Research on the Creative Cultivation of Cultural Speculative Ability of College English Teachers Based on Computer Assisted Technology under the Background of Cultural Confidence

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Abstract. English education in our country starts late and is seldom used in daily life, which leads to many problems in English education activities. Generally speaking, in the process of college English teaching, the students' subjectivity is more obvious. However, educators often have the most profound impact on the educated, and the cultural thinking ability of educators also affects the cultural thinking ability of the educated. Therefore, in order to improve the cultural speculative ability of college English teachers, we are cultivating this ability innovatively based on computer-aided technology to lay the foundation for cultural confidence.

Keywords: College English, Teacher, Cultural Speculation, Ability, Computer Assisted Technology

1. Introduction

English education in China starts late and is seldom used in daily life, which leads to many problems in English education activities. Generally speaking, in the process of college English teaching, the students' subjectivity is more obvious. Compared with general lexical and grammatical teaching, teachers pay more attention to lexical and grammatical teaching for students, which actually weakens the function of English teaching. Therefore, in order to give full play to the role of college English teaching, teachers should prepare their lessons carefully to adopt scientific and reasonable means to establish an effective thinking ability training mode, which is conducive to improving the comprehensive quality of students and the teaching quality; at the same time, in order to improve the cultural speculative ability of college English teachers, we should carry on the innovation training to this ability of the university English teachers¹-².

2. Overview of thinking ability
The thinking ability is the critical thinking which we mention in our daily life. The significance of this kind of thinking can be embodied in practice and spirit. If we study the former, we will find that the thinking ability itself mainly includes thinking method and thinking skill. If we analyze the latter, we will find that thinking ability is the personality and attitude of the thinking subject. In most cases, the criticism of thinking itself is more obvious, that is, the independent thinking subject has a relatively high objective evaluation of the thinking object. Therefore, in the process of English teaching, strengthening the cultivation of thinking ability will greatly improve the English level of students and teachers, which is of inestimable value to the long-term development of students.

3. Strategies for developing teachers thinking ability in college English teaching

The strategies of cultivating teachers' thinking ability in College English teaching are shown in figure 1.

![Figure 1](image_url)

**Figure 1.** The strategies of cultivating teachers' thinking ability in College English teaching.

3.1. Change the way of teaching

The traditional college English teaching is teacher-centered and neglects the cultivation of students' initiative, innovative consciousness and creative ability. Teachers should change their ideas, give students the opportunity of dialectical thinking, innovative thinking and questioning, and cultivate students' habit of critical thinking. In this process, the link of asking questions is also a step for speculative thinking. Teachers should realize that training students' thinking and imagination has certain advantages and they should take the initiative to ponder together with students. By comparing the differences between Chinese and western cultures, students and teachers can understand and analyze problems from different angles, so that students' thinking ability can complement each other in the learning process of eastern and western cultures.

3.2. Reform the teaching model

We should adopt the content-teaching model. It combines the language teaching of college English courses with the professional content of students' learning, and on the basis of improving students' English language level, it promotes the learning of students' professional subject knowledge and improves their professional knowledge level. On the basis of the traditional college English course, teachers can set up the knowledge system by offering the quality development course to improve the students' English level. Through the selection of teaching materials, teachers can enrich and construct students' cognitive system, and make college English learning become a meaningful learning activity, thus achieving the goal of college English teaching. The reform of teaching mode makes teachers learn to treat, analyze and deal with problems dialectically in the process of educating students.
3.3. Improve teachers' thinking skills

Teachers should guide students scientifically if they want to cultivate their thinking ability. Therefore, in daily life and teaching, teachers should constantly improve their thinking ability, accurately understand the connotation of thinking ability, and master the methods of thinking ability. Western scholars put forward the process writing method of respecting students' initiative and improving their thinking ability. Therefore, teachers should also optimize the curriculum setting, increase the proportion of English writing, optimize the teaching content, make the teaching content fully improve the students' thinking ability, choose topics that can train students' thinking and improve their ability of thinking, and also enable students to participate in writing actively and find problems on their own. Brainstorming and mind mapping are good activities. When reading students' articles, teachers should also pay attention to the structure and content of students' writing.

3.4. Cultivate students' thinking consciousness

Despite the education sector's efforts to promote quality education, exam-oriented education still has a significant impact on teaching. Students pay attention to how to achieve better learning results while teachers also pay attention to students' vocabulary, grammar and other aspects of learning but ignore the improvement of thinking ability; students also habitually reflect their language organization ability in writing, however, the theme of the article is neglected. So the teacher should create a suitable situation in teaching to improve the students' thinking ability and make them understand that reading, writing and thinking ability are interdependent and mutually reinforcing. From the perspective of English discipline, English writing is an output link. Students' text output is based on reading. Many students have a superficial understanding of reading. They think reading is just understanding new words in a passage and analyzing important and difficult sentences. They rarely analyze the whole article or the ideas of each paragraph. They rarely consider what arguments the authors use to prove their points. In fact, deep reading enables students to analyze articles from a higher angle. Deep reading is an effective way to improve students' thinking ability[3-4].

4. The development of students and teachers' thinking ability under the framework of English proficiency scale in China

English teachers integrate their thinking into college English teaching objectives, which reflects the requirements of the state for social talents in the new era. From the first grade, English teaching should strengthen the cultivation of thinking ability, including the improvement of thinking ability and thinking quality. In the Chinese-English competence scale, teachers can design English thinking teaching activities based on various levels of indicators, which is beneficial to the cultivation of English majors' thinking consciousness and ability, helps them to jump out of the wrong area of exam-oriented education, improves their own skills and human quality. Only in this way can students be competent in their future work and cope with the changing social and international situation.

The scale plays an important role in guiding, adjusting, normalizing and improving the level of English and Chinese, and is beneficial to the implementation of the teaching model of "teaching, learning, evaluation and examination". However, in practice, the scale still needs to be improved and its scientific nature depends on the joint efforts of English teachers, evaluators and learners. The specific teaching mode is shown in figure 2.
5. Conclusion

In China, English education starts late and is seldom used in daily life, which leads to many problems in English education activities. Generally speaking, in the process of college English teaching, the students' subjectivity is more obvious. However, educators often have the most profound impact on the educated, and the cultural thinking ability of educators also affects the cultural thinking ability of the educated. Therefore, in order to improve the cultural speculative ability of college English teachers, based on the continuous improvement of the quality of computer-assisted technology, college teachers can educate more outstanding and speculative college students.

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Figure 2. The design of College English teaching mode.
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