

# Strategic Training of Cadets' Autonomous English Learning Ability Under the Background of the Transformation and Reshaping of Military Academies

Chao Wang

Dalian Naval Academy, Dalian, China

**Abstract.** In the process of transformation, military academies are faced with many challenges, such as the reshaping of educational methods, the transformation of training goals, and the optimization of educational resources. At present, in the context of the transformation and reshaping of military academies, the English class time has been greatly reduced, and the time for students to learn English in the classroom has been greatly compressed. Students are facing new challenges and opportunities in the efficiency of listening to English classes and the cultivation of self-learning ability after class. In recent years, with the continuous enrichment of educational means and the deepening of informatization, digitization and intelligence, more and more studies have shown that personalized and independent education models have significant advantages in improving learning efficiency, cultivating students' independent learning and improving innovation ability. The purpose of this paper is to explore the strategies of how to effectively improve students' English self-learning ability in the context of the transformation and remodeling of military academies, in order to provide effective support for students' English learning.

**Keywords:** English self-directed learning; Strategy training.

## 1. Introduction

With the increasing influence of the Chinese military in the world, it is becoming increasingly important to use English to enhance communication and cooperation with other countries. The purpose of this study is to explore the strategic cultivation of cadets' autonomous English learning ability under the background of military academy transformation and reshaping. Based on the comprehensive reference of relevant theories and practices, this paper will analyze the current situation of English education in military academies, the importance of the independent learning ability of students in military academies, and the strategies to strengthen the independent learning ability of students.

## 2. The current situation of English education in the context of the transformation and reshaping of military academies

### 2.1 The particularity of English education in military academies

English education in military colleges has its unique characteristics and requirements. First of all, there are obvious differences in identity, learning environment and learning objectives between military academy students and local students. Secondly, the goal of English education in military colleges and universities is to cultivate students' ability to use English to communicate and work in the military field, so the teaching content and methods need to be combined with military practice. Thirdly, while learning English, the trainees in the military academies also need to carry out military physical training and practical activities, which is short of time and heavy learning tasks.

### 2.2 Current situation of English education in military academies during the transition period

English education in military colleges and universities during the transition period is faced with the problem of insufficient teaching resources. Under the background of transformation and reshaping, the military colleges and universities need to pay more attention to cultivating the comprehensive quality and practical ability of the trainees, so the requirements for English education are also higher.

Due to resource allocation, confidentiality requirements and other reasons, military academies have relatively limited teaching resources in English education. To solve this problem, military academies can cooperate with other universities or educational institutions to share teaching resources and improve the quality and efficiency of English education.

In addition, English education in military colleges and universities during the transition period also has the problem of insufficient learning motivation. After graduation, the trainees in military academies go to a relatively fixed destination, and the objective reality of not having many opportunities to use English in the future work unit leads to the lack of motivation for students to learn English. Therefore, under the background of transformation and reshaping, English education in military colleges and universities needs to take measures to stimulate the learning motivation of students and improve their learning interest and enthusiasm.

### **2.3 The Challenge of English Autonomous Learning Ability for Military Academy Students in the Transitional Period**

The challenge of autonomous English learning ability for military academy students in the transitional period mainly comes from changes in their learning environment. After the transformation and reshaping of military academies, the learning environment of students has undergone significant changes. It is no longer the traditional military training oriented environment, but a more focused environment on academic learning and comprehensive quality cultivation. This puts higher demands on the students' ability to learn English independently. Students need to adapt to the new learning environment and actively engage in English learning to improve their ability for self-directed learning.

The challenge of independent English learning ability for military academy students in the transitional period also comes from the changes in their learning motivation and learning methods. In traditional military training environments, the learning motivation of students mainly comes from orders and assessments from superiors. In the transformed and reshaped learning environment, students need to be more proactive in seeking learning motivation and improving their learning enthusiasm. Students need to master more self-directed learning methods and skills in order to learn English more efficiently. This puts higher demands on the students' self-learning ability.

## **3. The Importance of Autonomous English Learning Ability for Military Academy Students**

### **3.1 The Relationship between Autonomous Learning Ability and English Education in Military Colleges and Universities**

Essentially, self-directed learning is an ability. Autonomous learning ability refers to the ability of individuals to actively and independently acquire, organize, and apply knowledge during the learning process. The ability of self-directed learning is reflected in the learning style of learners, as well as in how they apply what they have learned to a wider context.

Against the backdrop of the transformation and reshaping of military academies, as well as a significant reduction in English class hours, it is particularly important to cultivate the autonomous learning ability of students in English. Firstly, the rapid development and technological innovation in the military field require military talents to have the ability to learn independently. With the popularization of information technology, students can access a large amount of learning resources through the Internet, electronic libraries, mobile apps, and other channels. Therefore, they need to have the ability to learn independently, be able to choose learning content, formulate learning plans independently, and effectively carry out learning.

### **3.2 The impact of cultivating self-learning ability on the effectiveness of English teaching in military colleges and universities**

The cultivation of self-learning ability can improve the learning effectiveness of students. Through self-directed learning, students can develop suitable learning plans and methods based on their own learning characteristics and needs. They can independently choose learning materials and methods based on their own learning progress and understanding level. Students can make more effective use of their study time and improve their learning efficiency. Meanwhile, self-directed learning can also stimulate students' interest and initiative in learning, enhancing their learning motivation.

The cultivation of self-learning ability can improve the comprehensive literacy of students. In the process of self-directed learning, students need to think independently, analyze and solve problems. They need to independently acquire information and knowledge, develop their own learning skills and methods. The improvement of these qualities will enable students to better adapt to future work and living environments.

## **4. Training strategies to strengthen the English autonomous learning ability of military college students**

### **4.1 Transformation of faculty roles and implementation of strategies**

Teachers need to constantly update their teaching ideas and teaching methods. We should pay attention to the individual differences of students and adopt diversified teaching strategies to meet the learning needs of different students. Second, teachers should strengthen their interaction with students. They can use modern technological means, such as online teaching platforms and wechat groups, to communicate and interact with students to help them better understand and apply what they have learned. In addition, teachers should also encourage students to actively participate in classroom activities and English-related extracurricular activities. English corners, English speech contests, dubbing contests, debate contests, Model United Nations and various English competitions organized by FLTRP can help students learn English in a relaxed and pleasant atmosphere and compete with each other to enhance their learning motivation. Cultivate their learning interest so as to improve their independent learning ability.

### **4.2 Integration and innovation of teaching resources and teaching models**

In terms of teaching resources, military colleges and universities can make full use of existing teaching resources, such as libraries, speech LABS and U campus platforms, to provide students with all kinds of materials and equipment needed to learn English. Military academies can also establish cooperative relations with other universities and research institutions to share their rich foreign language learning resources and expand learning channels for trainees.

In terms of teaching mode, military colleges and universities can learn from the advanced teaching mode at home and abroad to innovate and improve. For example, a project-based teaching model can be introduced to cultivate students' practical English application ability through project practice. Multimedia teaching and online learning can also be used to enhance students' interest in learning and participation.

In terms of integration and innovation, military academies can establish interdisciplinary teaching teams, integrate teaching resources and professional knowledge of various disciplines, and provide students with more comprehensive and systematic English learning support. At the same time, military academies can also promote exchanges and cooperation among cadets by setting up English learning communities and online learning platforms, and provide them with a sharing platform for learning resources and learning experiences.

Under the background of the transformation and reshaping of military colleges and universities, it is necessary to integrate and innovate the teaching resources and teaching models to cultivate the students' English autonomous learning ability. Only by making full use of teaching resources and

innovating teaching mode can we provide better learning support and learning opportunities, cultivate students' self-learning ability and strategy application ability, and meet the needs of the transformation and reshaping of military academies.

## 5. Conclusion

Through the research in this article, we have conducted an in-depth exploration of the strategies for cultivating the autonomous English learning ability of students in the context of the transformation and reshaping of military academies. Through research, it has been found that strengthening the cultivation of English self-directed learning ability among military academy students is of great significance. I hope this study can provide useful references for English teaching in the context of the transformation of military academies, and at the same time, provide feasible strategies for improving students' English self-directed learning ability and cultivating their comprehensive abilities.

However, there are also some shortcomings in this study, such as insufficient in-depth research on the feasibility of specific strategies, and further exploration of effective strategies in different teaching environments.

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