Cultivation of College Students' Cognitive Thinking Based on Philosophy of Language

Xiansui Kong

Department of Business English, School of Foreign Languages, Shandong University of Finance and Economics, Jinan, Shandong, China, 250000

Abstract: Language research is not only the task of linguistics, but also involves major philosophical issues such as language and thinking, language and action, language and the world. Only by understanding these issues can we have a real understanding of language. Language studies must be closely related to the development of philosophy of language. English teaching requires teachers not only to teach language knowledge, but also to raise students' attention, stimulate their thinking, promote and cultivate students' cognitive thinking ability, and bring about real learning by asking questions in class that conform to students' cognitive laws. According to the cognitive dimension, this paper introduces some reference problem types in English class to promote students' cognitive thinking ability.

1. Introduction

At present, there are many problems in the cultivation of college students' cognitive thinking. First, the differences in teaching plans in colleges and universities lead to the differences in training programs, which make the cultivation of cognitive thinking in a state of disorder or lack. Today, when innovation is becoming more and more important, college students are uneven in their cognition of innovation; Secondly, some existing college students' cognitive thinking training lacks a unified scientific plan, which leads to poor results of college students' cognitive thinking training, and students' cognition of innovative thinking is still in a vague state.

Philosophy is the core and highest expression of general culture, and it is a theory about various principles of science and general culture. Language is the only way for human beings to know and think about the world. Studying language is obviously an indispensable part of our efforts to know the world. Therefore, language has an indissoluble bond with philosophy since its birth. Based on cognitive theory, this paper strengthens students' cognitive thinking instead of individual perception and partial perception. Using the construction theory to cultivate students' autonomous learning, let students become the main body of learning, actively explore the root of knowledge, explore the mystery of knowledge, and constantly discover and comprehend new knowledge.

2. Language cognition from the perspective of philosophy of language

2.1. Language is not only a tool, but also a way of living

Language is not something made in advance for a certain purpose and in a certain way. It cannot be fiddled with or discarded. When things are defined by functions, the existence of the noumenon of things will be submerged by functions. Whether we communicate or describe, we can't live without language. It is undoubtedly contempt for the deconstructive function of language to use language as a tool and means of communication.

Language is a way of life, including the way of thinking, which regulates people's thoughts, thus shaping the world in which people live. As far as the language extends, the reality extends [1]. Language is the carrier of culture, and people living in it are far from using language as the medium, but relying on language as the local cultural psychology. In this sense, language dominates people. Once language is instrumented, people will truly become "talking animals", and lose every

"I" existence. People will never catch the primitiveness of "being home", enter the world in silence, and close their hearts, thus missing the opportunity to meet all the great things in the universe.

2.2. Language, thinking, psychological identity and spiritual creativity

Language has its intrinsic meaning, and thought cannot be separated from language. Language realizes thought, and thought lies in language. Language is thought, and language and thought are an inseparable whole [2]. Therefore, man is human because he has language. On the other hand, if there is no language, people can't think, people can't be human, and people can only think in language. All thinking about language is already language itself. They occur at the same time, move at the same time, and grow together, just like two sides of a skin, which are inseparable. Language forms people's world outlook, and language and thought have the same origin and essence.

People's expression is externalized through language symbols. Whether written symbols or spoken expressions, people and language are related by blood. Language is similar to people's life forms and feelings. Language is the expression of rational wisdom of people's spiritual activities. Many structural forms of language are heterogeneous and isomorphic with people's psychological structures. Therefore, language is the reflection of the essence of people's thinking and psychology, and the manifestation of people's life forms.

2.3. Metaphor of language

Language is metaphorical in naming or describing situations, and real things can not directly enter people's cognition, but can only be understood through the category of meaning. However, the category of meaning analyzes and classifies things and then distributes them in a world pattern [3]. At this time, people's understanding of the world has been partially distorted by language planning. Language is not a rubber band that can completely adapt to the real world. Wolff thinks that language is a pair of glasses that are more or less deformed. Hegel also points out that language has the nature of subverting truth.

Every word is a certain determination, the subject of cognition is constantly changing, and the object of cognition is constantly changing. They form and constantly replace the hidden meanings of words, which are overlapping, complicated and obscure. They are only proved to be limited by people under a certain social understanding, so language symbols are always more or less alienated from reality. In this sense, language is ambiguous and metaphorical. Understanding and restoring the original world brings our thinking into the meaning field constructed by the life world itself, and restores the original rolling sphere of language.

3. Cognitive theory

Cognitive theory is a learning theory that studies how changes caused by experience occur. The so-called cognition refers to the cognition of the whole, which is the behavior of an individual on the knowledge he wants to acquire, the process of acquiring knowledge and filtering, integrating and retaining his own useful information.

Cognition is a process behavior, which is the process of retrieving and processing the knowledge acquired at present. Cognitive psychology divides the cognitive process into five stages: acquisition, coding, storage, extraction and use of cognitive information. The acquisition of information is the same as the knowledge directly obtained by sensory organs. The process of information coding is a process of form transformation, which is to transform the acquired complex information into organized information suitable for oneself. The storage of information is to store the sorted information in the brain in a new form suitable for oneself. Information extraction is a process of searching useful information from memory and extracting it from memory along the thinking vein according to one's own cognitive sphere of information. The use of information is to use the extracted information for cognitive processing of new information.

3.1. Constructivism theory and teaching methods

Constructivism advocates the combination of students' initiative learning and teachers' assistant

teaching, which are an interactive whole and cannot be separated. As the main body of meaning construction, it is necessary for students to give full play to the role of the main body and master good learning methods.

Teachers should first complete the transformation of teaching role, make students become the main body of learning, assist and guide students to study, arouse students' interest in learning, and make them consciously explore and study. To guide the students' deviation in the learning process to the true path, help them find the connection between old and new knowledge, and form their own knowledge system. Organize and participate in the discussion and communication among students, and accompany the students to grow up together as an inquisitor [4].

3.2. Situated cognition

Situational cognitive theory is another important research orientation that appears at about the same time as constructivism after behaviorism's "stimulus-response" learning theory and cognitive psychology's "information processing" learning theory [5].

According to the situation view, the ultimate goal of learning is practice, learning is the foundation of practice, and practice tests the quality of learning. Learning and practice do not exist independently, but they are interrelated and promote each other and form a cognitive system together. The basic knowledge of learning is a static knowledge entity, while practice is a dynamic construction process of knowledge system. Knowledge learning is to better adapt to the environment, and the practice in specific environment further improves the knowledge structure, so that the knowledge system can adapt to the dynamic change and development environment. Only the combination of study and practice can improve students' thinking ability and adaptability, and can better adapt to the society.

4. Cultivation of college students' cognitive thinking

How to cultivate and improve students' thinking ability in teaching? According to teaching practice, we must adapt to the development process of students' cognition transfer. Students' learning process is a process of understanding knowledge and a dynamic reflection process, which always starts from vivid and intuitive perceptual knowledge step by step.

4.1. In the stage of perception and understanding, guide students to actively participate in classroom activities and cultivate the ability to find and solve problems

The two stages of cognition, perception and understanding, are the processes of discovering problems at the beginning of cognition and exploring knowledge at the beginning of cognition. The teaching requirements of these two stages are to stimulate interest, clarify teaching objectives, consolidate knowledge base, and improve logical reasoning ability and dialectical thinking method. In preparing lessons, teachers should design the teaching process around how to guide students to learn, from fully mobilizing students' initiative in learning, focusing on inspiring and guiding students' ability to seek knowledge, inspiring students to question and dispel doubts, and consciously guiding them in the teaching process.

It goes like this:To provide thinking materials, to skillfully set up doubts, and then to make students question and cultivate students' ability to explore. If students can answer, let them answer, or communicate through group discussions, so that students can find their own answers. If students can't find the answers, teachers should give some advice.

4.2. Cultivation of thinking ability in consolidation stage

The stage of students' knowledge consolidation is a process of deepening their understanding. The teaching requirements at this stage are to make the teaching objectives extended and cultivate students' ability to find problems and think comprehensively. At this stage, students should be guided to sum up the general rules for solving mathematical propositions and the knowledge network they have learned, and specifically guide students to observe, compare, analyze, synthesize, summarize and summarize, so as to improve their ability to think problems [6].

The composition of knowledge chain is the result of review and summary. It needs multi-directional thinking, both analysis and synthesis, which is beneficial to students to form a perfect knowledge structure and cultivate students' ability of abstract logical thinking. For example, translation is an understanding problem, which requires students to explain the meaning of the article in their own language. The long sentence structure is complex, so the teacher can design a translation question to test the students' understanding of the long sentence. By translating this long sentence, students need to understand the structure of the sentence and the meaning of the words before they can translate this sentence.

4.3. Cultivation of thinking ability in transportation and use stage

The stage of knowledge application is a process from recognition to practice. The teaching requirement at this stage is to focus on cultivating students' multidirectional thinking, to discuss mathematical propositions on special topics, and to cultivate the application ability of various kinds of thinking through multiple channels.

Divergent thinking is a way of thinking that does not follow the routine, seeks variation, and analyzes and solves problems from different angles and directions with different methods or ways. In teaching, we should cultivate students' logical thinking ability, and also consciously cultivate students' divergent thinking ability [7].

Developing students' intelligence, cultivating and improving students' thinking ability are the keys to implementing quality education in English teaching. In teaching, we should make full use of students' psychological laws of mastering knowledge to create colorful situations, to carry out effective thinking activities and to improve students' learning quality and learning efficiency in a broad sense area.

5. Conclusion

From the perspective of philosophy of language, language is the way and process for human beings to know the world and express it. In order to be what we are, we are always embedded in the essence of language, so we must never look at the essence of language from other places without the essence. In the traditional sense, language instrumentalism distorts and obscures the existence, thinking and language. Effective and successful English teaching requires teachers not only to teach language knowledge, but also to raise students' attention, stimulate their thinking, promote and cultivate students' cognitive thinking ability, and bring about real learning. According to the research on the basic principles of epistemology and psychology, students' cognition of new knowledge should go through several learning procedures, such as "perception, understanding, consolidation and application". Therefore, the way to cultivate and improve students' thinking ability should focus on the development process of students' cognitive transfer.

References

[1] Figdor, Carrie. (2017). On the proper domain of psychological predicates. Synthese, vol. 194, no. 11, pp. 1-22.

[2] Zhang, C, Zhang, X. (2019). How to forestall western scholars' misreading of Chinese traditional philosophy? academia, vol. 250, no. 03, pp. 185-192.

[3] Aybek, B, Aslan, S. (2017). The relationship between prospective teachers' critical thinking dispositions and their educational philosophies. Universal Journal of Educational Research, vol. 5, no. 4, pp. 544-550.

[4] Fei. (2019). Towards a rational constructivist theory of cognitive development. Psychological review, vol. 126, no. 6, pp. 841-864.

[5] Li Jing, Yu Jinhai. (2018). Cultural consciousness and cultural confidence:ra research based on the cognitive selection of ethnic language in qinghai' s henan mongol autonomous county. Journal

of Yantai University (Philosophy and Social Sciences Edition), vol. 031, no. 005, pp. 75-82.

[6] Sachs, C. B. (2019). In defense of picturing; sellars's philosophy of mind and cognitive neuroscience. Phenomenology and the Cognitive Sciences, vol. 18, no. 4, pp. 669-689.

[7] Babik, D, Singh, R, X Zhao, Ford, E. W. (2017). What you think and what i think: studying intersubjectivity in knowledge artifacts evaluation. Information Systems Frontiers, vol. 19, no. 1, pp. 31-56.