

# **An Analysis of the Cultivation of Vocational College Students' Autonomous English Learning Ability**

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**Keywords:** higher vocational education; English teaching; autonomous learning ability

**Abstract:** With the continuous development and progress of vocational education in China, the reform of vocational education in China is also showing a trend of sustainable development, which promotes higher vocational English teaching to a new level. Combined with the current English teaching work in vocational colleges, cultivating students' autonomous learning ability has become one of the important tasks of vocational college students' English learning. The deepening of the integration of Internet technology and the field of education has brought new opportunities for the development of teaching. Cultivating students' learning autonomy has also become an important reform direction of English teaching for vocational college students. This paper makes a detailed analysis of the connotation of autonomous English learning ability and the significance of cultivating vocational college students' autonomous English learning ability. Combined with the actual English teaching situation of our school, this paper works out the targeted strategies for cultivating vocational college students' autonomous English learning ability.

Autonomous learning ability is to examine whether students have the ability to accept new knowledge and recognize new things independently. As the cradle of talent training, vocational colleges need to carry out targeted talent training work combined with the current talent development trend, shoulder the task of talent training, and strengthen students' autonomous learning ability. In view of vocational college students' English, many students' autonomous learning ability is relatively poor. Under the trend of "College English Teaching Reform" and Internet information teaching, it has brought a strong basic guarantee for the cultivation of students' autonomous learning ability. Based on web-based English learning, this paper makes a detailed analysis on the cultivation of vocational college students' autonomous English learning ability.

## **1 An Overview of the Connotation of Autonomous English Learning Ability**

With the development and progress of Internet technology, the model of web-based autonomous English learning was derived and developed at the end of the last century, which brings a new approach to English teaching in China. Autonomous English learning ability is the foundation of online English learning, and it is a way for learners to carry out English knowledge learning scientifically and rationally based on the actual situation of self-learning. In the 21st century, autonomous learning ability is one of the abilities that high-level professionals must possess. Since the speed of knowledge renewal is relatively fast in the 21st century, in order to keep up with the development trend of the times and meet the needs of social development, talents must enrich their own ability by constantly absorbing knowledge and learning knowledge on their own. Therefore, contemporary talents must have a certain ability of autonomous learning.

## **2 The Significance of Cultivating Students' Autonomous English Learning Ability in Vocational Colleges**

For the students of vocational colleges, they are the future professionals of the society. In the current era of economic globalization, it is of great significance to learn English well. In the process of developing English teaching in vocational colleges, teachers must combine students' own

professional characteristics, strengthen students' basic English knowledge, and pay attention to students' on-the-job learning and practical training at the same time, break through the single form of traditional teaching, integrate the Internet learning technology into the teaching work, and cultivate students' autonomous English learning ability effectively through the mixed teaching mode of online/offline and in-/after-class.[1] The teachers should transform the traditional English instillation teaching into a multimedia network teaching classroom, combined with students' professional courses and points of interest, to mobilize students' learning enthusiasm to the greatest extent. Objectively speaking, the ultimate goal of English teaching is to equip students with English communication ability and strengthen students' cross-cultural English ability. Then in the process of carrying out English teaching in vocational colleges, with the support of autonomous learning on the Internet, teachers can assign classroom assignments outside class, and through rich and colorful teaching activities, really let students in the process of practice and thinking, a deeper understanding of English knowledge. In addition, the integration of English teaching content with students' professional knowledge can, on the basis of integrating resources, make students realize the importance of learning English knowledge and really stimulate students' internal drive to learn. Build an open teaching model and really enable students to become professionals who adapt to social development and meet the needs of enterprises.

### **3. An Analysis of Students' English Teaching in Vocational Colleges**

#### **3.1 Analysis of teaching content**

English teaching is a compulsory teaching content in our school, and combined with the actual situation of different colleges, departments and majors, differentiated teaching content design is carried out in order to meet the actual English use needs of different positions. When carrying out English teaching, teaching optimization will be carried out according to the actual needs of teaching work, and different English teaching methods will be designed.

In the process of professional training program, teaching hours are arranged for 120 hours.[2] Among them, some contents are carried out according to the teaching contents of different majors by means of Internet distance teaching and autonomous learning, and different English teaching situations are set up to strengthen students' oral English ability and English pronunciation. In addition, the key knowledge of any of the 120 class hours can be found with the help of the network, which covers English teaching audio, video, key theoretical knowledge and so on.

#### **3.2 Analysis of students' learning situation**

In view of the actual learning situation of our school, because our school is a vocational college, there are great differences in the actual English learning level of the students. At present, many students in the actual process of learning, the basic knowledge is relatively weak. According to the analysis, the average English word reserve of the students in our school is about 1500. And the students' oral English is poor, there is a gap in English communication, and students are not confident and have psychological obstacles when speaking English.

#### **3.3 Analysis of teaching objectives**

The goal of English teaching in higher vocational education of our school is divided into two levels, namely, knowledge goal and ability goal. For the knowledge goal, it is the students' ability to master English pronunciation, grammar, vocabulary and key sentence patterns, and to make rational use of English knowledge in different situations.[3] For the ability goal, students can use the Internet to solve English problems and gradually develop autonomous learning ability. Students

should also understand and analyze the cultures of different countries, deeply understand the cultural differences between different countries, respect cultural differences, and develop the ability of cross-cultural understanding. Through the Internet and other means, we can effectively strengthen students' autonomous learning ability and develop students' autonomous learning potential in an all-round way.

## **4 Strategies for Cultivating Students' Autonomous English Learning Ability in Vocational Colleges**

### **4.1 Guiding students to store knowledge independently before class**

As the saying goes, "the beginning of success is half of success". If we want to guide students to develop autonomous English learning ability scientifically and reasonably, we should guide students to carry out pre-class preparation scientifically and reasonably from the level of pre-class teaching preparation. Strengthen students' knowledge reserve[4]. Before class, teachers can combine students' individual differences and publish learning tasks on the Internet autonomous learning platform, so that students can log on to the Internet autonomous learning app, to view pre-class preview tasks. Teachers can then test and monitor the students' learning progress in time according to the completion of the students watching the video, and make clear the students' actual preparation. In this way, teachers can decompose the key points and difficulties of students' preview in class[5]. When students analyze and preview knowledge independently, they can not only have a general understanding of what they have learned, but also narrow the distance between students and knowledge. let students master the cultural background, knowledge background, key and difficult points of English knowledge.

### **4.2 Students' autonomous learning training in the classroom stage**

Classroom teaching is an important way for students to absorb learning experience, so in order to continuously strengthen students' autonomous learning ability, teachers can combine the actual situation of students in the process of classroom teaching. set up various forms of autonomous learning so that students can strengthen their autonomous learning ability under the gradual guidance of teachers. Group cooperative learning is an effective means to strengthen students' autonomous learning ability, so teachers can design group tasks in PPT in the form of group cooperative task teaching, and guide students to work together to solve the key and difficult points of English teaching knowledge in the form of group learning and group analysis. In addition, game teaching, group competition, multimedia teaching, micro-class teaching and other forms can be applied to classroom autonomous teaching, while mobilizing a good atmosphere of classroom teaching, so that students are willing to independently and consciously integrate into the classroom autonomous learning[6]. Teachers should combine the actual situation of students, fully combine teaching means with network technology, comprehensively improve students' ability of information mining and information exchange, and enhance students' ability to explore independent knowledge.

### **4.3 Evaluation of autonomous English learning scientifically**

Evaluation is an indispensable part of vocational college students' autonomous English learning. Through correct evaluation, students can realize the problems in the process of autonomous learning, solve the problems in time, and make students take fewer detours in the process of autonomous learning. After the students explore independently in the classroom, teachers can combine the key knowledge content and the key ability training goal to carry out targeted teaching test for the students. The use of in-class quizzes, oral dialogue and other means to fully grasp the actual

learning situation of the students. For example, in the process of “oral expression” teaching, teachers can let students make use of the voice input function of “hundred words chopping” in the form of autonomous learning. When students input voice, the software can score the standard of students’ vocal range pronunciation and analyze the students’ oral expression level [7]. And, timely observe whether the students’ oral expression and oral pronunciation are standard. Aiming at the words and sentences that students are prone to problems, teachers can carry out teaching evaluation and guidance. With the help of Internet technology evaluation, teacher system evaluation, group mutual evaluation and many other forms, we can effectively supervise, manage and evaluate students’ autonomous English learning results. Under the support of Internet technology, we can effectively break the limitations of traditional teaching evaluation, improve the objectivity and accuracy of teaching evaluation, and encourage students to develop continuously.

#### **4.4 Autonomous learning in the after-class review stage of English**

The ultimate goal of English teaching in vocational colleges is to connect English teaching knowledge with the actual work needs and to enable students to apply English knowledge to professional practical occasions, so as to really make learning useful. Therefore, in the after-class review stage, English teachers can use English knowledge in practice and specific situations by creating many situations and practicing teaching activities, so that students can enhance their ability to use English knowledge in practice. For example, for students of “hotel management”, for the situation of “receiving foreign guests and arranging accommodation in the hotel”, teachers can set up a “performing vlog” after class for students to perform in groups and provide English services in a specific context, effectively mobilize students to use knowledge independently through independent language learning and language use, and improve students’ ability in an all-round way.

### **5 Conclusion**

In a word, autonomous English learning ability has become the basic ability that vocational college students must have. In English teaching in vocational colleges, teachers should really realize the importance of autonomous learning ability and carry out differentiated measures to cultivate autonomous learning ability in combination with different students’ professional colleges and departments. From the pre-class, in-class, evaluation links, after-class and other contents, the implementation of autonomous learning content, it is supposed to make full use of Internet information technology to fully mobilize students’ enthusiasm for autonomous learning and imperceptibly strengthen students’ autonomous learning ability.

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