

A study on the cultivation of students' innovative thinking ability in junior high school English reading teaching

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Abstract

With the deepening of the new curriculum reform, cultivating students' innovative thinking ability has become an important goal of junior high school English teaching. This paper aims to explore how to effectively cultivate students' creative thinking ability in junior high school English reading teaching. Through the in-depth study of relevant theories and the detailed analysis of specific teaching cases, this paper puts forward a series of effective teaching strategies and methods. These strategies include not only innovative activity design in classroom teaching, but also the improvement of extracurricular reading instruction and evaluation system. This paper holds that the cultivation of innovative thinking ability requires teachers to guide students to question, criticize and think independently in teaching, provide rich reading materials and diversified learning tasks, and stimulate students' learning interest and initiative. Through these measures, it is expected to provide useful reference for English reading teaching, so as to comprehensively improve students' comprehensive English ability and innovative thinking ability, and promote their all-round development.

Keywords

Junior English, Reading teaching, Creative thinking ability, teaching strategies.

1. Introduction

Under the background of globalization, the importance of English as an international language is self-evident. Junior high school is the key period for the development of students' language ability, and reading teaching plays an important role in English learning. However, the traditional English reading teaching pays more attention to the teaching of language knowledge, but neglects the cultivation of students' thinking ability, especially their innovative thinking ability. Therefore, under the background of the current education reform, it is particularly necessary to re-examine and improve junior high school English reading teaching. Based on the in-depth analysis of the current situation of junior high school English reading teaching, combined with specific teaching cases, this paper puts forward a series of specific strategies and methods on how to effectively train students' innovative thinking ability in the teaching process. These strategies not only include innovative teaching design in the classroom, but also involve the reform of extracurricular reading guidance and evaluation system, aiming to comprehensively improve students' comprehensive English ability and innovative thinking ability, so as to promote their all-round development.

2. Analysis of the current situation of junior high school English reading teaching

2.1. Reading materials are simple, which is difficult to stimulate students' interest

At present, the textbooks and reading materials used in English reading teaching in many schools are relatively simple. Most of the content is exam-oriented, often focusing on vocabulary and grammar exercises, lacking vivid and interesting stories and practical content. This kind of monotonous reading material is difficult to stimulate students' interest in reading, and students are difficult to resonate in the reading process, resulting in their enthusiasm for English learning is not high. In addition, a single reading material limits students' reading vision and makes it difficult for them to come into contact with diverse cultures and viewpoints, thus affecting the improvement of their comprehensive quality.

2.2. Traditional teaching methods and insufficient training of innovative thinking

Many English teachers still adopt the traditional teaching method in reading teaching, which mainly focuses on teacher's explanation and students' recitation. This approach emphasizes the indoctrination of knowledge, while ignoring the ability of students to think and explore on their own. Teachers usually teach knowledge one-way in class, and students passively accept it, lacking opportunities for interaction and discussion. This kind of teaching method limits the development of students' thinking, makes it difficult for them to form their own views and opinions in reading, and affects the improvement of their innovation ability. At the same time, teachers' processing of reading texts mostly stays on the surface, lacking in-depth analysis and critical thinking training, which further restricts the cultivation of students' innovative thinking.

2.3. The evaluation system is unitary and lacks emphasis on innovative thinking

The existing evaluation system mainly focuses on the examination results, focuses on the investigation of students' memory and understanding ability, and neglects the evaluation of students' innovative thinking and practical application ability. The content of the exam is mostly standardized questions, focusing on the repetition of textbook knowledge, and lacking the examination of students' independent thinking and innovation ability. This kind of evaluation makes students pay more attention to their achievements in the learning process, rather than the cultivation of thinking ability and innovative spirit. Under the pressure of taking exams, students tend to ignore the process of thinking and understanding in reading, and become utilitarian and short-sighted, which is not conducive to their long-term development. In addition, the single evaluation system also makes it difficult for teachers to take into account the overall development of students in teaching, resulting in the disconnection between teaching objectives and actual needs.

3. The theoretical basis of training innovative thinking ability

3.1. Definition and characteristics of innovative thinking

Innovative thinking refers to the ability to create new ideas, new methods and new things on the basis of existing knowledge through independent thinking and flexible application. Its characteristics include originality, flexibility and fluency. Originality is embodied in the uniqueness and novelty of thinking, the ability to break the routine and come up with unprecedented insights. Flexibility refers to the ability of thinking to quickly adjust and transform according to different situations and needs, to adapt to new environments and new

problems. Fluency is characterized by a smooth and efficient thought process that produces a large number of ideas and solutions in a short period of time. Training students' innovative thinking ability helps them to better solve problems and cope with challenges in study and life, so that they can flexibly apply what they have learned and put forward unique solutions in the face of complex and changing situations.

3.2. Constructivism theory

Constructivism theory holds that knowledge is not passively received but actively constructed by learners. In English reading teaching, teachers should guide students to explore and think actively by designing challenging tasks, and promote the development of their innovative thinking ability. Specifically, teachers can guide students to conduct research and discussion around a core issue through a problem-oriented learning model, thereby stimulating their spirit of independent learning and inquiry. In addition, teachers can also encourage students to work in groups, solve problems together and build a knowledge system through communication and cooperation. In this way, students can not only master knowledge, but also develop critical thinking and innovation skills, and enhance comprehensive literacy.

3.3. Theory of multiple intelligences

The theory of multiple intelligences states that each student has different types of intelligence and areas of strength. In teaching, teachers should pay attention to students' individual differences, adopt diversified teaching methods and strategies, stimulate students' interest and potential, and cultivate their innovative thinking ability. For example, project-based learning, situational teaching and other methods can be used to allow students to apply what they have learned in real situations to solve practical problems. Teachers can also design personalized learning tasks according to students' interests and strengths, provide a variety of opportunities to express and display learning results, and stimulate students' creativity and initiative. Through such teaching methods, students can not only better grasp knowledge, but also cultivate various abilities, especially innovative thinking and practical ability.

4. Strategies for cultivating innovative thinking ability in junior high school English reading teaching

4.1. Choose a variety of reading materials

According to students' interest and ability level, teachers should choose reading materials with rich content and various forms, including science fiction, news reports, historical stories, etc. Choosing a variety of materials can not only stimulate students' interest in reading, but also expose them to knowledge in different fields, thus broadening their horizons. For example, by reading science fiction, students can develop imagination and creativity; By reading news reports, students can learn about current events and social developments and improve their critical thinking skills; By reading historical stories, students can learn about history and culture and enhance their humanistic quality. Such diversified reading can not only improve students' reading ability, but also promote the development of their innovative thinking.

4.2. Use diverse teaching methods

Teachers should adopt various teaching methods such as discussion, cooperative learning and project learning in reading teaching. For example, after reading an article, teachers can organize a group discussion for students to share their views and insights, and encourage students to propose problems and solutions. Through cooperative learning, students can learn from each other, learn from each other and make progress together. In addition, teachers can design open-ended questions that promote critical thinking and creative expression. For example, after learning an article about environmental protection, teachers can let students discuss how to

improve environmental protection measures on campus, which can not only stimulate students' creative thinking, but also cultivate their sense of social responsibility.

4.3. Create real learning situations

In the teaching of reading, teachers should create learning situations related to real life, so that students can apply what they have learned in real situations. For example, after learning an article about environmental protection, teachers can organize students to carry out environmental publicity activities and encourage them to put forward environmental protection ideas and solutions. Such situational teaching can not only improve students' language ability, but also enable students to experience and understand what they have learned in practice, and enhance their learning initiative and enthusiasm. In this way, students can not only better grasp the content of reading materials, but also develop the ability to solve practical problems and promote the development of their innovative thinking.

4.4. Strengthen interdisciplinary teaching

Interdisciplinary teaching is an important way to cultivate students' creative thinking ability. Teachers can combine English reading with other subject knowledge to design interdisciplinary projects. For example, after learning an article about science and technology, teachers can organize students to have a small science and technology competition, so that they can combine English knowledge with science knowledge. In this way, students can not only consolidate their English reading ability, but also learn to integrate knowledge in different fields and stimulate their creative thinking. In addition, interdisciplinary projects can also cultivate students' teamwork spirit and practical ability, so that they can be comprehensively improved in comprehensive quality.

4.5. Use of information technology

The application of information technology can enrich the form and content of reading teaching and stimulate students' interest in learning. Teachers can use Internet resources to recommend students to read electronic books, watch English videos and participate in online discussions. For example, by reading electronic books, students can get more reading materials and resources; By watching English videos, students can improve their listening and speaking skills. By participating in online discussions, students can communicate and share their reading experience with other learners. In addition, the use of multimedia courseware and interactive teaching software can also make reading teaching more vivid and interesting, improve students' learning efficiency and enthusiasm, and promote the development of their innovative thinking.

5. Case analysis

5.1. Case 1: Science fiction reading and innovative thinking training

The role of science fiction in education is not limited to providing entertainment and imagination space, it can also effectively promote students' innovative thinking. For example, teachers can choose classics such as *The Time Machine* to lead students into in-depth thinking and discussion by asking open questions about the scientific principles of time travel and its possible social impact. This approach not only helps students improve their reading comprehension, but also stimulates their creativity and imagination. Teachers can encourage students to create their own science fiction stories based on their visions of the future world, so as to exercise students' logical thinking and story expression skills.

5.2. Case 2: News report reading and critical thinking training

Through the reading of news reports, teachers can guide students not only to stay in the cognition of facts, but also to think about the deep-seated issues behind them. For example, when students read a story about global warming, teachers can organize small group discussions in which students analyze the objectivity of the story, the credibility of the sources, and possible biases. In addition, teachers can also ask students to write news commentaries, asking them to analyze problems from multiple angles and put forward their own opinions and suggestions. Through such activities, students can not only develop critical thinking, but also improve their independent thinking ability and innovative thinking level, so that they can become comprehensive learners and future social participants.

6. Safeguard measures for fostering innovative thinking

6.1. Improve teachers' professionalism

Teachers are the key to cultivate students' innovative thinking. In order to improve the professional quality and teaching level of teachers, schools should organize various forms of training and exchange activities, such as holding regular teaching seminars, inviting education experts to give lectures, and encouraging teachers to participate in further study and learning at home and abroad. Through these activities, teachers can learn the latest educational theories and teaching methods, and have the opportunity to share their experiences and insights with their peers. In addition, schools should also encourage teachers to carry out educational research and improve their professional abilities by studying practical problems in teaching. Only teachers with a high level of professional quality can flexibly use diversified teaching strategies in the teaching process and effectively cultivate students' innovative thinking ability.

6.2. Improve the evaluation system

Schools should establish a diversified evaluation system to include students' innovative thinking ability in the evaluation scope. The traditional evaluation system often focuses on examination results, but neglects students' innovative ability and comprehensive quality. In order to fully evaluate the development of students, schools should design a variety of evaluation methods, including project work, classroom performance, practical activities, etc. Through the comprehensive evaluation of students' learning process and results, they are encouraged to think independently and innovate. At the same time, the evaluation system should pay attention to the combination of process evaluation and result evaluation, and give timely feedback to students to help them find deficiencies and improve. This kind of evaluation can not only promote the all-round development of students, but also stimulate their learning motivation and innovation potential.

6.3. Create a good learning environment

Schools should create a learning environment that encourages innovation and exploration, and provide rich learning resources and practical opportunities. First of all, schools can build modern libraries and laboratories to provide students with a variety of learning materials and experimental equipment. Secondly, schools should organize various kinds of extracurricular activities and competitions, such as science fairs, innovation competitions, social practices, etc., to stimulate students' learning interest and innovation potential. In addition, teachers should also create an open and free discussion atmosphere in the classroom and encourage students to ask questions and express their views boldly. Through this good learning environment, students can continuously cultivate and improve their innovative thinking ability in exploration and practice.

7. Conclusion

Cultivating students' creative thinking ability is an important goal of junior high school English reading teaching. By choosing a variety of reading materials, using a variety of teaching methods, creating real learning situations, strengthening interdisciplinary teaching and using information technology, teachers can effectively improve students' innovative thinking ability. At the same time, schools should provide a strong guarantee for the cultivation of innovative thinking by improving the professional quality of teachers, improving the evaluation system and creating a good learning environment. It is hoped that the strategies and methods proposed in this paper can provide useful reference for English reading teaching and promote the all-round development of students.

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