

The Teaching Practice of Students' Thinking Ability in College English Teaching

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Abstract: Thinking Ability is an Important Part of the Comprehensive Quality of College Students. the Cultivation of Thinking Ability is Related to the Overall Development of Students and the Comprehensive Competitiveness of Students. with the Deepening of College English Teaching Reform, Many Problems Have Emerged, Especially the Cultivation of College Students' Thinking Ability. Based on the Analysis of the Importance of Thinking Ability, This Paper Discusses the Methods of Cultivating the Thinking Ability of College Students in the Process of College English Teaching, So That College Students Can Have Good English Language Ability as Well as Sharp Thinking Ability. and Then Promote the Continuous Development of English Education in China.

1. Introduction

In Language Teaching, the Cultivation of Thinking Ability is Very Important. in College English Teaching, Students' Demand for This Basic Ability is Increasingly Urgent. a Comprehensive and Profound Analysis of the Problems and the Expression of Personal Opinions and Suggestions Can Promote the Continuous Improvement of Their Thinking Ability, Effectively Deal with the Problems Encountered in Learning, and At the Same Time, Stimulate the Sense of Innovation[1]. the Cultivation of Thinking Ability Can Not Only Help Students Improve Their Personal Ability, But Also Promote Their All-Round Development, Which is of Great Educational Significance.

Table 1 Theoretical Model of Thinking Ability Level

Cognition		Personality traits
Skill	Standard	
Analysis (classification, identification, comparison, clarification, differentiation, interpretation, etc.)	Clarity (clarity, accuracy)	Curious (suspicious, inquisitive, studious)
Reasoning (questioning, hypothesis, inference, elaboration, demonstration, etc.)	Relevance (pertinent, detailed and appropriate, clear primary and secondary)	Open (tolerant, respectful of different opinions, willing to correct their improper opinions)
Evaluation (evaluation presupposition, assumption, argument, argument, conclusion, etc.)	Logicality (well organized, well grounded)	Self confidence (believe in your judgment and dare to challenge authority)
	Profundity (with breadth and depth)	Integrity (pursuing truth, advocating justice)
	Flexibility (quick change of angle, skillful alternative use of different thinking skills)	Perseverance (determination, perseverance, not easy to give up)

2. The Importance of Thinking Ability of College Students

In fact, thinking ability is the unity of cognitive ability and emotional characteristics. Cognitive ability includes analysis, reasoning and evaluation. Emotional characteristics include curiosity, openness, self-confidence, integrity and perseverance. Thinking ability is constructive and innovative. It enables students to explain phenomena from a broader perspective, make multi-dimensional analysis and judgment on the research objects, and put forward more solutions to problems. Thinking ability is the basis of deep thinking of college students[2]. It can improve the depth and breadth of college students to see problems. Thinking ability can help college students to form their own views on Problems and also help them to judge the views of others[3]. To improve the thinking ability of college students is conducive to enhancing their ability of independent

thinking and realizing their creative thinking and critical thinking. The cultivation of thinking ability can not only improve the individual thinking ability of college students, but also enhance their comprehensive quality and competitiveness, which plays an important role in the overall development of college students. China has entered a new era, standing in the center of the world stage, China will face more fierce international competition. As a college student in the new era, in the face of increasingly fierce international competition and social competition, college students not only need to have excellent professional knowledge reserve, but also need to have the ability to think independently and solve problems independently and face challenges. The basis of these abilities is the ability to think[4]. The ability of thinking enables college students to maintain their independence in the face of increasingly complex international situations and fierce challenges. They have their own thoughts and opinions to deal with problems and have strong competitiveness. The ability of thinking is the basis for college students to become an individual with independent thinking and development.

3. Problems in the Improvement of Thinking Ability in College English Teaching

3.1 Attach Importance to the Ability to Take the Test and Ignore the Application Ability

When teaching college English, teachers in China usually aim at training students to pass all kinds of English proficiency tests. The designed course content matches the content tested by all kinds of English proficiency tests, with the emphasis on improving students' specific language knowledge (such as grammar, words) and input language skills (listening and reading abilities), mainly cultivating students' test-oriented ability While neglecting the cultivation of output language skills (oral and writing abilities), the ability of thinking and expressing in language, and the ability of thinking in English. For most students, learning English is only for passing CET-4 or CET-6, IELTS, TOEFL or graduate entrance examination, rather than a tool for communication.

Table 2 Teaching Practice Plan

Teaching platform	Teaching links	Teaching plan
On-line	Class discussion	Brainstorming
		Group debate
		Free speech
Under the line	Group cooperation	Gathering Materials
		Mutual evaluation and mutual improvement
		Excellent recitation

3.2 Pay Attention to Surface Teaching and Ignore the Connotation Education

English learning can not only help college students master English pronunciation, grammar and semantics, but also improve their understanding of English national culture. Learning English can not only broaden their horizons, activate their thinking, but also enable them to have an international vision. Due to the influence of traditional college English teaching, some teachers can't expand the connotation of English learning deeply when teaching courses[5]. The teaching remains on the surface of knowledge transfer, ignoring the cultivation of students' interest in English national culture. The lack of in-depth learning of English results in college students' inability to combine their own needs with mastering English, to explore independently, and to form a sustained attitude towards English learning. This kind of education mode ignores the cultivation of students' interest and thinking ability in English, which leads to students' lack of internal motivation for English learning, kills students' enthusiasm and enthusiasm for English learning, and affects students' desire for exploration and thinking about English national culture.

3.3 Pay Attention to Knowledge Transfer and Neglect Students' Free Thinking

Due to the rigidity of the traditional teaching method of College English, we should pay attention to the mastery of English grammar, vocabulary and other contents in the teaching goal, and emphasize the ability of students' reading comprehension and composition[6]. In the process of

teaching, teachers pay more attention to the teaching of specific knowledge, with students mastering a grammar point, learning to use some fixed collocations or words and other hard knowledge as the core for knowledge teaching. In such a teaching environment, students just blindly accept and understand some knowledge, absorb these knowledge passively, but do not participate in the thinking of knowledge. This kind of teaching method is not conducive to the formation of students' real English thinking. When encountering specific life problems and life scenes, because the depth of knowledge thinking is not enough, college students can not really use the knowledge they have learned. The lack of English thinking training makes students unable to use English knowledge flexibly. Because of the lack of thinking training in English, students' ability to use English for thinking activities and thinking creation cannot be improved.

4. Methods of Improving College Students' Thinking Ability in College English Teaching

4.1 Optimize Curriculum and Adjust Interaction Mode

Traditional college English classroom takes teacher's explanation and knowledge indoctrination as the main way. It pays less attention to the cultivation of College Students' thinking ability and lacks systematic curriculum design. In order to improve the thinking ability of college students, we should first establish a student-centered classroom interaction mode, so that students can better participate in classroom activities and mobilize their subjective initiative in English learning[7]. In terms of teaching methods, task-based language teaching method is adopted, that is, setting and simulating real communicative activities and non teaching purpose classroom teaching tasks, which requires students to understand tasks, communicate with each other and complete tasks in English. In the task-based teaching method, it emphasizes the role of language transmission, rather than focusing on teaching a specific language knowledge or grammar form, which is conducive to the cultivation of students' ability to use the language in practice. To fulfill the task, students are required to understand and process information and solve problems. Students are required to think deeply while using language, which can inspire students' creativity, problem-solving ability and improve their thinking ability. Typical teaching tasks in College English class include debate, interview, travel planning, etc. In the form of interaction, set up diversified and differentiated group discussion activities. In most college English classes, teachers teach large classes in one to many ways. There is less time for students to communicate with each other, discuss in class and interact with each other. Young college students have active thinking and distinct personality, and they often have different views on the same problem. By setting up group discussion activities, students can express their own opinions on the same problem, help students learn to think from multiple dimensions and perspectives, so as to improve their thinking activities and enhance their ability to solve problems. The collision of ideas and the spark of communication improve college students' ability of thinking while improving their practical ability of English.

4.2 Introduce Extra-Curricular Resources and Mobilize Learning Interest

In traditional college English teaching, teaching material is the only carrier of classroom teaching content. Many textbooks are written purely for the purpose of instilling language knowledge. On the one hand, they may be out of date or out of line with real-world authentic English expressions. On the other hand, students find them boring and uninteresting. In order to arouse students' interest in learning and deepen their understanding of English speaking countries, it is necessary to consciously put the original language resources (such as books, newspapers, web pages, pictures, videos, etc.) out of class. Introduce the classroom. Authentic corpus shows students the application of English language in real environment, which can stimulate students' inner motivation of learning. In the course design, set up debate link. Debate is the activity that can best reflect individual's thinking ability. It can show and exercise one's thinking ability before and during debate. In the College English course, by setting up the debate questions related to the teaching content theme, the college students can debate in groups, which can not only exercise the ability of communication and communication in English, but also improve the thinking ability of college

students. In the process of debate, college students not only need to collect a lot of arguments to support their own arguments, but also need to refute on the basis of listening to the opponent's arguments. In this kind of interaction, college students' English listening and speaking ability will be greatly improved, as well as their ability of thinking in English. In the debate, college students can see all aspects of a problem more comprehensively and can really use English to express themselves and defend their positions.

4.3 Establish Evaluation System and Improve Ability

The cultivation of students' thinking ability requires not only the construction of curriculum system and the improvement of curriculum design, but also the innovation of curriculum evaluation system and the increase of examination content of students' thinking ability. At present, in the evaluation system of College English curriculum, mechanical memory is still the focus of all kinds of examinations. There is little content to examine the thinking ability of college students and the application and thinking of English as a tool[8]. It is imperative to improve the curriculum evaluation system in order to improve teachers' and students' attention to the cultivation of thinking ability. First of all, in order to increase the examination of College Students' thinking ability, we should enrich the ways and means of examination in teaching, such as writing current affairs comments, writing film reviews, group debates, ability evaluation and so on. Secondly, for the assessment of teachers, on the basis of the original examination of teachers' teaching methods, contents, teaching attitudes and other contents, students should increase the examination of teachers in training their thinking ability and stimulating their thinking vitality. Such an evaluation system not only allows teachers to examine students' thinking ability, but also allows students to evaluate teachers' teaching content, which will enable teachers to pay more attention to the cultivation of students' thinking ability and comprehensive quality, and also guide students to look at the curriculum from the perspective of thinking and evaluate the teaching and learning process.

5. Conclusion

At the same time of optimizing the curriculum design, we should enhance the students' autonomous learning ability and their initiative in learning[9]. First, in the course teaching, the teacher pays attention to the explanation of the cultural connotation, history and culture of the English speaking countries. Through the combination of the current politics, entertainment, fashion and other aspects of which the students are interested, the teacher explains the common English expression methods in these aspects, and guides the students to learn the English in their own fields of interest. Second, with the help of online learning technology for students to build an independent English learning platform, to provide students with more convenient, more yuan of English learning, communication and interaction. Expand the learning platform for students, provide more learning resources for students, so that students can choose their own way of learning according to their own interests. Let students choose their own learning resources to improve their English level and thinking ability. In the process of autonomous learning, students' enthusiasm for learning is greatly improved, and their thinking ability can also be improved. Autonomous learning requires students to play their subjective initiative. Students need to think independently on the basis of evaluating their learning ability and interest, and determine their own learning direction and task through rational analysis and speculation.

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