

# Effective Strategies to Improve Students' Thinking Ability in College English Writing Teaching

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**ABSTRACT.** *The ability of thinking has been paid attention to in the teaching of various subjects. In the modern teaching, the ability of thinking and thinking should be cultivated. In the teaching of College English writing, we should also cultivate students' thinking ability. According to the actual situation of College English writing teaching, teachers should attach importance to writing teaching, innovate methods and improve students' thinking ability.*

**KEYWORDS:** *College english, Writing course, Teaching, Thinking ability*

## 1. Introduction

The thinking ability of college students is very important for the development of individuals and countries. Students with the thinking ability can benefit them for life. The teaching of College English writing course has the characteristics of humanism and instrumentality, which can improve students' cultural accomplishment. The teaching of College English writing plays an important role in the cultivation of students' thinking ability. Therefore, teachers should adopt reasonable teaching methods to improve students' thinking ability.

## 2. An Analysis of the Concept of Speculative Ability

Critical thinking skills is the corresponding word in English, that is, the ability of thinking and discrimination, mainly including the ability of observation, interpretation, analysis, inference, cognition, etc. Thinking ability, also known as critical thinking ability, refers to the ability to fully understand things by analyzing their phenomena and specific links. The discussion and research of speculation can be traced back to the teachings of Buddhism 2500 years ago and the direct inquiry of Socratic style in ancient Greece, which is used to judge whether the viewpoint of authority is reasonable. Socrates has a strong spirit of reflection and questioning. He emphasizes to answer questions with questions, that is, to frequently question the viewpoint of recognition as a fact in depth, and find out the possible fallacies and imperfect elements. In China, there have been statements in the Analects of Confucius that "learning without thinking is useless, thinking without learning is perilous" and in the book of rites that "erudite, inquisitive, thoughtful, discerning and practical". The main idea is that learning without thinking is useless, thinking without learning is harmful. We should study extensively, study carefully, think carefully, distinguish clearly, and finally be practical implement [1].

Scholars at home and abroad have different opinions on the meaning and status of thinking ability. Dewey, an American scholar, advocates that thinking ability is an important skill concept, which means "reflective thinking" "Thinking", Professor Wen Qiufang, a Chinese scholar, thinks that "in order to determine the real value of something, we should use appropriate evaluation criteria to think consciously and finally make a reasonable judgment process". Critical thinking is composed of six skills: analysis, understanding, synthesis, judgment, reasoning and evaluation. Thinking ability is creative and plays a positive role in promoting the cultivation of innovative talents. Language is the carrier of thinking, and writing is the combination of language and thinking. In essence, the process of English writing is not only the process of thinking construction, but also the process of using language to express thinking. From conception, conception, writing to revision, every stage of the writing process is inseparable from the participation of thinking activities. Thus, English writing is the result of the interaction between language and thinking. Writing needs not only the flexible application of language expressions such as solid diction, sentence construction, transition and cohesion, but also the guidance of good thinking ability. To some extent, the level of English writing is influenced by the level of language and the ability of thinking [2].

### **3. The Current Situation of the Cultivation of Thinking Ability in College English Writing Teaching**

English writing course is an effective measure to cultivate students' thinking ability, but the situation of cultivating students' thinking ability in College English writing course is not optimistic. In writing teaching, teachers ignore the cultivation of students' thinking ability. In actual teaching, teachers only spend 20% of their time in writing teaching. Most teachers attach great importance to the explanation of vocabulary and do not leave much time for the teaching of writing. The traditional teaching method of English writing is not conducive to the cultivation of students' thinking ability. Many teachers use the way of assigning homework, letting students complete their compositions independently and commenting in class. Teachers seldom organize students to analyze the content of the article, only pay attention to students' language errors in writing and ignore the logic of students' articles. Many college English teachers need to improve their thinking ability, and many teachers don't have a clear concept of thinking ability. In all kinds of English tests, writing test can not guide students to develop their thinking ability [3].

### **4. The Cultivation of Thinking Ability in College English Writing Teaching**

#### ***4.1 Improve the Weight of Writing Teaching***

In the teaching of College English writing, teachers should pay more attention to not only theoretical teaching, but also practical teaching. In the teaching of English writing, there is no systematic textbook to assist, and writing practice is not systematic enough. In the selection and compilation of English teaching materials, schools cannot combine students' thinking ability to develop the content. In the process of making English writing curriculum plan, teachers should attach importance to writing practice so that students can get systematic writing practice [4].

#### ***4.2 Reform the Traditional Teaching Method and Mode of English Writing***

For a long time, English writing teaching attaches great importance to results. To analyze the readability of writing and the accuracy of grammar, classroom activities are generally based on copying and imitation. Teachers and students attach great importance to language quality in writing activities, ignoring the logic of writing. Students are very concerned about their composition results, and little about the writing process. Under this kind of teaching method, it is difficult to stimulate students' thinking, and students' thinking ability can not be cultivated. Therefore, in English writing teaching, we should pay attention to the preparation stage of writing materials and the feedback stage of writing in combination with the reflective teaching method. Students should have enough time to write. They can collect a large number of materials through the Internet and organize them to form their own critical views [5].

For example, in the writing of EU economic problems, teachers should guide students to search information on the Internet and analyze the problems of EU economic recession. After students explain the phenomenon of EU economic recession, teachers should further guide students to explain it with specific data, so as to analyze the causes of EU economic recession in a speculative way. Teachers can supplement the student's work. Through the analysis of the specific figures of the economic recession of the 15 countries in the EU, the EU economy dropped by 0.2% year-on-year, so as to better explain the situation of the economic recession in the EU. In order to better improve students' thinking ability in writing, teachers should also guide students to analyze the causes of EU economic recession from other aspects, such as the world economic crisis, so that students can find out the impact of the world economic crisis on the economy of the EU region. Teachers can organize brainstorming activities in the classroom, stimulate students' thinking, and train students' dialectical thinking ability through brainstorming. After students finish writing, teachers can organize students to evaluate each other. The interaction between students can improve students' thinking ability in writing. In the mutual evaluation, students can face to face communication, reduce students' conflict and anxiety in writing, and express their views. On the basis of students' mutual evaluation, teachers evaluate students' writing and pay attention to the logic of students' writing on the basis of language quality. For example, in the analysis of EU economic recession, teachers can further guide.

Teacher: students, you have written about the current situation of EU economic recession, and combined with specific data to explain that the next step of our writing should be to analyze the reasons for the recession of EU economy, and you should continue to organize. Under the guidance of teachers, students write about the causes of the European Union's economic downturn. European heads of state are now scrambling to keep their economies from sliding even more steeply. Global Insight economist Howard Archer said the latest data and

survey evidence indicated that the euro zone would probably see a sharper fall in GDP in the current quarter than in the third quarter. It will take time for sharply lower oil prices, The result of the European, lower interest rates and financial stimulus in a number of countries to generate recovery [6].

#### **4.3 On the Change of the Way of Writing in English Test**

For a long time, the College English level examination generally adopts the way of proposition composition. English teachers in writing teaching can not get rid of the shackles of examinations, can not play freely. Under the pressure of examination, students are keen to learn writing templates and writing skills. They lack the ability of independent thinking. They can't form their own opinions in writing, and their thinking ability can't be improved. The students' English compositions are all the same, without thinking ability. In English grade examination, we should reform the way of composition examination, so as to cultivate students' thinking ability and stimulate students' thinking ability. Combined with different topics, give students more space to play. The proposition of English composition should break the boundary of subjects, let students read more contents of other subjects, so as to stimulate imagination and speculative ability. For example, teachers can combine social hot topics in composition proposition, let students analyze social problems, and put forward their own views, improve their thinking ability. In the analysis of global warming, teachers can let students combine with other subjects to analyze global warming and form a composition [7].

Teacher: students, you can collect information about global warming, so as to better understand the problem of global warming. After collecting the global warming problems, the students wrote the framework and the beginning of the article. Students put forward their views on global warming based on the opinions of other scholars. We call on people to effectively deal with the problem of global warming and take the initiative to prevent the occurrence of global warming. After reading the beginning of this article, the teacher thinks that in order to improve students' thinking ability, students should find a scholar who has opposite opinions with these scholars to read, and then put forward their own opinions. After reading the arguments of other scholars, students put forward new ideas. The teacher asked the students to talk about the materials they found in groups in the classroom, and then to explore the problem. The students gave full play to their own opinions, constantly improved their thinking ability, and accumulated a lot of materials for future writing [8].

#### **5. Conclusion**

Nowadays, the teaching of every subject attaches great importance to the cultivation of thinking ability. Therefore, the teaching of College English writing should not only improve the students' writing skills, but also improve their thinking ability and promote their long-term development.

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