

Research on the Construction of the Model of Thinking Ability Cultivation in College English Teaching Based on the Principle of Information Interaction

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Abstract: With the intensification of international talent competition, the cultivation of college students' speculative ability has become an important part of college English education. At the same time, the cultivation of the speculative ability of college students plays an important role in the entire college education. However, the current state of college students' thinking ability training is not very optimistic, and various problems are emerging endlessly hindering the progress of students' thinking ability training. In this paper, the author will proceed from the connotation and role of speculative ability, analyze the current situation of cultivating speculative ability in college English teaching, and construct a feasible model of cultivating speculative ability in college English to rid the reader.

1. Introduction

In college English teaching in China, although the cultivation of students' speculative ability has been valued by various educators, due to the constraints of various subjective and objective factors, the cultivation effect is stretched. Affected by the traditional college English test-oriented education, teachers only blindly impart English knowledge, force students to remember, memorize words, sentence patterns and classic texts, completely neglecting the cultivation of students' English speculative ability. With the advancement of college English teaching reform, the emphasis of college English teaching in the new period gradually shifts to the cultivation of students' speculative ability. Correctly grasping the concept and role of speculative ability is the prerequisite for efficient cultivation of students' speculative ability.

2. Analysis of Cultivation of Students' Speculative Ability in College English Teaching

As far as traditional education is concerned, education at all levels is carried out to meet the needs of examinations, because high scores on examinations are an effective way to enter prestigious schools, which makes schools at all levels not fully understand the ability of speculation in English teaching. For the comprehensive cultivation of speculative ability, it is a matter of talking on paper. There is a big difference between English and other subjects. It is not just a pedal used to get high scores on exams, but also an important tool to solve practical problems. The ultimate purpose of English language is to speak, speak, write, and use. This is the basic function of language. However, at the present stage, the English curriculum fails to pay attention to language characteristics in terms of setting and design, and ignores the humanistic characteristics of the English language. Therefore, teachers should analyze from the standpoint of teaching, cultivate the ability of speculation, and then improve the humanity of English teaching.

In any learning process, you are learning about the ability of thinking. However, because the curriculum setting and teaching arrangements at different stages do not pay attention to the cultivation of people's thinking ability, there is a big problem in students' thinking ability. This is the current stage in There are many loopholes in the curriculum and the organization of teaching content. The university stage is very important for students. It is also an important stage for students to form a correct outlook on life, values and world outlook, which directly affects the development of students' future life. Therefore, for college English courses, the cultivation and improvement of speculative ability is of vital importance. However, the education department has not set up the

curriculum reasonably, and the professional courses in the college students' schedule are the majority, and there is no special speculative training course. In English classrooms, teachers only explain the content according to the textbook requirements. Students blindly start learning according to the content taught by the teacher.

Students' own ability to think needs to be reflected through emotional qualities. In actual teaching, college students are asking questions from teachers as a challenge or defying authority. This leads to a decrease in students' motivation in the classroom, and allows students to form a passive learning habit, and their analytical ability and thinking ability are also declining. , Self-confidence was hit. For teachers, they need to reverse their own ideas, change their “authoritative” role on the podium, actively communicate with students, and create a good classroom atmosphere for students. In an atmosphere of equality and relaxation, students can better use their imagination, analyze and judge more accurately, and greatly improve the quality and efficiency of learning. Teachers should develop flexible layouts according to the actual needs of actual teaching. They can move tables and chairs to help classroom activities, and allow students and students to have a better exchange and communication. In the teaching process, English teachers should actively motivate students to express their views. At the same time, English teachers should also evaluate students' behavior in the classroom, so that students can get a sense of accomplishment and satisfaction in participating in classroom activities. To expand the speculative space.

3. The Construction of a Model for Cultivating Speculative Ability in College English Teaching

According to the “Outline of the National Medium- and Long-term Education Reform and Development Plan (2010-2020)” and “University English Curriculum Teaching Requirements”, the goal of college English teaching should be to cultivate students' comprehensive application of English through curriculum teaching, promote students' comprehensive development, and enhance Students have a sense of social responsibility in serving the country and the people, an innovative spirit of courage to explore, and a practical ability to solve problems. Cultivating students' speculative ability in college English teaching fundamentally helps to achieve this teaching goal. Therefore, college English teaching should strive to create conditions for the teaching of speculative ability in terms of curriculum setting, teaching content, teaching methods and assessment methods. The assessment of college English teaching performance should take the development of students' speculative ability as a new observation point, so that students can lay While solidifying the language foundation, improve its ability to think.

In China's traditional culture, education often displays a “monolithic authority.” Students receive the teacher's knowledge in the classroom. Knowledge is truth, and teachers are the embodiment of truth. If students raise questions or doubts about teaching or teachers, they will often be regarded as a challenge and contempt for authority, so that students gradually develop a study habit of passive listening, homeopathic understanding, and full acceptance, lack of analysis and thinking, and long-term curiosity and confidence The ability to think, question, etc. gradually decreased or even disappeared. To cultivate students' positive emotional qualities and stimulate their ability to think, teachers must first change their minds, change their “authoritative” role on the podium, lay down, and actively interact with students in classroom activities. An equal and relaxed classroom atmosphere is more conducive to students' imagination, the use of analytical judgment, and effective learning. Therefore, the classroom should be flexibly arranged according to the actual teaching needs. It is best to have tables and chairs that are easy to move to facilitate students to carry out classroom activities and enable students to achieve full discourse, information and emotional communication between students and teachers. In teaching, teachers should encourage students to dare to express their opinions, give timely and accurate evaluation and feedback on students' classroom behaviors, make students feel a sense of accomplishment and satisfaction brought by classroom activities, and then expand their thinking space. . For example, when teaching the text unit “Smart Cars” in the fourth unit of “University English Comprehensive Course” (new edition) published by Shanghai Foreign Language Education Press, I divided the students into small

groups, allowing them to freely imagine the future possibilities. Smart car, then exchange discussions. In today's China, cars have begun to enter ordinary families, and students have very rich knowledge about cars. Many concepts have exceeded teachers' perceptions. This not only does not affect students' discussions. On the contrary, students are more able to express their opinions and exchange atmosphere in the discussion process. warm. In this way, under the influence of positive emotional factors, students' English language skills and ability to think can be effectively trained.

According to the theory of speculative ability level, speculative ability can be trained and trained. Through class and training, students gradually master the ability of meta-thinking, that is, the ability of self-regulation. Under the control of meta-thinking, students continuously plan, check, adjust and evaluate their thinking ability, so that their own subjective initiative and leading role can be exerted. Then, through cognitive skills training and emotional characteristics training, they can master cognitive skills and develop emotions. Traits. The teaching style of speculative ability can be divided into two categories: independent curriculum and content-based. Independent course design refers to the independent establishment of speculative training courses. Students receive speculative training by taking such a specialized course system. Content-dependent means the teaching method of learning foreign languages based on subject content. Students use the language as a medium and tools to acquire subject knowledge, and at the same time, to improve language skills and speculative abilities through learning of subject knowledge. In Western developed countries such as the United States, in addition to the separate provision of speculative ability as a logical thinking training course, it also strengthens speculative ability training in the teaching process of various disciplines. However, although the establishment of special courses for speculative ability training meets the systemic requirements of speculative ability training, it requires a large amount of teaching resources such as professional teachers, and many colleges and universities are currently facing the requirement to reduce non-professional class hours and credits. It may be difficult to work in teaching. Relatively speaking, carrying out content-dependent speculative ability teaching, combining speculative ability training with subject teaching, taking subject knowledge as a carrier, and improving the ability of students to independently analyze and solve problems through the fusion of speculative content and subject knowledge are more in line with China. Teaching practice. This kind of quality education method that strengthens the training of thinking ability of college students through the imperceptibility of curriculum teaching will indeed guarantee the realization of college English teaching goals.

Rich evaluation forms, focusing on subjective testing. On the one hand, in addition to the traditional examination methods, assessments can take group discussions and debates, individual or group presentations, individual or group research projects, and project folders (portfolio). And creative forms. On the other hand, reduce objective test types such as multiple choice questions and increase the proportion of subjective test types such as short paper writing. Of course, different English courses should flexibly adopt different forms of examination. For example, the oral test allows students to express their speculative opinions around a problem, and to change the type of self-presentation that was dull and useless in the past. Translation tests can take a variety of forms of examination, such as the use of translation comparisons, allowing students to evaluate different translations and analyze the underlying causes of different translations. Students can also be translated first, and then write the translation feeling. In short, it is necessary to reform the traditional multiple-choice objective test form and increase the examination of language and thought output. Strengthen the speculative nature of evaluation content, reduce the weight of final evaluation, and adopt a formative evaluation mechanism. In the future, the test mode can be strengthened in two ways: one is to add speculative test questions to the final assessment; the other is to increase the proportion of formative assessment in the assessment test. Liu Jianda believes that there are three types of relationships between Assessment and Learning: The first is Assessment of Learning, which is the test of English majors 4 and 8 and the college English exams 4 and 6, how much you have learned; the second is Assessment for Learning, Assessment is not just to check how much you have learned, but to promote your learning; the third is Assessment as Learning,

which is learning by itself. In order to cultivate students' thinking ability, the author advocates the practice of evaluation to serve the purpose of improving thinking ability. That is to say, no matter in what form the student's course learning is evaluated, while paying attention to the students' language skills, they should also pay attention to their speculative ability performance, and should increase the weight of the speculative ability part in the evaluation. Clarify the criteria for speculative evaluation. Teachers should design assessment questions for students at different levels, including analysis, reasoning, and evaluation. On the one hand, the cognitive standard is used as a ruler to evaluate students' thinking ability from the aspects of clarity, relevance, logic, depth and flexibility, and academic norms should be added to high-level students such as graduate students. On the other hand, thinking and emotional traits are included in the assessment, that is, whether the students show emotional traits such as curiosity, openness, and self-confidence. Teaching should provide students with a “stretcher” of speculation, and evaluation should give students a “benchmark” of speculation, set the height of speculation for them, and constantly surpass themselves.

4. Conclusion

Cultivating students' speculative ability in college English is a feasible measure to achieve the goal of cultivating innovative talents. Based on the significance of speculative ability to student learning and development, teachers should continue to exert their own initiative and use multiple teaching methods to stimulate students' speculative thinking. Desire to stimulate students to form critical thinking. However, cultivating students' thinking ability is a long-term and arduous task. It is not a one-time effort. English teachers need to work tirelessly and step by step.

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