Research and Practice on the Cultivation and Evaluation of Students' Autonomous Learning Ability in the Network Environment

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Abstract: autonomous learning means that students can learn without being pushed by external forces, rely on their own subjective wishes, and can completely control their own learning process. In the current online teaching, the passive learning problem of students is a prominent problem that affects the quality of teaching. In this regard, this article studies the methods of cultivating students' autonomous learning ability and the evaluation system under the network environment.

1. Introduction

Online learning is a learning method that uses the Internet as a learning platform. Compared with traditional offline learning, online learning is not restricted by time, time, number of students, etc., and can create a free and relaxed learning environment for students[1]. With the development of network technology and the wide application of network teaching mode, network learning has become one of the most important learning methods for students. However, many students have problems such as weak initiative, unclear learning goals, unreasonable learning time, and vague learning content in online learning. The existence of these problems greatly reduces the effect of students' online learning and affects the improvement of their academic performance.

2. The Cultivation Method of students' Autonomous Learning Ability under the Network Environment

2.1 Cultivate students' Consciousness of Autonomy

To cultivate students' autonomy in the network environment, teachers should first cultivate students' autonomy. Autonomy is a form of self-awareness, which refers to the independence and initiative shown by the subject in the process of activities. Before the students study online, the teacher should give some guidance to the students. In the process of students' network learning, teachers should not interfere with students. After the end of students' network learning, the teacher evaluates the process of students' network learning. The evaluation should focus on affirming and praising the students' independent thinking and problem-solving behavior in the learning process. Then, the teacher guides the students on the next step of online learning. In such a cycle, students' independence and initiative in network learning will be promoted.

2.2 Establish Clear Network Learning Goals

The learning goal is the starting point of the learning behavior. Before online learning, teachers teach students how to determine online learning goals. First of all, the teacher tells students the initial goal of online learning, so that students understand the content of this online learning activity. Second, teachers allow students to independently determine online learning goals. The teacher asks the students: "what knowledge do you want to learn this online learning?" The teacher guides the students to browse the knowledge to be learned, ask the students to mark the keywords, or write the keywords in the notebook with a pen, and report to the teacher. Finally, the teacher analyzes the learning goals reported by the students, finds mistakes and unreasonable learning goals, and asks the students to sort out the knowledge points to determine the learning goals. The more clear the learning goals determined by the students, the more the teacher can mobilize the initiative of the students in online learning.

2.3 Schedule the Online Study Time Appropriately

First, ensure the independence of online learning time. Most of the students' online learning takes place outside of class time. In addition to learning, there are many other activities (such as eating, sleeping, leisure and entertainment, etc.) outside of class that will affect the schedule of online learning. Therefore, when students arrange online learning time, teachers should let them sort out the time relationship between online learning and other activities to ensure the independence of online learning time[2]. Secondly, reasonably arrange regular online learning time and free online learning time. The regular online learning time is mainly used to complete the online learning tasks assigned by the teacher that day. Free online learning time is the time for students to spend freely after completing the online learning content assigned by the teacher. Teachers should allow students to determine regular online learning time and free online learning time, and the time should be specific.

2.4 Clarify the Content of Learning

In online learning, clear, diversified and attractive learning contents can stimulate students' initiative in learning. First of all, the teacher should let the students clear the network learning content. During students' regular network learning time, teachers usually give students specific learning contents directly, and students only need to learn these contents as required. However, during students' free online learning time, teachers will not give students explicit learning content, which requires students to determine the learning content according to their own learning needs, interests and hobbies. Teachers can guide students to clarify their learning content in the free network learning time from two perspectives: to summarize the key points and difficulties in the previous routine network learning, as well as to check and fill gaps; to preview the next class of conventional network learning content in advance, record questions.

2.5 Teach Students to Choose and Implement Online Learning Strategies

Teachers should be able to teach students how to choose and implement online learning strategies through online learning strategy training[3]. Online learning and traditional classroom learning are very different in form, and many classroom learning strategies are not applicable to online learning. Therefore, teachers should teach students how to choose and implement online learning strategies. In the training of online learning strategies, teachers should strengthen learning and understanding strategy training, learning plan strategy training, monitoring adjustment

strategy training, time management strategy training, learning environment management strategy training, etc. For different students, teachers should strengthen the training of different online learning strategies. For example, for some students who are unclear about their own online learning purposes and learning content, teachers should strengthen their learning plan strategy training; for some students who lack knowledge of their own learning level, teachers should strengthen their monitoring and adjustment strategy training.

2.6 Cultivate students' Sense of Responsibility for Learning

In the online environment, a high degree of responsibility for learning can allow students to maintain inexhaustible motivation in online learning, so as to maintain independent learning for a long time. Therefore, teachers should focus on cultivating students' sense of responsibility for learning. Firstly, teachers should let students fully understand that online learning is a very efficient way of learning at the moment. Secondly, teachers should let students fully understand the goals and significance of online learning. Thirdly, teachers should make students correct their learning attitudes. Finally, teachers should transform students' high degree of responsibility for learning into positive learning behaviors.

3. Evaluation of students' Independent Learning under the Network Environment

3.1 Evaluation Target

In the network environment, students' independent learning objectives should be diversified, which requires teachers to determine evaluation objectives from three aspects of knowledge, ability and emotion[4]. In the network environment, students' independent learning is not only reflected in the effect of active learning on knowledge and skills, but also reflected in the mastery of methods and strategies of active learning, as well as the emotional identification of the goal and significance of active learning. Therefore, teachers must pay attention to the organic unity of knowledge, ability and emotion when clarifying the evaluation objectives of students' independent learning in the network environment.

3.2 Evaluation Index

Under the network environment, the evaluation index of students' autonomous learning should be diversified. It requires teachers to evaluate students' autonomous learning from many aspects. Specifically, teachers should not only evaluate students' knowledge and skill mastery, but also evaluate students' learning motivation, learning attitude, learning methods, learning strategies, learning habits, and learning effects.

3.3 Evaluation Method

In the network environment, teachers can understand the location, time, content, difficult problems, academic performance and other situations of students' independent learning through the location sharing function, learning record function, homework submission function, message feedback function, online test and examination function of the network teaching platform. Then the students' independent learning is evaluated comprehensively. Teachers can also organize online teaching platform through observation (video monitoring), online questioning, online group discussion and other ways to evaluate students' independent learning. In addition, teachers should encourage students to conduct self-evaluation and mutual evaluation on the basis of teacher

evaluation. Self-evaluation and mutual evaluation can enable students to better self-supervision, self-reflection, build self-confidence and realize self-development[5]. Teachers can determine the proportion of teacher evaluation, student self-evaluation and student mutual evaluation in the whole evaluation system according to the teaching practice.

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