

A Brief Discussion on College English Writing Teaching

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Considering the importance of my country's economic structure and cultivating extroverted talents, it is necessary to improve the level of English writing in college English writing teaching, life, and work. There are still some sudden problems in teaching. In order to improve the English writing level of large-character students, we must work hard to solve the outstanding problems in English writing teaching, so as to improve the accuracy of college English writing.

Keywords: college English, writing teaching, students

At present, almost all colleges and universities in our country have set up English majors, which have cultivated a large number of English professionals and made great contributions to China's economic construction and social development. Most college students have continuous English listening, speaking, reading, writing, and translation abilities strengthen. While affirming the achievements, the author found that there are still some outstanding problems in college English writing teaching.

Problems to Be Solved in College English Writing Teaching

There are many versions of college English writing textbooks, and although different types of colleges avoid generality in the selection of materials, the writers of the textbooks do not fully go into the students' reality, lack the balance of students' English writing level, and are not suitable for students at different levels. Some writing teaching contents are just appendages to the precision textbooks, and the system is not strong. Students cannot learn the essentials, and they are powerless when they really write. Some textbooks still have the inherent content of traditional teaching, which cannot meet the needs of the new situation and cannot reflect the requirements of the new curriculum standards. Most schools lack sample textbooks that adapt to the actual situation of their students. Although the compilation of school textbooks requires a lot of manpower, material resources, and financial resources, it can improve the quality of teaching with half the effort. In addition, in the selection of textbooks, only well-known editors are required, and attention is paid to national standards. Editors, textbook awards, etc., even when selecting textbooks, did not seek professional opinions and directly ordered them according to the above phenomenon, which was out of the actual situation of students.

Once upon a time, English was a popular major. Candidates ignored their own advantages and hobbies when choosing a major, and were influenced by their classmates and parents to fill in the English major. Due to the weak English skills of some students in middle school, they have a special interest in English learning in college. It is the fear of difficulty in English writing. The main reason is that the mastery of English vocabulary is small, and the ability to choose words and sentences and use grammar correctly is generally low. Poor

foundation and lack of interest in learning English have become the biggest bottleneck in improving English writing performance.

Among the dozens of subjects of English majors, English writing class is more difficult, and students' English writing level is uneven. To improve teaching quality in a large area requires all-round cooperation. For students with learning disabilities, the improvement of writing skills requires a lot of effort, which is much more difficult than the improvement of listening, speaking, and reading skills. Students should pay attention to the cultivation of writing skills ideologically. And some students not only do not try to change the status quo, but have the idea of giving up the writing class in fear of difficulties.

There are differences in teaching methods between universities and primary and secondary schools. Therefore, it takes a certain amount of time for students to adapt to the teaching methods of college English writing. Especially in the new teaching material environment, new teaching methods must be used. Students with different levels should choose different teaching methods. The traditional college English teaching only focuses on intensive reading and grammar, and only briefly mentions the writing class. Now, the college English curriculum arranges English writing as an independent course. The content is relatively simple in appearance, but in essence it covers comprehensive. The knowledge points, English vocabulary, grammar, translation, and reading ability are all involved. Only by strengthening various skills and laying a good foundation of language skills can you write high-quality articles; otherwise you will have no writing. Improper teaching methods are also reflected in the fact that teachers fill the classroom with strong theory and lack of vividness, making it more difficult for students with learning difficulties to learn.

The current teaching quality evaluation is measured by the students' academic performance, and the main method is the examination. There are certain drawbacks, which cause students to memorize templates, model essays, and sentence patterns, while ignoring the innovation of viewpoints and fall into the dilemma of passive thinking. Reversing this phenomenon requires a comprehensive and multi-angle change in evaluation methods. It is undeniable that CET-4 and CET-6 have greatly promoted the development of college English teaching. However, in recent years, CET-4 and CET-6 have become a stumbling block for English teaching and have been misused in many ways. Blind comparison: The school evaluates the Grades 4 and 6 together with the teaching performance of teachers. Teachers have to organize teaching according to the exams, let students do a lot of practice questions, and only focus on the pass rates of Grades 4 and 6. CET-4 and CET-6 certificates are linked to students' degree certificates and graduation certificates, resulting in students starting preparations every time before CET-4 and CET-6 exams, not paying attention to the study of specialized courses, affecting students' mastery of English skills, and resulting in narrow knowledge of students.

Suggestions to Solve the Problems

For the problems in college English writing teaching listed above, different schools have universality and particularity, but the methods to solve these problems are the same.

First of all, we must work hard on the compilation of teaching materials. The editors of textbooks should conduct in-depth research, comprehensively and systematically compile English writing textbooks needed by college students, collect examples for students' reference according to the nature of different majors, and follow the requirements of the new curriculum standards. For students to use, there is a space that should be comprehensively selected according to the person and the school. Resolutely put an end to the practice of

taking writing content as an accessory to intensive reading teaching. According to the actual school selection of teaching materials. Colleges and universities, where conditions permit, organize relevant teaching and research personnel to compile school-based teaching materials that are in line with the school's actual situation. Compiling school-based textbooks is more conducive to teaching and research staff to improve teaching level and quality, more conducive to teachers' professional growth, more conducive to the improvement of students' English writing ability, and more conducive to the learning of students with learning difficulties.

According to the actual situation of various colleges and universities, English writing courses are offered to ensure that students can systematically learn writing theory and conduct writing training within a fixed writing time.

English writing class is a subject that gathers English knowledge points. Students must first lay a solid foundation. On the basis of sufficient vocabulary and correct grammar and syntax, students should read more, memorize more, write more, and read a lot of English model essays; they attach great importance to ideologically. English writing class: Fully understand the importance of English writing class; explore the methods of English writing in learning, and constantly summarize in order to improve and improve academic performance; exchange learning experience and learning methods with classmates, so as to learn from each other and help each other; give full play to one's own initiative, creativity in learning methods, and the determination and confidence to overcome learning difficulties. In class, actively cooperate with teachers in teaching, be good at discovering and solving problems, complete homework conscientiously, and correct mistakes in time. For the poor students with poor foundation, we must first build up confidence, start with improving their interest in learning, and fully mobilize their enthusiasm for learning. These students should take the initiative to study more and learn from students with excellent grades. Teachers ask for advice and go to the library and reading room to read materials. Students with excellent learning should set up lofty ideals, move towards higher goals, and help their classmates, care for their classmates, and cooperate with teachers to do a good job in improving the quality of teaching in an all-round way.

If teachers want to break through the problem of English writing, they must work hard on teaching content and teaching methods. First, according to the use of teaching materials mentioned in the above countermeasures, the content of teaching materials suitable for students is selected according to the educational object, and the teaching plan is designed according to their own teaching ideas; secondly, teachers play a leading role in the teaching process, and teachers guide students in writing training. At the same time, it is also necessary to continuously accumulate their own writing knowledge and strengthen their writing ability, so as to better guide students' writing learning and create favorable conditions for students' writing learning. Only by constantly enriching and improving themselves can teachers better serve teaching English writing. Teachers should carefully review students' compositions, and should not be too general to prevent students from discovering existing problems. If necessary, the teacher will also review the student's revised composition.

When teaching the theoretical knowledge points of English composition, teachers should be based on the principle of facing the whole, and should not raise their footing and let students see flowers in the fog. When teaching in English, it should be simple and easy to understand, so that students can hear clearly, remember accurately, and learn. To be refined, in order to have a good teaching effect. Boring and straightforward descriptions will greatly reduce students' interest in learning. Improper teaching methods will cause students to resist teachers. Especially in the face of college students, they require teachers to guide them. They regard

teachers as mentors, so they must adapt to the teaching method. Students' thinking, combined with practical science and using various teaching methods, such as inquiry-based teaching methods, plays a pivotal role in mobilizing students' subjective initiative and cultivating their ability to analyze and solve problems.

While teaching English composition, we should also carry out the cultivation of learning interest and the guidance of struggle goals. This is conducive to students' growth, success, and talent, to the overall improvement of teaching quality, and to teachers' smooth completion of teaching tasks.

Teachers should also think carefully and act on the effectiveness of teaching and links. Effective teaching is the foundation of teachers. The main performance of effective teaching is that the correct rate of classroom questions is higher, the students' homework mistakes are less, and the students' satisfaction in the teaching evaluation forum is higher. In order to truly achieve effective teaching, teachers must be familiar with teaching materials, teaching methods, and students, and strive to make all students accept every lesson taught by teachers.

Various methods can be adopted for teaching evaluation. For example, if the students' English composition is communicated within a certain range and the defendant is rated as an excellent work, it can be considered that the English composition class has reached the standard; the students guided by the teacher who have won the rankings in various competitions should be ranked. Teachers' teaching effect is well recognized and given spiritual and material rewards. Public certification of teachers' teaching and research results can also be recognized as a step forward in professional growth, and should be rewarded and commended. Teaching evaluation method is a comprehensive systematic project, which requires continuous exploration and improvement in practice in order to finally achieve scientific and effective goals.

Conclusion

The improvement of English writing ability is not achieved overnight and requires a gradual process. In order to comprehensively improve the English writing level of college students, it is necessary to correctly face the drawbacks and problems in college English writing teaching. In order to achieve mutual learning in teaching, it also requires close cooperation and joint efforts between teachers, teachers and students. Let us, through the discussion of the above issues, effectively improve the teaching of English writing, promote the development of students' listening, speaking, reading, and writing skills, and comprehensively improve the quality of teaching.

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