Training on Autonomous Learning Ability for College Japanese Teaching in the Information Era

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Abstract: one of the purposes of the reform of Japanese teaching mode in university is to promote the formation of students' personalized learning methods and the development of their autonomous learning ability. This paper makes an in-depth analysis of the problems existing in the autonomous learning of college Japanese in the information era. Combining with the characteristics of autonomous learning and the process of language autonomous learning, this paper proposes the cultivation of the autonomous learning ability in college Japanese teaching in the information age: strengthen the construction of teachers and give full play to the guiding role of Japanese teachers; stimulate students' interest in learning and improve their information selection and search ability; create a rich language learning environment and actively guide students to study independently; Improve students' information technology literacy, escort for independent learning; add comprehensible input and develop students' metacognitive strategies.

1. Introduction

Autonomous learning is a modern learning concept based on humanistic psychology and cognitive psychology, which is the main value orientation of education in China. The reason why we should cultivate students' autonomous learning ability comes from two needs: one is the need of social development. In the face of the challenges of the new century, adapt to the new situation of rapid development of science and technology, adapt to the requirements of changing careers and accelerating the frequency of knowledge update, everyone only rely on the knowledge learned in school is far from enough, need lifelong learning. That is, "never too old to learn", which emphasizes the importance of learning autonomy. Second, the individual development needs of students, UNESCO proposed: the future of illiteracy is not illiterate people, is not very literate people, but will not learn. Independent learning can promote students' deep understanding of the knowledge they have learned, which is in line with the characteristics of deep learning. Autonomous learning is the main learning method adopted by students after they leave school. Without autonomous learning ability, students' lifelong development will be greatly restricted.

In the information age of knowledge explosion, it has become a new standard in modern society to cultivate students' autonomous learning ability and improve their lifelong learning ability. The task of education must be changed from imparting knowledge to cultivating the ability of learning, especially the ability of autonomous learning. The information age provides convenient conditions for the autonomous learning of foreign languages. Autonomous learning of foreign language is a kind of awareness and ability that students have closely related to language learning. They can effectively use language learning strategies and make full use of the material and social conditions of foreign language learning. The teaching goal of college Japanese is to cultivate students' comprehensive application ability of Japanese, especially their listening and speaking ability, so that they can effectively communicate with Japanese in their future study, work and social communication, enhance their independent learning ability and improve their comprehensive cultural accomplishment, so as to meet the needs of economic and social development and international communication. One of the aims of the reform of Japanese teaching mode in universities is to promote the formation of students' personalized learning methods and the

development of their autonomous learning ability. The new teaching mode should enable students to choose materials and methods suitable for their own needs, obtain the guidance of learning strategies, and improve the ability of autonomous learning.

2. Characteristics of Autonomous Learning

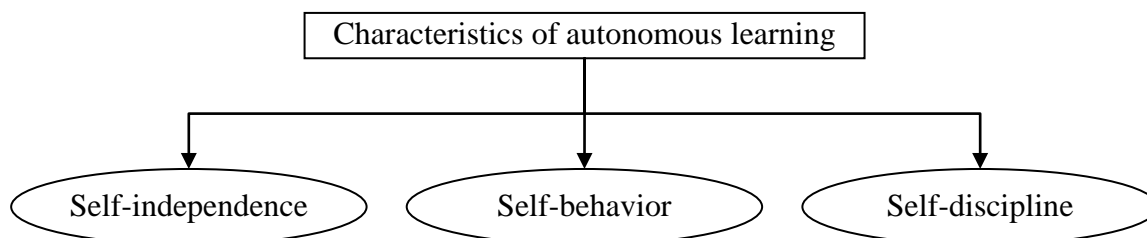The characteristics of autonomous learning are shown in Fig.1.

Fig. 1. Characteristics of autonomous learning

(1) Self-independence. Each learning subject is a relatively independent person, learning is the subject of "own", "own" behavior, no one can replace. Each learning subject has its own independent psychological cognitive system, and learning is the result of its independent analysis and thinking of external stimulus information. Each learning subject has the "talent" learning potential and certain independent ability, and can solve the "obstacles" in the learning process by itself, so as to acquire knowledge.

(2) Self-behavior. Learning subjects incorporate learning into their own life structure and become an organic part of life activities. Learning for itself is the embodiment and expansion of independence, including the structural relations of self-exploration, self-selectivity, self-construction and self-creativity. Self-exploration is based on curiosity, self-selection is the choice of learning content and time, self-construction is the formation and establishment of new knowledge, and self-creation is a more important and higher performance.

(3) Self-discipline is the awakening of the subject of learning, a full awakening of the requirements, objectives, behaviors and meanings of learning. Standardize and restrict the learning behavior, and promote the continuous progress and perseverance of learning. Initiative and positivity are the external manifestations of self-discipline. Therefore, self-disciplined learning is also a kind of active learning. Self-discipline learning reflects the sober sense of responsibility of the learning subject, which ensures that the learning subject actively explores and selects information, actively constructs and creates knowledge.

3. Process of Autonomous Language Learning

The degree of psychological willingness of autonomous learning is one of the prerequisites for the successful application of autonomous learning. Autonomous learning of Japanese is based on interdependence, because language development requires communication. Autonomous learning is different from independent learning. There is no contradiction between interdependence and autonomy. Interdependence is the way and completely autonomous learning is the purpose. Based on the psychological premise and communicative characteristics of autonomous learning, the constructed process of autonomous language learning is shown in Fig.2.

Language is a tool of communication, and students' language level is improved in the process of communication, which determines that independent language learning always depends on the interaction between students, teachers and others. At the same time, the improvement of autonomous learning ability is a long-term process, students from strong dependence to completely autonomous learning, mutual cooperation, joint discussion and interdependence is the only way. In the process of action, teachers should attach importance to students' learning methods and skills and provide more convenient conditions for students to study independently.
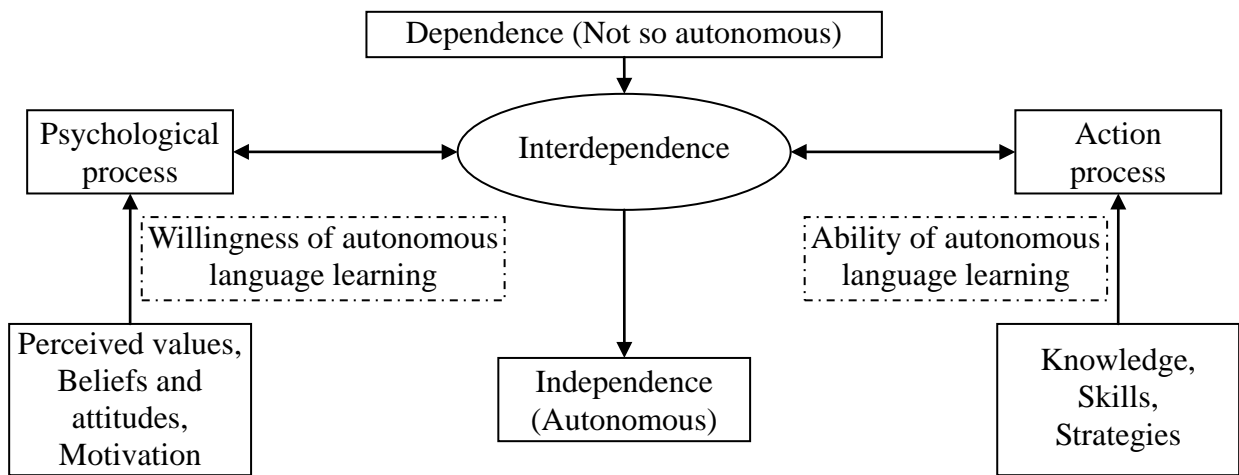
Fig. 2. Process of autonomous language learning

4. Existing Problems on Autonomous Learning for College Japanese in the Information Era

There are still many problems in autonomous learning of college Japanese in the information era, which are summarized as follows:

(1) Insufficient motivation for autonomous learning. Motivation is the psychological tendency or internal drive to stimulate and sustain the action of an organism and to direct the action towards a goal. Motivation is regarded as the engine of learning, the dynamic mechanism that causes learning activities, and the important condition that learning activities can be started, maintained and completed. The reasons for the lack of motivation for autonomous learning of Japanese include the lack of individual learning ability, passive learning style, weak basic knowledge, improper teaching methods, inadequate language environment and inappropriate selection of textbooks.

(2) Unable to effectively resist the temptation of the Internet. In the information era, autonomous learning of college Japanese is mainly conducted on the Internet. Many students cannot resist the temptation of the Internet, and the low utilization rate of learning time and learning resources seriously affects the learning effect. Network is a double-edged sword, many students are addicted to the virtual world of online games, the whole spirit is swallowed up by the exciting plot, colorful and unpredictable network world, attractive to young students, which has caused a series of social problems.

(3) Lack of effective supervision in the process of autonomous learning. At present, the online autonomous learning platform of Japanese is not perfect enough, which lacks certain flexibility and good interactivity. Therefore, teachers cannot effectively supervise students' learning. In order to cope with the examination, some students spend a long time online, but they do not study effectively, so the learning effect is out of the question. When students choose teaching content or encounter doubts in learning, teachers cannot timely give guidance, which also affects the effect of autonomous learning of Japanese.

(4) Lack of effective guidance in autonomous learning process. Faced with the huge amount of information in the network, students are unable to screen out the content suitable for their own learning, and they get lost in the search for learning resources, so the learning process lacks pertinence. Although the network provides a good platform for information exchange and resource sharing, most students are limited to the previous learning model and are not good at collaborative learning. Many students are unable to achieve effective self-management and lack of clear objectives in Japanese learning, which affects the effect of autonomous learning of Japanese.

5. Training Strategies on Autonomous Learning Ability for College Japanese Teaching in the Information Era

Aiming at the problems existing in the autonomous learning of college Japanese in the information era, combined with the characteristics of autonomous learning and the process of language autonomous learning, this paper proposes the cultivation strategies for the autonomous learning ability of college Japanese teaching in the information era:

(1) Stimulate learning motivation and adapt to the autonomous learning environment. Learning motivation is the dynamic tendency that leads to learning behavior and academic goal, the internal cause that promotes the development of autonomous learning ability, and the powerful power that stimulates and guides learning. D. P. AuSubel summarized learning motivation as cognitive drive, self - improvement drive and dependent drive. Among them, cognitive drive and self-improvement drive are the most important and stable motivation in learning, which have a driving effect on learning. Students with internal motivation can actively participate in the learning process and be satisfied in the learning activities. These students have a strong thirst for knowledge and curiosity, like innovation, dare to challenge. Therefore, stimulate the learning motivation is a prerequisite for cultivating students' autonomous learning ability.

(2) Strengthen construction of teachers and give play to the guiding role of Japanese teachers. In the modern educational undertakings for the development of society, the inheritance of civilization, the progress of technology, the improvement of quality and the promotion of morality, the teacher is the main body and the dominant leader, the practice and the reform of educational behavior. To develop education, we must improve the quality of teachers. To run first-class education, we must train first-class teachers. Under the information technology environment, Japanese teaching provides a natural real language materials and communication environment to support personalized learning and autonomous learning, the teacher must from the Japanese "teaching" as the center to "learning" as the center, in combination with the teaching contents and teaching schedule, for students' autonomous learning tasks, play Japanese autonomous learning guidance, direction, monitoring, management, testing and evaluation, etc.

(3) Stimulate students' interest in learning and improve their information selection and search ability. The network resources transform the abstract knowledge of Japanese into the vivid and concrete content, and present the rich and colorful learning contents to students through pictures, texts and videos, which not only attract students' attention, but also enhance their interest in learning and desire to explore, so that students can actively and autonomously participate in Japanese learning. Teachers should take the initiative to improve students' ability of information selection and search, guide students to search for learning resources through formal channels according to their own conditions, and constantly analyze and summarize, so as to improve their ability of information selection. In addition, teachers should guide students to correctly use a variety of search software, rational use of network resources, improve the search efficiency, narrow the search scope, improve academic performance.

(4) Create rich language learning environment and actively guide students to study independently. Language is closely related to environmental factors. A rich language environment is a basic condition for learning Japanese well and an important basis for improving Japanese ability. By using media and multimedia, we can build more communication platforms for students, create a rich language environment, stimulate their interest in learning Japanese and expand their learning space. The role of teachers is embodied in the organization, guidance, help and promotion, give full play to the initiative, enthusiasm and creativity of students, so that students can study most effectively and achieve the best teaching effect. Even if students have the consciousness of autonomous learning, teachers should adopt flexible and diversified teaching methods according to students' actual interests and abilities, so as to transform the consciousness of autonomous learning into practical activities.

(5) Improve students' information technology literacy and escort for autonomous learning. Information literacy includes basic knowledge and skills about information and information

technology, the ability to use information technology to learn, cooperate, communicate and solve problems, as well as information awareness and social ethics. Information era not only change the way to acquire knowledge and information, has changed the concept of learning style, learning and autonomous learning environment, students have more autonomy in the learning process, so information literacy is the modern college students must have a skill, make students obtain sufficient learning autonomy, which is the guarantee of information social development. Improve college students' good information awareness, enhance their information ability, and strengthen the education of information ethics and the concept of the rule of law.

(6) Increase comprehensible input and cultivate students' metacognitive strategies. Comprehensible input is the understandable language material that students hear or read, and the difficulty should be slightly higher than the current language level of students. Only effective language input can activate the acquisition mechanism of students' brain and make them acquire language successfully. Language input is understandable, interesting, or learner-related. At the same time, play the role of metacognitive strategy. Metacognition is an activity that regulates the cognitive process. It is the cognition of cognitive subjects on their own psychological states, abilities, tasks, goals and cognitive strategies, as well as the planning, monitoring and adjustment of their own activities. Metacognitive strategies are closely related to autonomous learning ability. Cultivating metacognitive strategies can improve students' autonomous learning ability of Japanese and accelerate their internalization of Japanese language.

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