
Original Research Article

Construction of Basic Writing Course for English Majors

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Abstract: Basic writing teaching for English majors in universities is an important way to cultivate students' English thinking and language organization abilities. Improving the quality of writing teaching can enable students to learn more English communication skills and lay a solid foundation for their future employment. However, in order to improve the quality of basic writing teaching in English majors in universities, teachers need to explore effective teaching plans, and develop writing tasks and plans based on students' personalized differences, in order to stimulate students' enthusiasm for writing, build effective classrooms for English writing in universities, promote students' thinking development, language organization ability improvement, etc. in basic writing teaching, and construct a university English basic writing course based on core competencies. The following article will study the effective methods of teaching basic writing courses for English majors in universities.

Keywords: English major; Basic writing; Curriculum development; Research on ideas

1. Introduction

The reform of basic writing courses in college English is a manifestation of promoting the reform of college English teaching, and it is also an important way to implement the requirements of the new curriculum standards. Writing teaching is an indispensable part of college English teaching, and its teaching quality directly affects the overall quality of college English teaching. Through the reform of college English writing teaching, it can promote the reform of college English teaching as a whole, explore new teaching methods to stimulate students' enthusiasm for participating in English learning, cultivate good writing habits for students, and create a good environment for building a reading writing combined teaching mode, so that students can flexibly apply English to writing in their future learning and life.

2. The Necessity of Constructing Basic Writing Courses for English Majors

2.1. It is a Reflection of Implementing the Teaching Requirements of the New Curriculum Standards

The construction of urgent and writing courses in college English teaching can implement the teaching requirements proposed by the new curriculum standard, because the new curriculum standard puts modern teaching English students as the main body, attaches importance to cultivating students' good study habits, and designs teaching based on stimulating students' interest in learning. College English teaching, as an important component of the teaching system, should naturally implement the teaching requirements proposed by the new curriculum standard. Just like in the teaching of basic writing in English majors, the reform of writing teaching can enhance students' enthusiasm for writing, enable them to organize language and accumulate more knowledge in writing, and improve their English language organization and expression abilities. In addition, when teaching English basic writing, teachers will take into account students' personalized differences, such as designing writing tasks with different levels of difficulty, or requiring students to read different English articles to accumulate

writing materials, etc. These teaching methods highlight the students' subjectivity in teaching and implement the teaching requirements proposed by the new curriculum standards. Therefore, the construction of basic writing courses for English majors has a strong necessity to establish a student-centered writing teaching model.

2.2. Effectively Promoted Innovation and Reform in English Teaching in Universities

With the deepening of education reform and changes in teaching methods, the traditional English teaching model in universities can no longer meet the learning needs of today's students. To stimulate students' interest in learning and improve teaching quality, innovative teaching methods are necessary. For example, in the teaching of basic English writing in universities, teaching innovation and reform are promoted through the construction of basic writing courses. For example, teachers attach importance to the development of practical teaching during the construction of basic writing courses, allowing students to accumulate rich writing materials through practical teaching, or creating relevant scenarios to promote the construction of basic writing courses, etc. In this teaching method, every student can participate in learning, innovating the teaching plan of basic writing and changing the single way in the traditional writing teaching mode. In addition, the reform of English writing teaching in universities is an important way to improve teaching quality. By increasing teacher-student interaction and promoting mutual understanding between teachers and students through basic writing courses, future teaching design can improve teaching targeting, enabling every student to enhance their writing ability and improve their English communication skills during the writing process. Building an English classroom with core competencies reflects the necessity of constructing English basic writing courses in universities.

2.3. Satisfied the Personalized Learning Needs of Students

Each student has different abilities in mastering basic English knowledge, so there are significant differences in the process of writing. To improve the quality of writing teaching, teachers must innovate teaching methods, just like in the construction of efficient English major basic writing courses. In this process, teachers will pay more attention to students, comprehensively understand them, and develop targeted writing teaching tasks based on their individual differences. In addition, when evaluating students' writing content, teachers will consider personalized differences among students, such as their use of English words, mastery of grammar, and classroom learning status. Through multiple perspectives, teachers will evaluate and optimize the teaching methods of basic writing courses, highlight the students' subject status, and formulate basic writing tasks, so that students can effectively carry out writing, actively participate in writing, easily complete writing tasks, and develop good writing habits, highlighting the necessity of building basic writing courses in universities.

3. Notes to be Taken Into Account in the Construction of Basic English Writing Courses in Universities

3.1. Pay Attention to Actively Interacting with Students

Exploration of Basic Writing Courses for English Majors in Colleges and Universities: Teachers should pay attention to some matters, such as increasing interaction with students during the construction of basic writing courses, and understanding students' writing ideas, basic knowledge mastery abilities, and other information through interaction. This way, when formulating teaching plans, these information can be combined to enhance the pertinence of writing course construction. For example, when explaining writing content at the beginning of a writing course, teachers can increase interaction with students through questioning, or have students

discuss writing content in groups to increase interaction with students. By listening to students' opinions and explanations, teachers can understand students through these contents. When clarifying writing tasks later, teachers can develop writing teaching plans that meet the personalized needs of students based on their individual differences, so that basic writing courses highlight the subject status of students and meet their personalized learning needs. In addition, during the interaction with students, teachers can also express their own views and opinions, explain writing ideas and techniques, and subtly promote the construction of basic writing courses in college English, expand students' writing ideas, stimulate their writing enthusiasm, and achieve reform and innovation in college English teaching.

3.2. Develop Targeted Writing Tasks

Developing targeted writing tasks that enable students to quickly enter a writing state is also an issue that teachers need to pay attention to in the construction of English basic writing courses in universities. For example, in the construction of basic writing courses, teachers should combine students' personalized differences and set writing tasks with different levels of difficulty. For students with strong writing abilities, the difficulty can be increased, while for students with poor writing abilities, teachers can set simple writing tasks to avoid the single content hitting the enthusiasm of some students in writing, so that every student can participate in writing, improve writing experience, and enhance language organization and expression abilities. Especially after the increase in teacher-student interaction, teachers can comprehensively understand students through teacher-student interaction and communication. This way, in the subsequent teaching design, teachers can combine students' personalized differences to develop targeted writing tasks, implement the teaching requirements proposed by the new curriculum standards, and carry out the construction of basic English writing courses in universities. So college English teachers should also pay attention to the design of personalized and targeted writing teaching tasks.

3.3. Emphasize the Effective Implementation of Practical Teaching

Writing is a teaching method with strong practicality and exploration. Through practice, it can inspire students' writing inspiration, enrich their writing materials, and stimulate their enthusiasm for participating in writing. Therefore, in the construction of basic writing courses for English majors in universities, teachers should attach importance to the development of practical teaching, which is also a matter that English teachers in universities need to pay attention to. For example, in the design of English writing teaching in universities, teachers can organize students to carry out practical activities, stimulate students' writing inspiration through various forms of activities such as games, volunteers, and visits to educational bases, so that students can actively participate in writing, enhance their writing experience, create a strong writing environment, and promote the construction and development of basic writing courses in English majors in universities. In addition, practical activities are a popular activity among students, and conducting writing teaching through interactive practice is in line with students' personality traits, achieving student-centered teaching of basic English writing in universities.

4. Methods for the Construction of Basic Writing Courses for English Majors in Colleges and Universities

4.1. Accumulate English Vocabulary and Learn English Grammar in Daily Teaching

In the construction of college English basic writing courses, it is necessary to guide students to accumulate rich English grammar and vocabulary, so that they can have rich content when writing, thereby improving their

writing ability, reducing their writing pressure, and unconsciously cultivating good writing habits. Therefore, in daily teaching of college English, teachers should encourage students to accumulate rich writing materials, so that they can master more words, learn more grammar, have sufficient content when writing, improve writing quality, optimize college English basic writing plans, and promote the reform of college English basic writing teaching. For example, in daily English teaching, teachers can guide students to accumulate more words, record unfamiliar words, or guide students to accumulate English grammar when explaining English grammar. At the same time, teachers can use these grammar to make sentences and improve students' grasp of grammar. Additionally, teachers should guide students to extract beautiful English sentences to enrich their English word accumulation and grammar accumulation. When writing, teachers can provide rich content and improve students' writing and language organization abilities. In addition, writing comes from life, so high-quality writing requires teachers to guide students to accumulate writing materials in their daily lives, so that students can flexibly use these materials when writing, and combine them with their own life and learning content to carry out writing, reduce the difficulty of students' writing while improving the quality of writing, cultivate students' English language organization and expression abilities in writing, and build a college English writing classroom under core literacy.

4.2. Expand Reading Resources to Provide Rich Materials for Writing

Expand reading resources, allow students to read more English articles, enrich their knowledge accumulation, so that students can have more content and improve their writing ability when writing. Therefore, in the construction of English basic writing courses in universities, teachers should not only lead students to read English articles in textbooks, but also expand reading resources by combining the content in textbooks. For example, when conducting English teaching in universities, teachers can lead students to read the content of the textbook in a modern way, so that students have a deep understanding of the articles in the textbook. After the grammar students have completed it, teachers can then combine the articles in the textbook to expand teaching, such as collecting reading materials related to the articles in the textbook, or allowing students to choose their favorite reading content to read in the classroom, etc. This can provide students with rich reading resources, allowing them to find the content they are interested in among the rich reading resources, while accumulating English words, grammar, learning writing skills and ideas in the rich reading resources. Afterwards, teachers can allow students to imitate and continue writing based on the articles they have read, so that students can expand their thinking and ideas on the basis of the original text, and carry out effective writing, achieving the goal of improving the quality of writing teaching, enhancing students' writing ability, and enriching their knowledge accumulation. This will promote the construction and innovation of college English basic writing courses, change the traditional single teaching method and the problem of students' lack of writing materials in college English basic writing teaching, and improve students' language ability in writing to build core literacy classrooms.

4.3. Organize Practical Activities to Stimulate Students' Interest in Writing

Organize practical activities to stimulate students' writing inspiration, enhance their interest in writing, create a strong writing environment, and establish a new model for college English basic writing courses. In addition, accumulating writing materials through practical activities can give students a deeper understanding, which can improve their writing ability and enrich the content of the article. This effectively enhances students' language organization and expression abilities, and builds a college English writing course under core literacy. For example, when conducting English writing classes, teachers can organize students to engage in practical

activities and accumulate writing materials through interactive practice. For example, students can be organized to play games, participate in volunteer activities in society, and accumulate writing materials through these activities. At the end of the activity, teachers can ask students to write about their feelings and opinions about the activity. This process is not only the process of students' writing, but also the process of cultivating their writing ability. Compared with traditional college English basic writing courses, practical writing activities can stimulate students' interest in learning, allow them to gain more joy in practical activities, and thus love writing, actively participate in writing, and cultivate good habits in writing. In addition, practical activities have created a good environment for teacher-student interaction, so teachers and students can better understand each other during practical activities, laying a foundation for teachers to carry out targeted writing teaching in the future and enabling college English basic writing courses

4.4. Design Writing Tasks with Different Levels of Difficulty to Meet Students' Personalized Needs

Design learning tasks with different levels of difficulty to meet students' personalized learning needs and enable every student to participate in writing. Therefore, in English writing teaching in universities, teachers should attach importance to the construction of a hierarchical writing teaching model, design learning tasks with different levels of difficulty so that every student can participate in writing, and cultivate good writing habits in students. For example, when conducting English writing teaching in universities, teachers can design difficult writing tasks for students with strong learning abilities, requiring them to use recently learned English words and grammar for writing, cultivating students' language organization and expression abilities while consolidating the application of words and grammar. Alternatively, for students with weaker writing abilities, teachers can reduce the difficulty of writing instruction, such as requiring students to engage in imitation and continuation writing based on the content of the article, so that students can write in conjunction with the article they have read. This writing teaching method can reduce students' writing pressure, help stimulate their enthusiasm for writing, cultivate good writing habits, and highlight students' subjectivity in writing instruction. In addition, after a period of teaching, teachers can adjust their writing plans because students' learning ability and mastery of basic knowledge will change over time. Regularly adjusting writing tasks can meet students' personalized learning needs, allowing every student to participate in writing, promoting the construction and optimization of basic writing courses for English majors in universities, and highlighting students' dominant position in English teaching.

4.5. Explaining Writing Skills to Improve Students' Language Organization and Expression Abilities

Explaining and analyzing writing techniques enables students to learn more writing methods and skills, and flexibly apply them in writing, thereby improving their writing ability. Therefore, when constructing English writing courses in universities, teachers should attach importance to explaining writing skills, so that students can master the ideas and methods of writing and use them flexibly in writing. For example, when conducting college English writing, teachers can explain the grammar usage and vocabulary in sample essays, so that students can master the characteristics of vocabulary and grammar usage. They can also organize writing exercises in the classroom to help students master these grammar and vocabulary. In future writing courses, teachers can encourage students to use these grammar and vocabulary to make the content of the article more beautiful and improve their writing skills. In addition, writing is a reflection of students' language expression, so improving students' writing skills is also an important way to enhance their language expression skills, achieving the cultivation of students' language organization and expression abilities, and building a university English teaching

based on core competencies. In addition, teachers should also pay attention to the explanation of grammar and vocabulary in daily English teaching, because the learning of grammar and vocabulary requires guiding students to accumulate knowledge in daily teaching. Therefore, teachers should analyze the skills of using vocabulary and grammar in daily teaching, so that students can master and learn the use and application of grammar, and flexibly use vocabulary and grammar when writing.

4.6. Conducting Targeted Evaluations to Stimulate Students' Enthusiasm for Writing

Carry out targeted teaching evaluations, stimulate students' enthusiasm for participating in writing, and optimize college English basic writing courses in the evaluation. Therefore, in college English teaching, teachers should attach importance to the development of targeted evaluation, give students evaluations based on their personalized differences, or build an integrated model of "teaching evaluation" to carry out teaching evaluations, making teaching evaluations more targeted, meeting students' personalized needs, and achieving innovation and reform in college English teaching. For example, when conducting basic English writing courses in universities, teachers should evaluate the content of students' writing and take into account their individual differences, such as their ability to master basic knowledge, English language organization and expression skills, in order to provide students with a more comprehensive evaluation. In addition, teachers should give students more opportunities to speak up, so that they can express their writing feelings and problems in their speeches. In future teaching designs, this can improve the pertinence and achieve high-quality development of basic English writing teaching in universities. Every student can participate in writing courses to develop good writing habits, implement the teaching requirements proposed by the new curriculum standards, and build a core literacy based English writing teaching in universities.

5. Conclusion

In short, the construction of basic writing courses for English majors meets the personalized learning needs of students, stimulates their enthusiasm for writing, and cultivates their good writing habits. Therefore, teachers in college English teaching should attach importance to innovation in writing teaching, carry out college English writing teaching with new ideas, new methods, and new concepts, so that every student can participate in writing, develop good writing habits, improve language organization and expression abilities, and enable students to flexibly use English for communication, achieving the teaching goal of applying what they have learned, and implementing college English classrooms under the background of the new curriculum standards.

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