

A Study on Senior High School English Reading Teaching Pointing to the Cultivation of Thinking Quality

Shan Xue

Taiyuan Normal University Shanxi Province 030619

Abstract: *The English Curriculum Standards* (2017 edition) for the first time clearly listed the quality of thinking as one of the core competencies of the discipline. However, the current problem facing high school English teaching is how to effectively cultivate students' quality of thinking. Therefore, teachers need to actively implement the cultivation of core competence, strive to combine English reading teaching and the cultivation of thinking quality, and cultivate the thinking quality of students through English reading teaching.

Keywords : Senior high school; English reading teaching; Thinking quality

1. Background of the Research

High school students are in a critical period of life development. Cultivating good thinking quality is very important for their all-round development. The English curriculum standard for senior high schools (revised in 2020) puts forward the specific objectives of cultivating students' thinking quality: to be able to distinguish specific phenomena in language and culture, sort out and summarize information, construct new concepts, analyze and infer the logic of information, correctly judge various ideas, creatively express their views, and have the awareness of multiple thinking and the ability of innovative thinking. Therefore, it is urgent to cultivate thinking quality in senior high school English teaching. However, at present, English teaching ignores the value of subject education and lacks the training of students' thinking quality, especially in the cultivation of thinking quality in English Reading Teaching in senior high school. In addition, many English teachers are guided by exam oriented education in reading teaching. They only focus on explaining English language knowledge, ignore helping students understand the deep meaning of the article, and have less interpretation of the deep information. In particular, some teachers are unclear about the specific activities of the cultivation of thinking quality in reading teaching activities, and how to implement the cultivation of thinking quality in teaching is not clear. Such reading teaching will be contrary to the concept advocated in the new curriculum standard. Specifically, the above reasons lead to students' difficulties in reading comprehension. Based on this, it is necessary to explore effective strategies of thinking quality training in senior high school English reading teaching.

2. Research on thinking quality at home and abroad

In the early 1950s, some foreign researchers have begun to explore the quality of thinking. Based on the three-dimensional framework of intelligence of thinking, J.P. Guilford (1950), an American Psychological researcher. He focused on the cultivation of thinking quality, and pointed out that divergent thinking is the core of creative thinking. In 1956, Smirnov emphasized the personality quality of thinking and pointed out that the personality quality of thinking includes depth and breadth, order and agility, independence and flexibility. In 1979, he pointed out that wisdom quality plays a decisive role in personality thinking quality, and expounded that thinking quality involves many aspects, such as thirst for knowledge, depth of consciousness, critical thinking, flexibility and logic of wisdom. Subsequently, Kruejtsky (1984) proposed that there are differences in people's thinking activities, which are embodied in a variety of thinking qualities.

Many domestic scholars also have relevant research on thinking quality. Professor Zhu Zhixian and Professor Lin Chongde (1984) proposed that thinking quality is the expression of intellectual characteristics in individual thinking activities. Shao Zhifang (2001) believes that thinking quality consists of the following aspects: deep thinking, open thinking, accurate thinking and flexible thinking. In recent years, some scholars have added the meaning of thinking quality. They believe that thinking quality includes not only intellectual factors, but also non intellectual factors. According to the English curriculum standard for senior high schools (revised 2020), thinking quality refers to the ability and level of thinking in terms of logic, criticism and innovation. Although scholars hold different opinions on the discussion of thinking quality, they are all in the high-level cognitive activity of measuring and judging thinking quality.

3. Teaching strategies of English reading in senior high school pointing to the cultivation of thinking quality

Copyright © 2021 Shan Xue

doi: 10.18282/l-e.v10i5.2709

This is an open-access article distributed under the terms of the Creative Commons Attribution Non-Commercial License

(<http://creativecommons.org/licenses/by-nc/4.0/>), which permits unrestricted non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

3.1 Pay attention to the value of education and “learner centered”

“Learner centered” and ensuring students’ active and effective participation in the classroom are the premise and basis for improving students’ thinking quality in English reading teaching. The creation of thinking classroom must first be “learning centered”. The starting point of teaching design is for students’ learning, not teachers’ teaching. Secondly, teachers need to “let students learn”, that is, let students have more discourse power, so as to change the phenomenon that students are “studied”, “thought” and “interactive” under the “leadership” of teachers. Finally, teachers need to respect students’ thinking achievements and enhance students’ self-confidence and initiative.

3.2 Optimize the design of English teaching activities and cultivate the quality of thinking

Teaching design should be “learner centered”, based on students’ experience, students’ thinking and students’ needs, so that students want to learn, learn and learn well. Teachers should first interpret the text in depth. Text interpretation generally includes title, author, style, structure, semantics, language and strategy. Secondly, teachers consciously explain the content graphically in the process of reading teaching. Thirdly, teachers need to design hierarchical and systematic problem chains, that is, create problem situations. Classroom questioning must be carried out from outside to inside, from simple to deep. Teachers should pay attention to the relevance and logic of questions and topics, and help students develop their thinking ability of combing, constructing, distinguishing, analyzing, judging and evaluating. Fourthly, teachers need to create activity situations in reading teaching. Exploratory and discovery activities in the task context should be designed for students.

4. Conclusion

The cultivation of thinking quality needs a long-term process. Teachers need to help students build their thinking mode with the help of strategies and spend a lot of time to gradually cultivate students’ ability of independent thinking. Cultivating the thinking quality of senior high school students not only meets the requirements of the new curriculum standard, but also the inevitable result of promoting quality education in China.

References:

-
- [1] Akkava, N. The relationship between teachers candidates’ critical thinking skill and their use of reading strategies [J]. *Procedia-Social and Behavioral Sciences*, 2012(47), 797-801.
 - [2] Cheng Xiaotang, Zhao Siqi. The essence of the core literacy of the English discipline [J]. *curriculum. teaching material. ParLaw*, 2016,36 (05): 79-86.
 - [3] Fu Jing. Research on Secondary School English Reading Teaching Focusing on student thinking quality training [J]. *Teacher Education Forum*, 2018,31 (12): 54-57.
 - [4] Gao Honggang. Characterization and countermeasures of “speculative absence” in English reading teaching [J]. *Teaching and Management*, 2020 (21): 102-104.
 - [5] Ge Bingfang, Hong Li. English Reading Teaching Research Pointing to Thinking Quality Improvement [J]. *curriculum. teaching material. Pararia*, 2018,38 (11): 110-115.
 - [6] Guo Baosheng, Zhang and Zhong. Cultivation of thinking ability in the English discipline [J]. *curriculum. teaching material. ParLaw*, 2017,37 (02): 80-86.
 - [7] Hu Mingzhu. Design of English Reading Teaching in High School under Thinking Quality Objective [J]. *Teaching and Management*, 2018 (36): 108-110.
 - [8] Liu moral. Talk about the thinking quality of English discipline literacy [J]. *curriculum. teaching material. Pararia*, 2018 (08).
 - [9] Li Mingyuan, Zhao Qian. Questions on junior high school English reading teaching focusing on thinking quality [J]. *Teaching and Management*, 2020 (31): 65-67.
 - [10] Liu Huiyi. High school English reading teaching focusing on thinking quality cultivation [J]. *Teaching Management and Education Research*, 2019,4 (03): 64-65.
 - [11] Medeming, Wang Qiang. *English Curriculum Standards (2017)* [M]. Beijing: Higher Education Press, 2018.
 - [12] Sun Jing. English reading thinking quality training strategy for high school students from the perspective of core literacy [J]. *Educational Theory and Practice*, 2018,38 (32): 51-53.
 - [13] Sun Yizhong. *Study on English Reading Teaching and Ideological Ability Cultivation* [M]. Beijing: Foreign Language Teaching and Research Press, 2012:66.
 - [14] Wang Xuepeng. Cultivation Strategies for English Reading Thinking Quality [J]. *Teaching and Management*, 2017 (10): 48-50.
 - [15] Wang Jian, Li Rumi. The Identification and Cultivation of Critical Thinking and Innovative Thinking [J]. *curriculum. teaching material. Pararia*, 2018 (6): 57.
 - [16] Ministry of Education of China. *General High School English Curriculum Standards* [S]. Beijing: People’s Education Press, 2017.
 - [17] Yuan Hui. Design of English teaching activities led by “thinking quality” core quality [J]. *Educational Theory and Practice*, 2017