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Connotation and Analysis of English Self-Study Ability in High School Students Under Deep Learning Theory

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Abstract: It advocates deepening the teaching classroom's engagement, encouraging students to transition from a passive to an active learning mindset, enhancing their participation, and enabling them to understand and actively construct knowledge, thereby achieving a unified learning experience.^[1] Current high school students English learning ability in classroom inside and outside, classroom teaching fragmentation and surface problems and classroom independent learning consciousness weak problems still exist, how to cultivate high school students' critical thinking, problem solving ability and help high school students improve autonomous learning ability, become the current in the process of deepening the reform of high school English curriculum need to focus on areas^[2]. Under the guidance of deep learning theory, it is particularly necessary to explore the connotation and causes of the English self-study ability of senior high school students.

Keywords: Deep learning; Self-study ability; Connotation implication; Analysis of causes

1. The connotation of English self-study ability of high school students under the deep learning theory

Analyzing the connotation of high school students' English self-study ability under deep learning theory is essential. It forms the premise and foundation for constructing an educational evaluation model.

1.1 Foreign aspects

Beyond seas, Holec thinks that self-study ability is a student's ability to manage their own learning. Dickinson think the definition of self-directed learning ability is summarized as the learner's ability to make all decisions about and be responsible for the learning behavior in the learning process^[3]. Qomoman defines the concept of autonomous learning ability from three aspects: metacognition, motivation and behavior. When learners are in a state of active participation in these three aspects, their learning is autonomous. Autonomous learning ability can be improved from six aspects, such as motivation, method, time, behavior performance, environment and sociality, which provides a basic framework for the theoretical research of independent learning ability^[4]. Foreign scholars 'research on the independent learning ability of high school students mainly focuses on the composition of the high school students' independent learning ability. Because every scholar has his own understanding and opinions on the theory of independent learning, the research results on the composition of the independent learning ability of high school students are also different^[5].

1.2 Domestic aspects

In China, according to Professor Wang Duqin (2003), autonomous learning ability involves a process where high school students set their learning goals, plan, monitor, and self-evaluate according to their individual circumstances. According to Zhang Dongming (2017), Autonomous learning ability is the dominant learning ability of the learning subject, which conducts self-management, self-regulation and self-evaluation in the process of active construction. Therefore, in order to improve the independent learning ability of high school students, it is necessary to carry out sufficient dynamic monitoring^[6]. Professor Pang Weiguo (2000) believes that self-study ability is the students' 'ability to actively adjust and control all aspects of learning or the whole process of learning, and emphasizes students' independence and autonomy^[7]. In the academic world, Professor Pang Weiguo's views have been widely recognized by scholars. Professor Pang Weiguo gave a comprehensive and detailed description in his book, *Independent Learning: The Principles and Strategies of Learning and Teaching*: students' independent learning ability is restricted by self-awareness, metacognitive development level, learning strategies, education guidance, internal learning motivation and other factors.

2. Deep learning theory lays the theoretical foundation for independent learning ability

Under the concept of a lifelong learning society, the independent learning ability of senior high school students has become an important

factor for adapting to and developing within the current society. Under this concept, high school education provides an important resource for cultivating talents needed by the society. It should also assume the function of cultivating senior high school students' ability of independent learning^[8]. In a deep learning society, mastering an English skill is sense for high school students. In the process of English learning in high school, English independent learning ability, as a comprehensive and basic ability, is an important way to improve the quality of English learning^[9].

Under the guidance and guidance of the college entrance examination education policy, promoting the reform and development of English education in senior high school has gradually become a new trend of education reform. At the same time, the traditional and conventional teaching mode shows certain limitations and lag. At the same time, since entering the information society, the updating speed of knowledge and skills has gradually accelerated, and the ability to learn has become an important part of the core literacy of the United Nations discipline in the 21st century^[9]. Autonomous learning ability has attracted wide attention in the academic circle, especially in the theoretical elaboration, and has had many research results. However, there is still a need to further explore and study the causes and training mechanism of English independent learning ability of high school students^[11].

Thus, cultivate high school students' autonomous learning ability is the need of the development of the new era, and from the point of teaching practice, under the background of the college entrance examination pressure, teaching time and multifarious, bring some difficulty to the teacher curriculum, in high school English classroom, many teachers still is given priority to with teaching subject knowledge, no more energy to cultivate high school students' English learning ability, in this English teaching environment, high school students' autonomous learning ability still has a lot of space for development^[12].

3. Analysis of the reasons of high school students under deep learning theory

3.1 Students' sense of self-efficacy

Different scholars have different opinions and elaborations on the factors affecting the self-study ability of senior high school students. Zhou Yan Root (2007) believes that learners setting different learning goals will affect the degree of students' effort and learning tasks.

The efficiency of rational choice and completion of tasks finally affect the cultivation of students' independent learning ability^[13]. Smith(2004) It is found that students' goals of setting higher levels are closely related to students' self-efficacy. Students with strong self-efficacy can use more effective learning strategies, and then generate stronger learning motivation, promote students' independent learning activities, and finally improve their independent learning ability^[14]. Therefore, self-efficacy will directly affect the improvement and development of high school students' self-study ability.

3.2 Family socioeconomic status

Bradley (2002) pointed out that family socio economic status does not directly affect the development of high school students, but affects high school students through intermediary variables^[15]. Related studies have found that the main factors that have a big impact on high school students' learning investment include parental concerns and expectations, and family socioeconomic status^[16]. In the family, parents listen to their children and give a timely evaluation, which will help improve their children's self-confidence, thus enhancing their self-efficacy, and ultimately improve their ability to learn independently. At the same time, the family investment theory also points out that the better the family social and economic status, the more educational resources will be invested in the education of children^[17]. In family education, it is necessary to give children reasonable expectations, so that children have a strong ability of independent learning and independent living^[18].

The family factors that affect the independent learning ability of high school students include: whether the family has an extremely strong learning Xi atmosphere, family education methods, the relationship between parents and children, and emotional status. The family is a high school student. As an extremely important part of the social support network, high school students study self-study sound. Therefore, the family environment must be taken as an important factor to improve the high school students' independent English learning ability. An important factor is to be considered^[19]. Domestic scholar Li Xiaojuan (2003) pointed out that the family social structure, family economic conditions, family communication and self-efficacy of high school students are significantly related to the independent learning ability of high school students. It can be seen that the family environment profoundly affects the independent learning ability of high school students^[20].

3.3 Personal growth initiative

Personal growth initiative is a driving force for high school students' inner self-growth needs, which affects high school students.

The development of English comprehensive quality. Negovan (2013) found in the study that high school students grow up mainly the higher the mobility, the higher the demand for students' independent development^[21]. At the same time, Chinese scholar Li Ming et al. (2022)

pointed out that the independent learning ability of high school students has a great impact on the improvement of their academic achievement, and the improvement of the independent learning ability of high school students is also a key factor to ensure the teaching quality of high school students^[22]. Li Jinjie et al. (2013) pointed out that high school students with higher personal growth initiative will pay more attention to their own development and can actively design learning plans and put them into practice. Generally speaking, such high school students have higher internal motivation. At the same time, the learning motivation of high school students with good independent learning ability often comes from the needs of their self-development, which starts from the realistic needs of high school students, is guided by the interests of high school students and based on the internal adjustment of high school students. Therefore, personal growth initiative has a profound impact on the growth and development of high school students. The personal growth initiative of high school students can positively predict students' independent learning ability^[23].

3.4 Teachers 'ability to guide students' self-study

In the new era of rapid updating of knowledge, independent learning ability is to achieve sustainable development and end. The basic premise of physical development. Independent learning ability has already become one of the research hotspots in the global foreign language education field. It is listed as an important group of the core literacy of English subject by the English Curriculum Standards for Ordinary High School (2017 edition). Into the part. High school, as the transition stage between compulsory education and higher education, is for high school students to learn English independently. The key period of learning ability cultivation and development. And the high school English teachers, as the external factors that directly affect the students, its support has an important influence on the formation of high school students' independent English-learning ability. Up to now, finally, the research on the influencing factors of high school students' English independent learning ability mainly focuses on internal factors, with very few focus on external factors, and the research objects are mainly focused on college students^[24]. Taking the group of primary and middle school students as the research object is generally too small. It can be seen that high school teachers do not pay enough attention to students' independent learning and guidance ability.

3.5 Teachers' emotional education to students

McCombs (1989) think exploring the relationship between the role of independent learning and being influenced by emotional factors, the autonomous learning ability of high school learners is influenced by metacognitive and cognitive abilities, Both of them can plan, manage and monitor learning activities, regulate personal emotions and motivation, and positive emotional factors can promote high school students to better achieve their learning goals. Spratt(2002) shows that an important influencing factor for high school students is the learning motivation of high school students. The improvement of the learning motivation level of high school students can promote high school students to actively study independently, and otherwise prevent and hinder the implementation of independent learning. Erturk (2016) found that the learning autonomy of high school teachers can significantly affect and improve the enthusiasm of high school students. Some scholars have found that high school teachers' trust in students has a positive role in promoting the ability of independent learning. Wolters(2020) By evaluating the connection between time management and pre-thinking of self-directed learning and performance results, it proposes that the time management of high school students directly affects the application of self-directed learning strategies^[25]. It illustrates the interdependence of time management and self-directed learning and develops future research directions in this field^[26]. Emotional education is fundamental for high school English teachers and plays a crucial role in affecting high school students' self-study abilities. After high school students feel the sincere care and support from high school English teachers, high school students feel gratified to be trusted from the heart, and accept the teachings and change^[27]. Thus, it will be conducive to the promotion of their self-study ability.

3.6 Students' motivation for learning

Domestic scholars have conducted an in-depth study on the relationship between learning motivation and autonomous learning ability. Li Kun et al. (2008) pointed out that high school students' independent learning behavior is closely related to both internal and external motivation, and internal motivation can improve the satisfaction level of high school students in the learning process. Ni Qingquan (2010) further classified the motivation, pointing out that the stronger the motivation of students, the stronger their independent learning ability. Wang Lina (2014) believes that in high school English teaching, attention should be paid to cultivating high school students' interest in independent English learning.

Therefore, intrinsic interest motivation is a very key factor in cultivating high school students' independent learning. Wu Yongyi (2017) believe that there is a correlation between different types of learning motivation and students' self-learning ability. There is a close relationship between the motivation and students' self-study ability^[28].

4. Epilogue

Deep learning theory, grounded in humanistic education, cognitivist learning theory, and English teaching theory, aims to cultivate

students with Chinese sentiments, an international vision, and cross-cultural communication skills. This approach considers the comprehensive development of students as the logical starting point and involves an organic whole of student subjects, teaching information, and the learning environment in the occurrence, development, and operation of deep learning. High school teachers can follow the principles of "education, integrity, activity and generation", and adopt four strategies to realize the self-dimensional deep learning theory: that is, pay attention to the "temperature" of the real communication between teachers and students, implement the "height" of the self-study ability; the "height" of the language perception and cognitive self-study ability; the "thickness" of the self-study ability, and the "width" of the self-study ability.

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