

On the Application of Autonomous Learning Strategy in Chinese Teaching in Senior High School

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Abstract: With the continuous reform and the rising expectations of people for education, the goals and requirements of Chinese teaching in senior high schools are also improving. As the focus of Chinese teaching, writing teaching is of great significance to comprehensively improve students' Chinese literacy. Although Chinese teaching in China has been continuously reformed in recent years, the traditional thought of exam-oriented education has deeply influenced our teaching mode and students' mode of accepting knowledge. Therefore, this paper studies the application of autonomous learning strategies in Chinese teaching in senior high schools. In Chinese classroom teaching in senior high schools, firstly, autonomous learning strategies are used to cultivate students' good cooperative learning consciousness and guide students to carry out cooperative learning. However, there is another point that cannot be ignored, that is, students' cooperative learning skills, and teachers should improve students' cooperative learning skills, so as to improve the quality of classroom teaching as a whole. Autonomous learning strategies can help students develop physically and mentally healthily and continuously, and help students develop good study habits, thus creating favorable conditions for future study, which will benefit them all their lives.

1. Introduction

With the continuous deepening of education reform and the continuous development of new curriculum reform, high school Chinese language teaching can also achieve significant results. However, as the reform continues and people's expectations for education continue to rise, the goals and requirements of high school Chinese language teaching are also increasing. Writing teaching, as a key aspect of Chinese language teaching, is of great significance for comprehensively improving students' Chinese literacy. Writing is an important part of high school Chinese language teaching, which plays a role in cultivating students' Chinese language quality, enhancing their imagination, and cultivating their character. Despite the continuous reforms in Chinese language teaching in recent years, the traditional exam oriented education ideology has deeply influenced our teaching mode and students' acceptance of knowledge, leading to the traditional writing mentality still being followed in Chinese writing teaching, with little effect on improving students' writing ability [1-2]. The application of self-directed learning strategies in high school Chinese language teaching is necessary. Traditional education deprives students of the right to express their opinions, and the entire teaching process becomes a "duck feeding" process for teachers, greatly reducing teaching efficiency and quality. The application of self-directed learning strategies can restore students' subjectivity and improve learning efficiency. Autonomous learning refers to student-centered learning, under the guidance and assistance of teachers, actively learning according to one's own learning ability and learning task requirements, and adjusting learning strategies appropriately according to the learning effect during the learning process to improve one's learning efficiency[3]. The purpose of autonomous learning of Chinese is to cultivate students' personalized learning, not just to teach students, but to teach them how to learn. Therefore, Chinese educators should guide students in learning methods, help students form a set of learning methods consistent with their own personalized characteristics, so that students can truly become masters of knowledge learning. This article summarizes some new teaching methods based on past Chinese writing teaching work, hoping to better help students improve their independent writing ability, which is an essential quality for every high school student.

2. The present situation of Chinese writing teaching in senior high school

At present, the teaching of Chinese composition in senior high schools is mainly faced with these problems: first, the invisible pressure of the college entrance examination makes students have too many tasks and very tight study time, let alone write small exercises, which makes students poor in vocabulary, rough in language and emotionless, and cannot arouse people's resonance. With the continuous improvement of the socialist market economic system, the competition for talents is more intense, especially the learning talents who can acquire knowledge on their own initiative and have lifelong learning ability will directly affect the core competitiveness of enterprises [4]. All the students trained now will seek survival and development in the information society. If students fail to cultivate their thirst for knowledge, desire to explore and innovate constantly and form a habit and ability of scientific thinking in the school education stage, it will be difficult to get compensation in their future life and work. Teachers place their hopes on the final question, so that students can have a shortcut, and they can't observe life in a down-to-earth way and find the beautiful things in life, which makes it difficult for a clever woman to cook without rice [5].

High school students basically have knowledge accumulation and life experience corresponding to their cognitive development level. Students live in a mother tongue environment, and after nine years of study, they have a certain learning ability. Coupled with the popularity of modern media, it is fully prepared to guide students' autonomous learning, making it possible to cultivate their autonomous learning ability. Teachers are the leading factor in Chinese writing teaching in senior high schools, and students lack the opportunity to express themselves. At the same time, many Chinese teachers pay too much attention to the teaching of writing skills and neglect emotional expression, which makes many compositions lack true feelings and hinders the improvement of writing level [6-7].

3. The Necessity of Implementing Autonomous Learning in High School Chinese Language Teaching

Autonomous learning "is also a concept that involves taking control of one's own learning activities, doing what one learns on their own, and not being forced or supervised by teachers or parents. The education concept of the 21st century is to enable learners to learn to learn, to be human, to survive, to cooperate, and to create. In the process of high school Chinese language teaching, teachers usually focus on teaching, which makes students lose the fun of learning. In the teaching process led by teachers, they naturally believe that teachers will repeatedly explain and review key points, and will not independently make learning plans and review key points[8]. The focus of curriculum reform is to promote independent, cooperative, and exploratory learning methods, gradually changing the teacher centered, classroom centered, and book centered situation, and promoting the development of students' innovative awareness and practical ability. The term 'autonomy' referred to here is an internal trait, not an appearance, and does not exclude teacher guidance.

Writing ability needs to be improved through long-term training to enhance students' writing ability. Moreover, for writing training, it includes not only training in thinking ability, observation ability, and expression ability, but also comprehensive training in students' creative ability, problem-solving ability, word and sentence selection ability, and discourse layout ability [9]. This article explores three aspects of combining autonomous learning strategies with writing teaching, as shown in Figure 1.

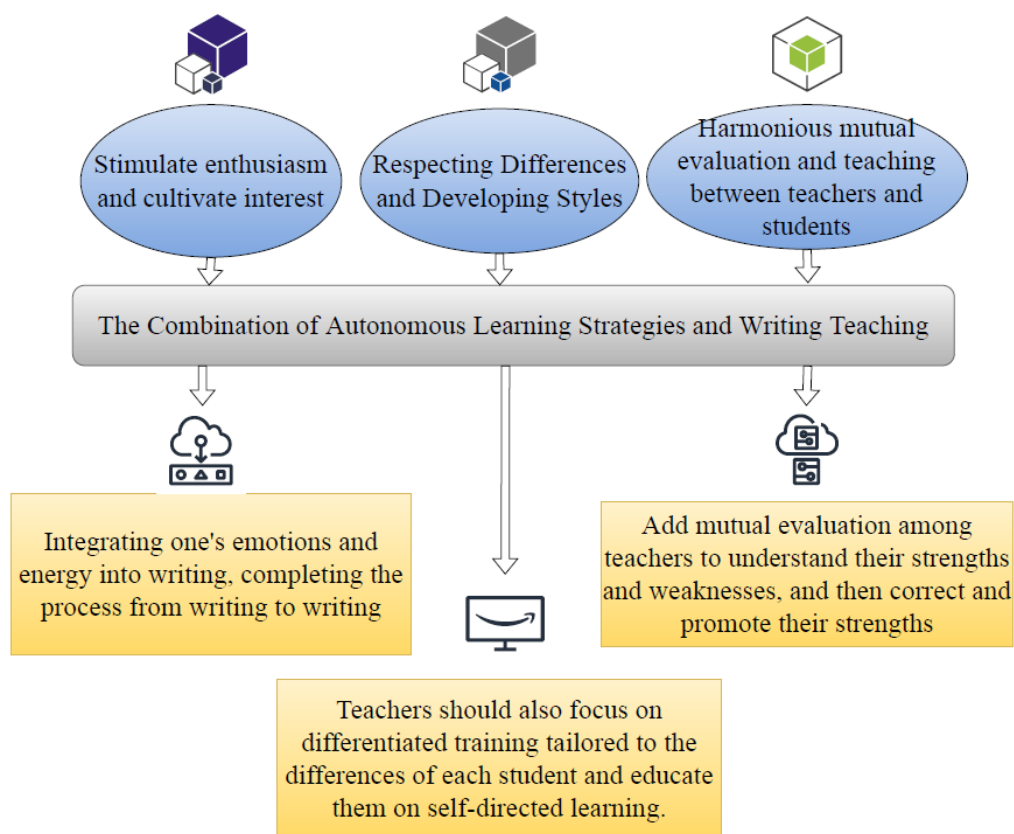


Figure 1 The combination of autonomous learning strategies and writing teaching

In order to comprehensively improve students' comprehensive ability and promote the improvement of writing level, it is necessary to strengthen students' ability training. Chinese teachers conduct differentiated writing training according to students' learning ability and writing ability, and improve their writing level by cultivating their awareness of autonomous learning [10]. The comprehensive examination is based on ability, which increases comprehensiveness and application, which is beneficial for students to analyze various phenomena and laws from the overall point of view, and is more conducive to students to closely link knowledge with social real life. Fundamentally solving students' writing problems requires teachers to teach students in accordance with their differences, and to educate students' autonomous learning ability, that is, to require students to master learning methods and observe writing, so as to achieve the purpose of writing teaching [11].

4. The Application of Autonomous Learning in High School Chinese Writing Teaching

4.1. Cultivate students' good writing enthusiasm

In the teaching process, there are often difficulties that students cannot solve. Usually, these questions are explained by teachers who follow their own ideas, but the teacher's ideas have already deviated from the actual level of students, making it difficult to achieve the expected results. When raising each question, we need to use the existing knowledge level and actual life experience of the students, utilize the existing conditions and situations, combine the learning curriculum, and integrate the questions into the context. The subject of the question can be the teacher or the student [12]. When encountering difficulties in teaching, teachers can first teach a few top students, and then let these students serve as teachers for other students to explain the problems to everyone. We can see the benefits of doing so. Firstly, setting an example for the class, and the power of an example is infinite. Many times, students only develop the idea of seeking truth when they are inspired by a certain point or touched by a small detail. Once the motivation for learning is activated, teachers should firmly grasp it, stimulate students' learning enthusiasm, and help them maintain this

state for a longer time, develop good learning habits, and achieve efficient learning.

4.2. Actively encourage students to write individually

For every high school student, after long-term study before, he has a certain writing foundation, and now it should be a pragmatic foundation and a development stage to improve his level. They all form their own writing styles, and teachers should not force their own opinions and opinions, just as the upward-growing saplings are bent in the trunk, and the result will be counterproductive. As the organizer, participant and guide in teaching, teachers should use various teaching methods to broaden students' learning space and thinking space in the process of learning, so as to avoid students' thinking deviating from the correct learning track. For students, they all have their own thoughts and personalities, and they often have strong personalities in the actual writing process. In fact, such writing is the way to express their true feelings. To fundamentally improve the quality and effect of writing teaching, the most important thing is to cultivate students' interest in writing. Therefore, this paper further studies the specific methods of applying autonomous learning strategies in Chinese writing teaching in senior high schools, as shown in Figure 2.

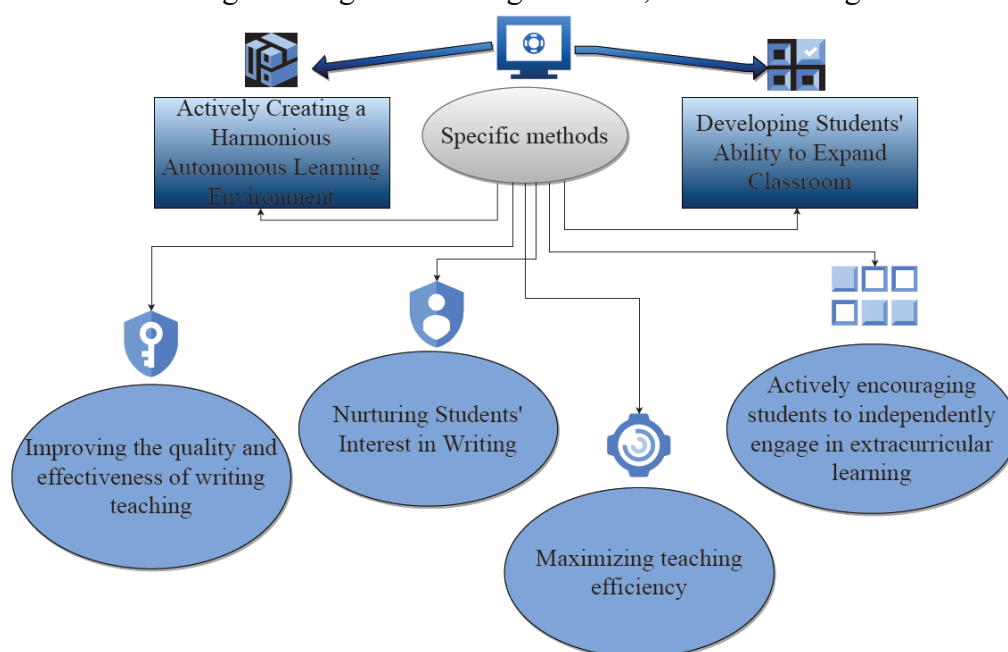


Figure 2 Specific Methods of Applying Autonomous Learning Strategies in High School Chinese Writing Teaching

Educators should cultivate students' good writing mood and constantly guide them to maintain a positive state during the writing process, which is a spirit of exploration and exploration to explore the joy of writing. In the teaching of Chinese writing in high school, it is necessary to guide students from their perspective, from exploring the truth in the sea of books with questions to obtaining certain writing experiences, gaining recognition from teachers, and gradually cultivating students' autonomous learning ability, in order to master better learning methods and achieve greater results in learning.

4.3. Cultivate students' practical ability

The formation of students' thoughts and the source of their emotions are closely related to their daily lives, so they are real; In the process of teaching, educators should ask students to actively participate in life and devote themselves to everything, so as to find the bits and pieces of life and integrate them into writing. In high school Chinese classroom teaching, we should first cultivate students' good cooperative learning consciousness and guide them to carry out cooperative learning, but there is still one thing that cannot be ignored, that is, students' cooperative learning skills, and teachers should improve students' cooperative learning skills, so as to improve the quality of classroom teaching as a whole. Let the students list the outline of the article, and then divide the

students into groups to carry out group cooperation and inquiry, so that students can share, analyze and discuss their extracted outlines and analyze the application of rhetorical devices in the article. In the process of Chinese writing teaching, educators should make a comprehensive change in teaching methods, make them more perfect, help students develop physically and mentally healthily and continuously, and help students develop good study habits, thus creating favorable conditions for future study, which will benefit them all their lives.

5. Conclusions

This article briefly summarizes the problems in the current high school Chinese writing teaching in the context of the current social environment and educational reform, and then provides a more specific explanation of the relationship between autonomous learning strategies and writing teaching. In self-directed learning, students are in a dominant position, so it is necessary to respect their autonomy, independent ways of thinking and activities. In high school Chinese language classroom teaching, teachers should persist in student-centered teaching, transform their roles into organizers and guides in the classroom, try to encourage students to actively and actively learn independently, tap into their potential, and cultivate their independent exploration ability. In short, in high school Chinese writing teaching, students' mastery of the basic methods of writing learning and the cultivation of self-learning habits are important contents of the current Chinese teaching reform. Finally, a summary was made on the application methods of autonomous learning strategies in high school Chinese writing teaching, hoping to provide reference opinions for peers and provide a new approach and method for improving the effectiveness of high school Chinese writing teaching and students' writing ability. In teaching, it is not just about imparting knowledge, but also about encouraging students to actively participate, explore, and have a strong interest in new things in activities, thereby stimulating their internal drive for self-directed learning.

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