

Research on the Cultivation Strategies of Students' Self-Directed Learning Ability in Junior High School English Reading Teaching

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Abstract

Based on core literacy, one of the essentials of students' independent development is to learn to learn. Self-directed learning is the ability of students to actively explore and discover problems. As English reading is one of the important teaching of English in junior high school, teachers should actively innovate their own teaching methods to stimulate students' interest and enthusiasm in learning, attract them to actively participate in reading learning, so as to cultivate students' independent learning ability, and improve the quality of students' English reading learning. Based on the cultivation of students' self-directed learning ability, this paper puts forward corresponding training strategies from before, during and after class based on teaching examples.

Keywords

High school English; self-directed learning ability; Teaching Reading.

1. Introduction

Reading plays an important role in English language teaching because it is the basic way for students to obtain information, learn and have fun. However, in the teaching of English reading in high schools, due to the lack of trust between teachers and students and the weak knowledge base of students, teachers still occupy a dominant position in teaching, and adopt the method of blindly instilling knowledge and learning to students, which to a certain extent causes the low ability of students to learn independently. Therefore, teachers should try their best to act as a 'scaffold' in the classroom, encourage and guide students to actively participate in learning, so as to improve the quality of students' learning and the efficiency of classroom teaching.

2. The necessity of cultivating junior high school students' self-directed learning ability

2.1. Improve the efficiency and quality of the classroom

No matter what stage of English language teaching is in, students' self-directed learning ability can play a positive role. In the pre-class stage, students can understand the important and difficult points of the course content through self-directed learning, and lay the foundation for further learning. In the formal classroom, students are able to self-construct and actively internalize the content of the teacher's teaching because of their ability to learn independently, so that students can build their own knowledge system. After class, students' self-directed learning ability can also enable them to actively summarize and summarize what they have learned in class, and then review it repeatedly to the point of true internalization. Therefore, there is a positive correlation between students' self-directed learning ability and teaching quality.

2.2. Promote the all-round development of students

Students with strong self-directed learning ability are able to have a clear plan for their own learning, and at the same time, they are able to manage their time reasonably. Students can also

use efficient and scientific learning strategies in the learning process, and can also summarize what they have learned outside the classroom and reflect on the gains and losses in learning to promote their continuous progress, so strong independent learning ability plays an important role in the improvement of students' academic performance. On the other hand, students with low self-directed learning ability will also have poor academic performance, because they cannot effectively develop efficient and appropriate teaching plans for themselves, nor can they form a set of useful learning strategies, so these problems will cause students' learning efficiency to be low and directly affect students' academic performance. Therefore, from the perspective of a student's all-round development, teachers should help students cultivate their self-directed learning ability, so that students can not only learn to learn but also take the initiative to learn.

3. Problems in cultivating students' self-directed learning ability in junior high school English reading teaching

With the continuous revision and implementation of the new curriculum reform and the continuous and in-depth promotion of quality education, it is obvious that the current situation of English reading teaching in junior high school has been well improved, but there are still deficiencies in cultivating the independent learning ability of junior high school students, which is embodied in the following aspects:

3.1. The solidification of teachers' teaching concepts and teaching methods

Teachers' teaching concepts and methods are influenced by traditional teaching, so they do not pay attention to the cultivation of students' self-directed learning ability. Due to the very compact teaching knowledge points of junior high school English and the strong logic between different chapters, and many English teachers cannot completely abandon the influence of traditional teaching concepts on their own teaching, they still impart knowledge to students in the teaching method of indoctrination, so students have been learning knowledge passively throughout the learning process. Although students can accumulate a lot of knowledge in the short term, this will greatly reduce students' interest and efficiency in learning, and in the long run, students will gradually lose their enthusiasm for active participation in learning, and students' independent learning ability will not be cultivated but will be reduced day by day.

3.2. The student's learning method is unreasonable

The phrase "whoever reads gets the world" has been constantly tested in various exams. However, the learning of English reading requires the integration of students' knowledge and abilities in all aspects, not only their memorization of vocabulary and analysis of long and difficult sentences, but also their strong logical thinking ability in order to grasp the reading texts as a whole. However, most students have unreasonable learning methods in learning, for example: most of the knowledge about reading and reading learning methods obtained by students come from the direct teaching of teachers in the classroom, and students are in a passive position in the whole learning process, so most students can not actively summarize their learning methods effectively, and teachers do not provide targeted guidance to students' learning methods, which makes students' learning methods can not play a good role in improving students' academic performance. In this way, students' self-directed learning ability is not cultivated.

3.3. Lack of close connection between teachers and students

In the learning of English reading, students will encounter many problems due to their own level, and their learning efficiency will be reduced. At this time, teachers need to help and guide students to actively solve problems, so as to avoid falling into a dead end and reducing learning

efficiency. However, in most of the teaching, English teachers do not deal with the relationship between teachers' guidance and students' self-learning, and do not provide appropriate help to students in a timely manner, which also leads to the problem that students cannot get effective results when learning independently. For example, after the teacher assigns teaching tasks to students, they do not ask about students' follow-up independent learning, but let them learn completely independently, so the problems of students in independent learning cannot be solved, and students will accumulate more and more problems, and gradually students will lose confidence in independent learning, which leads to the real improvement of students' independent learning ability.

4. The principle of cultivating junior high school students' self-directed learning ability

4.1. The principle of initiative

In the teaching of English reading, teachers need to cultivate students' reading literacy and thinking skills, and guide students to actively learn and think to promote students' all-round development. This also requires teachers to create a relaxed, democratic and lively teaching atmosphere when teaching reading, so as to stimulate students' imagination and cultivate students' independent learning ability and creative thinking. Only when students are willing to take the initiative to learn and have a strong enthusiasm for learning can they move from passively accepting the teacher's blind indoctrination of knowledge to actively absorbing the knowledge taught by the teacher. Teachers need to give full play to students' subjective initiative in the process of teaching, and at the same time, their teaching content should be fully designed based on the curriculum standards and learning conditions of reading teaching, and the teaching strategies should also be flexible and diverse, so as to avoid boring and boring teaching, so as to ensure the scientific and rational teaching of reading. For example, when teaching a passage to read, you can connect its topic to the reality of students' lives, create a life situation, and attract students to actively participate in learning and fully imagine.

4.2. The principle of subjectivity

The English Curriculum Standards point out: "In the teaching process, the main position of students should always be reflected, and teachers should give full play to students' subjectivity, initiative and creativity in the learning process, stimulate students' enthusiasm for learning and create a relaxed and harmonious learning atmosphere." Therefore, in teaching, teachers' teaching design, teaching activities and teaching strategies should fully reflect the subjectivity of students and serve students' 'learning', because students are the directors of the classroom. Teachers need to play the role of facilitators, facilitators and evaluators in this process, so that students' self-directed learning ability can be continuously improved. This is not only the need for social development, but also the embodiment of the people-oriented scientific outlook on development. For example, in the classroom of English reading, the teacher can assign relevant tasks and requirements to the students, and then the students will start to learn independently, or the teacher can ask questions and guide the students to answer them step by step to find the answer to the question. Teachers need to strike a good balance between what they teach and what they learn. On the other hand, teachers need to actively solve the doubts encountered by students in teaching, and then make objective and appropriate evaluation of students' self-directed learning results, so as to promote students' self-directed learning, so as to further improve students' interest and confidence in self-directed learning.

4.3. The principle of interest

'Interest is the best teacher', and only when students have a great interest in something can they do their best to do it well. The learning of English reading is boring for most junior high

school students, and at the same time, due to the limitations of their own level, the learning is also difficult, and many students will instinctively reject the learning of this section, so at this time, teachers need to design interesting teaching methods and actively guide students to gradually improve their interest in reading learning. When students are really interested in learning English reading, students can learn independently even if the teacher does not assign them the necessary tasks, and students can find a sense of accomplishment in the process of reading and learning, and gradually students learn independently

5. Strategies for cultivating students' self-directed learning ability in junior high school English reading teaching

5.1. Guide students to preview the class content in advance and cultivate students' awareness of independent learning

Preview plays an important role in students' overall learning. Preview can enable students to understand the new learning content in advance, develop a certain interest in the topic, improve the awareness of active learning and cultivate students' independent learning ability, and also promote the teacher's teaching in the new classroom. If students can persist in the good habit of previewing for a long time, it can cultivate students' ability to think independently and promote the improvement of students' independent ability. For example, in the preparation of English reading, teachers can assign some pre-study tasks of related words in advance to pave the way for formal learning. Teachers can also introduce students to the topic of reading, so that students can collect relevant information in advance, so that students can have a better understanding of the main content when learning.

Take the reading text of Elective 1 U1 as an example: "Introduce someone you admire" introduces a person you admire, and the article mainly introduces a great scientist Albert Einstein. Before studying the passage, the teacher can assign students the task of viewing the passage in advance. For example: let students know about Einstein's life in advance; If you introduce someone you admire, what aspects will you introduce? These pre-study tasks will enable students to have a clear grasp of self-learning and will also help improve students' self-learning results.

5.2. During class

5.2.1. Create teaching situations to stimulate students' learning autonomy.

There are two main sources of knowledge that students acquire in learning: one is to passively accept the knowledge instilled by teachers; Second, students take the initiative to learn knowledge, and the two sources of knowledge have their own advantages and disadvantages, but in terms of the cultivation of students' independent learning ability, passively accepting the teacher's indoctrination of knowledge does not have a great effect on the cultivation of students' independent ability, because passively accepting knowledge is difficult for students to form a deep self-understanding, and the knowledge learned will soon be forgotten; In addition, this method is not conducive to cultivating students' logical thinking and cannot achieve deep learning. Therefore, in view of this situation, teachers should create situations close to students' cognitive level and life in teaching, so as to stimulate students' curiosity, so that students can have a strong interest in learning knowledge, and can actively explore problems in the situation. Students can move from passive learning to active inquiry, from passive recipients to active learners. In this way, students' interest and satisfaction in learning will be greatly enhanced, and students' independent learning ability will also be cultivated.

For example, in the teaching of this reading article about Einstein, the teacher can play a short witty video about Einstein's life to students, so that students can have a general understanding of it, multimedia playback can make students pay more attention, and the witty video style can

also make students interested in this person in viewing, so as to improve the initiative of learning; In addition, in teaching, teachers can also let students introduce a person they admire through the description of the characters in the article, which can not only enable students to review the content of the article, but also be close to the actual life of students and mobilize students' initiative.

5.2.2. Rationalize feedback and evaluation to optimize students' learning methods.

In the classroom, the teacher's feedback to students is particularly important, as the language and pertinence of the feedback will directly or indirectly affect students' confidence and initiative in classroom learning, and will prompt students to adjust their own learning methods. In the teaching evaluation of high school English, the evaluation and feedback of students' self-directed learning ability is equally emphasized. When evaluating students in the classroom, teachers need to evaluate not only students' mastery of words, phrases, and grammar. At the same time, the students' independent thinking and independent learning should be evaluated. Finally, according to the results of the evaluation, the students who performed well in self-directed learning were praised to set a good example for the class and motivate the students to strive to cultivate their own self-directed learning ability.

For example, in the U1 classroom, before showing students a video about Einstein's biography, the teacher can take a combing introduction to the famous people they know in advance to test the students' situation during the self-preview, and make a feedback evaluation for this. Praise outstanding students, encourage them to continue to improve, and motivate others to learn from role models; In addition, from the point of view of students as developing beings, teachers should pay attention to the choice of language when teaching questions in the text, and when responding to students' responses. Even if the student gives an answer

5.3. After class

Innovate the form of after-school homework to cultivate students' independent learning ability. Homework is a test of students' classroom learning results, which can give students a clearer understanding of their knowledge mastery level, and is also an important way to cultivate their independent learning ability. Therefore, teachers need to give full play to the function of homework in teaching, innovate the form and content of homework assignment, stimulate students' interest in learning, and exercise students' independent learning ability.

For example, for the study of this lesson, the teacher can ask students to choose a classmate or teacher after class and introduce them based on their own cognitive opinions. As teachers and classmates who get along day and night, when facing this assignment, it will arouse the common desire of students to discuss, so as to stimulate their interest; On the other hand, teachers can set up some incentives to reward students who have completed excellent homework after class, which will make students invest more autonomy in learning to a certain extent, so they can cultivate students' independent learning ability in the process.

6. Summary

Students' self-directed learning ability is one of the abilities they must have, and whether they are excellent or not will affect their future development. This paper emphasizes the importance of self-directed learning ability, and expounds the way to cultivate it with teaching examples. The application of these training methods and methods will help give full play to students' subjective initiative, enable them to form independent and creative thinking, and improve the teaching efficiency of the classroom.

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