

## Analysis on the Strategies of Cultivating College Students' Autonomous Learning Ability from the Perspective of Selective Learning

Xue-zhen LIU<sup>1,a</sup>, Du ZHANG<sup>1,b</sup> and Yong-jian HUANG<sup>1,c,\*</sup>

<sup>1</sup>College of Education, Jiangxi Normal University of Science and Technology, Nanchang, Jiangxi, China

<sup>a</sup>2869817346@qq.com, <sup>b</sup>921408171@qq.com, <sup>c</sup>2115411886@qq.com

\*Corresponding author

**Keywords:** Selective Learning, College Students, Autonomous Learning Ability.

**Abstract:** The book "LEARNING TO BE: The World of Education Today and Tomorrow" clearly puts forward a core concept: lifelong education, and to maintain life-long learning requires us to have a high independent learning ability. In recent years, both the reform of higher education and the construction of the core literacy system attach great importance to the autonomous learning ability of college students. This article clarifies the connotation of college students' autonomous learning ability, deeply explores the factors that affect college students' autonomous learning ability and the internal integration mechanism between selective learning and autonomous learning, and conducts in-depth research on how to cultivate college students' autonomous learning based on the perspective of selective learning. It is expected to be beneficial to the front-line teachers in China's colleges and universities in cultivating and improving the autonomous learning ability of college students.

### 1. Introduction

For any research, clarifying its connotation is the prerequisite for research. For the concept of autonomous learning ability, domestic and foreign scholars have carried out different interpretations based on different perspectives. The concept of "self-learning ability" was first proposed by Professor Henri Holec, and he pointed out that self-learning ability is a kind of ability to be "responsible for one's own learning". This ability is mainly manifested in the following five aspects: clear learning goals, determine learning content, select learning strategies, monitor learning progress, and evaluate learning effects. [1] David Little (1991) believes that there are three main types of autonomous learning abilities: one is the ability to independently and objectively evaluate the self, the other is the meta-cognitive ability, and the other is the ability to effectively use external resources and maintain a good attitude. [2] He Jisheng believes that autonomous learning ability is the sum of various psychological qualities that learners have to successfully complete their own learning tasks. This ability is not only a conscious ability, but also a social ability that is indispensable for survival and development in society in the future, and it is a comprehensive ability for individual self-improvement. [3] The autonomous learning of college students is different from the autonomous learning of primary and middle school students. Since primary and secondary school students have not matured their minds, they cannot be completely autonomous. To carry out autonomous learning requires the guidance and participation of teachers. But college students are different. Compared with elementary and middle school students, college students are much more mature in their minds. Therefore, the autonomous learning of college students is also more active and selective, and they can still autonomously complete various learning activities that elementary and middle school students cannot complete without the participation of teachers.

Based on the domestic and foreign viewpoints, this study believes that the ability of autonomous learning of college students is a comprehensive psychological feature necessary for individuals to complete the activity of "autonomous learning", which is gradually formed in the process of autonomous learning. In general, the autonomous learning ability of college students is specifically manifested in the following aspects: autonomous learning awareness, the ability to independently

establish learning goals, the ability to independently formulate learning plans, the ability to independently choose learning content, the ability to independently adjust learning methods, The ability to self-monitor the learning process, the ability to use external resources flexibly, the ability to reasonably evaluate the effects of learning, and the ability to persist in learning.

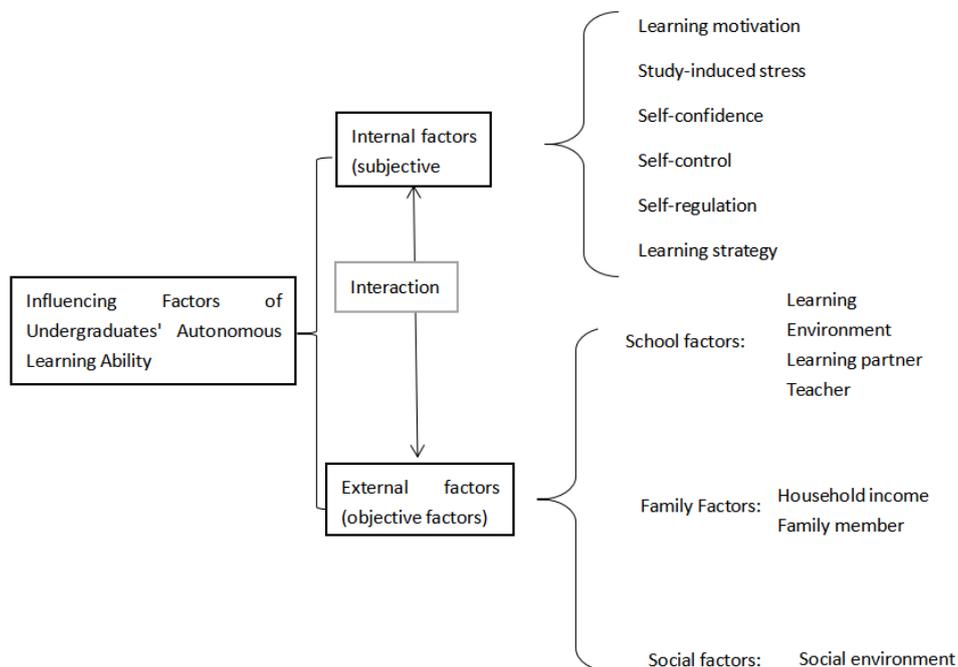


Figure 1. A systematic diagram of the factors affecting the autonomous learning ability of college students.

One of the foundations and prerequisites for studying the strategies of cultivating college students' autonomous learning ability is to clarify the factors that affect college students' autonomous learning ability. By reviewing the existing literature, the factors that affect college students' autonomous learning ability can be divided into two categories: internal factors and external factors, or subjective factors and objective factors. For example, Chinese scholar Yang Tiezhu divides the factors that affect college students' autonomous learning ability into internal factors and external factors. The internal factors are mainly self-influenced factors, such as learning enthusiasm, reasonable time allocation, learning pressure, self-confidence, etc. External factors are mainly external influences, such as teachers, teaching models, teaching materials, and social and family aspects. [4] Wu Rongjuan and Wang Nashi summarized the factors that affect autonomous learning. They divided the factors that affect autonomous learning into subjective factors and objective factors: subjective factors mainly include learning motivation, learning interest, self-efficacy, and self-confidence. The objective factors mainly include learning environment, social environment, etc., and it is believed that subjective factors have a greater impact on individuals. [5] Based on existing research, this paper sorts out a system of factors that affect college students' autonomous learning ability (Figure 1). When cultivating college students' autonomous learning ability from the perspective of selective learning, it is necessary to fully consider the factors that affect college students' autonomous learning ability.

## 2. The Main Basis for Cultivating the Autonomous Learning Ability of College Students based on the Selective Learning Perspective

Cultivating the autonomous learning ability of college students based on the selective learning perspective has important theoretical basis and practical significance. First, trace its theoretical origin. The theoretical foundations of selective learning include constructivist theory, humanist theory, and multiple intelligence theory; and the theoretical roots of autonomous learning also

include humanist theory and constructivist theory, both of which have the same origin. Secondly, from the point of view of its definition, although Chinese scholars have different definitions of selective learning, they all have a common understanding, that is, selective learning is a student-based learning method in which students choose suitable learning content, learning methods, learning evaluation, learning partners, and instructors under the guidance of teachers according to their actual conditions; and autonomous learning takes students as the main body of learning, emphasizing that students learn actively and voluntarily. Both focus on emphasizing the student's dominant position and the teacher's dominant position, regarding students as the main body of learning, and emphasizing the initiative, autonomy and meaning construction of learning. Third, from the perspective of practical application, selective learning is very different from the original learning process of students. Under this teaching mode, students can cultivate their independent learning ability through every step of their independent selection; Fourth, from the perspective of the essence of education and teaching, even though the two are essentially different in focus, their purpose is to cultivate outstanding talents with innovative spirit and practical ability who can adapt to social development. In the teaching process, students are the main body, and the students' main body status is emphasized. Teaching evaluation emphasizes the diversification of evaluation subjects and the diversification of evaluation methods. Fifth, the two are mutually stimulating. The selective learning process is a developmental, pluralistic, autonomous, and interactive process. Students learn in autonomous choice and choose in autonomous learning, so as to increase their awareness of active learning and cultivate their ability to learn independently; and the improvement of their autonomous learning ability helps students make better choices.

### **3. The Main Strategies for Cultivating College Students' Autonomous Learning Ability based on the Selective Learning Perspective**

(1) Change the Traditional Relationship between Teachers and Students, Encourage College Students to Independently Choose Teachers and Learning Partners, and Cultivate the Awareness of College Students to Learn Independently.

Most of the class teaching system in traditional education is based on teachers. Its notable characteristics are fixed time, fixed place, fixed teacher, fixed student, fixed content, etc. Before the start of the semester, the teaching objectives have been established, teachers have been assigned, and groups have been divided, and in some experimental classes or other discussion classes, fixed groups are used as the unit. Students have no right to choose between teachers and learning partners, and the teaching process is basically fixed, which inhibits students' interest and enthusiasm for learning to a large extent. Students are learning under the direction of the school and teachers, thus losing the consciousness of independent learning, and will not consciously use external learning resources to expand their learning. To implement selective learning, we must first change the traditional teacher-student relationship, and encourage students to independently choose teachers and instructors suitable for their own development based on the teacher's expertise, teaching characteristics, and their own hobbies.

To change the traditional relationship between teachers and students, it is necessary to be student-centered, to entrust the classroom to students, to build a platform for students to communicate freely, so that students can express their opinions freely. The role of the teacher should be the facilitator of the classroom rather than the controller of the classroom, helping students answer questions when they encounter problems. Secondly, it is necessary to give students the right to freely choose their learning partners. Students can freely choose the partners they are most willing to communicate with for learning, instead of rigidly grouping by teachers, so that the psychological field between students is more integrated, the learning atmosphere is more harmonious, and the learning exchanges also smoother. The choice of partners includes the choice of partners on the same content and the choice of partners on the same learning method. The choice of partners should be autonomous, flexible and free. [6]

Change the teacher-centered model in traditional education and encourage college students to choose their own teachers and partners according to their hobbies. In this way, students can

gradually realize that they are the masters of learning in the process of independently selecting teachers and partners, and gradually improve their awareness of autonomous learning.

(2) Guide College Students to Establish Their Own Learning Goals and Make Their Own Learning Plans according to Their Learning Goals, and Cultivate the Ability of College Students to Independently Establish Learning Goals and Make Learning Plans.

Autonomous learning is essentially a self-regulated learning, that is, individuals independently choose, regulate, and control their own learning process. [7]To self-regulate learning, there must be a reference point for guiding behavior. Therefore, in order to cultivate the autonomous learning ability of college students, we must first guide college students to independently establish suitable learning goals. Learning goals are the reference points for guiding students' behavior. Independently formulate learning plans according to learning goals, and gradually improve the ability of college students to independently establish learning goals and to independently formulate learning plans. First of all, let students understand the importance of learning goals. Learning goals are the starting point of learning and the ultimate destination of learning. A clear learning goal is the primary task of every student, especially for college students. The clearer the goal, the more conducive to the success of college students in their studies. After guiding college students to establish learning goals, teachers should supervise the completion of the plan, and guide students to flexibly adjust the learning plan at any time according to the completion of the goal. Only in this way can it gradually achieve the desired effect and gradually improve its ability to independently establish learning goals and to independently formulate learning plans.

(3) Strengthen the Guidance of College Students' Learning Strategies, and Cultivate the Ability of College Students to Self-monitor the Learning Process, use External Resources Flexibly, and Self-feedback Problems.

Learning strategies are learning methods that learners adopt in order to improve learning effects. Skilled use of learning strategies is a necessary condition for improving autonomous learning ability. [8]College students have mastered certain learning strategies and basically formed independent learning abilities after studying in elementary and middle schools. However, the learning abilities of college students are still in continuous development. Therefore, teachers should pay attention to the guidance of college students' learning strategies. The independent learning ability of college students is mainly manifested in the independent establishment of learning goals, independent formulation of learning plans, independent selection of learning content, independent selection of learning methods, independent selection of evaluation methods, etc., and adjustment and monitoring of them. Therefore, cultivating the meta-cognitive strategies of college students is one of the key factors to improve their independent learning ability. After guiding students to establish appropriate teaching goals, teachers should require students to flexibly formulate learning plans and self-monitoring their learning process according to their actual conditions. Teachers can provide students with means of self-monitoring and promptly guide students to make adjustments to inappropriate learning steps to make them follow the correct track. At the same time, it is necessary to strengthen the training of college students' resource management strategies. Secondly, it is necessary to guide college students to appropriately use effort management strategies. Finally guide college students to actively seek academic help.

(4) Establish a Reasonable Evaluation Mechanism, Guide College Students to Conduct Self-evaluation, and Cultivate the Ability of College Students to Independently Choose Evaluation Methods and Reasonably Evaluate Learning Effects.

The traditional test-oriented education evaluation only emphasizes the learning results and ignores the students' learning process, which is basically a summative terminal evaluation [9]. For example, in the final exams of schools at all stages, everything is determined by scores. It is oriented to identify the level of knowledge mastery of students, and is a top-down "qualitative evaluation" of students. It only focuses on students' ultimate mastery of knowledge. The evaluation content and evaluation standard are single, which leads most students to determine the learning goal as high scores, focusing only on scores and ignoring other goals that should be achieved. This is also an obstacle to cultivating students' autonomous learning ability. Zhao Zhenguo and Zou Jiamin

recognized that "the core of university education is to carry out challenging and innovative independent and cooperative learning. Under this learning mode, college students can learn more and learn more deeply." [10]With the updating of teaching methods and learning methods of college teachers and students, traditional evaluation methods hinder students' autonomous learning. Establishing a reasonable evaluation mechanism and guiding the university to conduct self-evaluation is an important way to cultivate the autonomous learning ability of college students.

#### 4. Conclusion

In today's society, autonomous learning has become the theme of education, and it is a learning method that is advocated all over the world. Cultivating the autonomous learning ability of universities is also one of the important goals of current higher education curriculum reform. From the perspective of selective learning, the author tries to explore the countermeasures of cultivating college students' autonomous learning ability by changing the traditional teacher-student relationship and encouraging college students to independently choose teachers and learning partners, guiding college students to establish suitable learning goals, and independently formulating learning plans based on learning goals, strengthening the guidance of college students' learning strategies, establishing a reasonable evaluation mechanism, and guiding college students to conduct self-evaluation. It has important practical significance.

#### Acknowledgement

This project is funded by the Jiangxi University of Science and Technology Postgraduate Innovation Special Fund, Project No. (YC2020-S561)

#### References

- [1] Henri Holec. *Autonomy and Foreign Language Learning*[M]. Oxford: Pergamon,1981.
- [2] Little, D. *Learner Autonomy: Definition, Issue and Problems*[M]. Dublin; Authentik Language Learning Resources Ltd,1991-48.
- [3] He Kisheng. The connotation, composition and dynamic analysis of college students' self-directed learning ability[J]. *Educational Review*, 2009 (02)-81,82,83.
- [4] Yang Tiezhu. Cultivation of college students' independent learning ability and ways to improve it[J]. *Northern Light*.2019(02):157-159
- [5] Wu Rongjuan, Wang Na, Shi Jinghua. Discussion on the factors influencing college students' independent learning ability and cultivation program[J]. *Science and Technology Information*. 2015(23):199-200.
- [6] Geng Na. A few thoughts on selective learning. [J]. *Journal of Zibo Teachers College*.2004(004):36-38.
- [7] Dong Xiao. A study on developing college students' independent learning ability in cooperative group learning[D]. Yangzhou University.,2009:4
- [8] Han, R. S., Miao, J. F., Li, Chuanyin. *Educational psychology* [M]. Jinan: Shandong People's Publishing House,1996.
- [9] Wang Xueli . Practice and reflection on enhancing the effectiveness of teaching modern Chinese history [J]. *Journal of Science and Education*.2012(12):144-145.
- [10] Zhang No. Self-assessment and independent learning of students in higher education. [J]. *Education Modernization*,2017(10):202-203.
- [11] Sang Xinmin. *Calling for a new century philosophy of education - an exploration of human own production* [M]. Beijing: Education Science Press,1993:54.
- [12] Pang, Wei-Guo. *Self-directed learning - principles and strategies of learning and teaching* [M]. Shanghai: East China Normal University Press,2003.