Research on the Development of Primary School Students' Autonomous English Learning at Information Age

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The essence of educational concept and learning style in the information age influence characteristics of English learning for pupils and result in common problems of primary school students' English learning in the information age, requiring some strategies and suggestions.

Keywords: internet era, autonomous English learning

Introduction

Nowadays, the world has thoroughly come into the "Internet era", and modern information technology plays an increasingly essential role in human life. English learning is an essential task for primary school students. However, foreign language learning is a long-term process. It is also a multidimensional and comprehensive development of knowledge, skills and cultural consciousness. Therefore, learners' autonomy needs to be highly emphasized, and China's education policies have begun to take the cultivation of students' foreign language autonomous learning ability into consideration.

It is an inescapable trend of social development that students need to have the ability of self-learning to lay the foundation for eternal learning. Hence, education should be based on learning and comprehension, learning how to cooperate and survive. Autonomous learning is an innovative way of learning. As a way to manage their learning for students, it can effectively improve the quality and efficiency of learning, develop innovative thinking, and promote the effectiveness of classroom teaching.

Traditional "guided by teachers" education mode has experienced profound changes and gradually transformed into a more "students oriented" model. This, however, also brings new challenges to the exertion and cultivation of students' autonomous learning ability. Against such background, China's primary school administrators and teachers should be aware of the changes and development of information technology, actively transform their conception of English teaching, and develop their ability to apply advanced technology. They should integrate Internet and information technology into English classroom teaching and the cultivation of students' autonomous learning ability so as to promote the modernization and innovation of English education.

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Educational Conception and Learning Mode of Information Age

There are four key characteristics of learning at information age, namely the openness of learning environment, multilevel content, learner's agency, and learners' innovative spirit and ability to process information.

Firstly, the learning environment is open. Digital environment can provide rich learning resources, which is conducive to the expansion of learning modes. That is to say, learners can choose the resources they need in a more creative fashion to achieve their goals. As such, their independent learning and cooperative learning abilities will be promoted. At the same time, the richness of learning opportunities can to a greater extent stimulate learning motivation as well as perceptions in learning.

Secondly, the content of resources provided by digital learning environment is highly diverse. Teachers and students can choose the courses and content at a wide range of difficulty level according to their own needs and capability level. This can better promote students' independent learning.

Thirdly, the occurrence of digital learning environment breaks the dominance of instructor's role in the teacher-student relationship. It also proposes a new model based on the conception of "teacher-managing and student-oriented", where students' awareness of "I can learn" and "I want to learn" are further developed. Furthermore, it can stimulate students' motivation and provide more conceptual tools for students' autonomous learning.

The digital learning environment creates ideal conditions for cultivating students' information acquisition, information analysis and information processing capacity; this complex interlaced information analysis provides students with a good independent exploration, self-discovery learning, and cultivating learners' innovation.

Notably, the digital learning environment provides a good space for cultivating primary school students' autonomous learning ability, regardless of the development of the learning objectives, the choice of learning content, and the management of learning progress, learning evaluation methods and records of learning results. Aspects can meet the implementation of autonomous learning (An, 2013).

Autonomous Learning Ability

With the surge of the globalization of the world, communication in English is ubiquitous, and the importance of English learning is obvious. In order to lift the English level, we should start from an early age, stimulate students' interest in learning English, promote them to learn English independently, and integrate themselves into the classroom, so as to enhance the quality of English teaching in primary schools.

Benson (2001) emphasizes that the continuously rapid changes in the educational system, such as the development of educational technology, the practice of language teaching and the development of information explosion, show that the function of knowledge and the construction and exchange of knowledge have undergone great changes (Khusnul, et al, 2019).

First, autonomous learning contains a clear "student-centeredness" conception in the relationship of teachers' and students' roles. In this relationship, teachers mainly play the role of "mentor" and "guide" to shoulder the responsibility to lead and help students solve problems in the learning process, whereby students can actively acquire knowledge, develop cognitive skills, and form moral character. In that case, subjectivity is the

basic quality of autonomous learning, which is expressed as "I want to learn", which shows students' need for learning.

Second, independence is the core quality of autonomous learning, which is manifested in "I can learn". In contrast, traditional teaching methods underestimate or ignore students' autonomous learning ability and neglects or restrain students' autonomous requirements. Modern education requires lectures to encourage and cultivate students to learn independently.

Third, selectivity is mainly reflected in the students' own subjective initiative. Under limited learning conditions, the individual learners or cooperative groups actively choose the goal, content, progress, resources, and evaluation methods, thus obtaining the learning results of such dynamic learning.

Fourth, relativity is mainly reflected in the applicable environment and conditions of autonomous learning. Since there is no absolute self-study, this learning method should be combined with the traditional learning method (An, 2013).

However, there are common problems with primary school students' autonomy for learning English. Learning autonomy of primary students in our country is commonly weak. Most of them have got used to the traditional learning modes since childhood. In consequence, they do not actively express their desires, and they also lack the corresponding educational environment. Thus, their autonomous learning is influenced by their deficiency in methodical learning strategies (Yao, 2016).

Generally speaking, students do not have the habit of previewing before class. Pre-class preview should be a vital part of the imparting process, as it helps students understand new courses while improving teaching efficiency. Traditional English teaching ignores the habit of cultivating the pre-study, which results in students' lack of consciousness for active preview. Especially for primary school students with weak autonomous learning ability, previewing before class is often unable to complete (Ke, 2019).

In the "Internet era", digital platforms such as the Internet, mobile apps, and WeChat have been infiltrated into people's learning and living at all levels. However, still many students use these pieces of high-tech equipment to do things unrelated to (or unhelpful for) learning, for which most of them under the high pressure of teachers and parents are forced to consciously use these information technologies to learn.

Teachers have not paid sufficient ability to students' self-capacity cultivation. The training and attention of autonomous learning ability are neglected to some extent. Systematic research on independent learning capabilities has not been recognized and practiced. Furthermore, there is no mature autonomous learning models can be promoted in instruction and there is no ripening model to be able to promote the self-teaching model of massively instructing. In order to assess the level of education, teachers should continue to strengthen students, acquire knowledge, but they have neglected the training and independent learning skills to some extent.

Strategies and Suggestions for Developing Pupils' English Autonomous Learning Ability

The pedagogical notion and intellectual approach of the information age entail that teaching should in conformity with the students' capability, combine with the learning practice of each student, that is, teaching students in accordance of their aptitude. The value of digital education as a useful tool is an intermediary between teachers and students (Filimonova, et al 2020).

It is necessary to make pre-class micro-class and preview new knowledge in advance. Teachers can record micro-lessons according to the characteristics of students in this class, or screen network resources. Before class, students watch the videos provided by teachers or surf the Internet to obtain more resources related to the text and finish the learning task. The micro-class before class can be viewed by students in the following ways: upload to the QQ group share, ask students to download at home and watch; or upload to the school's WeChat official accounts, and ask them to watch directly.

On the one hand, the micro-class preview can not only help students develop autonomous learning habits, stimulate students' learning motivation and interest, but also solve some teaching difficulties and uplift classroom learning efficiency. On the other hand, students have strong flexibility to watch micro-class videos. Students can arrange their study according to their time and learning basis before class, and master the time and rhythm of watching micro-class.

As the core of the information age, the advent of the Internet provides an open platform, especially under the circumstance of new media (Gao & Jin, 2018). So teachers in today's era should not only have good professional ethics, excellent professional ethics, solid professional skills, but also need to have a certain grasp and understanding of the new science and technology, constantly learn and improve their own ability, and constantly master advanced scientific skills, which are feasible to technically implement the proposed teaching plan. Being leaders of students, teachers should change the role from complete leaders to organizers and guide of teaching activities. Teachers should adopt students' comprehensive development as a starting point, pay attention to cultivating students' learning ability and solving problems, and cultivating children's own habits and behavior.

Conclusion

Modern information technology plays an increasingly significant role in people's lives. It brings considerable convenience and weaknesses to English teaching and learning. As suggested in this paper, it should be encouraged to use resources on the Internet to learn and to improve their learning autonomy.

With the progress of science and technology and the popularization of computer and other equipment, the use of Internet big data platform has become the trend of educational reform. Teachers need to make fully use of the characteristics of the big data era, speed up the reform process of teaching mode, gradually guide students to make rational use of Internet learning, promote students' English autonomous learning ability and raise their interest and participation in learning by choosing reasonable input materials (Li,2018).

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