

Research on the Wisdom of Teaching System of Public English in Higher Vocational Education Against the Background of Independent Learning Theory

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Abstract. With the advent of the network information age, the Chinese government strongly advocates the cultivation of innovative ability for students at all levels of school. At the same time, in the past, the employer's requirements for the laborer's knowledge reserve and operational skills were gradually transformed into requirements for the laborer's ability to innovate. As an important base for cultivating applied talents, higher vocational education shoulders the important mission of cultivating workers with innovative abilities. The essence of English teaching is to cultivate students' ability of "listening, speaking, reading and writing". Among them, language subject should be one of the primary goals of cultivating independent learning ability. However, in the real classroom, we found that many teachers still have a significant improvement in the scores of the texts and the relevant knowledge points.

Keywords: Autonomous learning theory, Higher vocational education, Public English, Intelligent teaching system, Learning evaluation.

1. Introduction

The study of autonomous foreign language learning began in the 1970s. Holec (1981) first introduced the concept of autonomous learning into the foreign language teaching community. He believed that independent learning is the ability of learners to be responsible for themselves. Self-learning ability is mainly reflected in five aspects. Learners determine learning objectives, set learning content and progress, choose learning methods, monitor learning process and evaluate learning outcomes. In addition, other scholars have elaborated the definition and connotation of autonomous learning from different perspectives. Little (1991) defines autonomous learning as "an independent ability to make critical thinking, make decisions, and implement independent behavior." Littlewood (1996) argues that autonomous learning includes both the desire and ability of learners to make choices independently. Benson (1997) sees autonomous learning as the learner's control over the arrangement, resources, and language use of his or her own learning process. Domestic and foreign languages have also defined autonomous learning from different angles. Cheng Xiaotang believes that autonomous learning is a learning mechanism that combines the learner's attitude, ability and learning strategy. Learners are free to choose learning objectives, learning methods and learning materials. Autonomous learning is a learning mode in which learner complete specific learning objectives under the guidance of teachers.

Since the 1990s, China has introduced the concept of autonomous learning. After entering the 21st century, the research on autonomous learning has entered a period of rapid growth. During this period, many scholars in China have conducted theoretical and practical research on autonomous learning. The application of self-learning theory to the construction of higher vocational public English teaching mode provides a new way for higher vocational English teaching. On the one hand, the level of higher vocational students is uneven when they enter college school. Most students have insufficient knowledge of English grammar system, lack of interest in English learning, and their motivation is not strong. After two years of English study, the results have been minimal. Some students only rely on the foundation laid in the high school stage to cope with the English class at the university level, and the English level is even retrogressive. On the other hand, for teachers, the teacher's teaching method is single, following the traditional teaching mode, and it is easy to form a "one-man show" situation. Lectures do not attract the attention of students.

2. The Proposed Methodology

2.1 Higher Vocational Public English Teaching based on Autonomous Learning Ability.

In 2014, the State Council issued the “Decision of the State Council on Accelerating the Development of Modern Vocational Education”. It is proposed that by 2020, a modern vocational education system with Chinese characteristics and world-class status will be formed to meet the needs of development, deep integration of production and education, and the concept of lifelong education. We will promote the innovation of talent training mode, strengthen the education and teaching activities of teaching, learning and training, increase the proportion of internship training in teaching, and strengthen the evaluation of internship training with the goal of educating people.

A large number of studies have shown that guiding students to use learning strategies to cultivate students' awareness of using learning strategies can help improve students' self-learning ability. Wu Xiyan (2009) showed that self-learning ability is closely related to the use of learning strategies. The self-learning ability is significantly positively correlated with learning strategies such as memory, cognition, make-up, emotion and social. Cognitive strategies, emotional strategies and make-up strategies have a direct positive impact on the improvement of autonomous learning ability. Ni Qingquan (2010) showed that among various learning strategies, metacognitive strategies have the highest correlation with autonomous learning ability. This also confirms that the ability to develop students' self-learning ability and improving their learning strategies is complementary.

In the classroom, teachers can use language materials to incorporate the application of learning strategies into the teaching model. Most vocational students often lack understanding of English learning strategies and self-learning awareness. Therefore, teachers should first develop students' awareness of using metacognitive strategies. Secondly, according to different learning tasks, students are guided to choose a suitable learning strategy. When students encounter difficulties in expression, they use compensation strategies to compensate for English information.

The second classroom activity is attractive to higher vocational students, such as opening an English corner, conducting academic lectures regularly, holding foreign language cultural festivals, and English contests. Various competition activities generally carried out in higher vocational colleges include English song competitions, English drama competitions, English advertising contests, English case contests, and English film dubbing contests. The school organizes these various activities to better stimulate students' interest in learning English, create a strong cultural atmosphere, enhance students' participation in learning, and improve their humanistic quality.

2.2 Situational Teaching Mode.

In the practice investigation of the reform of college English teaching mode, in addition to the extensive use of multimedia network technology, some colleges and universities have adopted the mode of situational teaching to introduce into the classroom of colleges and universities. The teaching model based on scenario simulation can well achieve the training goal of students' communication application ability.

In the scenario simulation, the teacher needs to first provide help and support for the implementation of the scenario, but this is strictly related to the teacher of the traditional teaching model. The teacher only plays the role of organizer and maintainer in the process of creating the situation. In the specific development of the situation, the students participate independently and fully develop the students' ability of English expression and communication. It can be said that the teaching interaction largely realizes the concept of autonomy, and it has greatly improved the participation in comparison with the teacher-based learning model. Moreover, through different scenarios of different scenarios, students also enhance their participation in English learning and stimulate their interest in the process of English communication and dialogue. Coping with the different situations of the simulation scenarios is also very helpful for students' self-conscious thinking response and strategy solving, so that students' situational participation is not only the application of knowledge, but also the application of understanding and thinking.

The most prominent advantage of adopting online teaching in college English teaching mode under the autonomous learning mode is the breakthrough of classroom limitations. In the traditional college English classroom teaching, the time, place and space of the teacher and the student are relatively fixed and single. The interaction between the teacher and the student is mostly realized in the classroom. English teaching pays more attention to communication and training, emphasizing the realization of language in listening and speaking. In addition, online teaching also links the education of various universities and also links with education in other parts of the world, which is undoubtedly necessary in language teaching. It can be said that the realization of the network teaching environment is one of the ways to realize the "situation concept" of the self-learning concept. Learners can choose the information resources they need through the Internet to play the autonomy and enthusiasm of learning.

2.3 Constructivist Learning Theory.

Constructivism is a mainstream theory in the 21st century international education reform. According to the theory of constructivism, teachers must establish the subjective position of students in learning, so that students learn to learn independently. Compared with passive learning, mechanical learning and his subjective learning, the principle of cognitive constructivism believes that autonomous learning is actually learning without cognitive monitoring.

The constructivist view of learning believes that learning is not a process in which teachers simply pass on knowledge to students, but a process in which students construct their own knowledge. Learning is the process by which learners actively select, process, and process personal information to obtain their own meaning. Learning is not simply the accumulation of knowledge, but the reorganization of cognitive structures triggered by the conflict between old and new knowledge and experience. The constructivist view of students believes that learners already have relevant knowledge and experience before conducting various forms of learning. When they learn new content, they will still learn according to their past knowledge and experience. The constructivist view of teachers is that teachers should be the guides and facilitators who help students build knowledge. Teachers should also help students construct the meaning of what they have learned by creating teaching scenarios and helping students connect old and new knowledge.

Constructivist learning theory emphasizes "taking students as the center" in teaching. Constructivist learning theory holds that learners are the subject of learning. The occurrence of learning is the process in which the learner interacts with the new knowledge content on the basis of his own knowledge and experience, and reconstructs the learner's original knowledge structure and cognitive structure. Constructivist learning theory has caused great changes in the field of teaching. Under the guidance of its theory, several mature teaching methods have been developed, such as anchored teaching, scaffolding teaching and random-access teaching.

2.4 The Teaching Principle of Self-Learning Teaching Mode.

The effect of public English autonomous learning of higher vocational students will directly affect the achievement of the teaching objectives of higher vocational public English courses. Teachers should first grasp the principles of self-learning teaching mode, and then, based on the requirements of the higher vocational public English curriculum standards, aim at the students' existing knowledge and self-learning ability level, establish the general goal of higher vocational public English self-learning teaching, and students' the goal of the level of self-learning ability. It is necessary to use clear teaching principles to guide teachers' teaching and student learning in the public English self-learning teaching mode in higher vocational education, in order to ensure the implementation effect of this teaching mode.

In the organization of self-learning teaching activities, teachers should play a leading role in teaching, actively adopt various methods to mobilize students' enthusiasm for learning, and promote all students to actively participate in learning. In addition, teachers should maximize the time and space for classroom teaching to make students truly become the main body and center of classroom

learning. The premise of self-study success is to mobilize the enthusiasm of all students so that they can devote themselves to learning.

The choice of teaching materials is the basis for the development of English education, which plays a very important role in the quality of English teaching. In the selection of English teaching materials for modern colleges and universities, it was found in the survey of students that only 39.4% of the students believed that the materials used now were in line with their cognitive level and the need for English learning. The vast majority of the remaining textbooks believe that the textbooks they use are of little use for current English learning. Many textbooks are repeated knowledge that has been learned in middle and high schools. In fact, the choice of teaching materials can be said to be even more influential in the influence of students' self-directed learning. Since the textbooks applied to colleges and universities are generally too simple, students usually think that they do not have the need to learn independently, and the guidance of teachers is redundant. A few schools chose textbooks that were too esoteric, resulting in students lost their interest in learning and lost their opportunities.

2.5 Public English Teaching Mode.

Usually, we regard self-directed learning as the learning that the students themselves dominate, and the essence is independent learning. Self-directed learning is in opposition to his master's learning. Their fundamental watershed is whether the subjectivity of students is established in teaching. Self-directed learning is characterized by initiative, advancement, independence and asynchrony. Some people think that self-study can be divided into three aspects: one is the advance planning and arrangement of their own learning activities; the second is the monitoring, evaluation and feedback of their actual learning activities; the third is the adjustment of their own learning activities. Self-directed learning is characterized by initiative, feedback, regulation, mobility, and effectiveness.

With the development of Internet technology and new media technologies, students have more opportunities to access all kinds of information and fresh language materials. As the organizer and instructor of teaching activities, teachers should guide students to access and use quality educational resources and platforms. In addition, teachers should instruct students to make full use of network resources such as the Listening Autonomous Learning Platform, the Xunfei Spoken Language System, and the Composition Correction Network. In this way, students have the opportunity to choose the learning content anytime and anywhere, and master the learning progress in real time, while the teacher can track the learning dynamics of the students in the background. Teachers incorporate the effectiveness of their independent learning into the assessment of their usual grades, focusing on formative evaluation. This helps to encourage students to develop self-directed learning and form self-learning habits. In addition, teachers can also use the third-party application platform of mobile phones to maintain positive interaction with students through channels such as WeChat.

3. Conclusion

In vocational English teaching, students should truly understand that independent learning is not only a form of learning, but also a teaching concept and teaching method. Only in this way, teachers can flexibly use various teaching strategies in teaching, and gradually help students achieve truly effective independent learning. When using the vocational English self-learning teaching mode for teaching, teachers should play an irreplaceable role in teaching, and transform their identity into the designers, instructors, organizers, managers and evaluators of teaching. It can be said that under the higher vocational public English self-learning teaching mode, teachers' responsibilities are more serious, which requires teachers to have rich theoretical knowledge, superb teaching skills and unique teaching wisdom.

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