

Study of the Influencing Factors of The Active Teaching Mode Affecting Autonomous Learning of Sichuan University Students

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Abstract: The autonomous learning of Sichuan college students is affected by various factors, and the learning effect is generally under study. Exploring this question, this paper aims to develop a model for the influencing factors of the autonomous learning of Sichuan university students. Firstly, the problems and influencing factors of autonomous learning affect student learning behavior and attitude. The proposed influencing factors that can effectively assess the effect of autonomous learning are teaching plan, teaching policy, teaching practice, teaching monitoring, teaching evaluation, and teaching information. The three research objectives are; to analyze the influencing factors of the active teaching mode of universities on the driving force of autonomous learning of college students in Sichuan, to explore the active teaching mode of colleges and universities on the driving force of autonomous learning of university students in Sichuan, and to suggest the improvement of driving force and guidelines for autonomous learnings in Sichuan university study environment.

Keywords: Active Teaching Mode; Autonomous Learning; College Students

1. Introduction

Cultivating college students' autonomous learning ability is one of the effective ways to promote their innovative and creative consciousness and knowledge. It is also an urgent need to cultivate college students to adapt to the development of today's society. Self-directed learning is an essential topic in educational research today because, as a learning ability, self-directed learning is beneficial to improving learners' academic performance and is the basis for lifelong learning and development. From the perspective of motivation theory, this paper focuses on the influencing factors of college students' autonomous learning motivation. It takes the motivation path of college students' autonomous learning as the foothold to conduct research.

2. Theoretical Basis

2.1 Theoretical Significance and Value

This paper takes Sichuan college students as the research object and summarizes the motivation of college students' autonomous learning through the research scholars at home and abroad on motivation theory, autonomous learning theory, and college active teaching mode. Through data collection and questionnaire survey, a comprehensive investigation was conducted to explore the influencing factors of the dynamic teaching mode of colleges and universities on the driving force of autonomous learning of Sichuan college students to understand the current situation and problems of the active teaching mode of Sichuan colleges and universities. This paper aims to improve the driving force of college students' autonomous learning through the influencing factors of the dynamic teaching mode of colleges and universities on the driving force of autonomous learning of college students in Sichuan.

2.2 Practical meaning and value

Through data collection and questionnaire survey, a comprehensive investigation was conducted to explore the influencing factors of the active teaching mode of colleges and universities on the driving force of autonomous learning of

Sichuan college students to understand the current situation and problems of the active teaching mode of Sichuan colleges and universities. This paper aims to improve the driving force of college students' autonomous learning through the influencing factors of the active teaching mode of colleges and universities on the driving force of autonomous learning of college students in Sichuan.

3. Understanding the Influencing Factors of The Active Teaching Mode

Affecting Autonomous Learning of Sichuan University Students

3.1 The motivation theory

Shen (2018) ^[1] explained motivation theory is a general summary of the principles and methods to meet people's various needs and mobilize people's enthusiasm. The purpose of motivation is to stimulate people's correct behavioral motives, mobilize people's enthusiasm and creativity, give full play to people's intellectual effects and make maximum achievements. The theory can be divided into three categories: behaviorist motivation theory, cognitive motivation theory, and comprehensive motivation theory, according to the time of formation and the aspects they study. If employees are satisfied, motivating factors need to be strengthened, such as: attaching importance to employees' sense of achievement, providing opportunities for personal growth, etc. ERG theory: the study of ERG theory, which believes that people have three core needs: (1) survival needs; (2) relationship needs (3) growth needs.

3.2 Autonomous learning theory

Li (2021) ^[2] explored self-directed learning can be divided into three aspects: one is the pre-planning and arrangement of one's learning activities; the other is the inspection, evaluation, and feedback of one's actual learning activities; the third is the adjustment, correction, and control of one's learning activities. The definition of autonomous learning has two dimensions, vertical and horizontal. Defined from the horizontal, that is, all aspects of learning, the motivation of autonomous learning is self-driven, the content is self-selected, the strategy is self-regulated, and the time is self-managed. Students can also actively create a material and social environment conducive to learning. Learning environment can make self-judgment and evaluation of learning results; defined from the longitudinal direction, that is, the whole process of learning, self-directed learning is that learners can customize learning goals, customize learning plans, and prepare for learning: Self-monitoring, self-feedback, self-regulation of learning progress, learning methods, self-examination, self-summary, self-evaluation, and self-remediation of learning results.

3.3 Theory of active teaching mode in colleges and universities

Wei (2012) ^[3] reviewed the teaching mode as innovative education's leading carrier and channel. Based on studying the existing teaching mode, combining theoretical teaching with practical teaching, highlighting the theme of "people-oriented, quality education," a multi-level and diversified innovative teaching mode is proposed. The fundamental task of colleges and universities is to cultivate talents, and colleges and universities must improve the quality of classroom teaching. The quality of classroom teaching is closely related to the appropriateness of teaching methods. Traditional lecture-style teaching methods are difficult to adapt to different types of classrooms. Active learning methods can improve students' learning gradually enter university campuses.

4. The Conceptual Framework for the Research Study

4.1 Teaching mode affecting autonomous learning

As Autonomous learning is concerned, the scope of autonomous learning is more comprehensive, and the cultivation goal of autonomous learning is not so clear, making the autonomous learning of Sichuan university students lack the support

of systematic textbooks or schemes. Implementing autonomous learning is unclear, dramatically affecting the learning effect if the control is ineffective.

5. The Influencing Factors of The Active Teaching Mode Affecting

Autonomous Learning of Sichuan University Students

Zhang (2018) ^[4] established the research points out that the positive factors of MOOC teaching mode to improve the autonomous learning ability of college students are mainly reflected in the advanced teaching concept, high-quality content, scientific design, and high-quality resource sharing. Students can communicate and evaluate each other; learning becomes more autonomous. The disadvantages mainly manifest in the lack of pertinence in learning planning and evaluation, the difficulty in monitoring the learning process, and the lack of spiritual and emotional communication between teachers, students, and classmates.

6. Conclusion

China's higher education has entered the stage of quality improvement in an all-around way, cultivating autonomous learning behaviors and helping college students achieve good learning performance to achieve the effective accumulation of professional knowledge and the improvement of various abilities. Innovating teaching modes in colleges and universities is an inevitable demand for the comprehensive development of higher education. The innovation of educational technology has enriched the innovative means of teaching mode. The innovation of the teaching mode is mainly to change the old school-based curriculum teaching, reshape the teacher-student relationship in the classroom, and let students change from passive "teaching" to active "learning." Innovating teaching modes such as flipped classrooms enhances teacher and student interaction. The classroom is not limited to textbooks, and the classroom organically connects with extracurriculars, which can promote the dynamic connection and integration of teaching and the development of the discipline and society.

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