

Research on Critical Thinking Cultivation in College English Writing Teaching

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Abstract: Critical thinking is an important part of the overall quality of college students, and writing is the most effective course to cultivate critical thinking. The English writing process can be divided into the preparation stage, the writing stage and the feedback stage. It has different applications at different stages, which enhances the effectiveness of the analysis, enhances the logic of writing, and determines the individualization of writing. Combined with relevant research results, this paper proposes the following training strategies: multi-channel integration of various English writing teaching resources, guiding students to critically examine the article's intentions, guiding students to master the correct use of article arguments, imparting writing knowledge and cultivating criticality. The combination of thinking ability and the teaching process actively guide students to think critically.

1. Introduction

Critical thinking stems from "inquiring questioning" and "reflective thinking", "targeted, self-regulating judgment", "being curious about things in a wide range of fields", and "confident, cheerful, flexible, significant features such as fairness and openness to the mind". College English writing is equally important in reading comprehension, listening comprehension and oral expression. However, due to the prominent phenomenon of "dumb English" in English teaching, experts and teachers focus on improving oral English teaching and oral expression skills, and writing teaching and writing skills are not taken seriously. In fact, English writing ability is a very important content. Through writing, you can consolidate your knowledge and improve your English skills. English writing teaching emphasizes students' writing skills training, requires writing skills, clears the meaning of the article, prepares sufficient arguments, and conducts reasonable argumentation to ensure the complete structure of the text and the smooth expression of the language. Applying critical thinking to examine writing requires the article to have clear ideas, clear definition, complete structure, logical rigor, sufficient arguments, reasonable arguments, and a certain depth and breadth. It can be seen that critical thinking and the requirements of English writing teaching coincide with each other, and the two promote each other and complement each other. So, let the student to master English writing skills, and inspire and guide students develop critical thinking, and then let the students look at writing application of critical thinking in the possible problems, grasp the writing skills, ideas, the clear conception, reasonable argument material and fully improve the level of English writing.

2. The Effect of Cultivate the Role of Students' Critical Thinking

Education not only provides students with the opportunity to learn knowledge and skills, but more importantly, the way of thinking. Develop a good critical thinking ability, students think about problems with open thinking, demonstrate good analytical and research skills, and promote independent learning. Learning is a process of creating new knowledge. Integrating critical thinking provides a more comprehensive knowledge base for innovation, and it also contributes to the improvement of creativity. The cultivation of critical thinking in the teaching process of colleges and universities is of great significance to the growth of students, mainly reflected in the following aspects: First, to improve the creativity of college students. Faced with complex problems, college

students lack the ability of independent thinking and cannot reason and think through the established conditions. Critical thinking is the premise of independent thinking. Only by criticizing things can we rethink and recognize things, discover the characteristics and essence of things, and raise new questions. Creativity is a series of continuous and complex high-level psychological activities, the ability to generate new ideas and create new things, and the psychological quality of successful completion of creative activities. Critical thinking can provide a higher level of thinking activity for creativity. The second is to improve the ability of English writing. English writing is a personal act that requires the support and support of ideas. What kind of article you can finally write is not only related to your English level, but also influenced by your thinking and opinions. Only by using critical thinking can we write articles with clear viewpoints, clear structure, reasonable layout, adequate discussion, prominent themes, and strong logic. Therefore, in the teaching of English writing, cultivate critical thinking, let students use critical thinking to analyze problems and solve problems. The third is to promote the development of self-learning habits of college students. Self-directed learning is the key to enhancing individual survival skills. The cultivation of critical thinking ability is to cultivate students' self-learning skills with the aim of solving problems and self-management. Guide students to ask questions and form a good habit of self-reflection. Cultivating critical thinking skills enables students to learn independently and think independently and solve problems.

3. Critical thinking and connotation

The concept of critical thinking comes from the "reflective thinking" of American educator Dewey. This kind of thinking is the process of continuous and active thinking. With careful thinking, any belief in the mind can be said to be a hypothetical form of thinking. , can be keenly aware of this reason, and can glimpse the direction of its further development. The critical thinking here refers specifically to the ideological attitudes and skills, and is not restricted by the boundaries of the discipline. Whether it involves intelligence or human imagination, the discussion topics can be questioned and examined according to the perspective of critical thinking. The so-called critical thinking refers to the fact that in life, people analyze and reason about arbitrary things, find the essence of things in this process, and thus derive relatively independent thinking ability, that is, people question external things, and the independent thinking ability of inquiry.

The connotation of critical thinking mainly revolves around the three core spirits: First, "rational logical reasoning" is the core pillar of the whole concept. Critical thinking is not to criticize, but to transcend simple skepticism, emphasizing the cultivation of students to use rational attitudes to look at problems, and to form a rational process of logical reasoning in the mind. Secondly, "reflection" is the main form of expression of critical thinking. Reflection has two meanings in the field of critical thinking education. On the one hand, it is associated with logical reasoning, trying to train students to learn "not only book theory" and "not authoritative theory", and can adopt a rational and comprehensive attitude towards things. On the other hand, it refers to the "constructive reflection" behavior, after rational logical reasoning, can effectively reflect the overall inference process. Finally, "purpose thinking" is the focus of critical thinking. Influenced by the philosophy of pragmatism, students are required not to flow in the form of questioning in the process of thinking, but to establish a certain goal orientation, collect materials in a targeted manner, and then carry out theoretical proofs to solve practical problems.

To understand the profound content of critical thinking, we need to define three relationships: First, the relationship between critical thinking and intelligence. Although critical thinking is based on human intelligence, it is not the same as intelligence. A person with intellectual disabilities cannot make critical thinking, but a person with high intelligence may not be good at critical thinking. People with high intelligence are only good at reactive thinking, and can't think about problems that require broad insights. The second is the relationship between critical thinking and information. Information cannot replace thinking, and thinking can't replace information. Information is the material of thinking, and thinking is to get more information. Students with professional knowledge do not necessarily have critical thinking skills. The spirit and skills of

critical thinking must be combined with the acquisition of domain knowledge to enhance learning and practice. The third is the relationship between critical thinking and logical thinking. Critical thinking, like any other thinking, must also be logical. Therefore, critical thinking is first of all a kind of logical thinking, which requires inductive reasoning and deductive reasoning. However, critical thinking is higher than logical thinking, paying more attention to the authenticity, accuracy, meaning and value of thinking, and more emphasis on the insight and thinking of thinking. Fossilized logical thinking greatly hampers critical thinking.

4. The Influence of Missing Critical Thinking on English Writing

Although the spirit of innovation and independence has increasingly attracted the attention of the education community, the problem of the lack of critical thinking of students is still serious. On the one hand, the lack of quality of critical thinking has become a "non-critical person". It does not deliberate on certain things and other people's claims. It becomes a total acceptor and becomes a "no problem group". It can't find problems and cannot raise problems. Nor will they actively seek diversified means of solving problems. Students are always obedient to authority, lack of principles, lack of independent thinking and transcendence. On the other hand, the lack of critical thinking skills, contrary to "no criticism", has a strong sense of criticism, but does not have rational and reasonable critical skills. Using extreme attitudes to criticize social unhealthy phenomena, treating foreign thoughts with a repulsive attitude, and drawing conclusions based on impressions and likes and dislikes, fueling social anger. The lack of critical thinking also has an important impact on English writing: First, the argument is not clear enough. The lack of evaluation ability of the discourse makes it difficult for students to clarify the central arguments and points of the article on the basis of comprehensively summarizing the materials already available. Second, the reason is not thorough enough. An argument must be convincing, and the reasoning must be logical, and the argument is said to be convincing. The lack of reasoning ability and evaluation ability of the discourse leads to the students' improper method of expression, and the arguments are insufficient to support the argument. Third, the chapter is not coherent. The lack of reasoning ability and deductive ability leads to students not being able to closely link the central idea when planning the layout of the article. It is impossible to organize the materials organically and cannot maintain a high logic between the argument and the argument. There are widespread problems such as insufficient generalization of arguments, weak logical relevance, and vague conclusions.

5. Critical Thinking Applied to English Writing Teaching Process

The English writing process can be divided into the preparation stage, the writing stage and the feedback stage. Critical thinking has different applications at different stages: First, the preparation stage. Use critical reading to develop students' ideas and bring into play the synergy between reading and writing. Critical reading not only understands the original information, but also uses critical thinking to analyze reason and evaluate, and provide ideas for writing. Teachers carefully select appropriate reading materials for students to read critically, and guide students to judge and evaluate the content of the article, the author's point of view, and writing strategies in the form of group discussions. On the basis of critical reading, critically examine information and form its own views. The second is the writing stage. In the writing phase, teachers design diverse tasks. Analytical writing requires students to analyze the viewpoints and contents of reading materials; creative writing cultivates students' ability of analysis and reasoning, stimulates imagination and creativity. Research writing requires multiple methods to draw research results and cultivate students' reasoning, analysis, evaluation, and research capabilities. Through a series of tasks, help students to clear their writing ideas, weigh various arguments, make choices and judgments, conduct reasonable chapter layout, and enrich the content of the article. The third is the feedback phase. After the writing task is completed, the students should be given critical feedback in a timely manner, because the feedback can work together with the internal factors of the students to promote language development. Guide students to mutual evaluation, evaluate and feedback from the

perspective of language use and content structure, and trigger students' reflection on writing evaluation standards. Teacher evaluations should focus on concentration errors, including language and chapter structure. The student submits the final draft based on the feedback from the teacher. Teachers use online means to interact with students and provide timely feedback on questions that arise during the writing process.

6. Critical Thinking Training Strategies in English Writing Teaching

In the college English writing teaching to cultivate students' critical thinking, many experts and scholars have put forward constructive opinions. Combined with relevant research results, this paper proposes the following training strategies: First, integrate various English writing teaching resources through multiple channels. Expand students' horizons, divergent students' thinking, and create conditions for critical thinking. Guide students to combine the content of teaching materials, connect life experience and social hotspots, stimulate students' interest, accumulate writing materials, conduct research learning and project learning, provide more information sources and opportunities for thinking ability training, and enhance students' thinking level. The second is to guide students to critically examine the article's intentions from a multi-angle perspective. Guide students to use critical thinking to examine the meaning of the article, from the perspective of value and emotion, accurately locate the central idea of the article, and ensure that the article is novel and accurate. The third is to guide students to master the correct use of the article's arguments. Critical thinking requires arguments to be true, objective, typical and comprehensive. The arguments are good at applying data, facts, theories and examples, thus improving the accuracy of the argument, enhancing the persuasiveness of the article, allowing the reader to better understand the content of the article and enhance the authority of the argument, and persuade the arguments support the content of the article more effectively. The fourth is the combination of writing knowledge and cultivating critical thinking skills. Choose topics that are of interest to students, and topics that are relevant to students, and guide students to think about topics and evaluate their opinions, arguments, and presentations. Inspire students to reflect and introduce writing topics. Writing topics should be inspiring, open, and controversial. The fifth is to actively guide students to critical thinking during the teaching process. School creates a good classroom atmosphere and educational environment, designs classroom activities that motivate students, develops students' independent thinking personality and independent analytical judgment, and provides students with the opportunity and atmosphere to develop critical thinking.

7. Conclusion

As a form of written expression, English writing is getting more and more attention. It is a comprehensive reflection of the ability of English language use and a reflection of the degree of English learning. Writing plays an important role in English teaching. It can help students improve the accuracy of using English, expand their English vocabulary, improve their logical thinking and problem-solving skills. At the same time, it can promote reading, listening, speaking and translation. In the process of English writing teaching, cultivating students' critical thinking ability is conducive to the development of innovative thinking ability, which can improve students' comprehensive English literacy and improve their character. In the teaching process, teachers need to dare to break through the traditional teaching concepts, adopt novel and diversified teaching methods, skillfully design classroom teaching tasks, cultivate students' good writing habits, guide students to think deeply, cultivate students' critical thinking, and then promote the comprehensive development of students' comprehensive quality and ability.

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