

A Study on the Cultivation of Critical Thinking Ability in College English Writing Classroom

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Abstract: with the proposal and deepening of the new curriculum reform, the concept of core literacy education is deeply rooted in the hearts of the people. It not only brings innovation and development opportunities for College English curriculum, but also puts forward higher requirements for College English curriculum teaching activities. In this situation, College English teachers should explore a more efficient and high-quality English writing teaching model to cultivate students' critical thinking ability while improving students' English writing ability and language application ability. Based on this, this paper deeply analyzes the practical strategies of cultivating students' critical thinking ability in the teaching of College English writing, which can be used as a reference for college educators.

1. Introduction

with the deepening of China's higher education reform, the cultivation of College Students' innovative ability and creative ability has been highly valued and widely concerned by college educators. However, combined with the current situation, due to the short training time of critical thinking ability for college students in China, a perfect education system has not been formed, which also directly leads to the fact that the training effect of students' critical thinking ability can not reach the ideal state. College English writing course has incomparable advantages and functions in the cultivation of students' critical thinking ability, which can be used as an important carrier for the cultivation of students' critical thinking ability. While cultivating students' ability to transfer critical knowledge, we should also improve students' ability to transfer critical knowledge.

2. Conceptual Analysis of Critical Thinking

Critical thinking was developed by Edward The definition put forward by gotozer can be carried out in the following aspects: first, the human body carries out a series of continuous thinking, in-depth thinking and detailed thinking on problems or unknown events beyond the scope of its own experience; Secondly, carry out logical inquiry and reasoning on a certain kind of problems or events; Finally, use reasoning methods or logical inquiry skills for a certain kind of problems or events. However, Chinese educators generally believe that critical thinking refers to personal judgment on the current things or phenomena. This judgment needs to be completed on the basis of

comprehensive consideration, independent thinking and constructive significance, which also gives a higher dimensional definition of critical thinking. At the same time, cognitive ability and critical reasoning ability can be divided into cognitive ability and critical information ability, which can be divided into two dimensions: cognitive ability and critical information ability. Moreover, each cognitive ability can be divided into several sub ability branches; The dimension of emotional traits includes curiosity, self-confidence, adaptability, honesty and other traits. In addition, domestic scholars divide speculative ability into two levels: speculative ability and original speculative ability. Among them, the original speculative ability has a certain control effect and influence effect on speculative ability. Speculative ability includes emotional dimension and cognitive dimension, and cognitive dimension is divided into core skills such as analytical ability, reasoning ability and evaluation ability, which carefully analyzes the nature of critical thinking, Ensuring that the cultivation of critical thinking ability can be organically integrated with the College English writing classroom can significantly improve the training effect of high-quality talents.

3. The Significance of Developing Critical Thinking for College Students

The cultivation of critical thinking for college students is highly consistent with the concept of core quality education and quality education, which is one of the main objectives of modern higher education. Critical thinking plays an important role in students' learning life and even subsequent career development, which can significantly improve students' innovation ability and creativity. Whether at the level of practical education or theoretical education, the cultivation of critical thinking ability for college students is not only one of the main objectives of college education, but also the only way for the development of college education reform.

3.1 Improve the Training Effect of High-Quality Talents

In the context of the new era, the ways for human beings to acquire knowledge have been broadened, so the knowledge reserve has been greatly improved, and the selection and utilization of knowledge have become more rational and scientific. In the teaching of College English writing, cultivating students' critical thinking ability can enable students to develop a good sense of innovation and innovation ability, so as to continuously optimize students' own knowledge structure and realize self-development. However, influenced by the traditional educational concept, China's higher education still takes the examination results as the evaluation standard of students' learning achievements, while it lacks due attention and attention to the cultivation of critical thinking ability. As everyone knows, scientific questioning, reasonable refutation and unique suggestions are not only the core goal of human society to achieve innovative development, but also the essential thinking weapon for college students in the future career development.

3.2 Help Students Develop Good Study Habits

The concept of core literacy education focuses on highlighting the main position of students in the learning link, giving full play to the main advantages of students, enabling students to maintain a proactive learning attitude and carry out classroom learning and autonomous learning. Classroom learning can be completed under the precise guidance of teachers, and learning skills, basic knowledge and basic skills can be harvested at the same time; Autonomous learning can help students gain survival skills outside the classroom. Influenced by the traditional education concept and exam oriented education concept, College English teachers usually choose the way of theoretical indoctrination to guide students. Students carry out classroom learning during school, often in the state of passive learning and mechanical learning, This also leads to some college

graduates unable to reasonably apply their professional knowledge to their jobs after entering their jobs. In this situation, college teachers should pay attention to the cultivation of students' critical thinking and autonomous learning consciousness in the teaching link. Students can develop lifelong learning consciousness, maintain a strong desire to explore all kinds of things and problems, significantly improve the efficiency of autonomous learning, think deeply about things and problems, and explore better solutions.

4. Practical Strategies for Cultivating Critical Thinking Ability in College English Writing Teaching

4.1 Cultivate Students' Critical Thinking Ability in the Writing Preparation Stage

In the preparation stage of writing course, College English teachers scientifically design critical reading materials and reading tasks, which will help students give full play to the synergistic development effect of writing ability and reading ability through writing ideas. Critical reading is not a simple interpretation of the original information, but requires students to reasonably use critical thinking to carry out in-depth analysis, effective reasoning, accurate evaluation and even secondary creation, so as to provide high-quality materials and clear writing ideas for subsequent English writing. During the period of critical reading, students follow the critical principle, examine the content of the original information, form an independent point of view, use appropriate writing skills, restore the original information, and reconstruct the original information organization. Combined with the above objectives, College English teachers should carefully select reading materials that meet the development needs of students in the preparation process, and require students to carry out critical reading. First, put forward conceptual questions to students to enable them to conduct in-depth analysis of the writing layout and word selection and sentence making in the reading materials, so as to accurately grasp the content of the original text and explore the real meaning of the language. After the students complete the critical reading task, the teacher can guide the students to use the mind map to analyze the original content, effectively sort out the central theme and core content of the article, and the article arguments, article key words, article key sentences, article thinking problems and article argumentation can be used as the key nodes of the mind map, Then organize all students to brainstorm, deeply excavate the hidden information and potential relevance in the article, and scientifically set branches in the mind map in combination with the author's writing views and ideas. Then all students are required to carry out group discussion in groups, and carry out accurate evaluation and scientific judgment on the central ideas, core contents and writing strategies of the article. To sum up, teachers can arrange critical reading tasks for students in combination with their actual needs, and cultivate students' information elaboration ability, information analysis ability, information reasoning ability and information evaluation ability in the design link, so as to help students form critical thinking ability. Through question guidance, brainstorming, group discussion and mind mapping, we can not only activate the classroom teaching atmosphere and stimulate students' interest in writing, but also enable students to apply specific sentence patterns and specific writing skills in the writing process, so as to ensure that the writing content is reasonable and reasonable, and make sufficient preparations for the next writing training.

4.2 Cultivate Students' Critical Thinking Ability in the Writing Stage

In the process of writing training, College English teachers should assign students personalized writing tasks and diversified writing tasks. Combined with the nature analysis, English classroom writing tasks can be divided into analytical tasks, creative tasks and research tasks. Different types

of writing tasks can correspond to different thinking abilities and meet the innovative development needs of college students of different types and levels one by one. Writing task selection based on students' needs is also an important guarantee for the teaching efficiency of College English writing course. Specifically, the analytical task requires students to analyze the main contents and viewpoints in the reading materials, or to explore the writing skills of the original text. The purpose of the task is to cultivate students' comprehensive analysis ability and comprehensive evaluation ability. Creative tasks can be divided into the following types: first, students are required to carry out rewriting training or continuous writing training after reading English materials. The key point of this kind of teaching task is that students need to be proficient in reading and mastering the original content, and on this basis, carry out in-depth analysis and effective reasoning in combination with writing clues, and complete rewriting training tasks and continuous writing training tasks. The second is to combine the specific reading theme, arouse students to carry out in-depth thinking and effective association, and complete the writing task combined with the specific theme. The value of creative writing is to effectively cultivate students' analysis ability and reasoning ability, make students devote themselves to the writing link, and stimulate students' spatial imagination and creativity. Research tasks require students to take the theme of reading materials as the research object, make rational use of multiple research methods, draw deeper research results and carry out thesis research. This kind of English writing task has high requirements for students' autonomy and learning ability. It is mainly used to cultivate students' reasoning ability, evaluation ability, analysis ability and research ability. After completing a series of writing tasks, students will more actively participate in the original text analysis activities, original text reasoning activities, original text creation activities, original text cognitive activities and original text evaluation activities, and have better performance in all links. At the same time, critical thinking ability will also be effectively cultivated and trained. Moreover, the above shows that students' critical thinking ability can be steadily improved through writing training, and the improvement of students' thinking ability can also help to improve students' writing ability. Specifically, students with good critical thinking ability can clarify their writing ideas at the first time after receiving the writing task, scientifically measure various writing arguments, make more accurate and efficient judgments and choices, scientifically design the writing layout, and create various English articles with rich connotation.

4.3 Cultivate Students' Critical Thinking Ability in the Writing Feedback Stage

After the completion of the English writing task, teachers should master the students' writing training through the students' feedback information, adjust the writing teaching mode in combination with the students' performance, explore the common factors of students in the writing link, and promote the development of students' language ability. Specifically, for college students to carry out writing training, teachers can require students to adopt the writing method of one article and three drafts or the writing form of one article and multiple drafts, including independent evaluation of the first draft, mutual evaluation of team members of the second draft and teacher evaluation. After the teacher's evaluation and revision, complete the revision task of the third draft. After the completion of each manuscript, students should communicate and interact with other team members or college English teachers, feed back writing information, and complete self revision and self revision in combination with the discussion results, so as to finally complete the final draft. The key to the success of team members' mutual evaluation is that team members can put forward constructive suggestions and opinions in the process of mutual evaluation. Teachers not only need to correct students' writing attitude and scientifically carry out evaluation tasks, but also need to maintain a fair and impartial perspective, scientifically set evaluation standards and give students

more accurate and clear writing guidance. Generally speaking, teachers can ask students to carry out information feedback and accurate evaluation at the level of content structure or language application. In the aspect of language application, teachers should guide students to adopt diversified vocabulary and appropriate sentences. In terms of content structure, teachers should require students to effectively evaluate the overall layout and writing framework of the article content. In order to guide students to accurately and effectively evaluate the writing content, teachers can carry out analysis in combination with the types of writing tasks, And introduce the evaluation standard of writing content. For example, for the analytical reading task or writing content, we can analyze the argument or relevance of the article, explore the rationality of the length and the coherence of the article, give the classification of different levels, make accurate judgment by students in combination with specific standards, and put forward exploratory suggestions on the writing content. After the students' mutual evaluation is completed, they can put forward a more perfect modification scheme in combination with the opinions and suggestions of mutual evaluation, and complete the submission of writing works after the modification is completed. In addition, teacher evaluation and teacher feedback play an important supporting role in the teaching of College English writing. Therefore, teachers' comments need to have clear and targeted characteristics. They not only need to point out students' writing problems, but also need to play a good positive presentation effect and positive guidance. In the specific writing link, teachers' feedback can be completed in the form of classroom comments, after-school interviews and network communication. It mainly aims at the common problems and centralized errors existing in students' writing, including the writing problems of article language and article structure. It should be noted that classroom presentation is mainly to motivate students. Therefore, we should affirm the flash points of students in the writing link and strengthen the incentive effect. For college students with weak writing ability or lack of critical thinking, teachers can conduct interviews after class to point out the problems of students in the writing link one by one. In addition, with the support of Internet technology and information technology, College English teachers can interact and communicate with students on the internet teaching platform, answer questions and solve doubts about students' questions in writing, and pay more attention to students' writing training through after-school feedback. Finally, the students will complete the final revision and submit the final draft in combination with the opinions put forward by the teachers. In the practical writing teaching link, students can carry out a series of interactions and exchanges in the mutual evaluation link, including theme discussion and theme analysis, put forward feasible suggestions, form a perfect modification scheme, and trigger students to reflect on the evaluation criteria of writing training, so as to improve students' cognition of normative composition. At the same time, peer assessment is highly consistent with the cooperative learning model, which helps to highlight the dominant position of students in the learning link of English writing course, create a good learning environment for students, help students establish good autonomous learning habits and critical thinking, and promote the development of students' comprehensive thinking ability. Introducing the cultivation mode of critical thinking ability into the teaching of College English writing course can effectively broaden the depth and breadth of students' thinking, promote the effectiveness of College English writing teaching, and significantly improve college students' English writing level. Moreover, the introduction of critical thinking training strategy in the teaching of writing course will help to stimulate students' interest in writing and make students devote themselves to writing training. In the practice of writing training, we should constantly improve our language expression ability and language organization ability, which can not only cultivate language skills, but also help the development of students' thinking ability.

5. Conclusion

In a word, College English writing course is highly consistent with the cultivation of critical thinking ability, and there are many similarities between them. College English teachers can cultivate students' critical thinking ability in the teaching of College English writing by cultivating students' critical thinking ability in the writing preparation stage, critical thinking ability in the writing stage and critical thinking ability in the writing feedback stage. While ensuring the teaching efficiency of College English writing course, it also lays a solid and solid foundation for the development of College Students' comprehensive quality, language application ability and core quality, which is not only the inevitable demand of College Students' own development and the development of college education, but also the effective help of social development.

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