

# The Cultivation of Thinking Quality in English Reading Teaching in Senior High School

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## Abstract

The English Curriculum Standards for Senior High School (2017 edition) put forward that the quality of thinking should be regarded as one of the core qualities of English subjects, and students should be cultivated in the aspects of logic, criticism and innovation. Therefore, the cultivation of students' thinking quality cannot be neglected in teaching. As one of the important parts of listening, speaking, reading, writing and reading, English reading plays an important role in high school English teaching, and reading is an important way to train students' thinking quality. It is suggested that teachers should integrate language learning, content learning and thinking quality development into the process of students actively exploring the meaning of the topic.

## Keywords

Senior High School English; Quality of Thinking; Reading Teaching.

## 1. Introduction

The ultimate goal of senior high school English teaching is to achieve discipline education and promote the comprehensive development of students' English subject core competence and comprehensive quality. The English Curriculum Standards for Senior High School(2017 edition, 2020 Revision) (Ministry of Education, 2020: hereinafter referred to as the "New Curriculum Standards") include the quality of thinking in the core competence of English subjects. Under the background of the new curriculum reform, teachers should pay attention to cultivating students' core quality in teaching work. However, some teachers lack the cultivation of students' thinking quality in actual teaching. Under the exam-oriented education, they pay too much attention to knowledge transfer, and put emphasis on word accumulation, text interpretation, grammar explanation, etc., while ignoring how to develop students' logical thinking, critical thinking and innovative thinking in this process. In view of this situation, this paper will explore the way of high school English reading to improve the quality of thinking of students and cultivate the core quality of students.

In the context of the continuous progress of society and science, the learning ability and learning thinking of high school students are also constantly improving. The new era requires students not only to master the basic words and phrases, but more importantly to improve their learning ability and thinking quality, so as to provide high-quality socialist successors for the society. In order to improve students' learning ability and thinking quality, reading teaching must be realized. Reading teaching plays an irreplaceable role in cultivating students' logical thinking and critical and innovative thinking. In English teaching, strengthening the cultivation of students' thinking quality is one of the effective ways to improve students' comprehensive quality. However, there are still many problems in the cultivation of students' thinking quality by senior high school teachers.

## 2. The Concrete Connotation of Thinking Quality

The quality of thinking reflects the difference of individual thought and intelligence, which is systematic, critical, agile, profound, original and flexible. English teaching is an effective way to cultivate and improve students' thinking ability. It systematically reflects the individual's thinking mode and can reflect the individual's comprehensive information ability. Criticism is to analyze and think with a skeptical and prudent thinking method, and finally reach a conclusion; Agility is the speed of thought activity and an important index of individual intelligence. Depth is the logical and abstract expression of thinking, which can reflect the breadth, depth and difficulty of individual thought activities. Creativity refers to the individual's creative thinking, which refers to the ability to make full use of imagination or association to construct problem patterns and solve problems in one's own thought activities. Flexibility reflects the activity of thought, which is mainly reflected in whether there is a great shift in the ideological orientation of the individual. The quality of thinking determines each person's thinking ability, and the high quality of thinking helps students to understand, analyze and answer questions quickly. In high school English class, teachers should constantly innovate teaching mode, seek correct teaching methods, and help students to train their thinking.

## 3. The Cultivation of Thinking Quality in Reading Teaching

In the teaching of reading, many teachers are not deep enough to cultivate students' thinking quality and fail to implement the educational value of the curriculum. When teachers guide students to read the text, they spend more time explaining sentence morphology and do not dig deeply enough into the meaning of the topic of the article. This phenomenon causes students to neglect the cultivation of their own way of thinking, and deviates from the principle that English teaching should improve students' core quality. Secondly, they fail to provide adequate and appropriate situational activities in class to guide students to think deeply. Learning activities are an important way for students to deepen what they have learned and a necessary carrier to develop their thinking ability. Situational exercises can provide students with the necessary learning support and cultivate students' critical ability and innovative ability. The flexible use of teaching strategies can effectively promote the development of students' thinking. In actual teaching, a single teaching design will make students feel tired, stale and unmotivated. Therefore, rich teaching content and design can improve students' enthusiasm and contribute to the development of students' thinking quality.

## 4. Strategies for Cultivating Thinking Quality in Reading Teaching

### 4.1. Based on the Text, Explore the Thematic Meaning of the Text

In practical teaching, many teachers will adopt a variety of strategies for the secondary development of multiple textbooks, including rewriting the text, adjusting the order, adding or deleting the content and so on. To be specific, the teaching emphasizes that we should base on the text, break down into whole, and explore the theme meaning in reading. When designing the discourse teaching, the teacher should clarify the theme meaning of the article and determine the teaching goal of improving the quality of students' thinking, so as to ensure the smooth progress of the teaching work. Teachers should know the content of the textbook by heart, delete some fragmented exercises, increase the overall and multi-dimensional analysis of the text, and exercise students' thinking ability. On the one hand, teachers can use some simple activities, such as word selection and filling in the blank, lead students to deal with the simplest text analysis, and help students understand the general information of the text; On the other hand, add some higher-order thinking activities, such as continuing to write after reading, retelling according to key words, etc., to stimulate students' deep thinking about the text, so as

to integrate language knowledge learning and thinking quality training into the exploration of theme meaning. At the same time, teachers should learn to make full use of modern information technology to visualize language knowledge. It can not only provide fun for the class, stimulate the desire of students to explore, but also mobilize the enthusiasm of students, so that they can fully participate in the class.

Analyzing text titles to develop reasoning skills. Text titles often contain the theme of the text and the main line of plot development. In the process of text reading, the title plays a key role in students' understanding of the text. Teachers can let students analyze the title of the text, predict the content of the text, quickly obtain the main information of the text, and cultivate students' reasoning thinking ability. Learning to let students make good use of article clues, in addition to the title, text pictures, introduction, and questions before and after class can also help students understand the text, so as to predict the main content of the text, grasp the main line of the article, and have a deeper understanding of the theme meaning.

#### **4.2. Create Scenarios, to Enrich Classroom Learning Activities**

Strengthening the relationship between students' existing experience and classroom knowledge and setting up real problem situations are important ways to develop flexibility and creativity of thinking. Dewey and other educators advocate life education, and educational activities close to life are beneficial to the development of students' thinking quality. Only topics close to life are more likely to stimulate students' flexibility of thinking. Taking Unit3 FITNESS AND SPORTS as an example, teachers can ask students what sports they like and what sports idols they like, or guide them to watch relevant videos, etc. Interesting activities can better stimulate students' thirst for knowledge. After that, I will explain the two sports "living legends" in the text and their qualities. Finally, I will introduce students to pay attention to "living legends in other fields", dig out their qualities, and ask students what valuable qualities they have learned from them. It can be seen that the method of creating questions can first stimulate students' interest in reading. Since English is originally a language subject, if it is only explained in theory, the whole teaching process will become monotonous and students are easy to slack off, which has an adverse impact on students' reading level. In order to exercise the quality of students' thinking, teachers can transform the content of the text into general and summative questions, so that students can think more actively and stimulate their desire for exploration and curiosity. Teachers should use the Internet and multimedia to create a variety of English situations in class, fully use English expression, encourage students to interact in English in class, train students' English thinking ability, and improve students' English expression ability. Creating a teaching situation that conforms to students' level, relates to students' life, and can apply what they have learned can not only effectively stimulate students' learning enthusiasm, but also exercise students' thinking level.

#### **4.3. Innovate Content, to Incorporate Higher-order Thinking Skills Training**

The new curriculum standard points out that the design of English learning activities should be aimed at promoting the development of students' core literacy. Centering on the theme context, based on oral and written multi-modal discourse, students should be guided to deepen their understanding of the meaning of the theme through the progressive integration of language, thinking and culture through learning, understanding, application practice, transfer and innovation. Help students acquire language knowledge in learning activities, use language skills, explain cultural connotations, compare cultural similarities and differences, evaluate discourse meaning, form correct values and positive emotional attitudes, and then try to use the knowledge to analyze and solve problems in the new context, and creatively express personal views, emotions and attitudes. As can be seen from the expression of the new curriculum standards, the ultimate goal of language learning activities should be to transfer innovative activities, that is, to improve the ability to analyze, solve and creatively express problems in a

new context. The combination of reading and writing is a common teaching method in senior high school English. After the completion of reading teaching, English writing training can be carried out. Through the combination of the two, it can effectively help students master the basic content of the article, but also improve the understanding and mastery of the topic of the article, so that they can correctly express their views. After the students read the article, the teacher can let them critically train their own understanding, and through in-depth understanding and thinking of the problem, make their own views more perfect, and finally record in the form of text. Writing after reading is a comprehensive training of using language and thinking. The combination of reading and writing is in various forms, which is conducive to the innovative development of students' thinking. It can not only enhance students' language ability, but also greatly train and promote the development of students' thinking level. Writing is a kind of output and feedback to the ideas and content of the text, and it is a kind of higher-order thinking training. Reading and writing complement each other. Reading is the input and foundation, while writing is the output and performance. No matter from the initial conception to the later writing, writing can constantly improve students' thinking ability in the process.

#### **4.4. Dredge thinking, to Break Through the Students' Thinking Pattern**

In the teaching of English reading in senior high school, it is a crucial task to guide students' thinking and break through their thinking patterns. This not only helps improve students' reading comprehension, but also develops their critical thinking, innovative thinking and problem-solving skills. Although most senior high school students have certain reading and thinking abilities, they only sort out information roughly and distinguish simple linguistic phenomena in reading. They are unable to look at problems from multiple angles, grasp the connotation, denotation and main meaning of the text, and have poor grasp of the depth of the discourse. Due to the influence of traditional teaching mode, many students have formed a fixed way of thinking, and only pay attention to the knowledge content when learning. The text content of compulsory one of English is rich and varied, which is close to students' life and can stimulate students' interest in reading. In Unit 1 "Friendship", by telling the story of friendship between different characters, teachers can guide students to think about the meaning of friendship and how to maintain friendship, so as to stimulate students' interest in thinking and lay a foundation for subsequent thinking guidance. Before or after reading the text, teachers can set some open questions to guide students to think deeply about the content of the text. For example, after reading the text in Unit 1 "Friendship", the teacher may ask the following question: "What are the qualities of a good friend according to the text? Can you give some examples from your own experience?" There are no fixed answers to these questions, and students are encouraged to think and answer them in the context of the text content and their own experiences, so as to develop their critical thinking and innovation skills.

Taking Unit 1 "Festivals and Celebrations" as an example, this unit explores the origins, customs and cultural meanings of festivals around the world. Teachers can guide students to analyze passage from multiple perspectives. That is teachers guide students to not only focus on the ways and customs of celebration, but also consider the cultural, religious, social and economic factors behind these customs. For example, when discussing the Chinese New Year, in addition to traditional customs such as pasting couplets and setting off firecrackers, it is also possible to explore how these customs reflect the Chinese people's emphasis on family reunion, ringing out the old year and welcoming the New Year, and the changes in these customs in modern society (such as the rise of electronic firecrackers).

## **5. Conclusion**

Reading teaching is a key link in senior high school English teaching, and the quality of thinking is an important part of the core quality of English subjects. Therefore, in the teaching of reading,

teachers should establish the idea of "people-oriented", take students as the center, not only master the basic knowledge of English and reading skills, but also pay attention to the cultivation of thinking quality. Teachers should learn to explore the theme meaning of text, create scenes and innovative content and other teaching methods to train students' logical thinking and critical thinking, and enhance the flexibility and innovation of thinking. In addition to reading materials in class, it is more important to provide students with rich reading materials, innovate teaching methods, let students read and think more, and understand English knowledge from different angles. Only in this way can reading teaching play a role in improving the quality of students' thinking.

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