

Study on the Cultivation of College Students' English Autonomous Learning Ability from the Perspective of Educational Ecology

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Abstract : With the continuous reform of college English teaching in China, comprehensive innovation has been realized from teaching mode to talent training, which also meets the social needs of talent exchange in the new era to a certain extent. Nevertheless, there are still some problems that have not been solved in the actual teaching process, such as the lack of autonomous learning ability of college students. This is still the difficulty hindering the implementation of college English teaching. This paper analyzes it from the perspective of educational ecology and discusses the ways to cultivate college students' English autonomous learning ability.

Keywords : Educational Ecology; College English; Students' Autonomous Learning Ability

College English, as a basic subject of university, has certain practicality and theory. The teaching purpose of this subject is to enable students to master the language of English, so as to improve their English communication ability. With the continuous reform of China's higher education, the success of the reform of teaching mode indicates that learners can no longer receive knowledge under the indoctrination teaching mode, but can formulate learning objectives, determine learning contents, as well as select learning methods and self evaluate learning effects according to their own actual situation. In such a learning process, they can cultivate students' autonomous learning ability. From the perspective of educational ecology, it provides a new thinking dimension for college English teaching model. In this context, cultivating students' autonomous learning ability is also the inevitable trend and requirement of social development.

1. The concept of educational ecology

"Educational ecology" was put forward by Lawrence, an American educator. The concept emphasizes the need to observe different educational phenomena from the perspective of ecology, theory and methods, and analyze various problems and solutions in Education. Educational ecology mainly studies the interaction between various elements in the process of education. In its sense, in the teaching process under educational ecology, we will pay more attention to the needs of talents, and take cultivating students' learning ability as the main goal, so as to make them adapt to personal and social development.

2. Current situation of college students' English autonomous learning

2.1 Weak awareness of autonomous learning

College English is a foreign language subject. In the actual learning process, multi imitation and multi connection are the basis

of learning. Through investigation and research, it is found that most students can't really master the language of English by receiving the knowledge taught by teachers in class, and they still need to learn more independently before and after class. However, most students have a weak awareness of autonomous learning, and the only autonomous learning is carried out under the arrangement of teachers. Most students subconsciously believe that autonomous learning of college English is that teachers can complete these assignments independently after arranging learning tasks, and let students regard autonomous learning as a self-study process after separating from teachers, which is not autonomous learning in the real sense.

2.2 Lack of autonomous learning ability

In the traditional instillation college English teaching classroom, teachers are the main body of the whole teaching activities and effectively guide and control the whole teaching process. Teachers have always occupied a leading position since specifying teaching objectives, arranging teaching plans and implementing teaching activities. Under this traditional backward teaching mode, students can only passively accept English knowledge. Because of this, college students' autonomous learning ability in English subjects is limited to a great extent. Even if some students have a certain sense of autonomous learning, they do not know how to carry out autonomous learning in the process of English autonomous learning, can not accurately identify the key points and difficulties of learning, nor adopt appropriate learning strategies to arrange the times and progress of learning. Self-monitoring in the process of autonomous learning and the self-assessment after autonomous learning can not be implemented in place, which is a typical phenomenon of lack of autonomous learning ability.

2.3 Errors in autonomous learning methods

Learning methods are the key to autonomous learning and play a vital role in the cultivation of students' autonomous learning ability. The effectiveness of learning methods can finally realize the process of autonomous learning, and the good or bad effect of autonomous learning is directly related to students' application of learning methods. After investigation and research, it is found that nearly 70% of college students simply can not understand the concept of learning methods, and nearly 80% of students can not flexibly adopt appropriate learning methods in the process of English autonomous learning, because they adopt wrong learning methods in the process of autonomous learning, resulting in poor effect of autonomous learning.

3. Ways to cultivate college students' English autonomous learning ability from the perspective of educational ecology

3.1 Correctly positioning the roles of teachers and students by using the niche principle

In the concept of educational ecology, niche means that in a large group, each species has its unique characteristics, such as spatial location, time, status and function different from other species, and only one species can be stably occupied in the same niche. It can be imagined that this will lead to fierce competition among species for niche. According to the principle of niche, this paper maps the process of college English autonomous learning. First, in the big expression system of college English teaching, teachers and students should make their own correct positioning. From the perspective of teachers, teachers need to clarify their own roles, that is, in the process of students' autonomous learning, teachers should not blindly let students arrange autonomous learning steps, but should bear their responsibility of guidance and supervision. In the process of students' English autonomous learning, teachers give them the most appropriate guidance at an appropriate time; From the perspective of students, students should abandon the role of "passive learners", clarify their dominant position in the process of autonomous learning, and develop a good awareness of autonomous learning under the effective guidance and supervision of teachers, so as to further develop their autonomous learning ability. Second, teachers should realize that in the ecosystem of English autonomous learning, each student is a unique individual, and different students have different advantages and disadvantages. Therefore, teachers should respect students' individual differences and promote students to adapt and make progress with each other, so as to play a real role in the ecosystem of English autonomous learning, in order to achieve the purpose of optimizing autonomous learning.

3.2 Avoiding the "flowerpot effect" and reforming the English teaching mode

"Flowerpot effect" is also known as "local habitat effect" in educational ecology. From the perspective of college English teaching, under the closed English teaching ecosystem, the "flowerpot effect" is more obvious, that is, the talents trained are not only lack of solid theoretical knowledge, but also lack of practical application ability. In order to avoid the "flowerpot effect" in the teaching process, teachers should adopt new teaching methods to explain English vocabulary and grammar in the classroom teaching process. For example, teachers should build an autonomous learning model according to the actual situation of students and let students learn how to build an autonomous learning system in the process of interactive communication, so that students can still

communicate with the outside world in the process of autonomous learning, and fundamentally exercise their practical ability of English application. Second, from the perspective of students, students themselves should abandon the idea that learning is mainly based on examination, formulate learning objectives and plans suitable for their English ability improvement in the actual process of autonomous learning, in order to earnestly implement them with the guidance and help of teachers. For example, our distinctive language and culture practice teaching center “global village” is designed with Japanese pavilion, German Pavilion, Spanish Pavilion, etc. Students and teachers can carry out English autonomous learning in the “global village” complex according to different pavilions, specific teaching scenes and spaces, and promote and drive language learning by cultural environment for different course types, innovate the classroom environment. With the help of the “global village”, teachers have created a teaching chain of “experience learning application research output”, and make full use of the environmental advantages of the language teaching base to make students’ language facilitation process. Rich and colorful output tasks can form multi-dimensional challenges to students and stimulate students’ motivation and interest in learning English.

4. Conclusion

Generally speaking, the English autonomous learning ability of Chinese college students still needs to be effectively improved. However, under the teaching reform, and the cultivation of English autonomous learning ability is a long-term and complex process, which requires both teachers’ help and guidance and students’ own training and persistence. Therefore, we need to effectively and continuously improve the college English teaching model according to the concept of educational ecology, and cultivate students’ autonomous learning ability in the subtle process, which is also an effective way to realize the development of college English education.

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