

Research on the Construction of Critical Thinking Ability Training Mode in College English Teaching

Xiaoxia Zuo

*Kede College of Capital Normal University, Beijing 102602, China
214076508@qq.com*

ABSTRACT. *The cultivation of the ability of thinking in college English teaching is the task of higher education and an indispensable part of university study. The three main aspects of college English and the improvement of language ability are the main goals of English teaching, and the ultimate goal of the cultivation of thinking ability. Through research and analysis, the author establishes a college English training mode with equal emphasis on knowledge and skills, thinking ability and emotion. It puts forward the viewpoint that the training of thinking ability in the university needs to be combined with the university curriculum system training. It summarizes the specific tasks in the thinking ability training as understanding, evaluating, expanding, applying and reflecting, so as to promote the effective cultivation of the ability in teaching and to achieve the humanistic and instrumental purpose of college English.*

KEYWORDS: *College English teaching, Critical thinking ability, Emotional training, Language skills, Professional knowledge*

1. Introduction

Critical thinking ability refers to the ability of an individual to make conscious thinking in order to determine the true value of something, to use appropriate evaluation criteria, and ultimately to make informed judgments. The two-dimensional structural model proposed by the "Delphi" project team divides the speculative ability into two dimensions: cognitive ability and emotional trait. The cognitive dimension is broken down into six skills: interpretation, analysis, evaluation, reasoning, interpretation, and self-regulation, in which analysis, evaluation, and reasoning are core skills; emotional dimensions include curiosity, self-confidence, cheerfulness, flexibility, fairness, honesty, caution, and goodness and so on [1]. The Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020), released in July 2010, emphasizes the need to "deepen education and teaching reform, innovative education and teaching

methods", "focus on learning and thinking", and "create a good environment for independent thinking, free exploration and innovation. " It can be seen that the development of college students' thinking ability is not only important for individuals, but also one of the important tasks facing China's higher education [2].

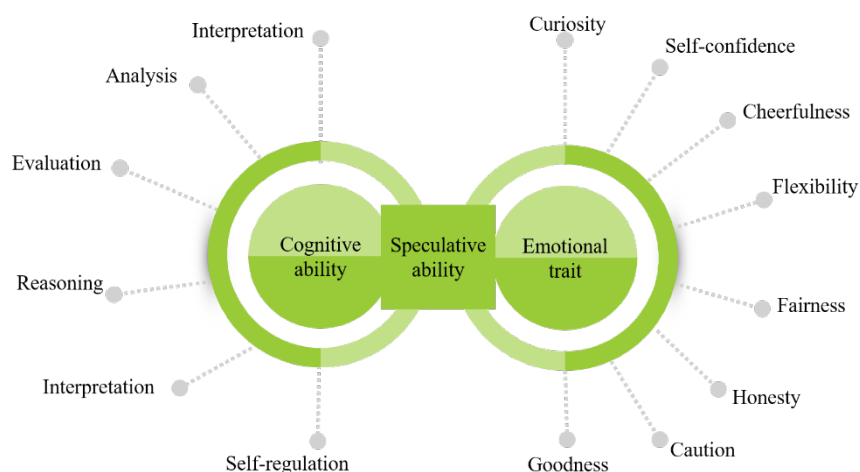


Figure. 1 Critical Thinking Ability Model Based on the "Delphi" Two-dimensional Structure

However, in this kind of domestic and international education and social background, college English education has been criticized. Since the late 1990s, "time-consuming and inefficient" college English, "dumb English" have once become hot topics in academic and educational circles [3]. In order to solve this problem, in 2003, the Ministry of Education officially launched the "Higher School Teaching Quality and Teaching Reform Project", and the university English teaching reform was among them. The "University English Curriculum Teaching Requirements (Trial) " issued by the Ministry of Education in 2004 clearly stated that the development of students' listening and speaking ability is the top priority of college English teaching, and the implementation of multimedia network teaching in 180 undergraduate colleges nationwide. Various colleges and universities have responded to the call of "Teaching Requirements" to build multimedia network classrooms and set up multimedia autonomous learning centers. The use of modern information technology has indeed injected new vitality into English teaching, and its role has also been fully affirmed in the field of foreign language education. In the course of college English teaching in recent years, the author also finds that although many students have phonological standards and fluency in language, there is no deep thought in their language expression, that is to say, their language is empty; there is no substantive content, and the phenomenon of lack of critical thinking is more serious. Although the Teaching Requirements does not explicitly propose the goal of cultivating critical thinking ability, "No matter what course, no matter what

form is used, the most important criterion for testing the success of a course should be whether it effectively improves the students' thinking ability. " Therefore, how to integrate the cultivation of thinking ability into college English teaching is a topic worthy of our research and discussion.

2. The Relationship between College English Teaching and the Cultivation of Students' Thinking Ability

English is an important course in university teaching. Learning English is very important for students' future employment. An investigation found that about a quarter of the population is learning English, about 100,000+ English jobs are open to students, and 40,000+ schools are teaching English in the world. English speculation is an important ability to learn English well. The profound reasons to advocate cultivating students' thinking ability in the process of college English teaching are as follows: First, college English is more humanistic and is an important part of quality education. It not only focuses on the training of students' skills such as listening, speaking, reading, writing and translating, but also affects the cultivation of students' thinking ability. Secondly, paying attention to the cultivation of students' thinking ability helps to improve college English teaching content and teaching methods. It is an important way to correct students' bad habits such as sticking to the old fashion and low efficiency, and can improve students' comprehensive language application ability in this process [4].



Figure. 2 Status of English Use and Teaching in the World

The goal of college English teaching is to "train students comprehensive English application ability, especially the ability of listening and speaking, so that they can communicate effectively in English in their future study, work and social interactions, while enhancing their independent learning ability and improving their comprehensive culture literacy to meet the needs of China's social development and

international exchanges. " This shows that in addition to expanding students' English language knowledge (such as grammar and vocabulary), college English is increasingly concerned with language as a channel for conveying information, developing ideas and negotiating concepts. At the same time, language and cultural content are closely combined. This means that the subject matter of the course exists in the development of five language skills, i.e. listening, speaking, reading, writing and translating in English as well as cultural-embedded language. The fundamental question based on foreign language teaching is "how do individuals and groups use vocabulary and other symbolic systems in a certain context to try to generate, negotiate, and actually produce meaning? " Language use itself is the intellectual content. The intellectual inquiry in the process of language application is to develop students' ability to reflect on the relationship between the characteristics and functions of language. This is a very important rational judgment activity in foreign language teaching. This is a complex cognitive task. This cognitive conflict or imbalance motivates students to systematically use a series of cognitive skills such as interpretation, analysis, evaluation, inference, interpretation and self-adjustment to process information and think flexibly. Judging how a linguistic form reflects a particular point of view; being dissatisfied with superficial understanding, recognizing the importance of context when making a true understanding of various viewpoints, developing an enlightened attitude, enhancing self-confidence in critical thinking; Language forms are more flexible and creative when building a clear perspective, developing a more reflective and more controllable form of thinking [5-6]. In such a process of inquiry, a person always consciously evaluates and adjusts his cognitive process. It can be seen that the cognitive skills and emotional intentions required for the intellectual inquiry of the linguistic form of language use are consistent with the two dimensions of the critical thinking ability.

3. Construction of College English Thinking Ability Training Mode

By studying the two-dimensional structural model of the "Delphi" project team, the author makes innovations on this basis, and believes that understanding, evaluation, extension, application and reflection are five specific tasks for the cultivation of the ability of college English teaching. While improving language skills such as reading and writing, the students' thinking ability is improved. The specific model structure is shown in the following figure.

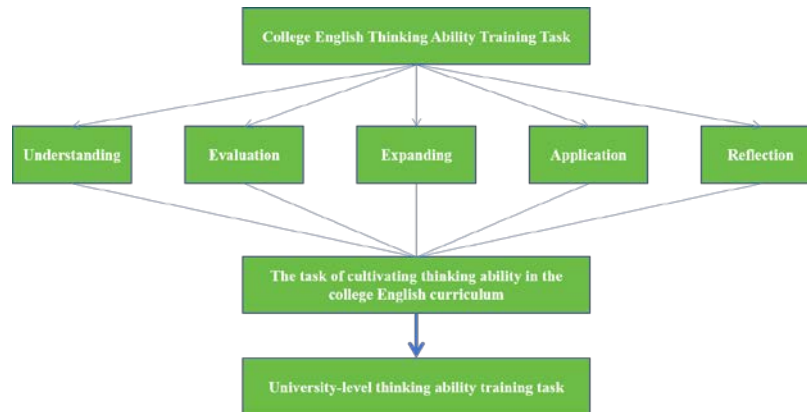


Figure. 3 Model of the Cultivation of Thinking Ability in College English Teaching

3.1 Understanding - Understanding English Teaching Content and Emotional Trends

The interpretation, analysis, and interpretation in the Delphi Report can be attributed to a true understanding of the ideas that the text is to convey. In college English teaching, the understanding tools that can be used include definitions, abstracts, and explanations. Equally important in understanding this process is the non-judgmental, empathy-based attitude, which will help to accurately grasp the speaker's point of view, thereby enhancing the quality of subsequent evaluations. At the same time, the process of understanding is also the process of learning the language of speculation. At the same time, in the process of teaching, teachers also need to fully understand their cognitive process from the perspective of students, and give students enough respect, so that students can dare to express their ideas and opinions, and make objective and effective feedback to students. Students will be satisfied with this kind of stimulation, and increase their motivation, so that students' thinking becomes more open. Specifically, when teaching Text A "Self-driving Cars" in the English textbook, the author lets students develop rich associations with driverless cars, and then have them discuss and communicate with each other. Students' knowledge of cars will be enriched in this warm atmosphere of discussion. In this case, the students' English expression ability will be further exercised and their response ability will be strengthened by the atmospheric and emotional stimulation [7].

3.2 Evaluation - Enhancing Students' Ability to Comment and Reflect on English Learning

Evaluation is the core of critical thinking. The key to evaluation is to establish standards that can distinguish between carefully judged judgments and sloppy

judgments, and improve students' ability and emotional intention to judge according to this standard. The main evaluation scope is whether the text content, language form and writing style meet the author's desired purpose. This requires guiding students to identify various markers that mark someone's thoughts, such as vocabulary, syntactic structure, register, and narrative strategies, to explore how a particular perspective is achieved through language. For the cultivation of speculative ability, what is important is not whether we agree with the conclusion of a certain text, but rather to give a review and evaluation based on empathy attitude.

3.3 Expanding - Expanding the Scope of English Learning to Creatively Improve Students' English Literacy

Critical thinking ability includes creative elements. College English can provide more articles on different opinions on the same issue, expand the scope of students' thinking, and encourage them to conduct comparative analysis and speculative thinking. The breadth and depth of teaching content largely determines the quality of teaching and the achievement of teaching objectives. In order to further stimulate the positive role of teaching in the cultivation of students' ability, we advocate that English teaching content should be further expanded and optimized. There are two main ways to cultivate the ability of critical thinking. One is to independently set up the training course of speculative ability, focusing on the improvement of students' thinking ability; the other is to rely on the content of English teaching, and combine the teaching content and the comprehensive ability of thinking in the teaching process, to gain the dual training effect of cultivation of both knowledge and ability. In terms of teaching activities, English teaching can actively carry out teaching activities based on the cultivation of thinking ability. Group discussion teaching is a good choice. Students enrich their knowledge in free discussions and debates, and actively accept the concepts of peers, so that their views and ways of thinking are reconstructed.

3.4 Application - Enhance English Expression Skills to Enhance Language Skills

Critical thinking is a two-way process that involves identifying information from all parties, as well as passing on their opinions to others in the appropriate language. The ability to listen, speak, read, write and translate in English is the foundation for cultivating college English. Lack of good basic English skills, the cultivation of students' comprehensive quality cannot be discussed. Language skills training mainly has the following two characteristics: 1. Emphasis on the concept of language output runs through all aspects of teaching; 2. Makes full use of modern educational technology to update teaching content and cultivate students' independent learning ability. To this end, college English teaching requires facilities and equipment equipped with oral skills training on hardware facilities, such as a large foreign language teaching radio station, a multimedia language audio-visual room, a multimedia network interactive language teaching system, a foreign language network teaching system, and a foreign language teaching resource library.

Self-directed learning provides good conditions; 3. Gives full play to the complementary advantages of local teachers and foreign teachers, establishes an English training center, and provides students with a pure English learning environment in English; 4. Attaches importance to language practice. As is allocated in English training programs, a certain amount of time is reserved for English language basic courses, such as listening, reading, speaking, writing, etc., for practical lessons. Students are required to practice language in and out of class, such as listening to news, dictating, reading English articles, and reading regularly. Go to the English Training Center and communicate with foreign teachers. All of the above methods are good ways to improve college students' English learning language skills.

3.5 Reflection: Students Reflecting English Introduction Forms to Develop Independent Learning Ability

Through reflection, students are consciously monitored the cognitive skills used in their cognitive activities to ask, confirm or correct their own inference process or results, which is actually a manifestation of "self-adjustment". Through systematic reflection, students are made aware that the purpose of reviewing, evaluating, and revising what they say and what they write is to enhance the quality of thinking. Cognition is an important component of speculative ability. Under the deep cognition, students can complete reasoning, analysis and judgment, which lays a solid foundation for students' thinking ability. Students can plan and adjust themselves in the process of cognition, and judge and judge themselves through their own self-examination, so as to gradually enhance their cognitive ability. The most direct way to achieve this effect is to conduct self-learning, so that students gradually strengthen their ability to distinguish and think independently, and enhance this ability in the process of continuous strengthening and consolidation. Thus, through personalized self-learning, it has spawned relevant emotional traits and fundamentally established the stability of cognitive ability.

4. Innovations in This Model

The traditional training mode emphasizes the training of language skills, ignoring the cultivation of students' comprehensive quality. The graduates of non-English majors trained according to this model often have narrow knowledge, are not good at thinking and analyzing, let alone innovation in the field they are engaged in. In contrast, the training mode of the non-English majors of Kede College reflects the concept of "people-oriented" talent cultivation. Its innovation points can be summarized as follows: (1) importance attached to the overall quality of students; (2) improvement of the overall quality in the process of cultivating students' professional qualities; (3) emphasis on the humanistic care and emotional cultivation of students.

5. Conclusion

As an important aspect of college students' comprehensive quality, critical thinking ability should be highly valued by our foreign language teaching workers. As an intellectual resource that plays a long-term role and benefits people, it is the foundation of social rationality and democracy, and it is the essence of university quality education. In view of this, this paper attempts to find out the external factors that influence the development of the thinking ability of foreign language students on the basis of analyzing relevant research, and on this basis, try to construct a college English training mode with equal emphasis on knowledge and skills, thinking ability and emotional education. It puts forward the viewpoint of combining the cultivation of critical thinking ability with the curriculum system, points out the task of cultivating thinking ability, and is committed to improving the thinking ability of foreign language students. However, improving students' thinking ability is a systematic project that requires long-term efforts, and it requires constant exploration and long-term efforts of our foreign language teaching workers.

Acknowledgments

Zuo Xiaoxia (1985-), Gender: Female, Nationality: Han, Birthplace: Shanxi Province, Title: Lecturer, Education: Graduate, Work Unit: Kede College of Capital Normal University, research direction: English Language and Literature.

References

- [1] Liu Xiaomin. On the Construction of the Training Mode of College English Teaching Ability. *Foreign Languages*, Vol.5 (2013) No.28, p. 59-66.
- [2] Lu Xiaojing. Research on the Cultivation of College English Thinking Ability Based on the Theory of Thinking Ability Model. *Journal of Inner Mongolia University of Finance and Economics*, Vol. 3 (2016) No.15, p. 113-117.
- [3] Chen Jing. Analysis of the Construction of the Training Mode of College English Teaching Thinking Ability. *Academic Journal*, Vol. 4 (2016) No.30, p. 5-6.
- [4] Sun Wei. On the Construction of the Training Mode of College English Teaching Thinking Ability. *Contemporary Education Practice and Teaching Research*, Vol. 3 (2016) No.35, p. 104-104.
- [5] Tang Chunzhen. Construction of the Cultivation Mode of College English Teaching Based on the Advantages of MOOC. *Gakuen: The Spiritual Home of Scholars*, Vol. 14 (2016) No.1, p. 15-16.
- [6] Lu Di. Cultivation of Critical Thinking Ability of College English Teaching Based on Talent Training Mode. *Journal of Jilin Institute of Chemical Technology*, Vol. 10 (2016) No.33, p. 59-62.
- [7] Zheng Liting. Research on the Training Mode of College English Teaching Thinking Ability. *Journal of Hunan City University*, Vol. 4 (2016) No.25, p. 387-388.