

# Exploration and Practice of Students' Autonomous Learning Approach in Teaching College Chinese

Zhenghui Deng

School of Art and Design  
Huanghe Science and Technology College  
Zhengzhou, China

**Abstract**—As the new curriculum reform deepens continually, *College Chinese* are imposed more and more requirements. However, at present, *College Chinese* teaching mostly still employs the traditional "infusion" teaching model, resulting in students' low learning interest, more strong dependence on the teacher, poor self-study ability and diminished enthusiasm for learning, which is not conducive to the cultivation of College students' comprehensive quality. How to effectively foster college students' ability to study Chinese independently has become the focus of university Chinese teachers' introspection. According to the teaching experience and practice, the author summarizes some self-study teaching strategies.

**Keywords**—*University Language; autonomous learning approach; exploration and practice; teaching strategies*

## I. INTRODUCTION

Published by UNESCO, learn to survive put forward: "In the future the illiteracy no longer refers to those who are illiterate, but people who will not understand how to learn." In the era of knowledge economy and quality-oriented education, autonomous learning has turned out to be a necessary basic quality for the 21st Century talents. Nowadays, when the relevant research on autonomous learning serves as a preoccupation in the field of education, the cultivation of students' autonomous learning ability has become a significant goal of many disciplines. Autonomous learning is not only simple to make students study independently, but to make students, under the valuable guidance of teachers, fully take their initiative to search for related information through various methods and build their knowledge system. College Chinese teaching mainly aims at improving students' practical ability and humanistic quality. In the process of teaching, teachers should actively guide the students to make suitable learning plan according to their actual learning situation through making full use of their learning resources at hand and learning environment and, so that teachers can realize the goal of the education organization.

## II. EMPHASIZING THE STUDENTS' THE LEADING ROLE IN CLASS AND IMPROVING STUDENTS' SUBJECTIVE INITIATIVE

### A. A Clear Understanding of the Important Value of Chinese Teaching

In order to cultivate students' autonomous learning habit and ability, teachers should fully emphasize students' leading role in class, enhancing the subjective initiative of College students. It is proved by ample teaching experiments that, in the process of learning Chinese, if the subjectivity of students is improved, the students' participating enthusiasm and self-exploration awareness also increase accordingly. In the practical teaching process, teachers need give priority to strengthen college students' initiative to learn Chinese, helping students realize the importance and necessity of learning Chinese and the teaching purpose. Only by knowing the meaning of learning College Chinese can students accept inwardly the value of this subject and further explore and study the relevant knowledge in a active and initiative way. Moving "passive study" into "active study", students play a leading role in learning.

### B. Stimulating students' interest in learning Chinese and enhancing their subjective motivation

Interest is the best teacher, also the main motivation to learn. Hence, teachers should emphasis on stimulating students' learning interest, and make use of mental strength of interest to guide students to learn and research by themselves. As to practical teaching, teacher should give a comprehensive analysis on students, for example, their experiences, hobbies, and cognitive features etc, and then inspire their subjective motivation of learning according to students' specific situations and learning requirements. There are many teaching strategies for the teacher to motivate students' learning interest, such as to use the multimedia teaching tools, create suspense in class. A smart and artful design would create a good learning environment and atmosphere so that students could involve and immerse in the teaching environment quickly, improving the teaching efficiency. Take the article Qu Yuan as an example, when it comes to Qu Yuan, the first image occurs before eyes is nobility, greatness, admirable, just like his poem says "while everyone else is drunk and lost in the messy affairs, I'm the only one with a clear mind." The teacher could encourage

students to query for the figure of Qu Yuan, to discover whether there are neglected personality defects in Qu Yuan. And teacher could organize a debate around the subject of Qu Yuan's suicide by jumping into the Miluo River, and encourage students to express their opinions bravely. While some students act as the opponents for his suicide, other students may agree with Qu Yuan. Everyone should make every effort to fight for his/her point of view. With this tense debating atmosphere, students would actively get involved in the class, helping to motivate their learning enthusiasm.

Finally, teachers can give a summary of Qu Yuan appropriately. Although Qu Yuan has a high sense of justice and a struggling spirit in pursuit of his dream, he failed to have a right evaluation on himself and social reality and couldn't flexibly adjust his social philosophy. As a result, his pessimism led himself into the river. Guided by the teacher, students should have a reflection and summary on the behavior of Qu Yuan, develop a balanced psychological mechanism, and maintain a positive and optimistic attitude to life.

#### C. *Creating More Freedom to Learn and Improving the Students' Subjective Initiative*

In the traditional Chinese teaching, the teacher replaces students' leader role in class, which restricts the students' learning initiative to a great extent. Hence, teachers should give students more opportunities to take their Subjective initiative and provide favorable learning environment as much as possible.

Due to the limited time in the classroom, teachers should employ open teaching mode, to help students learn Chinese knowledge without spatial and temporal limitation. This mode is to instruct students collect Chinese information through various approaches, like campus, TV, advertisement, books, the Internet, newspaper, slogans, broadcast, magazines and so on. In the search for Chinese information, students learn how to observe their lives and form a good habit of accumulating information and Chinese knowledge, cultivating students' ability of autonomous learning.

### III. TEACHERS FULL PLAYING HIS ORGANIZING ROLES

Autonomous learning is not simple self-study. Owing to the lack of social experience, students need a teacher to instruct them in the learning process. In the teaching process, teachers should figure out their teaching role, make an overall plan according to students' condition and take opportunities to correct and instruct students.

Firstly, teachers should introduce students how to combine knowledge of Chinese to their abilities, and should provide an effective study method or plan to students with consideration of their majors, interests, cognitive features, and actual abilities. Moreover, teachers should tell students how to prepare for the class, such as giving them some knowledge about the Internet, book classification and index term.

Secondly, teachers should help students to realize their advantages and disadvantages in Chinese learning and their

learning motivation. Then teachers can evaluate their learning method to help them to correct their learning attitude and keep best learning state. Every teacher should applaud students' virtues to strengthen their confidence, and conduct them when there are some problems in students' learning strategy.

Thirdly, the class plan should be prepared by teachers. The function of class plan is inspiring students to be more initiative and efficient on the class. Taking impromptu speech as an example, teachers need to make plan for students' order, speech time, speech method, students' evaluation, speech record and teacher's suggestion, then keep students as the leader of the class when teachers serve as a conductor to students. The plan should be combined with the characteristics and performance of students in each class, not just follow old teaching progress. Therefore, the plan should be a record of the whole teaching process and a demonstration of organizing ability of teachers.

### IV. FULLY UTILIZING THE STUDY RESOURCES AND IMPROVING STUDENT'S AUTONOMOUS LEARNING ABILITY

Firstly, in the traditional Chinese teaching, the students basically obtain the relevant Chinese learning points from their teachers as well as their textbooks. Meanwhile, what they have mastered is largely partial. This model of self-study help students increase greatly methods of acquiring the Chinese knowledge, ranging from the textbooks, teachers to multi-media, Internet and libraries accessing to abundant information. Endowed with diversification, comprehensiveness, diversity, visualization, integration and openness, these methods not only complement more basic knowledge for the students, but also enlighten students' mind and broaden their horizons. They are able to provide the advantages for the students' innovation, enhance the individual development of students and further improve their abilities as well as the overall qualities.

Secondly, teachers are required to make the most of the humanistic resources to encourage students to sense the humanistic atmosphere around them. Teachers are supposed to make a brief introduction of other disciplines to the students, like history, society, nature and so on, instructing the students frequently to listen to celebrities' speeches or the expert forum with rich humanism in their daily life and organize some campus activities filled with humanistic atmosphere.

Moreover, when organizing students to find the class resources, teachers can start with picking out the novels students frequently touch upon in their daily life, such as the most popular fantasy novels as well as the time-travel fictions, and then encouraging students to make an introduction and comparison about those novels. Next, teachers help them have a deep understanding of novels' implied essence and cultural heritage as well as the evaluation on their wording ability, forming a comparatively comprehensive way of assessment. This teaching method will stimulate easily students' interests in acquiring new knowledge from these works. Continuing to exploit this method, teachers encourage students to read some literal

works with serious significance, which will turn out to be easier to search for the methods of reading.

## V. STRENGTHENING PRACTICAL TEACHING AND DEVELOPING STUDENTS' INITIATIVE

In the process of teaching college Chinese, for the sake of developing the subjective initiative of students to the full and emphasizing the leading role of students, teachers should give priority to convert students' learning concept. The main teaching objective should play emphasis on cultivation of students' comprehensive quality and practical appliance of knowledge. Therefore, the Chinese practice teaching is of importance. Traditional Chinese teaching overestimates the impartment of knowledge and overrides the training and guidance on the practical application of students' language knowledge, which becomes an important factor to affect the effective Chinese teaching in university. Teachers should continue to explore and make a summary in the process of teaching practice, tapping students' talent and training their practical abilities. Teachers can employ autonomy-cooperation teaching model, which mainly utilizes the form of grouping and cooperation, making students enjoy mutually discussion, learning, research, evaluation, and helping each other forward a common purpose. This teaching model creates a relaxed, active environment for learning and benefits students' mutual improvement and development. For example, when interpreting the chapter Baoyu was beaten in Dream of the Red Chamber, the teacher can encourage students to make bold innovations, like, adapting it for a modern drama form. Students can directed and acted by them and make a self-evaluation. Then the teacher encourages all the students to bestow some awards for participators, like the best director, the best playwright, the best hero and heroine. This innovative teaching model is very popular among students. Before the performance, students must read this chapter carefully and thoroughly and grasp the characteristic of every character and their psychological changes. In this process, students are able to infuse their emotions into the play and understand inner feelings of characters, benefiting the comprehension of this chapter. Through the performance, students have an active exploration of learning, conductive to improve their critical minds and enhance their abilities to infer logically, analyze and deal with practical problems.

Secondly, teachers should also pay attention to developing students' ability of writing and tapping their potential through various practical teaching forms, including writing thesis, common-style essay and literary appreciation. Meanwhile, it is a good choice to arrange some regular seminars on writing to teach writing skills and methods for students, further guiding their writing practice. Then, in the final examination, teachers can set a writing question to make students give their comments on certain social issue or a kind of social phenomenon bravely, demanding for novel, unique and clear insight with fluent language and rigorous logical thinking. Such a practical form can promote students' subjective initiative and adequately play the leading role in learning.

## VI. CONCLUSION

In summary, the ability of autonomous learning has become a must for modern quality-oriented education. College Chinese teaching should place emphasis on the cultivation of students' autonomous learning ability, improving students' learning initiative and enthusiasm. Thus students can transfer from the "want me to learn" to "I want to learn", establishing a good learning habit of enjoying the exploration and practice. Besides, the improvement on the ability of autonomous learning helps increase students' interest in learning College Chinese, instruct them to grasp the reading skills and arouse their enthusiasm for writing.

## REFERENCES

- [1] Bao Huixin, "Expanding thinking and cultivating creation—thought of teaching College Chinese reading," *Yunnan Finance & Economics University Journal*, 2004(S1), pp. 215.
- [2] Chen Hong, "Strengthening teaching quality of College Chinese," *China University Teaching*, 2007 (3), pp. 16.
- [3] Chen Hong, "Strengthening teaching quality of College Chinese," *China University Teaching*, 2007 (3), pp. 16.
- [4] Qin Qin, "Exploration for teaching media of College Chinese", *Journal of Chifeng College (Natural Science Edition)*, 2014(12), pp. 263.
- [5] Jiang Runxia and Jiang Chunyan, "Research on the "Tasks for guiding and activities for assisting" teaching mode of College Chinese in application-oriented university", *Journal of Qiqihar Teachers College*, 2015(1), pp. 132.
- [6] Liu Zhongxi, "Analysis on College Chinese teaching and the cultivation of humanity quality of multi-ability talents", *Language Planning*, 2015(1), pp. 65.