

The Teaching Reform of “College Writing” Aiming at Cultivating Ability

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Abstract .“College Writing” is an important professional basic course of Chinese subject, aiming at cultivating students' writing ability. It has always undertaken more expectations on the cultivation of writing ability. Based on the current reform of China's higher education, this paper makes a preliminary exploration of the teaching reform of this course from the aspects of teaching concept, teaching content, teaching method and teaching evaluation, with the aim of improving students' writing ability in the teaching process.

Keywords: “College Writing”; higher education reform; teaching concept; teaching method.

College Writing is one of the important basic courses and practical courses for undergraduate Chinese language and literature majors, aiming at improving students' ability of written communication and expression. However, due to the traditional course positioning and other reasons, this course is marginalized in the actual professional teaching, and the teaching goal is difficult to achieve. The National Standards for the Teaching Quality of Undergraduate Majors in Colleges and Universities issued by the Teaching Steering Committee of Colleges and Universities of the Ministry of Education emphasized the basic and practical characteristics of the course College Writing. Based on this, in-depth thinking on the teaching of this course is an important prerequisite and foundation for building this course into a "golden course". It is an important measure to improve the basic writing ability and core quality of Chinese students. Under the background of higher education reform, this paper makes a preliminary consideration on the teaching reform of College Writing from the following four aspects.

1. change the teaching concept

The basic and highest goal of College Writing course is to promote students' all-round development as the center, to impart basic writing knowledge, and to effectively improve college students' writing ability. However, in the traditional "basic writing" class, there are many problems, resulting in the enthusiasm of both teachers and students are difficult to improve and maintain. First of all, although the traditional writing class also requires students to conduct writing exercises, it still focuses on the teaching of writing theory. Although the necessary writing theory is conducive to students' understanding of the rules and discipline system of writing, the key to the improvement of writing ability comes from a large number of writing training, and from the direct experience and understanding obtained by students in the writing training. The emphasis on the teaching of writing theory makes the writing consciousness of the students who enter the university through the exam-oriented education more dim, and it is difficult to arouse and inspire the subject consciousness of writing clearly and effectively. Students' enthusiasm for writing has not been fully mobilized. Secondly, the class size of "College Writing" course in most universities is too large, the number of students is often more than 40. Such a student size cannot guarantee the timely feedback of classroom writing training, which is not conducive to the two-way communication between students and teachers. The solution of this problem needs the corresponding adjustment and change of the university management department. Third, due to the limited layout of traditional paper media, the promotion of students' creative achievements and the provision of stable creative platforms have not reached the ideal state. It is difficult for excellent students to introduce their works in time, and can not form a benign writing-publishing-criticism mechanism, which is bound

to discourage students' writing enthusiasm and affect the effective improvement of their writing ability. Fourth, the professional status of teachers in College Writing is relatively marginal. In the teaching of College Writing in most colleges and universities, either the teachers specializing in this course have become the minority group in the professional teaching, or the teachers of other professional courses are taking this course part-time. This situation leads to the difficult professional orientation and confused professional direction of the teachers of College Writing course, which affects the further development and improvement of the teachers' professional ability, and further affects the continuous and powerful exploration and reform of the teaching of this course.

In view of the above drawbacks in the traditional teaching of College Writing, under the background of the current national higher education reform, teachers and teaching management departments need to update and adjust the teaching concept to ensure that this course can effectively improve students' writing ability. On the one hand, teachers should re-examine the teaching objectives of college writing courses to determine more scientific teaching content, and arrange reasonable and feasible writing training content on the premise of ensuring the teaching of necessary basic writing knowledge. On the other hand, teachers need to make their teaching and research direction clear and firm, and keep a positive and fresh teaching attitude and a strong spirit of reform. In addition, relevant school administrators should also pay attention to the particularity of this course and provide targeted improvement strategies in terms of teaching scale and style.

2. Update the course content

Reasonable and scientific arrangement of teaching content is the basis and premise of carrying out teaching activities. The teachers of College Writing should first focus on the teaching goal of improving students' writing ability and combine the training program of professional talents to compile an operational writing syllabus. Then, according to the students' acceptance rules and the knowledge system of writing course, the teaching content and writing training system are set up step by step, which fundamentally changes the traditional writing course's tendency of emphasizing theory and neglecting practice. According to the existing teaching experience, the college writing teaching module can be set up as follows: writing general theory, skills and methods, language style, structure and layout, prose writing, novel writing, poetry writing, screenplay writing, writing teaching method and other 12 modules. In the study of each module, it is necessary to lead students to learn basic theoretical knowledge based on their own writing experience, so as to have a conscious awareness of writing activities. Next, targeted writing exercises are carried out, so that students can train and cultivate their systematic and solid writing ability under the guidance of earlier theoretical learning.

In addition to setting the theoretical teaching content according to the basic structure of the writing discipline, teaching can also be carried out according to different topics, so as to promote the learning of writing knowledge and the training and mastery of writing skills. Different arrangement methods have their own advantages and disadvantages, which need to be adjusted by teachers according to the actual acceptance of students.

3. Adjust teaching methods

3.1 Combine embodied cognition theory to enhance the training of students' body perception ability

Writing ability, as a kind of expression ability, requires students to grasp the original expression impulse. According to the embodied cognition theory in cognitive psychology, the body is an important channel for the subject to perceive and obtain information. In writing teaching, teachers can use the embodied nature of information acquisition to awaken the senses of students' eyes, nose,

mouth, ears, skin and other features, so that they can obtain intuitive and first-hand expression appeals, and then appeal to the pen, so that the words under their pen have the power of life.

3.2 Inspire aesthetic perception through reading and sharing

Writing ability belongs to the ability to export knowledge and ideas. In order to make an effective output, you need to make a high-quality input first. Through selective reading training, students can improve their language perception ability and aesthetic criticism ability, and then cultivate their thinking ability to analyze and solve problems. In the implementation process of reading sharing, students can first be guided to understand and grasp their own reading orientation, care for their reading intuition, so that they can find the classic works that they are interested in and can go deeper as soon as possible, and then carry out radiation and spread reading from point to point. The books of literature, history and philosophy and other social disciplines are extended to the field of natural science, so as to enhance students' aesthetic perception ability, enrich students' life experience, and stimulate their internal impulse of writing expression.

3.3 Conduct effective communication and feedback through exercise evaluation

According to the principles of information reception and feedback in the teaching process, teaching without feedback will frustrate students' enthusiasm for learning. For the practical college writing course, timely feedback evaluation of students' writing is particularly important. This requires teachers to evaluate and feedback students' writing in time after each writing training. In the process of evaluation, affirmation and encouragement should be given priority. Teachers should be keen to find the bright spots in students' works, select the more excellent places, from the perspective of emotion, thought and writing concept for detailed excavation, appreciation, and vivid comments on them. On the one hand, it can effectively improve students' cognition of their own writing status, and on the other hand, it can make the writing teaching class friendly and interesting.

3.4 Expand the promotion platform for excellent works to stimulate students' enthusiasm for writing

Text creation has strong sociality, and the texts created by students can only be transformed into works with independent existence value through communication. The reader's reading of the work can bring satisfaction to the writing subject after the realization of self-value. In the era of traditional paper media, the publication of articles needs a relatively high threshold. With the emergence and promotion of new media such as blogs, micro-blogs and WeChat public accounts, more works can more easily enter the communication channels for more readers to read and accept. College writing teachers can make full use of students' great ability and thirst for information, and encourage students to set up their own work promotion platforms that meet their age characteristics and knowledge structure. On the one hand, it exercises students' ability of reviewing and editing, on the other hand, it is more convenient to promote students' excellent works. Over time, a group of writing enthusiasts will be formed around the promotion platform, which will infect a larger number of students to write, and even promote the reading and writing atmosphere of the whole school and change the campus culture.

3.5 Carry out the second class to broaden students' horizons

In order to better consolidate the effect of students' writing training, teachers can lead students to carry out rich second class activities and cultivate their broad horizons. For example, creative competitions can be held regularly, which can not only stimulate the enthusiasm of students, but also mobilize the cultural atmosphere of the school and enrich the campus cultural life of students. Famous writers and scholars can also be invited to the school to hold high-level lecture exchange activities, so that students can get in close contact with the "celebrity" in their minds, and stimulate their enthusiasm for creation. At the same time, the school can cooperate with the cultural units in the society, so that students with good writing ability can practice in the cooperative units, so that

they can experience the current situation of talent needs in the current society, and can more directly mobilize the enthusiasm of students in writing.

4. enrich teaching evaluation

Reasonable and scientific teaching evaluation system can effectively stimulate students' learning enthusiasm. The traditional examination method of college writing course is mostly examination, which is difficult to reflect the training situation of students at ordinary times, and is not in line with the teaching goal of College Writing course. According to the subject orientation and teaching objectives of the course, it is possible to assess students in the whole process of examination, from the aspects of reading sharing, exercise training, exercise evaluation and promotion, so as to mobilize students' awareness of participation in the usual learning process. The reading sharing can see the difference in students' appreciation and acceptance ability, and the exercise training can distinguish the level of students' exercise consciousness, which can motivate students with more exercise promotion, including students' participation in the second class can be counted as the content of assessment. Process examination can avoid the drawbacks brought about by the test system, so that students can develop active awareness of learning and training in daily life, so as to obtain conscious writing habits, and lay a good foundation for the improvement of writing ability. At the same time, the process examination also facilitates teachers to know the writing status of students at any time, so as to carry out timely communication and guidance.

College Writing, as a basic course for Chinese students, is more practical than other professional courses. Under the requirements of the current higher education reform, teachers of this course should pay full attention to the important position of College Writing course in the cultivation of students' ability, and actively explore a new writing teaching system, so as to effectively improve the writing ability of college students and contribute to the cultivation of high-quality college students.

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