

The Cultivation of Students' Critical Thinking Ability in College English Teaching

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Abstract: Differentiating ability is one of the basic abilities that college students should have, and it is also an important direction of modern talent training. As one of the basic compulsory courses in colleges and universities, teachers should pay attention to the cultivation of students' critical thinking ability in English teaching to promote their comprehensive applied English ability. However, judging from the actual situation of English teaching in colleges and universities in China, some teachers' teaching concepts and methods lag behind, and the phenomenon of students' insufficient critical thinking ability is also widespread. Therefore, we should fully realize the necessity of cultivating students' critical thinking ability, and explore diversified measures and methods to cultivate their critical thinking ability, so as to better promote the improvement of their comprehensive English ability.

Keywords: College English; English Teaching; Critical Thinking Ability; Training

Introduction

With the deepening of international exchanges, people pay more attention to the cultivation of English ability, students before entering the university, English has a certain foundation, accumulated in vocabulary, grammar, improve, but generally in oral expression and writing obstacles, specific for logical chaos, no expression, or written expression cannot around the topic arguments, pale, language is mainly manifested in thinking ability problems. In this case, we must change the current situation of the lack of critical thinking ability, and strengthen the cultivation of students' critical thinking ability.

1. An overview of the critical thinking ability

The core of critical thinking ability (critical thinking) lies in "making reasonable judgment", which can use reasonable evaluation criteria to think consciously, and finally give rational judgment. The essence of critical thinking ability lies in the analysis and discussion, the use of thinking to solve problems, and its focus lies in the transfer of knowledge.

The famous psychologist Anderson once proposed that there is a total of level 6 model of cognitive ability, which is the Anderson's very popular model of cognitive ability in the world. From different levels, people's cognitive ability in this model advances from low levels to advanced levels in memory, understanding, and application, and advances into different levels of analysis, evaluation, and innovation.

In the hierarchical theoretical model of critical thinking ability proposed by Wen Qiufang, critical thinking ability is the unity of people's cognitive ability and emotional characteristics. The former includes three skills, namely analysis, reasoning and evaluation, while the latter includes five personality characteristics, namely, openness, curiosity, integrity, confidence and perseverance. Differentiating thinking ability is mainly reflected in the constructive and innovative characteristics. Students with critical thinking ability can explain the phenomenon from a broad perspective, analyze and judge it from different dimensions, and give different solutions.

2. The necessity of college English teaching to cultivate students' critical thinking ability

Language and thinking are the relationship between mutual influence, dependence and penetration, which is an important expression of human thinking activities, but also the result of many thinking. Therefore, for college students, learning language should integrate the way of thinking into the learning process.

In English teaching in colleges and universities, some teachers often pay too much attention to the teaching of basic knowledge and skills, and mainly carry out teaching from the perspective of memory and understanding, obviously ignoring the cultivation of students' thinking level. In the process of imparting theoretical knowledge and skills, many teachers lack the cultivation of students' dialectical thinking and analytical ability, so most students are relatively weak in reasoning, thinking and comprehensive judgment. In fact, from the perspective of the development of The Times, English teaching in colleges and universities should pay attention to the cultivation of students' critical thinking ability, and integrate it into several aspects of listening, speaking, reading and writing, so that students can form the ability to learn by analogy, and finally achieve the effect of teaching people how to fish.

3. Path and methods of cultivating students' critical thinking ability in college English teaching

3.1 Change of teaching concept

With the increasingly close exchanges at home and abroad, the society has higher requirements for students' comprehensive English ability, and students also have greater needs for improving their oral English and comprehensive English ability. The basic and more unified college English courses cannot meet this change. Therefore, college English teachers should fully understand the social requirements for talents, establish correct education and teaching concepts, clear talent training goals, build a modern training mode, to ensure that students' comprehensive English ability is improved and have a certain professional competitiveness. Specifically, we should change the teaching concept, pay attention to the cultivation of critical thinking ability, so that students can have a stronger oral English and comprehensive ability. According to the needs of different levels, majors and positions, we should establish and improve teaching programs, innovate teaching methods and means, integrate teaching into the working situation, so that students can be more clear about the actual needs of their jobs for English and ability, and promote the improvement of their professional quality. In the teaching process, not only teachers and students should also pay attention to the cultivation of their own critical thinking ability, and actively cooperate with teachers to promote the improvement of their learning effect.

3.2 Mining the teaching content

Under the guidance of talent training objectives, curriculum standards, college English teachers to fully, the demand of the industry, job mining, based on the analysis of the situation, build the teaching content, choose the appropriate teaching material, the construction of teaching auxiliary resources, in addition to the cultivation of English basic ability for students have more thinking, discussion, expand space. At present, the English textbooks in colleges and universities are basically compiled based on the improvement of students' language skills, although they also cover the concept of critical speculation, but there are always certain deficiencies. In addition, some teachers' step-by-step teaching is limited to the completion of the content of the teaching materials, which is also very unfavorable to the improvement of students' critical thinking ability and comprehensive English ability. In this case, we need to dig out the humanistic, exploratory and logical materials in the teaching materials, and effectively develop other teaching resources to guide students to carry out deep discrimination and understanding. The cultivation of critical thinking ability should run through the whole stage of teaching stage, and penetrate into each teaching link.

3.3 Enrich teaching forms

Diversified teaching forms should be explored in English teaching, which is very beneficial to cultivating students' critical thinking ability. In the teaching process, the commonly used teaching forms are speech debate, retelling, problem guidance and so on. In speech and debate teaching, speech is the students according to their own strength clearly suitable for their own situation of the topic, Provide insights on a certain question, And to express their opinions to others, Debate means that students need to give a quick analysis and judgment on others' views, Whether in a speech or in a debate, It is very important to improve students' critical thinking ability; In the retelling type of teaching, Students are the subjects of teaching and learning, Teachers mainly play the role of a guide, In the analysis of the language input material, Need to revolve around the who, when, where, what, The five major factors of how for judgment, Export the need to guide students to scientifically screen the material, And express the key materials; The application of problem-guided teaching is conducive to developing students' critical thinking, Guide students to find out and solve problems independently. This requires teachers to guide students to put themselves in others' shoes, express their own opinions according to what they have learned, and communicate with other students. This process provides a good opportunity for cultivating students' critical thinking ability.

3.4 Reform of teaching evaluation

In the current English teaching, most of the students' critical thinking ability have not developed a perfect evaluation mechanism, which cannot reflect the training effect, so the teaching effect is not high. Therefore, teachers should comprehensively innovate the evaluation system, and appropriately add some content of examining the critical thinking ability, so as to better cultivate the students' critical thinking ability. On the one hand, teachers should set up correct ideas, guide students to think comprehensively, and actively innovate the examination and evaluation content to promote the overall effect of English teaching. For example, the use of group cooperation, personal display and other ways to carry out mutual evaluation, when students ask questions between each other, guide students to give a correct judgment, to lay a foundation for getting a correct conclusion. On the other hand, teachers should penetrate into some contents of the investigation of critical thinking ability, which is not only conducive to the formation of students' good critical thinking habits, but also can make them better master English knowledge and ability.

Epilogue

To sum up, the importance of cultivating students' critical thinking ability is self-evident, which will be directly related to the improvement of students' English ability. Therefore, we should not only pay attention to cultivating students' critical thinking ability in classroom teaching, but also explore comprehensive measures to cultivate students' critical thinking ability from the aspects of teaching concept, teaching content, teaching form and teaching evaluation. In short, teachers should start from the perspective of students, integrate the work of cultivating critical thinking ability into the daily teaching, actively adjust various teaching elements and resources, help students to develop critical thinking ability, and lay a foundation for the in-depth promotion of English teaching reform in colleges and universities.

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