Analysis on the Necessity of Autonomous Learning for College English Students Based on Employment Orientation

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Abstract: in the Employment-Oriented English Teaching for Higher Vocational Students, Students' Autonomous Learning Ability is Cultivated While Their Application Ability of Professional English is Also Improved, Thus Making Higher Vocational Students More Competitive in Their Profession. According to the Current Situation of College English Teaching in China, It is Feasible and Necessary to Cultivate College Students' Autonomous Learning. While New Technological Means Have Brought a Revolution to Foreign Language Teaching, They Have Also Exposed Some Drawbacks in the Traditional Teaching Mode. College English Majors Have Different Purposes in English Learning At Other Stages. They Are No Longer Purely English Theoretical Studies, But Further Strengthen English Use and Reading Ability. It is the Most Crucial Stage for Students to Learn English. as Far as English Teaching is Concerned, It is Not Only a Discipline in School Teaching, But a Key to Directly Affecting the Development of Science and Technology, the Economy, and the Reform Process. Based on the Employment Orientation, This Paper Analyzes the Necessity of Self-Learning of English Students in Colleges and Universities.

1. Introduction

With the Continuous Development of the Domestic Economy and the Smooth Launch of the 12th Five-Year Plan, the Society Has Put Forward Higher and More Specific Requirements for College Students Themselves. They Should Not Only Have Certain Professional Expertise, But Also Have Strong Intercultural Communication Ability [1]. English, as an Important Tool for Absorbing and Disseminating the Achievements of World Civilization, Opening Up to the Outside World and Invigorating the Economy, Will Play a Special and Important Role in the New Century. for College Students, They Should Have Considerable Autonomous and Independent Learning Ability to Complete Their Higher Education and Enter the Society, Which is Conducive to the Further Development and Improvement of Their Knowledge in the Future [2]. with the Introduction of New Foreign Language Teaching Theories, Especially Due to the Rapid Development and Gradual Maturity of Information Technology and Multimedia Technology in Recent Years, the Traditional College English Teaching Mode Has Been Hit and Questioned Unprecedentedly [3]. the New Technical Means Brought a Revolution to Foreign Language Teaching, But Also Exposed Some of the Drawbacks of the Traditional Teaching Model. the New Era of Vocational English Teaching Should Be Based on the Employment of the Industry, So That Students of Different Majors Can Better Learn Professional English, in Order to Meet the Requirements of Future Employment Positions in English, So as to Better Expand the Employment Space of Students [4].

In the Process of Global Transition to a Learning Society, the Potential to Develop Self-Learning Ability and Sustainable Development in Learning Has Become a Topic of General Concern [5]. as a Compulsory Course in Vocational Colleges, English is a Skill That Students Must Master. However, the Current English Teaching Teachers in Higher Vocational Colleges in China Focus on the Teaching of English Grammar and the Teaching of English Vocabulary. Ignore the Use of English Knowledge by Students [6]. Self-Directed Learning is an Important Means to Help Students Strengthen Their Foundation and Improve Their Learning Efficiency. It Can Effectively Weaken Students' Dependence on Teachers [7]. At Present, Most Colleges and Universities in China Are Still Unable to Link the Basic English Knowledge They Have Learned with Practical Use. Therefore, Exploring the Role of College English in Employment Orientation and Improving

Students' Ability to Comprehensively Use English Can Greatly Enhance the Competitiveness of College Students and Their Future Development [8]. in the Context of Such an Era, as Far as English Teaching is Concerned, It is Not Only a Discipline in School Teaching, But a Key to Directly Affecting the Development of Science and Technology, the Economy, and the Reform Process. Based on the Employment Orientation, This Paper Analyzes the Necessity of Self-Learning of English Students in Colleges and Universities.

2. Necessity of Autonomous Learning for College English Majors

In Order to Explain the Concept and Connotation of the Construction of Our Country's College English Autonomous Learning Environment, We Must Consider the Characteristics of Foreign Language Classroom Learning and the Goals of Our Country's College English Teaching. with the Development of the Times, Cultural Globalization, Scientific and Technological Globalization and Economic Globalization Have Become Increasingly Prominent in the World. 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. English Not Only Refers to Communication Tools, But Also is an Effective Way to Improve the Use of English to Obtain Information, Analyze Information and Broaden Your Mind. Self-Regulated Learning Takes Students as the Main Body of Learning, and Students Make Their Own Decisions without Being Dominated by Others or Outside Interference [9]. the English Level of College Students Enrolled in Colleges and Universities in China is Different. Therefore, the Teaching Methods of Teachers Need to Be Adjusted. in Addition, Due to the Differences among Students in Different Schools, the Classroom Teaching Environment Cannot Be Ignored.

The New English Teaching Mode Truly Changes from the Perspective of Cultivating Students' Independent Learning Ability, Not Only Changes the Lack of Students' Listening and Speaking Ability Training under the Traditional Teaching Mode, But Also Can Grasp the Students' English Learning Dynamics and Reflect the Teachers' Teaching Effects. for Most Students, Learning English is Still to Cope with the Exam, Not to Better Apply English Knowledge in the Future. the Autonomous Functional System Includes the Drive System, the Capability System and the Regulation System [10]. the Driving System Refers to the Organic Structure of the Conscious Consciousness Composed of Various Subjective Consciousness Elements. These Subjects Include Demand Consciousness, Value Consciousness and Self-Awareness. from the Perspective of Foreign Language Teaching, the Obvious Trend of Contemporary Autonomous Learning Model Research is Based on Cognitive Psychology Theory and Methods. Students' English Learning Effects Are Obtained through on-Campus and Off-Campus Exams. However, a Single Closed-Book Exam Tends to Test Students' Mastery of What They Have Learned and Ignores Students' Ability to Apply Knowledge. Students in Different Majors Can Learn English Knowledge Related to Their Majors in the English Class, Which Continuously Expands the Professional English Level of Students and Cultivates the Ability of Students to Learn Independently.

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. In the English class, teachers can put forward some possible problems in the transportation

industry, and let students use English to discuss, communicate and express their views freely. 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 knowledge of English that 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 [11]. College students should make full use of teaching resources, such as teachers and modern teaching equipment, to develop training programs suitable for their own independent learning and independent thinking, so that they can truly master how to learn. The social and communicative nature of language determines that autonomous learning is not a kind of individual learning, but a kind of collective learning.

Three dimensions of learning behavior, interpersonal support and situational support are also positively correlated with learning effect. These three dimensions are related to the learning effect, which further reflects the high internal consistency reliability of the overall scale. As shown in Table 1.

Table 1 3d Correlation Analysis Results of Effective Classroom Environment Construction

	Learning behavior	Interpersonal support	Scenario support	Learning effect
Learning behavior	1	0.559	0.702	0.635
Interpersonal support	0.687	1	0.689	0.575
Scenario support	0.534	0.514	1	0.773
Learning effect	0.513	0.678	0.651	1

A teaching method that takes words or phrases as a unit and focuses on the sensory memory stage of memory, which is convenient for students to process and memorize vocabulary at a shallow level. Several students were selected for testing and compared with the memory effect of traditional methods, as shown in Figure 1.
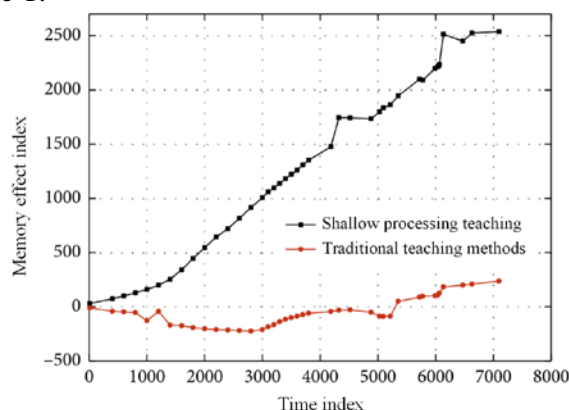

Fig.1 Comparison of New Cognitive Methods and Traditional Memory Methods

From the employment point of view, enterprises require college graduates not only to obtain relevant certificates for English exams, but more importantly, they require graduates to achieve the ability to apply English conversations. When teachers are teaching vocabulary, they should pay attention to the knowledge of the definition of the vocabulary, that is, the shallow knowledge, and the knowledge of the context, that is, the deep knowledge. Teachers are gradually transformed from the main center of teaching to organizing and monitoring classroom teaching, inspiring students to think independently, guiding students to solve doubts, and encouraging students to carry out classroom practical activities. In terms of teaching, communication means dialogue, meaning participation, which means mutual construction. It is not only a way of teaching activities, but also a kind of educational situation and spiritual atmosphere filled between teachers and students. In teaching, teachers provide students with the demonstration of self-study, from setting questions for students to letting students set questions, which improves students' critical thinking ability and degree of autonomy. The transmission of information in English teaching is a complex two-way

cycle. On the one hand, students master the concept by obtaining information from the outside world. On the other hand, they also send out feedback information to teachers' information in their study. Teachers can adjust the teaching process in time according to the feedback information sent by students.

3.2 Stimulate Learning Motivation

Correct learning motivation, sufficient self-confidence and positive and optimistic feelings can promote English autonomous learning and often achieve better learning results. Real evaluation should play an incentive-oriented and quality monitoring role. Modern evaluation requires not only paying attention to students' development in language logic and mathematical logic, but also developing students' potential in other aspects by establishing new evaluation indexes and reforming evaluation methods. 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 an important source 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 [12]. Influenced by traditional Chinese culture, especially in primary and secondary schools, teachers and students have deep-rooted views on each other's roles in the classroom and regard themselves as part of the relationship.

In fact, most of the time the English knowledge test sites learned in class are not useful, and instilling teaching is not scientific. The obtained data on the English proficiency test scores of the students in the experimental class and the control class were statistically analyzed by statistical software. After the experiment, the test scores of the two classes were compared again, as shown in Table 2.

Table 2 Two Pre-Test Data

	Experimental class	Control class 1	Control class 2
Number	55	56	55
Average English proficiency test	74.5	73.7	74.4
Average English proficiency test	82.7	74.5	75.3

Teachers should use multimedia technology as much as possible to create conditions to form an English learning environment suitable for different students' characteristics, to increase the interest of classroom learning and to stimulate their strong learning motivation and self-confidence. After the students' self-assessment results come out, teachers and students should conscientiously sum up and analyze them, accumulate experience from them, and lay a solid foundation for better teaching and learning in the future. 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 changes of social environment, it is far from enough for a person to rely on the knowledge learned in the campus alone. Only by continuous self-study and self-improvement can we face the challenges brought by the new era. Teachers should be familiar with each student's learning situation, and give them homework suitable for their ability, so that they can feel the pleasure of paying back in the process of completing the homework, so as to stimulate students' motivation and self-confidence to continue to work hard.

4. Conclusion

It is an inevitable trend for vocational college students to develop their English autonomous learning ability based on industry employment. In the process of cultivating students' autonomous

learning ability, College English teachers should actively create a good environment for students to learn language independently, and at the same time improve their English teaching ability. Autonomous learning is a new teaching concept and a long-term goal of College English Teaching in China. According to the specific situation of the school, we should step by step, strengthen the function of classroom teaching, and realize the teaching goal of independent learning in stages and layers. The development of autonomous learning in the field of English teaching in China is an important event that suits the development trend of the times and conforms to the requirements of the times. We must put it into teaching practice. 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. In the classroom teaching of higher vocational English, the training of students' professional English learning strategies should be strengthened to improve students' autonomous learning ability, which lays a foundation for the continuous learning of higher vocational students in the future. So as to enhance the vocational ability of higher vocational students and improve their employment competitiveness.

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