# Focusing on the Development Path of Students' Learning Ability under the Key Competence of English Subject

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***Abstract:*** *The English Curriculum Standards for Compulsory Education (2022 Edition) proposes that language proficiency, thinking quality, cultural awareness and learning ability are the key competences of students that should be developed in English teaching. Learning ability plays a very important role in students' mastery of the scientific method and the development of lifelong learning habits, but most English educators do not achieve this goal well. Based on the discussion of the definition of learning ability and its subject characteristics, the current situation of learning ability cultivation in English teaching is analyzed, and the path of learning ability cultivation is proposed in three aspects: learning strategies, learning channels, and learning motivation with actual cases.*

***Keywords:*** *English Teaching, Key Competence, Learning Ability*

## 1. Introduction

The English Curriculum Standards for Compulsory Education (2022 Edition) re-establishes the objectives of the English curriculum based on this, adjusting them from cultivating comprehensive language skills to cultivating core English subject literacy, combining "language skills" and "language knowledge" into "language competence", adding "thinking quality" and "emotional attitude". "Language knowledge" is combined with "language ability", "thinking quality" is added, and "emotional attitude" is integrated into "cultural awareness". The core literacies of the subject combine "language skills" and "language knowledge" into "language proficiency", add "thinking quality", integrate "emotional attitudes" into "cultural awareness", and upgrade "learning strategies" into "learning ability" [1]. Among them, learning competence, as a necessary character and literacy for students, requires English classrooms to move away from ineffective language knowledge such as grammar and vocabulary to learning to learn and lifelong learning.

The four pillars of education in the 21st century are: learning to know, learning to do, learning to live together and learning to live. The development of China's core literacy is located in the curriculum reform, which not only absorbs the successful experience of foreign countries, but also focuses on the actual situation of Chinese education, and develops from the dual foundation teaching, quality education, and three-dimensional objectives to the core literacy, focusing on cultivating the necessary character and key abilities for students to adapt to future development. In this way, "learning ability" refers to "students' awareness and ability to actively try and regulate English learning strategies, expand English learning channels, and improve English learning efficiency" [2].

## 2. The current situation of learning ability development in English teaching

### 2.1 Wrong methods of developing learning strategies

The definition and classification of learning strategies are important components of effective second language learning, which can reveal and reflect the process of language learning and its inner rules. A student-centered body enables metacognitive strategies to play their proper role, highlighting the teacher's dominance enables cognitive strategies to achieve their goals, using contextual integration of teaching promotes the application of communicative strategies, and motivating learning enhances the regulation of affective strategies.[3]

### 2.2 Insufficient development of learning channels

Only when learning resources and learning platforms become diversified, teachers will realize the importance of learning ability cultivation, and students will realize that knowledge learning is infinite, and only by mastering the methods of learning English and improving their own learning ability can they adapt to the changes of the times and meet the needs of lifelong learning. Learning channels include learning resources and learning platforms.

In the past, students had narrow and single channels to obtain learning resources, mostly through physical books such as textbooks, dictionaries and exercise books, while the development of channels such as libraries, the Internet and the accumulation in life was not satisfactory. Nowadays, despite the rapid development of information technology, there are still few students who dare to be innovative in English learning, and learning resources are still the materials given by teachers. A few students who are highly motivated to learn will take the initiative to look for learning resources on the Internet to expand their horizons, and for the development of learning platforms unless they are learning websites given by teachers, the rest of the platforms are rarely explored on their own initiative [4].

### 2.3 Insufficient cultivation and stimulation of learning motivation

English learning motivation is the motivating factor that drives students to learn, and the inner driving force to achieve the learning purpose. According to the statistics of teaching research at home and abroad, one fifth of the factors affecting students' learning performance are closely related to intellectual factors, and the remaining four fifths are closely related to non-intellectual factors, and among the non-intellectual factors occupying an important position are study motivation and study habits. Motivation occupies such an important position because it is an active mediator of attention and memory. If motivation is strong, students will constantly memorize, repeat, ask questions, and consult information to convert various elements into resources to make up for the lack of previous learning and to overcome the subjective and objective difficulties that arise; therefore, motivation is the most central element to guarantee learning efficiency.

However, the current English teaching only focuses on language knowledge, especially isolated and fragmented language information, which increases the difficulty of students' memory and ignores the essence of English as an application-oriented subject, resulting in students learning for the sake of scores and exams, thus "no feelings, only skills" resulting in "high scores and low performance.

## 3. The path of developing learning ability in English teaching

### 3.1 Using applied methods in the classroom to develop students' learning strategies

If learning with pleasure is a prerequisite for "developing students' willingness and ability to acquire knowledge independently," then learning well is to help students find ways to "develop their willingness and ability to acquire knowledge independently," and learning well requires students to be able to clarify their learning goals, choose appropriate learning strategies, and focus on enrichment. Good learning requires students to clarify their learning goals, choose appropriate learning strategies, pay attention to rich resources, seize opportunities for language learning across time and space, learn to manage their own learning, and effectively improve their learning efficiency.

Once there is sufficient interest and motivation in the learning process, there is an invisible hand that pushes students to do it immediately, but at this time it is necessary to be cautious, to determine the destination, and then constantly adjust the process of methods, plans, strategies, etc. The mentality of rushing and blindly crashing will only make students work harder than they want to. The teacher is the student's guide, when contacting new learning content, first of all, the teacher should clearly tell the students the learning objectives, teaching priorities and other content from the core literacy, help students reasonably arrange tasks and make plans according to Ebbinghaus' law of forgetting, etc., and urge students to take the initiative to preview and review.

### 3.2 Using communicative cooperative tasks to expand students' learning channels

In developing cooperative learning skills, teachers need to guide students in learning activities that involve both division of labor and cooperation [5]. In the classroom, through group tasks, discover the textbook's knowledge about the history, humanities, geography, and customs of English-speaking

countries and thus organize individual or group English speeches, English skit performances, and English dubbing contests. Outside the classroom, English competitions, English corners, etc. The students' ability to use English and interdisciplinary knowledge to solve problems creatively is improved through such activities as "Environmental Pollution Investigation" with chemistry, "Electricity Experiment" with physics, and "Into the Museum" with history.

Grammatical knowledge is the unity of "form, meaning, and use" and is directly related to the accuracy and appropriateness of language comprehension and expression. However, grammar is still taught in the traditional way, and there is no effective communication between teachers and students to guide students to fully apply their knowledge to real life, which not only fails to ensure learning efficiency but also makes grammar learning boring and rigid [6]. Cooperative learning can change the status quo. Cooperative learning teaches by setting up contexts in which English knowledge contains different types of grammar, including past tense, present tense, future tense and virtual voice, and by creating contexts and role playing, students can use different tenses according to the contexts to improve their memory and understanding.

### 3.3 Using creative teaching activities to stimulate students' learning motivation

In order to achieve a state of enjoyment, teachers need to have a deep understanding of students' interests, needs, and motivations. On the one hand, interest itself exists in experience, and to stimulate interest we must connect it with real life and link learning with future life and work, only then language will no longer be a study but a part of life, and English learning will no longer be a monotonous, theoretical, meaningless activity with no connection to the real world. The comparative grammar of adjectives is used as an example to explore how to stimulate students' interest in learning during classroom activities.

Compared with the introduction of simple textbook contents or ordinary real-life things, the introduction of things that students are interested in and know well, such as current idols, cartoons, and games, is more likely to stimulate students' desire for further learning. Then comes the middle of the lesson. The rules can be presented as simple and memorable recipes, such as: comparative, there are rules, usually add er at the end of the word; if it ends in e, only add r; consonant letters end in y, change y to i and add er; consonant vowels, closed syllables, the last letter should be double-written; multi-syllables are better to remember, add more before the word is finished. And students are asked to read aloud and recall in the morning study or before class, thus simplifying the complex rules to change the students' fear.

In the past, the purpose of the after-school session was to review and consolidate the new content learned in class, but based on the emergence of a series of new teaching models such as the flipped classroom in the context of information technology, the role of the after-school session tends to be more and more towards learning new knowledge and independent learning of the basics through the form of videos. At the same time, the choice of micro-lessons can be made by teachers themselves or by finding excellent resources on the Internet for students to study, which can further reduce teachers' burden and make it easier to achieve personalized education, as well as enable students to choose which teaching method is more suitable for them and improve their learning efficiency.

### 4. Conclusions

A person's learning status depends on the level of his or her learning ability. Teachers should focus on cultivating students' self-learning ability in English teaching and teaching them to fish. In English teaching, teachers can set up an applied methods classroom to provide students with various learning methods in a straightforward way, so that students can realize the importance of methods and cultivate their metacognitive strategies at the same time. Secondly, create channels for students to learn and use English through communicative and interactive cooperation to motivate them to broaden their horizons and cooperate with others. Finally, creating interesting and creative language learning activities in the classroom stimulates students' motivation to maintain their interest in learning English and learn how to learn.

In conclusion, learning ability refers to the awareness and quality of students' initiative to adjust their learning strategies and explore learning channels and methods so as to improve their learning efficiency [7]. The cultivation of learning ability is a long-term task, which is gradually formed through the mutual integration inside and outside the classroom, the collision of preconceptions and generation, and the combination of training and practice.

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