

Talking about the Cultivation of Foreign Language Students' Autonomous Learning Ability in Higher Vocational Colleges under the Network Environment

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Abstract: The necessity of cultivating foreign language autonomous learning ability of higher vocational students and the strategy of cultivating English autonomous learning ability of higher vocational students under the network environment are discussed. How to cultivate the foreign language autonomous learning ability of higher vocational students and give suggestions.

1. Introduction

As a part of Chinese higher vocational education, higher vocational foreign language teaching is a compulsory course for non-foreign language students. In order to meet the needs of the current society and meet the needs of the society, the Ministry of Education of the People's Republic of China has promulgated a revised national foreign language syllabus aimed at stimulating students' self-learning ability and teamwork awareness through continuous training of students' comprehensive application ability. The self-learning ability gradually shapes the students' good student habits, and finally can use foreign languages as a smooth communication tool. In other words, the teaching trend will change from "how to teach" to "how to learn". (Shu & Zhuang, 1996: 67) [1]. Therefore, how to shape the self-learning ability of college students becomes very important. In the future, the definition of illiteracy is not "eyes are not literate", but people who do not have the ability to learn independently. The advantages of multiple platforms, multiple softwares, and multiple devices in the information age provide a richer soil for autonomous learning. The network and mobile devices are the main carriers for students who have become students, accessing materials, learning courses, and receiving learning tasks. Self-learning in the network environment means that in the process of teaching, students use the various learning functions and rich resource advantages of the network to actively use and regulate their original cognition, motivation and behavior under the guidance and guidance of the teachers. Active creative learning activities to solve problems and master the corresponding knowledge and abilities (Du Fu, 2011) Therefore, how to improve students' English learning ability in the network environment has become an important topic in vocational English education.

2. The Necessity of Training Foreign Language Students' Autonomous Learning Ability in Higher Vocational Colleges

(1) Network autonomous learning is the basic requirement for the reform of English teaching in higher vocational schools and the requirements for teaching English courses in higher vocational education. The Higher Education Division issued the "Higher Vocational Education English Curriculum Teaching Requirements" in 2004 clearly stated that "the modern teaching methods such as computer and network technology should be actively introduced and used to construct a new teaching model suitable for students' individualized learning and independent learning; We should make full use of multimedia and other technologies to carry out teaching, adopt flexible and diverse teaching methods, and strengthen interactive and collaborative learning. Therefore, teachers in higher vocational schools should clearly understand the requirements of higher vocational teaching in the context of "network age" and clarify the training objectives. Starting from the actual level of students,

help and guide students to carry out independent learning, cultivate students' self-learning ability, and truly cultivate independent learning practical talents for the country. Only when students' self-learning ability is increased, students will actively apply the various learning tools of the current network and try to find the learning tools that best suit their own characteristics. In this way, we can maximize the modernization of network tools.

Students' self-learning ability can be guided from three aspects. First of all, teachers should pay more attention to the modern teaching mode with high frequency and high effect. Through the exchange of learning and discussion with other teachers, the online learning cases of colleges and universities can be extracted. In this way, students can be convinced when they are introduced to students, and students can receive the application satisfaction after using them. Secondly, higher vocational schools should provide as many platforms for learning and communication as possible for higher vocational English teachers. Through the introduction of the introduced policy model, all the good teaching examples and methods of other colleges and universities will be introduced, and through the discussion and practice of the teachers of the school. Adaptive teaching of the school environment. This requires the school to meet the development of current English teaching in both hardware and software. Finally, students' enthusiasm should be fully mobilized to guide students to recognize the needs of today's society through various activities, competitions and internships. Make students clear their learning goals. Then the school will teach students in accordance with their aptitude, so that students with different levels of English can improve their learning methods for their own advantages and disadvantages. In the progress of learning, the foot enhances its self-learning ability.

(2) Promote deepening reform of English teaching in higher vocational schools. At present, some higher vocational colleges still use the traditional teaching mode for foreign language teaching. It is still the teacher's unilateral export of knowledge machinery, but it is very neglected whether students can master or apply it in daily life. It is difficult to train students to "actual application". "The ability to learn. This way can only make students in a passive learning state, students lack clear learning plans and goals, can not form good learning habits, let alone establish a sense of "lifelong learning", at the same time, teachers in the lectures due to students The reduction of subjective initiative will find that the efficiency of classroom teaching is significantly reduced. Therefore, in order to deepen the reform of English teaching and to be student-oriented, the cultivation of students' self-learning ability is particularly important. In normal times, it is necessary to introduce students to the importance of today's English learning. In particular, students should establish the goal of lifelong learning and let students know the importance of regular and persistent learning habits to the level of English learning.

(3) The popularity of network technology provides a great opportunity for the improvement of self-learning ability of higher vocational students. Traditional teaching is limited by many reasons such as fixed hours, many students feel that they are "not enough to eat", but the network environment provides a broader space for independent learning. In teaching, the network teaching platform has become a powerful supplement to classroom teaching; in the assignment, teachers can use WeChat, qq, etc. to arrange learning tasks and establish learning discussion groups; as for mobile learning, mobile learning devices such as mobile phones are emerging one after another. Intelligent software such as "Dictionary Dictionary", "Hundred Words" and "English Fun Dubbing" have become indispensable tools for higher vocational students to learn English after class. The convenience of the network allows teachers and students to make full use of various information resources (such as Internet resources, mobile APP, etc.), which will enable the sharing of cooperative resources, and the information technology of various interactive functions is an important guarantee for students to quickly and effectively feedback information.

3. The strategy of cultivating foreign language independent learning ability of higher vocational students under the network environment

3.1. Reasonable distribution of online learning system and traditional classroom teaching

Traditional teaching is limited by the time, place, venue, personnel, etc., and the learning time will be limited. Online learning can solve this problem well. The author tries to divide the teaching into two parts: online learning and classroom teaching. A complete teaching process can include: online placement--tasks--Insufficient--limits. In this way, a foreign language learning environment centered on learners, with application ability training as the goal, modern communication technology as the support, classroom teaching and independent learning under the network environment is constructed. But at the same time, teachers should also note that the carrier of the Internet cannot be overwhelmed by the host, ignoring the strengths of traditional teaching.

3.2. Integrate network resources such as micro-courses and mobile APP, and build a network independent learning platform

The advantage of the information age is that it is convenient and fast, no matter whether it is work or study. The online learning platform is rich and colorful, but it is easy to check whether the learning resources are in line with the actual situation of higher vocational students. How to integrate, screen and build a network platform suitable for foreign students to learn independently in foreign languages is particularly important. In general, a good self-learning network platform should include video on demand, online preparation, teaching resource sharing, remote administration, interactive classroom learning, distance education center, online exams and online teaching. In order to cultivate the self-learning ability of foreign language students in the network environment, it is necessary to clarify the teaching objectives. The skill points and teaching contents of the teachers should be consistent with the needs of the actual job positions. Take the micro-course as an example, the micro-courses are short and precise, and highly targeted. , not limited by time and place. Before the classroom teaching, the micro-courses can make students have a comprehensive and good understanding of the content they have learned. After the classroom teaching, the students can reproduce the content they have learned through the micro-class image. In this way, students can effectively carry out the second classroom learning through the form of micro-course. From the example of micro-course, it can be concluded that in the process of setting up the network platform, the teacher should make a reasonable analysis of the general teaching objectives of the foreign language and the specific teaching objectives and the actual situation of the students in the teaching content, and then make and organize according to the actual teaching needs. , screening, building a network learning platform that is suitable for vocational students to learn.

3.3. Strengthen the evaluation and detection of the effect of independent learning

Self-assessment and detection of students' learning effects and learning process are not only the premise for teachers to timely adjust their training strategies, but also an important means to promote the effectiveness of independent learning. With the increasing proportion of e-learning in English teaching, traditional roll-up evaluation and written homework evaluation can not fully reflect the student's learning process. Learning software (such as itest) or online learning platform and teachers' well-designed online evaluation survey should As a part of the evaluation of English proficiency of vocational students, it accounts for a reasonable proportion. In the process of self-learning, teachers should guide students to make feedback on the content of self-study. It is an important basis for checking self-study results, adjusting self-study content, and modifying self-study plan. An effective learning method enables the learner to master his or her own learning situation and understand his or her own learning needs, thus making corresponding adjustments to self-directed learning. The learner can obtain feedback through certain means (such as homework, practice, etc.), understand the degree of knowledge and skills, and compare with the booked learning objectives to find out the gap and determine the reason to determine the next learning strategy. Students who have mastered the self-learning adjustment strategy can formulate practical learning steps and learning plans according

to their actual situation. In the process of learning, students should be guided to summarize according to their own learning, formulate specific learning strategies and specific In the process of self-learning, we must pay attention to timely adjusting students' learning strategies and communicate more and more, so as to finally find the most suitable self-learning mode to achieve the best learning effect.

3.4. Interaction between teachers and students in the network environment

Constructivist social processing theory believes that people's communication methods established by the network are more convenient and efficient than face-to-face communication. Undoubtedly, the network and smart terminals have become the most essential life and learning medium for people, and higher vocational students are no exception. Therefore, in addition to the traditional face-to-face teaching and guidance between teachers and students, a new form of teacher-student interaction based on the Internet has quietly emerged. The convenience of the network enables teachers to establish learning forums through 4G networks in a timely manner, regularly publish listening and speaking training tasks based on intelligent terminals, and publish the main knowledge points in WeChat, QQ group, and establish learning discussion groups. At the same time, foreign language learning software on mobile devices such as mobile phones has emerged in an endless stream. Intelligent software such as "Taoji Dictionary", "Hundred Words" and "English Fun Dubbing" have become indispensable tools for higher vocational students to learn foreign languages after class. Teachers can also set up exercises, homework and online Q&A sessions to establish and improve the objective foreign language teaching evaluation system while ensuring the difficulties encountered by students in the learning process. Therefore, the communication between teachers and students is not limited to the classroom or face-to-face. The convenience of the network can make the exchange between teachers and students happen anytime and anywhere. The relationship between teachers and students is also the influence of the knowledge and passive acceptance.

4. Conclusion

The cultivation of foreign language self-learning ability of higher vocational students in the network environment is conducive to the construction of students' knowledge meaning, meet the needs of students' individual cognitive differences, enhance students' self-directed learning consciousness, and promote the deep reform of higher vocational foreign language teaching. In cultivating foreign students' self-learning ability in foreign languages, it is necessary to actively change the role of teaching and learning, improve the independent learning environment, strengthen the evaluation and detection of independent learning effects, and optimize the online platform for independent learning, so as to improve students' ability to use foreign language comprehensively. It is convenient for students to form the consciousness and ability of lifelong learning.

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