

Analysis on the Dilemma and Countermeasures of Independent Learning Model for Public English Students in Colleges and Universities

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Keywords: University, Public English, Students, Autonomous Learning Model, Predicament, Countermeasures

Abstract: Public English course is an important part of the curriculum system of colleges and universities, and it is also one of the popular public courses in colleges and universities. The development of public English course can improve the autonomous learning ability of college students and enhance the comprehensive competitiveness of college students. But in the current public English courses, due to the lack of autonomous learning ability of college students, the learning effect of public English courses is poor, students' participation is low, and there are some difficulties in the promotion of the curriculum. This paper discusses the difficulties and countermeasures of the independent learning model of public English students in colleges and universities, and provides a reference for the development of related work.

1. Introduction

The study of public English courses requires students to have a certain sense of autonomous learning and ability to carry out their study according to the requirements of public English courses. At the same time, the design of public English courses also needs to consider the actual situation of college students, teach students according to their aptitude, combine the learning interest, ability and basic level of college students to carry out the corresponding curriculum design, and try to meet the actual needs of students in order to ensure that the role of the course offered can be fulfilled. At present, in the teaching of public English courses in colleges and universities, the model of students' autonomous learning is a relatively common learning model, but the model of autonomous learning requires higher students' consciousness and is relatively loose in management, and it is also easy to cause students' lack of enthusiasm and poor participation.

2. Dilemma the Model of Self-learning in Public English Learning in Colleges and Universities

2.1. Inadequate Understanding of Instructional Design

Teaching design refers to the reasonable and orderly arrangement of teaching according to the requirements of curriculum standards and the object of teaching work. The model of autonomous learning requires students' autonomous learning ability and willingness, so it is necessary to combine students' actual learning needs, abilities and levels of targeted teaching design, so as to arouse students' willingness to learn independently, enhance students' enthusiasm to participate in public courses, and gradually improve their autonomous learning ability [1]. However, the current public English courses in colleges and universities generally lack systematic and scientific teaching design, and the completion of their studies is mainly based on students' independent planning and arrangement, and lack of overall teaching design ideas, which leads to the deviation between teaching design and students' actual needs and interests, which affects the effect of autonomous learning mode.

2.2. Teaching Methods are too Single

In the current teaching of public English courses in colleges and universities, because many

teachers lack the understanding of innovative teaching methods or the ability to use information technology to teach, the public English teaching work in colleges and universities still stays in the teaching mode of indoctrination in the past. The teaching form is too single and does not provide students with abundant learning resources. But such a single teaching method can easily lead to the poor participation and enthusiasm of students in public English courses, the students' interest in learning is few, and the learning method is relatively single, which affects the effect of the autonomous learning model of public English in colleges and universities [2].

2.3. Inadequate Development of Students' Autonomous Learning Ability

The further development of the new curriculum reform in colleges and universities puts forward more comprehensive requirements for the development of public English courses in colleges and universities. Only by fully arousing the interest of college students to participate in public English courses and enhancing their interest in learning can students participate in the study of public English courses with conscious resources. However, in the actual teaching work, there is a general lack of learning autonomous learning ability, and the attendance and participation of students in public English courses are not ideal [3]. Such a model leads students to rely too much on the supervision and attendance of tutors in their study, often for attendance and credit to participate in the course, resulting in the public English course teaching effect can not be expected.

3. Effective Countermeasures to Solve the Dilemma of Independent Learning Model for Public English Students in Colleges and Universities

3.1. Creating an Open and Autonomous Teaching Atmosphere

In order to solve the problems and difficulties existing in the current independent learning mode of public English students in colleges and universities, it is necessary to fully mobilize students' independent thinking and practical ability in the development of public English courses in colleges and universities, master certain knowledge and methods through independent learning and inquiry, and form a systematic network of English knowledge to realize the gradual improvement of autonomous learning ability [4]. The construction of teaching atmosphere is the basis of cultivating self-learning ability. From this point of view, it is required that the development of public English curriculum in colleges and universities should re-examine the current public English curriculum design and teaching work with the help of modern educational ideas, find out the problems and bottlenecks existing in students' autonomous learning mode, and view the development of public English teaching with innovative ideas; At the same time, pay attention to teaching students according to their aptitude, according to the actual learning ability and level of different students, apply creative teaching means, create an open, independent and innovative teaching atmosphere for students, stimulate students' subjective initiative in English learning, and encourage students to show their personality through English learning and improve their ability of autonomous learning with the help of the combination of online and offline [5].

For example, colleges and universities can cultivate students' habit of autonomous English reading and learning with the help of English autonomous reading activities, and create an open and autonomous environment for students to ensure that students can read independently without interference; students can choose reading materials independently in reading materials, books, impurities, newspapers, literature and so on can be used as reading texts, reading materials need not be rigid form and content; Set a certain reading time, and observe the students' attention duration and reading state in the process of reading development, and adjust the continuous silent reading plan with this flexibility, help students develop good habits through scientific design and reasonable arrangement, promote the improvement of reading effect, and lay a good foundation for the cultivation of students' autonomous learning habits [6].

3.2. Independent Inquiry in the form of Group Cooperation

The new curriculum reform emphasizes that the development of teaching work should be

student-oriented, to improve students' core literacy as the teaching goal to carry out teaching activities, pay attention to the cultivation of students' autonomous learning ability and habits, in the practice process of the autonomous learning model of public English students in colleges and universities, cooperative learning model is an important form to develop students' autonomous learning ability, the development of public English courses in colleges and universities can use scientific grouping students according to different dimensions to ensure that the group work can basically meet the needs of cooperative learning and students' wishes; establish learning order and regulations; Focus on effective guidance, set up appropriate learning tasks, learning goals and evaluation criteria, guide students to subdivide tasks through effective methods, advocate group independent discussion and inquiry, aim at problems in English learning, actively explore solutions, through the collision of ideas and communication and cooperation, together to form conclusions, so as to enhance students' autonomous thinking and learning ability.

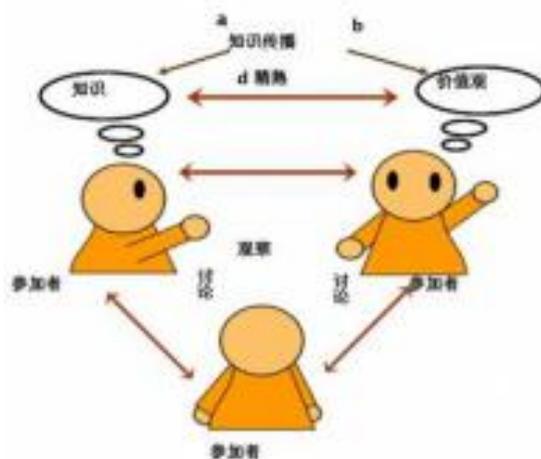


Figure 1 Cooperative learning model of public English group in colleges and universities

3.3. Task-driven Autonomous Learning

Essentially, task-driven autonomous learning is a self-selected, student-led learning program that emerges in the form of a complete, designed and resource-screened task dominated by a student or a learning group that collects information and resources, implements projects, draws conclusions, and summarizes experiences. In practical teaching, teachers should pay attention to the inquiry of autonomous learning tasks, do not choose some big and empty learning themes, open and inquiry learning tasks; teachers should encourage students to fully express their ideas and encourage students to cooperate with each other in the process of independent inquiry; at the same time, pay attention to the cultivation and generation of ability, transform the knowledge of textbooks into concrete and implementable tasks, and promote the effective combination of theory and practice.

For example, teachers can carry out thematic research activities with the help of some high-quality, well-defined and enlightening English films or documentaries. Students are invited to carry out targeted inquiry learning tasks according to the contents and roles of the films, collect documents and inquiry materials independently, collect the materials needed to complete the topic through Internet and other channels, complete the learning tasks, and combine the thematic tasks with credits and examinations to achieve good autonomous learning results.

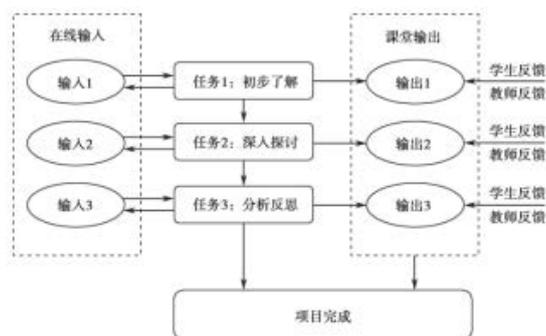


Figure 2 Learning model of public English program in colleges and universities

3.4. Promoting the Diversification of Public English Teaching Models in Colleges and Universities

Teachers' teaching ideas and methods in public English teaching in colleges and universities will directly affect the effect of English teaching and the experience of students' autonomous learning. To solve the difficulties existing in the current model of public English students' autonomous learning in colleges and universities, while requiring students to make changes or restrain their learning behavior through discipline and examination, they should also use advanced teaching methods to improve the interactivity and interest of public English courses by means of combination of online and offline teaching, situational teaching, multimedia teaching, micro-class and project learning. At the same time, with the help of online teaching to carry out online classes, actively carry out oral practice, but also can combine online and offline courses, regularly hold rich offline English activities, through this way to change the boring status of public English courses, inject vitality into public English courses in colleges and universities, and realize the effective improvement of students' autonomous learning ability.



Figure 3 Online learning model of public English in colleges and universities

4. Concluding Remarks

The development of autonomous learning model for public English students in colleges and universities can effectively stimulate students' subjective initiative in English learning and improve students' willingness and ability to learn independently. In the development of public English courses in colleges and universities, we should make full use of modern teaching methods, through group cooperation, task-based teaching and other models, through the use of modern teaching methods and tools in curriculum teaching, to bring students rich learning methods and resources, strengthen the cultivation of students' autonomous learning ability in public English teaching, solve the current difficulties, and improve the level of public English teaching in colleges and universities.

Acknowledgements

“Research on the Integrated Teaching Design of Foreign Language Foundation, Industry and Practice Vocational Colleges” approved and sponsored by Advisory Committee of Foreign Language Teaching in Vocational Education, Ministry of Education, P.R. China FLEB067.

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