

Research on the Effective Path of Cultivating Students' Independent Learning Ability by Analyzing Blended Teaching

Xiaona Li^{1*} Kway Eng Hock²

1. Faculty of Education & Liberal Sciences, City University Malaysia, Malaysia

2. Faculty of Human Development, Sultan Idris Education University, Malaysia

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ABSTRACT

Blended teaching in colleges and universities can realize the effective cultivation of students' independent learning ability on the basis of respecting the students' subjective status and demonstrating the concept of human-centered teaching, and then drive the curriculum teaching to realize innovative changes. However, in the current environment, colleges and universities are still facing obstacles such as traditional teachers' concepts, insufficient students' motivation, irrational settings of online and offline teaching, and backward teaching evaluation system, which seriously affect the enhancement of students' independent learning ability. Therefore, colleges and universities should update the teaching concepts of teachers, improve the comprehensive quality of teachers, cultivate the interest of students in participating in blended teaching, and scientifically arrange the online and offline teaching and the integration of both sides in blended teaching to ensure the effective implementation of blended teaching. At the same time, we should pay attention to the innovation of the evaluation system of blended teaching, fully examine the cultivation effect of students' independent learning ability under the perspective of blended teaching, and provide assistance for improving students' independent learning ability.

Preface:

The rapid development of Internet information technology and its in-depth promotion in the education industry have brought development opportunities for the use of on-line and offline blended teaching (hereinafter referred to as "blended teaching") mode. Under the background of the new era, it is both feasible and necessary for colleges and universities to carry out blended teaching. Only by fully integrating the advantages of on-line and off-line teaching, and providing diversified learning experiences for the student body, can we enhance the enthusiasm of students to participate in the teaching of the courses and give full play to their subjective initiative in the process, so as to

better enhance the effect of the teaching of the courses. Since this teaching mode is closely related to students' independent learning ability, placing the cultivation of students' independent learning ability in this perspective can fully demonstrate the importance attached to students' subjective status and the human-oriented teaching concept in this teaching mode, and further strengthen the teaching effect on the basis of this mode, deepen the influence of the course content on the students, and show the comprehensiveness and systematicity of the course teaching. However, the cultivation of students' independent learning ability is closely related to a number of subjects. At present, due to the traditional teaching concepts of college teachers, the lack of students' interest, and the problems

*Corresponding Author:

Xiaona Li,

Email: 101081048@qq.com

in the arrangement and evaluation of the teaching mode, the cultivation of students' independent learning ability under the perspective of this teaching mode is still facing a series of obstacles, which makes it impossible to be promoted efficiently. Therefore, colleges and universities and teachers should pay close attention to the relationship between the two, analyze the reasons for the obstacles, and actively explore effective ways to cultivate students' independent learning ability.

1. Important value of cultivating students' independent learning ability under the perspective of blended teaching

There is an inevitable correlation between blended teaching and students' independent learning ability, and placing the cultivation of students' independent learning ability under the perspective of this teaching mode can effectively reflect the students' subjective position and fully stimulate students' interest in learning, and improve the effectiveness of teaching on the basis of practicing the concept of human-centered parenting, and continue to deepen the influence of curriculum parenting while changing the teaching mode of the curriculum, thus enhancing the teaching effect while strengthening the comprehensive quality of students. Strengthen the comprehensive quality of students.

1.1 Respect the student's main position, reflecting the concept of human-centeredness

In the blended teaching mode, students are in the main position, whether online independent learning or offline face-to-face discussions with teachers, the independent learning ability of the student body has an important impact on the teaching effect^[1]. On the one hand, cultivating students' independent learning ability in this perspective requires that attention be paid to the main position of students. In this teaching mode, teachers use information technology to design pre-course teaching videos for students to watch, and then carry out offline face-to-face teaching in combination with the content of the course and the effect of students' independent learning, to find out the problems encountered by the students in the process of independent learning before the class, and cooperate with the students to explore and come up with solutions to complete the teaching task in the process of taking students as the main body, and at the same time, this is an effective way of enhancing the ability of independent learning, only by adhering to the students' due rights and responsibilities, can we enhance the ability of independent learning. This is also an effective way to promote inde-

pendent learning ability. Only by insisting on the students' due status can we get effective references for the implementation of the teaching mode, so that we can effectively improve the pertinence of the teaching of the courses, purposefully examine the effect of students' independent learning and find out the problems, so that we can come up with specific and effective cultivation strategies to precisely promote the students' independent learning ability. On the other hand, cultivating students' learning ability in this perspective is also an important way to reflect the concept of human-centeredness in college curriculum teaching. Human-centeredness requires that the selection and design of teaching objectives, contents and methods should be based on the actual learning situation of students, and that the nurturing value of curriculum teaching should be demonstrated in the process of fully displaying students' characteristics and meeting their learning needs, and that blended teaching should be implemented under the guidance of the human-centeredness concept. In this way, college curriculum teaching can realize innovative development.

1.2 Enhance students' learning ability and increase the effectiveness of course teaching

Under the perspective of blended teaching, college curriculum teaching can improve students' learning ability from the students' main body, and on this basis, realize the effective enhancement of the teaching effect of the curriculum, show the important value of college curriculum teaching, and at the same time, realize the high level development of the curriculum teaching in the interaction and cooperation between teachers and students. First of all, the implementation of this teaching mode can fully demonstrate the status of the main body of the students, and rich teaching content and diverse forms of teaching can enhance the enthusiasm of students to learn, and lead students to actively participate in relevant activities on the basis of showing a strong interest in learning, whether it is in the independent study of micro-teaching video, or in the class teachers and students face-to-face exchanges, which require the student body to spend more energy, and thus in the Demonstrate its strong participation on the basis of helping college curriculum teaching to achieve a wider range of expansion, but also to further broaden their horizons, enrich the learning experience, maximize the enhancement of their independent learning ability. Secondly, with blended teaching as the basis, teachers can use diversified teaching support and guidance, enhance student participation in the teaching process, give full play to their subjective initiative, and in the collaboration of teachers and students to realize the full grasp of students

on the theoretical knowledge and practical skills, and then show the high quality of course teaching^[2].

1.3 Changing the teaching mode of the course, deepening the influence of the course on human education

Blended teaching courses in the teaching content, teaching methods, teaching evaluation and other aspects are different from the traditional model, and in this perspective to cultivate students' independent learning ability, but also from the student body, continue to deepen the teaching mode change is an important way to deepen the teaching process, the teaching effect of the course will be greatly enhanced, enabling students to deepen the understanding of the course content, and in their daily learning and life. It enables students to deepen their understanding of the content of the course, identify with the content of the course, use the theoretical knowledge of the course to solve practical problems, and then achieve the goal of all-round education. On the one hand, to improve students' independent learning ability in this perspective, we can fully reflect the students' subjective position in the course teaching, and select teaching contents and design teaching methods based on their learning needs and habits, so as to fully demonstrate the students' subjectivity in blended teaching. In this process, the traditional teacher-oriented teaching mode can be fully transformed, and the innovation of the teaching mode can be demonstrated, which will also bring positive impact on the enhancement of teaching quality. On the other hand, if we put the cultivation of students' independent learning ability in this perspective, we can emphasize more on students' subjectivity, adjust the teaching mode in a targeted way, and deepen students' understanding and recognition of the teaching content on the basis of adapting to the characteristics of students' subjectivity.

2. Obstacles to the cultivation of students' independent learning ability under the perspective of blended teaching

Cultivating students' independent learning ability in this perspective is closely related to teachers' teaching concepts, students' motivation to participate, curriculum and teaching evaluation system, etc. Problems in any of them will have an important impact on the cultivation effect.

2.1 Teachers' teaching concepts are more traditional, and there is a lack of guiding force to cultivate students' independent learning ability by blended teaching.

At present, teachers in colleges and universities carry out teaching in the traditional mode, and there is a gap

between the teacher-student relationship and the status of both parties and the requirements of the teaching mode. In the traditional mode of teaching, the students' subjective initiative can not be given full play to, and their interest in course teaching is difficult to enhance, so it is even more difficult to promote students' independent learning ability in course teaching. For example, the program design foundation course in Guangdong Institute of Industry and Trade Vocational and Technical College has the problem of traditional teaching mode, the course is mostly based on the teaching content and experimental teaching guidance as the main teaching mode, teachers are guided by traditional concepts, in the classroom subject position, while students are in a passive position, unable to play their own subjective initiative, the effect of teaching is also affected^[4]. The reason for this is that the traditional teaching concepts and comprehensive quality of college teachers to improve the quality of teaching and learning. The reasons for this are that college teachers' more traditional teaching concepts and comprehensive qualities that need to be improved have become obstacles to the cultivation of students' independent student ability under the perspective of blended teaching. On the one hand, colleges and universities have not yet formed a training system for teachers' teaching concepts and comprehensive quality improvement, and teachers lack a systematic way to understand the requirements of blended teaching and new teaching concepts, so they only use theoretical knowledge of curriculum teaching and traditional teaching experience to carry out teaching, which can't really achieve the goal of educating people, and can't agree with the importance of blended teaching and the implementation path of blended teaching in cultivating students' abilities. On the other hand, college teachers in the daily teaching work, there are also scientific research and other tasks, in addition to the completion of many college work, teachers self-study and research related theoretical knowledge and practical skills, coupled with the lack of self-consciousness of part of the college teachers to improve their comprehensive quality of education, also limits its important role in the cultivation of the process of the effective play of the cultivation of the effect of a serious impact.

2.2 The enthusiasm of students to participate in blended teaching is not enough to enhance the independent learning ability of students with blended teaching lack of effective ways blended teaching requirements to respect the student's main position, but also emphasizes the active participation of students in the teaching process, but the current colleges and universities and teachers in the implementation of this teaching mode of the actual grasp of the actual learning of the students, can not accurately

docking the students' actual learning needs, which seriously affects the enthusiasm of their participation in this teaching mode, and in this case, the students' ability to participate in the teaching process. This seriously affects the enthusiasm of students to participate in this teaching mode, and the cultivation of students' independent learning ability cannot be effectively promoted under this perspective. On the one hand, when designing blended teaching, college teachers lack a comprehensive survey of the actual situation of students, and there is no effective basis for setting teaching objectives, selecting teaching content and designing teaching methods. In this context, blended teaching cannot accurately meet the needs of students, and the relevant teaching methods do not meet the learning habits of contemporary college students, which limits the enthusiasm of the main body of the students to participate in this teaching mode, and the effect of teaching is also affected. The teaching effect is also affected. On the other hand, contemporary college students grow up in the era of rapid development of information technology, and they are used to obtaining information and learning knowledge from the Internet, so they are not interested in the traditional single-teacher teaching mode, and they are unable to fully communicate and cooperate with teachers. For example, in a survey on the English independent learning ability of higher vocational students, it is found that 61% of the students think that the current problem of improving their English independent learning ability is that "the interest and confidence in English learning cannot be maintained for a long time", and only 34% of the students think that they very much want to "have the ability to learn English independently". Only 34% of the students think that they want to have the ability to learn English independently, which indicates that the interest of college students in learning English independently is low^[5]. In the blended teaching mode, although colleges and teachers pay attention to the students' subject position and emphasize the cultivation of students' interest in learning, they cannot accurately match the actual learning situation of the students and the learning habits of the contemporary college students, so the affinity of blended teaching will be affected, and the enthusiasm of the students to participate in the blended teaching will be affected, and the cultivation of students' independent learning ability is even more lacking in effective ways in this viewpoint. Effective ways are also lacking.

2.3 Unreasonable arrangement of blended teaching structure affects students' subjective initiative.

When implementing the blended teaching mode, colleges and universities still have some problems in the process of online teaching, offline teaching design and the

integration of the two, which affects the effect of fostering students' independent learning ability and fails to fully demonstrate the important value of blended teaching. On the one hand, when designing online teaching videos, some college teachers overuse online resources and adapt to the habits of contemporary college students, resulting in the phenomenon of excessive entertainment, which makes online teaching videos unable to comprehensively and effectively reflect the teaching content of the courses.

3. Effective Path to Cultivate Students' Independent Learning Ability under the Perspective of Blended Learning

In order to effectively break through the above obstacles and solve all kinds of problems, colleges and universities should deeply analyze the reasons for the emergence of various obstacles, and purposefully study the solution strategies, starting from updating teachers' teaching concepts, mobilizing students' enthusiasm, reasonably arranging the curriculum and optimizing the evaluation mode, etc., to accurately break through all kinds of obstacles, and to ensure that the cultivation of students' ability to learn independently is carried out effectively in blended teaching perspectives.

3.1 Renewing teachers' teaching concepts and utilizing blended teaching to cultivate students' independent learning ability

Teachers are the main implementers of blended teaching in colleges and universities, and their own teaching concepts have an important impact on the teaching effect. Whether or not they respect and agree with the student's main position directly determines the results of cultivating students' learning ability under this teaching perspective, so colleges and universities should actively update the teaching concepts of teachers, improve the comprehensive quality of teachers, and promote teachers to agree with and actively practice the concept of blended teaching, so as to truly become a part of cultivating students' learning ability under this perspective. Therefore, colleges and universities should actively update teachers' teaching concepts and improve their comprehensive quality, so as to encourage them to agree with and actively practice the blended teaching concept, and make them truly become leaders in cultivating students' learning ability under this perspective. On the one hand, colleges and universities should provide training for course teachers to help them systematically grasp the relevant requirements, identify their own problems, and actively study and research the relevant training content, so as to lay a foundation for the

effective cultivation of students' independent learning ability. In the training, colleges and universities should incorporate the macro and micro contents of blended teaching to help teachers fully understand blended teaching and the requirements of blended teaching for themselves. At the same time, colleges and universities should also focus on integrating the concept of student-oriented teaching into the training to help teachers fully realize the importance of student-oriented teaching in this teaching mode, and explore the feasibility and necessity of fostering students' independent learning ability in this perspective. In addition, colleges and universities should provide teachers with a variety of training experiences and innovative forms of training to attract teachers' attention, so that the content of the training can be fully delivered in the interaction between teachers and trainers, and teachers can actively practice blended teaching skills during the training. On the other hand, college teachers should consciously study the relationship between this teaching mode and the cultivation of learning ability, identify the gaps between themselves and excellent teachers, and actively explore teaching methods and change their teaching concepts, so as to truly lead blended teaching and enhance students' learning ability. In this process, teachers should actively participate in the training organized by the school, innovate teaching concepts, improve comprehensive quality, actively use their spare time to study and research the blended teaching system, fully understand the importance of fostering students' independent learning ability in the current era, and always take the blended teaching model as the designer, the guide of independent learning and the model of lifelong learning to demand themselves^[8], based on the transformation of their own concepts. With the help of daily study and inquiry to improve the comprehensive quality, we can truly grow into a leader in cultivating students' independent learning ability under the perspective of blended teaching. (b) Stimulate students' strong interest in blended teaching and enhance students' independent learning ability in a comprehensive and human-centered way To cultivate students' independent learning ability, students must effectively participate in the teaching of the curriculum, give full play to their subjective initiative, and fully interact and cooperate with teachers to complete the learning tasks and achieve the teaching goals, and then get the enhancement of personal independent learning ability. In the perspective of blended learning, colleges and universities also need to pay attention to the status of students, and fulfill the teaching tasks with the active participation of students in both online and offline teaching. Therefore, on the basis of respecting the students' status as the main body, colleges and teachers should start

from the students' point of view to stimulate their interest in participating in blended teaching, and improve their learning ability in the process of reflecting the human-centeredness of curriculum teaching. First of all, colleges and teachers should make clear the concept of human-centered teaching, fully respect the students' main position in the process, and fully consider the learning needs and characteristics of the students in the process of setting teaching objectives, selecting teaching contents and designing teaching methods. In this process, colleges and universities and teachers should carry out surveys on students' learning conditions under the guidance of the human-centered teaching concept, so as to fully grasp the actual situation of students' learning, and clarify students' learning abilities, needs and habits at the current stage, so as to provide an effective basis for the design of the teaching mode in the following stages. Secondly, when designing the blended teaching mode, university teachers should fully integrate the results of the survey into the actual learning situation, and set up a targeted blended teaching mode. Universities should provide training for course teachers to help them systematically grasp the relevant requirements, identify their own problems, and actively study and research the content of the relevant training, so as to lay a foundation for effectively cultivating students' independent learning ability. In the training, universities should incorporate the macro and micro contents of blended teaching to help teachers fully understand blended teaching and the requirements of blended teaching for themselves. At the same time, colleges and universities should also focus on incorporating the concept of student-oriented teaching into the training to help teachers fully realize the role of student-oriented teaching.

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