

Research Based on the Application of Process Teaching Method in the English Writing Teaching of English Majors

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Abstract: Under the educational reform, the application of the process teaching method instead of the result teaching method has become an inevitable choice for English teachers in developing English writing teaching. To this end, based on explaining the theoretical connotation and characteristics of process teaching method, this paper explores the specific application of process teaching method in English writing teaching, clarifies the problems existing in process teaching method in English writing course, and discusses the teaching inspiration of process teaching, I hope to provide valuable reference for English teachers.

Students' English writing ability directly reflects their English thinking ability and comprehensive English application ability [1]. Writing teaching, as an important component of the teaching system of English majors, has received increasing attention from teachers in the context of teaching reform. Under the traditional result writing teaching mode, teachers occupy the main body of writing teaching, students are extremely passive, and they lack writing enthusiasm for writing. In order to effectively break through the limitations of result-based teaching methods, more and more English major teachers have begun to explore specific ways of applying process teaching methods to help students construct a writing knowledge system, strengthen students' writing ability, and expand students' comprehensive quality.

I. Overview of Process Pedagogy

(1) Analysis of the Theoretical Connotation of Process Teaching Method

Process teaching method is an innovative writing teaching method compared with result teaching method. Its most prominent difference from result teaching method is that process teaching method pays more attention to students' writing process. It is regarded as a process of vivid interaction between teachers and students, students and students [2]. The process teaching method breaks through the traditional writing teaching model with teachers as the main body and attaches importance to the role of students' writing learning. Specifically, under the process teaching method, students' writing mainly includes four steps: conception, first draft, modification, finalization. In these four steps, students occupy a dominant position.

(2) Analysis of the Characteristics of Process Teaching Method

The process teaching method mainly has the following three characteristics: (1) processivity. When applying process teaching method to start writing, teachers pay more attention to students' writing process than to students' writing results; (2) student subjectivity. Under the process teaching method, teachers attach great importance to mobilizing students' initiative, and to promote students to actively develop writing activities; (3) interactivity. Under the process teaching method, teachers and students, students and students will have a lively exchange and discussion on specific writing topics, the exchanges and communication increase, and the writing classroom atmosphere is very active.

II. The Specific Application of Process Teaching Method in the Writing Teaching of English Majors

(1) Teaching Basic Writing Knowledge Using Process Teaching

Before the students formally begin writing in English, teachers can apply process teaching methods to make boring writing theory teaching vivid and interesting, mobilize students to participate in writing activities with active emotions, and help students master the essentials for efficient English writing. The essence of common-sense English writing theory and specific English writing skills, so as to form a solid writing foundation and ensure that their writing practice activities have sufficient knowledge reserves. The application of process teaching method in the process of imparting basic writing knowledge is mainly based on the recognition that "language input is the basis of language output", which is consistent with the law of language learning. At this stage, teachers can use multimedia to create situations to stimulate students' enthusiasm for writing, and help students complete the first step of writing under process teaching method-idea.

For example, when teaching the writing theme of "Persuading by Argument", teachers can use multimedia to play a scene of a debate game for students (preferably choose a debate theme that matches the personality and interests of students) to complete the "How to persuade others by argument?" (how to use arguments to persuade others), and then give students 2-3 minutes to allow students to think independently about this topic, and will be related to this topic through thinking. The English vocabulary and English sentence patterns are written on it. Then the teacher organizes students to conduct group discussions to allow students to integrate their views through group discussions. Then each group sends a representative to report on the results of the discussion. And supplement the students' knowledge of English writing related to the topic of essay discussion. After that, the teacher uses English multimedia to create situations for students to effectively persuade others, and let students combine the discussion results obtained at the concept stage to develop a writing outline.

(2) The Use of Process Teaching Method to Strengthen Students' Writing Ability

English writing teaching focuses on strengthening students' writing ability. How to achieve practical improvement of students' writing ability through the application of process teaching method is a key problem that teachers must solve when applying process teaching method to English writing teaching [3]. To this end, teachers should help students clarify the basic steps of English writing, and strive to promote the understanding of the importance of drafting and iterative revision, so that students can truly "scrutinize words and sentences" in English writing, and effectively improve students' English expression accuracy and authenticity. For this reason, teachers can consciously introduce synonymous expressions to students when teaching vocabulary and writing sentences, and lead students to appreciate the richness and diversity of English writing language, so that students can have a clear definition when they modify their writing. Direction. In this way, teachers will make students the subject of English composition modification, and change the situation of students relying too much on teachers' composition modification opinions. For example, teachers can introduce the advanced replacement vocabulary of "Very xxx" to students: "very noise" can be replaced with "deafening", "very often" can be replaced with "frequently", "very old" can be replaced with "ancient", and so on, Guide students to apply these advanced vocabularies that can be replaced synonymously to polish their English composition, so as to effectively strengthen the English writing ability.

(3) Apply the Process Teaching Method to Expand the Comprehensive Quality of Students

"Knowledge-Competence-Quality" is the three-dimensional goal of English writing teaching. These three objectives are inseparable and together constitute the overall activity of English writing teaching [4]. In addition to teaching English writing and strengthening students' English writing ability, process teaching method can also be effectively used to expand the comprehensive quality of students. This is exactly the mission that process teaching method must bear in English writing teaching. To this end, teachers can design theme inquiry activities to guide students to actively start a comprehensive discussion on the topic of English writing.

For example, when teaching writing on the topic of "Environment Protection", in addition to

teaching English writing knowledge and strengthening English writing ability in accordance with the teaching method of the process, teachers can also design thematic inquiry activities to guide students to use extracurricular time, independently collect and organize various forms of information such as English text materials, video materials and graphic materials related to environmental protection, form inquiry conclusions through group discussions, and use English to express the conclusions of the group and report the results. Through such activities, teachers can effectively improve students' ability to explore and practice and their awareness of ecological environment protection, so as to achieve the goal of educating people to expand their comprehensive qualities.

III. Analysis of the Problems in the Process Teaching Method in English Writing Course

(1) In Terms of Classroom Teaching

Reducing students to the main body of English writing classroom is the key to the effective application of process teaching methods in English writing teaching [5]. However, many English major teachers currently fail to fully realize this, and although they have increased the emphasis on the series of student writing ideas, drafting drafts, writing revisions, and finalizing the writing process, they have not fully addressed the main body of students. Motivated by initiative, one-way indoctrination is still used to carry out English teaching. Therefore, it cannot effectively mobilize students' English writing enthusiasm, and cannot effectively deal with students' low writing interest and writing attitude.

(2) The Content of Classroom Teaching

Using process teaching method to develop English writing teaching, teachers must not limit the teaching content of writing to the established writing materials, otherwise it will not be able to effectively promote students to actively modify the composition and explore the English theme. However, many current English teachers fail to consciously expand and supplement the teaching content when they begin writing teaching. Instead, they simply adopt the practice of re-reading the content of teaching materials, which leads to a lack of innovation in English writing classrooms.

(3) Classroom Teaching Evaluation

Teachers should also adopt scientific and effective evaluation methods to give students a comprehensive evaluation when applying process teaching method to English writing teaching. However, the current teachers' evaluation of writing is mainly based on the students' writing achievements, failing to reflect the importance they attach to the students' writing learning process, so it is difficult to improve students' writing enthusiasm and self-confidence. At the same time, because the evaluation method is mainly a writing test, and the content of the test is relatively limited, the evaluation often cannot reflect the students' true English writing level.

IV. The Teaching Inspiration of Process Teaching Method

The application of the process-based teaching method to the teaching of writing for English majors has the following implications: (1) attach importance to the role of students' writing subjects and truly restore students to writing subjects; (2) expand the teaching content of writing and enrich students' language input. Help students to form a more complete writing knowledge reserve and expand students' English writing horizons; (3) Emphasize the evaluation of students' writing learning from multiple perspectives, establish a multi-standard evaluation system for writing learning, and pay attention to students' writing learning attitude and writing. The progress made in this field attaches importance to the application of motivational evaluation to enhance students' self-confidence and sense of achievement in applied writing.

Conclusion:

In a word, based on the important value of process teaching method in giving play to the role of students 'writing learning and cultivating students' English writing interest and writing habits, teachers should fully understand the theoretical connotation and characteristics of process teaching method, grasp the application of process teaching method to teach basic writing knowledge, Scientific strategies to strengthen students 'writing ability and expand students' comprehensive quality, and correctly deal with classroom teaching form problems, content problems and teaching evaluation problems when applying process teaching method, so as to maximize the positive effect of process teaching method on English writing teaching enhancement.

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