

Analysis of College English Writing Teaching in the Context of Big Data

Juxia Dong

Pingdingshan University, Pingdingshan, Henan Province, 467000, China

Keywords: Big data background, College english, Writing teaching

Abstract: Writing is not only an important part of College English teaching, but also a testing process of language output. English writing teaching can improve college students' Comprehensive English application ability and language knowledge transfer ability. Under the background of the big data era, the rapid development of information technology provides a new reform path and development opportunity for College English teaching, with a wide range of influence, and also provides a god given opportunity for the reform of writing teaching. Therefore, it is necessary for us to study how to reform college English Writing Teaching in the context of big data, improve the overall quality of College English writing teaching, and lay a foundation for students' future development and language use. This paper focuses on the analysis of College English Writing Teaching in the context of big data, hoping to provide some references and suggestions for relevant educators.

1. Introduction

The cultivation of writing ability needs to pay attention to the synchronous improvement of students' reading skills. There is not enough time for teachers and students to complete the teaching of English writing under the guidance of traditional writing templates. However, there is never enough time for students to complete the teaching of English writing, As a result, many works are lack of innovation in operation, and some students have strong resistance and fear of English writing. The advent of the era of big data means that the development of science and technology has risen to a higher level. It is necessary to improve the use effect of English writing, reduce the pressure for English teachers, enrich educational resources, and bring a more comprehensive evaluation mechanism for College English writing teaching.

2. Analysis of the Current Situation of College English Writing Teaching

Under the background of big data era, the traditional college English writing teaching needs to be gradually reflected in many aspects. First, the traditional college English writing teaching methods and views are very old, and the means and approaches adopted are relatively single. Many educators adopt the traditional follow-up and imitation writing education mode, which does not keep pace with the times in teaching ideas, and focus on the indoctrination and explanation of skills and knowledge, The overall teaching mode focuses on cramming, that is, select a writing model and let students learn the model for imitation and operation, which is the whole of College English

writing teaching. After the teaching, teachers will give students the topic of writing in class and let students finish after class. They do not pay attention to and track the method and time of students' homework. More importantly, after students finish their exercises, educators often don't have enough energy and time to read them carefully one by one. They just give an ABCD grade comprehensively [1]. This teaching model, whether in the evaluation model or in the writing model, can not fully mobilize students' interest in learning, resulting in the disconnection between writing teaching and the actual situation, and can not improve students' writing literacy. On the whole, the traditional English writing teaching mode is still student-centered, does not highlight students' subjectivity, can not improve students' writing interest and writing literacy, and also makes students have no opportunity to think independently and use knowledge independently.

Second, English writing teaching lacks attention and time cost. At present, College English classroom is still dominated by reading and grammar teaching, and explaining the content of the text has accounted for 50% of the space of the classroom. Educators are eager to complete teaching tasks in the classroom. At the same time, most college English classes are large class teaching, which belongs to public basic courses. Teachers can't pay attention to the performance of each student in just one hour, and can't get feedback on the teaching situation in time. At the same time, teachers and students do not pay attention to the cultivation of writing teaching. On the one hand, writing is only the last part in CET-4 and CET-6. If students have excellent reading ability, they can make up for the lack of writing through the correctness of reading, which makes English writing teaching marginalized to some extent and does not arrange reasonable time for writing teaching. For freshmen and sophomores, there are many courses, fast pace and great pressure. The study of the course and dealing with the examination have occupied most of the time, and there is not enough energy for students to create freely. This also leads to the possibility that students lack practice in writing, their writing level continues to rise, stagnate and their writing ability is greatly reduced.

The third aspect comes from students' own psychological problems. Many students don't like writing. In fact, this is not for English, but for the output, transfer and application of the whole language. Of course, writing is difficult for both Chinese teaching and English Teaching [2]. On the one hand, improving writing ability requires certain inspiration and talent, on the other hand, students need to invest more time and energy. Unlike reading and listening, as long as they master certain skills, they can quickly improve their grades and have an immediate effect. An excellent English composition often reflects students' comprehensive language application ability. The improvement of this comprehensive ability requires long-term continuous accumulation of materials and repeated practice. In the actual writing process, middle school students pay more attention to the neatness of writing and the accuracy of words, but ignore the spiritual innovation and connotation expression of the whole article, so that the composition is like an eight part essay with no new ideas. For junior and senior students who are about to graduate, they are busy studying professional courses, completing project tasks or looking for jobs in the market. They don't have much time to invest in English writing, and they are unwilling to spend a lot of time to improve their writing level. Their learning is lack of systematicness, and their writing training is also lack of systematicness and rules. To sum up, these reasons will lead to students' lack of enthusiasm for writing and fear of writing.

3. New Changes in College English Writing Teaching in the Context of Big Data

Under the background of big data era, a series of changes have taken place in College English writing teaching.

3.1 Expansion of Teaching Resources

The expansion of teaching resources is the most obvious change to writing teaching in the era of big data. In the traditional sense, English writing teaching mainly uses textbooks as the main materials to achieve the purpose of writing education. The relevant knowledge and skills are greatly limited by textbooks, and the arrival of the era of big data has significantly changed this situation. Big data brings a large number of network resources. These information bodies and their diversified forms are relatively novel and have a wide and far-reaching impact on the writing course. These resources can be expressed in the form of words or presented in the form of audio and video in front of students. The dynamic and static are combined with each other to realize the organic interaction of Teaching [3]. Internet teaching resources include the integration of old and new knowledge points. At the same time, it can dynamically summarize and test the learning content. Using convenient search engines such as Baidu and Sogou can strengthen the integration function of information resources, which is very convenient for both English writing teaching and students' writing learning. It can be seen that the network resources under the background of big data can play a good expansion role in college students' English writing teaching.

3.2 Improve the Pertinence of Writing Teaching

Many college students do not like English writing and show strong resistance and fear. In fact, writing is not only a test of knowledge transfer ability, but also an embodiment of comprehensive application ability. Writing can quickly achieve the goal of English learning and help students strengthen the emotional experience and connotation interpretation of English in essence. From this perspective, English writing practice itself is an indispensable part of English teaching. In the context of the big data era, English writing software and correction software can better help students clarify their ideas and organize their writing content, and give English writing a new meaning, combining practice and language expression. In the course of writing, students should not only focus on completing the exercise itself, but should improve the innovation of knowledge through the opportunity of combining reading and writing. As educators, they can also take advantage of the rare opportunity in the era of big data to innovate teaching forms, such as holding debates and discussion groups, and strengthening project-based training on writing topics. Through the network, students can strengthen the collection of writing materials and the reserve of language materials, and then through a lot of practice to enrich the practical effect of language expression. For the content that students are interested in, they can carry out key explanation and guidance, so as to realize the targeted interaction of knowledge.

3.3 Collect Writing Materials and Enrich Auxiliary Tools

Under the background of the era of big data Internet, it can quickly and efficiently collect writing materials. When training students in writing, the school can also lead students to consult data in the school library by building an information retrieval engine to enrich their writing universe and apply useful language materials to their writing works. The effect of optimizing data retrieval can be achieved by inputting keywords into the search engine. At present, University Libraries in various provinces and cities in China have built electronic resource archives, including not only master's and doctoral dissertations and a series of journals, but also books related to academic conferences, so that teachers and students can go further and further on the road of learning and writing, research and writing. It provides a complete search chain and logic for students' writing content, and improves the rationality of data. Before the lecture, educators can arrange preview homework for students in advance, let students go to the library to collect materials, take these materials out for

discussion and communication in class, stimulate students' creative potential, and make the originally boring writing class more lively and interesting [4]. In a relaxed and democratic atmosphere, students' writing inspiration and ideas will be greatly stimulated. The process of data collection and the process of article layout are combined to increase the openness of writing teaching.

3.4 It is Helpful to Optimize the Evaluation of Writing Effect

The traditional way to test the actual effect of students' English writing can only be carried out by teachers correcting their compositions. It is conceivable that educators should not underestimate the pressure in the face of a thick stack of students' exercises. Therefore, teachers can only find the specific and common problems common to students, circle them, and explain them in class. Such teaching methods and evaluation methods can not really help students find deficiencies and mistakes, and really improve the level of education. The advent of the era of big data can solve this problem and provide convenience for educators. Teachers can use the big data platform to organize various types of writing teaching and combine online writing and offline writing. For example, students can set up an online composition learning discussion group to find out a question for centralized discussion, and other students will evaluate the answer, and use the form of dialogue instead of lengthy writing to stimulate students' expression enthusiasm. Students can organize language around the theme through their own thinking, and improve their writing ability and expression ability by answering questions. In addition, many online composition correction software are under continuous construction and improvement. Teachers can use online software to preprocess students' writing works before fine evaluation, which greatly reduces the work pressure. It can be seen from here that the English teaching model in the era of big data has more diversified characteristics, which helps to get rid of the limitations of the traditional teaching model and enrich the forms and means of evaluation.

4. Suggestions on College English Writing Teaching in the Context of Big Data

4.1 Collect and Screen Big Data Resources

The background of big data is bound to be accompanied by the rapid growth of the volume of network information. In the face of mixed data and information, educators need to keep pace with the times, have good learning ability and scene, control ability and improve their information literacy. As English teachers, they should first strengthen their full understanding of big data and network technology, and be familiar with the basic operation processes of different teaching software and teaching platforms. For example, the registration method and how to become a member, choose the platform most suitable for their own teaching situation and students' technology for long-term cooperation and use. Under the background of the network, teachers should screen the most effective teaching information, so as to improve their ability to filter the teaching materials under the network. If you use a lot of information indiscriminately, it will be ineffective, which may waste time and even have a negative impact. It should also be noted that the selection of teaching materials should also be based on students' understanding and acceptance ability. For example, freshmen and sophomores can choose some basic content to exercise their grammar ability and reading ability, For junior and senior students, they should prefer career orientation and career planning when choosing content, and help students really benefit from big data network in combination with specific teaching progress.

4.2 Change the Way of Thinking

Thought is the guide of behavior. In the era of big data, College English teachers should first strengthen the transformation of their own thinking. In the traditional sense, English writing teaching is mostly one-way instillation by teachers, mainly cramming teaching. Students can only passively accept knowledge, and the writing mode and writing framework are relatively rigid. In the era of big data and the era of Internet informatization, the resources of the network are very rich. Educators should urge themselves to constantly strengthen their learning, change their way of thinking based on the use of language, and especially sort out the relationship between the author and the text. College English writing itself is the embodiment of comprehensive language ability. The background of big data era makes English writing have richer explanation and connotation. At present, most college English writing teaching includes three objects: text, author and reader. Through the different elements of these three aspects, students' cognitive ability and English skill level can be reflected. Teachers can inject the quickness characteristics in the era of big data into writing teaching, so that students can better grasp how to build the relationship between text and author. For example, teachers can arrange reading reports for students as homework and guide students to choose a book they like and write their feelings after reading in English before completing their homework. Its main purpose seems not to train their writing ability, but to promote the book and introduce it to more students. After students finish writing their feelings after reading, they can publish it on the online teaching platform for everyone to exchange opinions, Read and share with each other, so that the identity of students is not only the recipient of knowledge, but also the author, but also the publisher and reader of information. Find the problem in the network of mutual communication and interaction, check and make up for deficiencies, and comprehensively improve the quality of writing. It can be seen from here that under the background of big data, educators' ideas must be flexible and flexible, find the operation mechanism of big data network and assist writing teaching.

4.3 Optimize the Writing Evaluation Platform

For the evaluation of English writing teaching, we should make use of big data resources to strengthen reform, which is also one of the urgent problems to be solved. In short, students must carefully review and check their writing works before they can find their advantages and disadvantages, make persistent efforts and correct their mistakes. The traditional way of manually correcting homework consumes too much energy. Therefore, in the era of big data, educators can optimize the way of writing evaluation, actively use composition evaluation tools and software to replace manual repetitive mechanical operation, so that college English writing teaching can use a systematic platform to realize all steps of writing learning and reduce time waste. For example, teachers can use the college writing teaching evaluation platform to upload students' writing works to the Internet system. Teachers can online monitor students' vocabulary, sentence pattern, grammar use and article layout, so as to provide necessary support for future writing teaching activities. At the same time, under the guidance of the platform, students can complete relevant continuation and imitation writing tasks, and teachers can make online correction, or submit it to the software for online automatic correction with one click. Of course, the online automatic correction service still has some imperfections and needs to be built, but in general, it can help teachers correct some obvious mistakes, point out the shortcomings and defects of students' compositions, and improve the efficiency of writing correction and writing evaluation.

5. Conclusion

To sum up, under the background of big data era, College English writing teaching needs to strengthen the promotion and transformation in many aspects, keep pace with the times, accept the network advantages of big data era, expand teaching resources and improve the pertinence of writing teaching. As educators, we should be psychologically prepared to meet the new methods of resource collection in the era of big data, do a good job in resource screening, change the way of teaching thinking, optimize the writing training platform, and give full play to the advantages and value of College English writing guidance in the era of big data.

References

- [1] Yang Lu. *On the reform of College English Writing Teaching in the context of big data* [J]. *Campus English*, 2021, (33): 35-36.
- [2] Ma Lei. *Analysis of College English Writing Teaching Reform under the background of big data era* [J]. *Farm staff*, 2020, (17): 184.
- [3] Zhuma. *Exploration of College English Writing Teaching Reform in the context of big data* [J]. *Journal of Heihe University*, 2017,8 (06): 142-143 + 205.
- [4] Chen Guo. *Practice and exploration of College English Writing Teaching Reform in the context of big data* [J]. *English teacher*, 2015,15 (11): 46-48.