are unsatisfactory.

### **2.3. Lack of Reasonable Regulation of the Process of Autonomous Learning for Higher Vocational Students**

The efficient development of autonomous learning requires students to constantly adjust their own learning strategies and learning directions in autonomous learning, and to urge themselves to move firmly towards the established learning goals. This is the only way to gradually improve the autonomous learning process of higher education students and achieve the set goals. In the actual process of autonomous learning, higher vocational students are easily influenced by internal and external dynamics, resulting in factors that are conducive or unfavourable to autonomous learning. The ability to regulate and supervise needs to be developed.

## **3. Strategies for Cultivating the Autonomous Learning Ability of Higher Vocational Students**

### **3.1. Strategies to Cope with the Lack of Motivation for Autonomous Learning among Higher Vocational Students**

Increased confidence in learning. Students who are more confident in their learning are convinced of their own success in the learning process and are therefore motivated to learn and to develop their autonomous learning. The enhancement of students' self-confidence in learning can be carried out at several levels. Firstly, teachers should give as much encouragement and support as possible to students who are already weak in their foundation in their daily teaching. Secondly, in the learning process, we should guide students to look down on the learning results and attach importance to the learning process, encourage students to adopt diversified learning strategies, advocate students to accumulate more in the learning process, and enhance their interest in autonomous learning through the accumulation and practice process in a gradual and subtle way. Furthermore, case studies for higher education students who have learnt something can increase students' motivation to learn by feeling the positive energy of role models and improve their self-confidence in learning, believing that they can learn something.

Enhance the fun of learning. The first thing is to teach in situations. Students not only need to do practical work, but also need to master the theoretical knowledge of practice, but the principles of practical operation are rather boring. By combining boring and difficult professional theory with interesting and fresh practical exercises, we can truly make teaching fun. The Action Plan for Quality and Excellence in Vocational Education (2020-2023) clearly states that "Vocational Education Information 2.0 will be implemented, and information technology will be deeply

integrated with education and teaching." [8] Higher vocational teachers use information technology to combine the subjects they teach with innovative curriculum teaching, and students have a more intuitive experience of the curriculum through information technology, which increases their motivation to learn and facilitates students' autonomous learning through information technology.

### **3.2. Strategies to Cope with the Lack of Planning of Autonomous Learning Content for Higher Education Students**

The establishment of learning objectives can effectively help learners to set their direction, adjust their learning methods and enhance their motivation. The principle of setting learning goals should be "enough to pick a peach", which students can achieve with expectations and after certain efforts. At present, the goal setting of senior students is arbitrary, exaggerated and unrealistic. In view of the existence of this phenomenon, we can help senior students set their goals from the following aspects. The first is to guide students in the field of ideology to pay attention to the orienting role of learning goals, so that senior students can affirm the role of learning goals on learning in their minds and pay attention to the formulation of learning goals. The second is to carry out goal setting gradually after realising the importance of goals. Furthermore, the importance of career planning for higher education students is emphasised. Career planning is the students' vision and planning for their future work direction, which is the cornerstone for them to realise their ideals and ambitions in life. [9] Career planning course is a compulsory course for every student, and every school should also set up a compulsory course on career planning, and the teachers of this compulsory course should also choose different major curiosities for the change of majors, and after the career planning courses of different majors, there are full-time teachers responsible for the career planning and feasibility analysis of the students of the majors, so that the career planning course is not just a formality and really This makes the career planning course not just a formality, but a real plan for students' careers.

### **3.3. The Autonomous Learning Process of Higher Vocational Students Lacks Reasonable Control Strategies**

autonomous learning is purposeful and conscious learning. With the help of teachers, higher vocational students make the necessary monitoring of their own learning behaviours and emotional states in the process of autonomous learning, and compare their current learning status with their expected learning goals, so that they can make adjustments at any time to optimise the effect of autonomous learning. [10] Higher education students need to monitor their learning activities, firstly, before learning, i.e. they set learning goals and plan learning contents for themselves according to the actual situation before they start learning; secondly, during learning, they supervise themselves and adjust their learning actions to make them conform to the set goals; finally, at the end of learning, they supervise themselves to compare their learning results with the expected goals and check the completion of the goals. Finally, at the end of the course, they will monitor their learning results against the expected goals, check the achievement of the goals, and through self-reflection and learning experience, prepare for the next stage of learning activities. [11] Learning is a physically demanding activity that involves many of the body's senses, so it is normal for the body to become tired. When the learning process is physically and mentally exhausting, taking a break or strengthening the mind can be effective. Students at higher education should also strengthen their psychological and physical isolation to resist temptations that affect their studies. For the completion of the study period, give yourself rewards at the right time and analyse your performance objectively in order to promote the completion of the next study period.

## **4. Conclusion**

The progress of the times, the rapid development of society and the technological enrichment of enterprises have made the autonomous learning ability of higher vocational students more and more important. Through an in-depth analysis of the problems of higher vocational students in the cultivation of autonomous learning ability, the author puts forward targeted countermeasures to

solve the existing problems. The author aims to stimulate students' enthusiasm for autonomous learning, assist senior students in establishing suitable goals, diversify their learning strategies and reasonably regulate the process of autonomous learning.

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