

Cultivation of Critical Thinking Ability in English Writing Teaching for English Majors

Changqi Li

School of Foreign Languages, Huaihua University, Huaihua, Hunan, 418000, China

E-mail:369312103@qq.com

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Abstract: The lack of critical thinking ability of English majors has become a serious problem in teaching at this stage. English major writing requires students to have strong logical thinking ability, in order to improve students' writing ability. Next, this article starts with cultivating the critical thinking ability of English majors, conducts comprehensive thinking and research on the teaching objectives, teaching content and teaching methods of English major writing courses, and strives to explore a critical thinking based on the theoretical basis. The ability-oriented teaching model of English writing course solves the problem of insufficient critical thinking ability of English majors, realizes the simultaneous improvement of language skills and speculative skills, and then provides a new feasible plan for the reform of English major writing course teaching.

Quality education is the main goal of China's education reform in recent years. Its focus is to cultivate students' creativity. The key to cultivating students' creativity is to cultivate students' critical thinking and focus on the overall training of students' overall quality. Next, this article will conduct a detailed study and discussion on the cultivation of critical thinking skills in the writing teaching of English majors.

1. Overview of critical thinking

(1) Research on the theoretical framework of the cultivation of students' critical thinking ability in the teaching of English writing

The concept of critical thinking was first proposed by the American philosopher John Dewey, and many scholars later supplemented the concept of critical thinking. The current generally accepted concept is: critical thinking can be defined as purposeful, self The judgment of adjustment, the judgment of this photo will lead to "exposition, analysis, evaluation, reasoning, and interpretation of the evidence, concepts, methods, standards, and context that led to this judgment." Critical thinking includes not only cognitive skills, It also contains emotional sentiment, and is a two-dimensional model [1].

Cultivation of critical thinking ability is an important guide for the cultivation of students' professional ability in English writing courses. This is already a basic consensus in the foreign language community and an inevitable choice for the cultivation of English professional talents in colleges and universities. In recent years, scholars at home and abroad have conducted more research on the proposition of "writing teaching and training critical thinking". Related research shows that, of all the curriculum factors, the progress of writing courses and critical thinking of students is very important. contact. The whole writing process needs to go through "intention-conception-writing-modification", and these processes all involve the use of critical thinking. Aiming at the construction of the theoretical framework of writing course teaching for English majors' critical thinking skills, this article has the following suggestions: First of all, to rationally arrange the hours of English writing courses, schools and teachers should change the previous teaching concepts and cultivate Students' thinking ability is placed in an important position. Secondly, we should carry out targeted English writing teaching according to the writing process. The writing process includes the formation process of language form and the formation process of thought content. The formation process of the former mainly includes word making, sentence

making, connection, etc. The formation process of the latter mainly includes concepts, propositions, arguments, etc. These two processes are interrelated and interpenetrating. When students are writing, they must first determine a good topic, then choose the corresponding style, and then start writing around the argument. The argument is the key to the whole article, which determines the consistency and logical relationship of the article [2]. After understanding the main characteristics of the writing process, teachers can find the critical point of critical thinking in English writing teaching, and gradually guide students to pay attention to the content and standards of review and judgment in the writing process. For example, how to cut in when reviewing articles on related topics, whether the views of the articles are consistent, to avoid students staying at the language level for the quality of an article. On the basis of the above, let students think about the difference between the topic they want to choose and the topics chosen by others, what arguments they should use when writing, what style they should choose, etc. In this process, students raise questions, analyze problems, solve problems, and finally complete the idea of the whole article, and then cultivate their own critical thinking.

2. Cultivation of Critical Thinking Ability in English Major Writing Teaching

(1) Research on the method innovation in the training of students' critical thinking ability in the teaching of English writing

Aiming at the cultivation of critical thinking ability in writing teaching of English majors, it is necessary to create new and unique teaching methods that students are willing to learn. With the deepening of the new curriculum reform, the task teaching method has been gradually used in classroom teaching. [10]The so-called task teaching method is to organize teaching by tasks. In the process of performing tasks, we must activate the classroom atmosphere through participation, experience, communication, cooperation and other learning methods to fully arouse the enthusiasm of students to learn, so that students can perceive, Cognition, application. The task teaching method can help students change the traditional way of thinking. Specifically, they can start from the following aspects: First, set tasks for students, and the design of tasks must have practical significance, so that students can be as realistic as possible. Use language in the environment and situations to experience the fun of writing in English. Secondly, teachers must have a clear goal in the process of designing English writing tasks. This goal must be consistent with the goal of classroom teaching tasks, so that students can finally achieve the goal of English writing teaching in the process of completing the tasks [3] . Finally, the task pedagogy should include the teacher's introduction of the task-the student performs the task-the student reports the progress of the task-the student reports the completion of the task-the mutual evaluation between the groups-the difficulty of practicing the language under the guidance of the teacher.

(2) Model construction of students' critical thinking ability in English writing course teaching

The English writing course has the characteristics of active exploration, high efficiency, and easy operation. Therefore, the cultivation of the teaching mode of the English writing course should be guided by critical thinking ability, that is, a general knowledge, writing practice and critical thinking ability of English majors. Cultivate an integrated teaching model of "learning, researching, thinking, arguing and acting" to promote the teaching reform of English writing courses and improve the quality of talent training.[8]

First of all, teachers should change traditional teaching thoughts and enrich teaching activities. In the teaching process, English teachers should not only pay attention to the fluency and accuracy of language, but also pay attention to the training of students' coherence and logic in writing thinking. In classroom teaching, teachers can introduce writing content in the form of questions to guide students to observe language phenomena and discover the rules. The method of problem introduction can stimulate students' enthusiasm for learning. The more students invest in the problem, the more they can learn, and the deeper and more comprehensive the thinking. Teachers can guide students to debate on the problem, in order to stimulate students' thinking potential,

students understand and analyze the problem in less practice, and then make evaluation and reasoning, which is critical thinking ability of students High-intensity training [4].

Secondly, after the students have a full understanding of the writing content, the teacher should divide the students into small groups, discuss the entry points of the writing content in groups, and collect data at the same time, and finally write independently. In this process, teachers should act as a guide and observer to help students understand and internalize the whole process of writing, so that each student can go through the process of writing creativity, data collection and final writing. As the main body of writing, students need to continually rethink the arguments and logic of their essays, and constantly improve their critical thinking skills in the formation-denial-reformation [5]. In this process, students' thinking can be further developed and broadened, and their creative inspiration can be activated.

Finally, the teachers should always organize the students in order to evaluate them. The students complete the final writing task through the process of selecting arguments, collecting information, and conceiving articles. [7]Teachers should organize students to comment on the work. In the process of commenting, teachers should allow students to judge fairly and fairly, point out the advantages and disadvantages of the article, guide students to think from multiple angles, and give sincere evaluations and suggestions to each other's articles. For those controversial issues, teachers should encourage students to carry out in-depth research, find a wealth of theoretical basis to support their views, in order to convince people. Finally, the teacher should evaluate the article and the student's comments, encourage the students' wonderful comments, and supplement the problems that the students did not point out, so that the students can use critical thinking skillfully in this period of exercise.

(3) Research on the development methods and strategies of writing teachers' self-critical thinking ability

English writing is one of the most direct and effective courses to develop students' critical thinking skills. Teachers should rethink the entire teaching process of writing course teaching objectives, teaching methods, homework and exam forms, and textbook construction from the perspective of cultivating students' critical thinking skills. Therefore, teachers themselves must recognize the importance of training critical thinking skills and master the methods and strategies for training critical thinking skills. This requires teachers to have strong critical thinking skills first. [9]First of all, we must adhere to the modern education concept of student-centered and teacher-led, based on the group of English writing teachers, and analyze the promoting role of teachers' critical thinking ability in talent training concept, teaching behavior adjustment and the development of students' critical thinking ability To explore the dynamic mechanism that writing teachers' critical thinking ability can play in classroom teaching focusing on the cultivation of speculative ability. Secondly, teachers should show students how to evaluate, select articles related to the teaching content, and evaluate the opinions, arguments and expressions of the articles. In this process, teachers' critical thinking can be further tempered. Thirdly, teachers should create a relaxed and harmonious atmosphere for students, make students' thinking active and dare to express their opinions [6]. In addition, teachers should actively engage in academic dialogues with students. During the teaching process, teachers should guide students to express their views and reasons, and then ask the students, analyze the problems with the students, explore the reasons and find evidence. In this process, it is not only the cultivation of students' critical thinking ability, but also the training of teachers' critical thinking ability.

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