

A Study on the Training Mode Construction of Critical Thinking Ability in the Objective-based English Teaching

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Abstract: With the further development of quality education and new curriculum reform in China, the college English teaching has aroused people's great concern and attention. Compared with other subjects, English, with its distinct features as a language, is greatly differed in teaching mode, especially in the cultivation of critical thinking ability in the college English courses. Three main aspects are discussed and analyzed in the current study, including the current situation of the specific research on critical thinking ability at home and abroad, the problems existing in constructing the teaching mode of critical thinking ability in English courses, and the effective measures to strengthen the cultivation of critical thinking ability in English teaching in our country. It aims to base on the reality of students and the specific needs of social operation and development, effectively train the critical thinking ability in college English teaching, and cultivate a large number of well-trained English professionals for the social in the process of the college English teaching.

1. Introduction

The requirement of developing students' critical thinking ability in an all-round way is clearly put forward in the higher education reform in China. The long-term education must be carried out by applying the inquiring, participatory and heuristic teaching methods, and guiding students to learn on their own using learning methods that suit them. In addition, it is also of great significance to promote the comprehensive development of students, raise their awareness to contribute to the socialism cause and their nation, improving their self-innovation capability and bold exploration, and create a favorable environment to cultivate their independent thinking ability. Therefore, it is an important responsibility of teachers and schools to cultivate students' critical thinking ability in the course of English teaching in college, which is also in line with the actual needs of the nation's long-term development. However, having long been under the influence of examination-oriented education, Chinese students are not doing well in analyzing, comprehensive thinking, reasoning, judging, evaluating and other thinking abilities, which is noted as "thinking absence" by some experts. There are complex and diverse reasons for this phenomenon, an important one of which is that the cultivation of students' critical thinking ability has not been paid enough attention in college English teaching. Therefore, under this realistic situation, the English teaching in the colleges of China should take the thinking ability as the main guidance, construct the mode of thinking ability training on the basis of actual learning situation, deepen the teaching reform of English courses, and cultivate the applied talents with high ideological consciousness and high level of English skills for the development of society.

2. Analysis of the Current Situation of Research on Critical Thinking Ability at Home and Abroad

Originated from English, the term "critical thinking ability" is translated as the capacity to think critically in China's education and academic circles, it refers to the organic unity of human's emotional characteristics such as perseverance, curiosity, integrity, openness, self-confidence and other corresponding personality characteristics, and cognitive ability including the skills of

analyzing, reasoning and evaluation. The critical thinking ability is highly innovative and constructive, which can help students to explain and analyze problems from a broader perspective, make all-round multi-level research and judgment on the relevant research subjects, and finally come up with various solutions that are highly targeted. It is concluded by researchers that there are mainly two characteristics in the current situation of critical thinking ability in China. First, the research on the critical thinking ability of college students during English teaching mainly focus on English majors, there is still lack of corresponding research about non-English major. Second, few research results about critical thinking can be applied directly. Most of the studies only discuss the problems in current thinking ability training process without putting forward specific solutions to the corresponding problems, which makes it even harder to construct a highly feasible training mode of critical thinking ability. As a result, this paper mainly explores the problems existing in constructing the mode of college students' critical thinking ability training at present.

3. The Problems of Training Mode Construction of Critical Thinking Ability in College English Courses in China

3.1 Lack of Attention and Training of College Students' Logical Thinking Ability

Currently, in the process of English teaching, impacted by the examination-oriented education mode for a long time, many teachers pay much attention to the mechanical repeating and reciting of English knowledge. This teaching mode could, to a certain extent, help students solve their learning problems and improve their English performance and level. However, the training of students' critical thinking ability is largely ignored. To cope with the examination, teachers only let students do exercises and skills training including listening, speaking, reading and writing. And once there are questions about the main ideas or clues of the text, the students will get stuck, coming up with the answers that are not appropriate or without clear thinking, even severely, students are unable to deal with the issue using the language they learn. It greatly damages the learning atmosphere. The students' critical thinking ability is generally in a weak state, although some of them show a certain degree of critical thinking consciousness, and its further development is even harder for the impact of linear thinking.

3.2 Lack of Coordinate Development between Rational and Emotional Cognition

As a result of the influence of teaching mode on the teachers, and the lack of students' self-awareness at the rational level, further development of students' thinking ability is greatly affected. It lead to that students can only analyze and solve problems in the emotional level, being unable to do in-depth thinking and problem-solving. In the process of English learning, many students can only superficially analyze problems. And once they are required to see the essence through appearance or faced with complex problems, they fail to work out the appropriate ways and find the principal contradiction with a clear mind, in this way the transformation from emotional to rational problem-solving. The main reason for students' deficiencies in solving practical problems is that teachers ignore the coordinated development of students' emotional and rational cognition during English courses.

3.3 Lack of Attention to Students' Learning Interest during the Teaching Process

Developing students' comprehensive communicative competence in English is an important part in college English courses. So, teachers pay attention to guiding students to learn about the culture in western countries, which greatly improves students' understanding of English. In addition, it can inspire students' diffuse thinking and enhance their sense of identity with western culture, so as to further improve their comprehensive quality by combining Chinese and western culture effectively. At present, however, the cultivation of students' critical thinking ability and learning interest is neglected by teachers in college English courses. For students in the college, many of them learn English for the need of preparing for postgraduate examination and studying abroad, and few learn it out of interest. Therefore, under current circumstance, schools only emphasize the importance of

English without attaching importance to the cultivation of students' interest. As a result, students are not initiated in English learning and subjective positivity exerting. It greatly hinders the development of students' critical thinking ability training in college English teaching.

4. Effective Measures to Strengthen the Cultivation of Critical Thinking Ability in College English Teaching

At present, there are many practical problems in the cultivation mode of students' critical thinking ability in college English courses, including the lack of attention and cultivation of the logical thinking ability, lack of the coordinated development of rational and emotional cognition, the lack of interest cultivating and so on. These problems greatly hinders the smooth and efficient development of students' critical thinking ability training, so it is necessary to work out sensible and effective measures to solve them.

4.1 Strengthen Teachers and Students' Understanding of Critical Thinking Ability Training

The quality of critical thinking cultivation depends on that in what degree the cultivating objects, cultivating innovative English talents, are achieved. Therefore, to enhance the competitiveness of talent, the quality of critical thinking ability training in college English courses must be ensured first, which plays an extremely important role in the college English courses. For the English courses in college, compared with other courses and the English courses in other learning period, English courses in college is not simply teaching and learning. Teachers should not simply adopt the knowledge teaching mode, which cannot meet the need of critical thinking cultivation, and they should train students' critical thinking during English courses teaching. In addition, in the process of cultivating students' English critical thinking ability, we should strengthen the consciousness of critical thinking ability training of each teacher and student on the theoretic basis. which should be based on the actual learning and developing situation of students and improving their understanding of the importance of critical thinking. Colleges should actively organize the training of relevant knowledge, help teachers improve their own critical thinking ability in the course of training and learning, strengthen the teacher's training ability in the actual English class, and make full use of their own subjective initiative and guidance in the process. At the same time, teachers can emphasize the importance of critical thinking ability in English courses in effective ways, put forward targeted measures to teach the cultivation mode of critical thinking ability, and test students' thinking ability training effect timely, so as to improve the overall level of students' English.

4.2 Promote Students' Autonomous Learning through Sensible Classroom Settings

Teachers should simplify the language skills in English courses, increase the content about the critical English thinking ability, and increase the number of the relevant courses, so as to effectively implement the cultivation of students' thinking ability. Besides, the cultivation of critical thinking should also be involved in the courses of other discipline. And English should be integrate with other subjects, which can arouse students' motivation of interdisciplinary auditing, and promote students to strengthen their own thinking ability under the integration of different disciplines. And well preparation should be made for the cultivation of talents with critical thinking ability.

On the basis of respecting the learner differences, teachers should encourage students to exert their subjective positivity to learn, assign reasonable tasks for students according to their own condition, encourage students to think independently and solve problems in the class, help them to think actively after class, take learning tasks and content into consideration and make a learning plan and program that is appropriate for themselves. In addition to paying attention to classroom teaching, the cultivation of critical thinking ability in college English courses also requires continuously innovating the evaluation system of classroom learning, increasing the examination of students' critical thinking ability, and realizing the cultivation of it through various ways.

5. Conclusion

To sum up, for English as a curriculum, only when students have the corresponding critical thinking ability, can they take English as an important tool in their own learning. This paper discusses and analyzes three major aspects which are the current situation of the specific research on critical thinking ability at home and abroad, the problems existing in constructing the teaching mode of critical thinking ability in English courses teaching, and the effective measures to strengthen the cultivation of critical thinking ability in English teaching in our country. It aims to base on the reality of students and the specific needs of social operation and development, and effectively construct the cultivating mode of critical thinking ability training in college English teaching.

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