

# Cultivation Strategy of Middle Students' Advanced Thinking Ability in Junior Middle School English Reading Teaching

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## Abstract

"The English Curriculum Standards for Compulsory Education (2022 edition) " clearly states that under the goal of cultivating core literacy, it is more and more important to cultivate students' advanced thinking through reading. For junior middle school English reading teaching, the cultivation of high-level thinking ability is helpful to improve students' comprehensive language use ability. Therefore, this paper explores the training strategy based on the current situation of students' advanced thinking ability in English reading teaching in junior middle school: one is to teach reading strategies and analyze the text; the second is to set up enlightening problems to promote positive thinking; the third is to guide the combination of reading and thinking and encourage the combination of learning and creation.

## Keywords

Junior High School English; Reading Teaching; High-level Thinking Skills; and Training Strategies.

## 1. Introduction

English reading is an important way to help students acquire knowledge and increase their knowledge. Therefore, English reading teaching is also the main position to cultivate students' high-level thinking ability. The 2022 edition of the English Curriculum Standards for Compulsory Education puts forward higher requirements for junior middle school English teachers. Teachers should grasp the educational value of English curriculum; adhere to the concept of English learning activities, guide students to learn, practice, transfer, innovate, lead the value orientation, and promote the development of students' thinking. Therefore, teachers should take appropriate strategies in English reading teaching to help students develop dialectical and flexible thinking habits, and constantly improve students' high-level thinking ability.

## 2. An Overview of the Higher-order Thinking

The American cognitive psychologist Bloom divides the thinking process into six levels: memory, understanding, application, analysis, evaluation, and creation. The first three levels are the simple processing of information, which are called low-order thinking; the last three levels are the complex processing of analysis and integration of knowledge based on the former, so they are called higher-order thinking. Higher-order thinking can help students to form critical thinking and promote them to see things more flexibly and dialectically. Junior high school students have natural advantages in cultivating and forming their thinking ability. Advanced thinking among middle school students shows that students have the ability of analysis, evaluation and creation, and can apply the knowledge they have learned to real life.

### **3. It is Necessary to Cultivate Students' Advanced Thinking Ability in English Reading Teaching in Junior High School**

#### **3.1. To achieve the Goal of English Reading Teaching and Promote the Development and Improvement of Students' Core English Literacy Level**

The 2022 edition of the "Compulsory Education English Curriculum Standards" pointed out that English courses should cultivate students' core qualities, including language ability, cultural awareness, learning ability and thinking quality. In terms of cultivating students' thinking quality, the new curriculum standard puts forward clear requirements for students in middle school from three angles: observation and discrimination, induction and judgment, criticism and innovation. The three levels of high-level thinking are consistent with the target requirements of the new curriculum standard. Cultivating students' high-level thinking ability in reading teaching can further highlight the dominant position of students to realize the goal of English reading teaching. In English reading teaching, teachers should not only help students to grasp the overall meaning and logical relationship of the text, but also guide students to analyze the deep meaning of the text from different perspectives. Teachers should also encourage students to think independently and make reasonable doubts about the views in the text.

#### **3.2. Help Students to Find, Analyze and Solve Problems, and Then Make the Correct Value Judgment of Things**

Cultivating students' high-level thinking ability in English reading teaching can help students develop dialectical, flexible and critical thinking habits, so that they can better find, analyze and solve problems, and make correct value judgments on things. In the process of reading, students should not only understand the surface meaning of the chapter, but also think about the deep meaning behind it, and analyze the problem combined with the existing background knowledge, so as to come up with a feasible solution to the problem. In this process, teachers need to guide students to critically look at various views, and help them to form correct values and make correct value judgments.

### **4. The Current Situation of Cultivating English Reading Thinking Ability of Junior High School Students**

At present, junior middle school English reading teaching generally adopts the three-stage teaching mode - before, middle and after the three stages, each stage has a certain teaching goal, to build a complete teaching system. This teaching mode not only provides teachers with a clear teaching framework, but also guarantees the coherence and efficiency of teaching. Although the current junior high school English reading teaching has a relatively complete teaching system, but there are still shortcomings in practice.

#### **4.1. Reading Strategy Guidance Needs to Be Optimized**

For junior high school students, mastering reading strategies can help them improve their efficiency and get twice the result with half the effort. However, teachers do not provide effective guidance in teaching, which will lead to the inability of students to find appropriate strategies or use strategies in the actual reading process, so it is difficult to conduct in-depth thinking and analysis when encountering obstacles in reading.

#### **4.2. The Setting of the Reading Questions Lacks Depth**

The setting of reading questions often focuses on the mastery of knowledge points, ignoring the exercise of students' thinking and the deep investigation of the text content, so that the depth

and breadth of teaching are limited. Although it is helpful to consolidate students' basic knowledge, it limits the development of students' high-order thinking to a certain extent.

### **4.3. The Concept of Reading Teaching Needs to Be Updated**

Influenced by the traditional "teacher-centered" teaching concept, teachers pay too much attention to the teaching of words and grammar in the teaching of English reading, and ignore the cultivation of students' thinking ability. This will lead to students' understanding only stay on the surface and ignore the analysis of the deep meaning. In the long run, students' reading comprehension ability will stay on the surface, lack of depth and breadth.

## **5. Cultivation Strategy of English Reading Advanced Thinking Ability for Junior High School Students**

### **5.1. Teach Reading Strategies and Analyze the Text in Depth**

There are many common strategies in English reading, such as theme prediction - through the title of the article, mobilize the relevant background knowledge; text skimming - quickly browse the full text, grasp the structure and general idea of the article; information reading - fully find relevant information, quickly locate the key content; detail reading - deeply analyze the details of the text, experience the author's thoughts and emotions. Teachers can explain the reading strategies to students through demonstration, and guide students to apply the strategies to reading, so that students can be consolidated and improve in practice.

On the basis of mastering certain reading strategies, the teachers can guide the students to analyze the text in depth. In-depth analysis of text is one of the important conditions to cultivate students' high-level thinking ability in reading teaching. Teachers should not only help students to master vocabulary and grammar, but also lead students to dig deep into the deep meaning behind the text. Teachers should remind students to pay attention to the details that are easily ignored in the text, guide students to experience the thoughts and feelings conveyed by the author, and think critically in combination with reality. In this way, students can not only grasp the theme of the article, understand the author's writing emotion, but also make their own judgment according to the reality, and promote the improvement of their high-order thinking ability.

### **5.2. Set up Enlightening Questions and Promote Positive Thinking**

Problem-solving ability is one of the important components of high-order thinking ability. Teachers should guide students to analyze and solve problems, cultivate students' ability to solve problems, and promote students' high-order thinking ability. At the same time, reading questions should be set up with enlightening, interesting and innovative nature, stimulate students' interest in learning, and let students develop the habit of independent thinking. Therefore, this is not only a challenge for teachers' teaching ability, but also has higher standards and requirements for the setting of reading problems.

When reading and teaching, teachers can use continuous questions: start from simple and simple questions, and gradually transition to complex problems. The "golden circle rule" is a mode of thinking that guides students to think deeply gradually. It divides the problem into three circles: the outermost What is the appearance of things, the middle How is the method, and the innermost What is the cause. The progressive problems are in line with the development direction of students' thinking and promote students to think from different angles. Therefore, when setting reading questions, teachers can ask questions from the perspective of What-How-Why combined with the text, and guide students from high-level thinking activities such as analysis, evaluation and creation.

### 5.3. Update the Teaching Concept, Guide the Combination of Reading and Thinking, Learning and Creation

The combination of reading and thinking refers to the combination of English reading and thinking, to guide students to think in reading, improve their analysis and evaluation ability, and then promote the development of students' high-level thinking ability. Teachers should take certain methods to guide students to read and think together. Teachers can arrange the reading task before reading, ask students to read with questions, and guide the students to find the answer from the text and lead the students to analyze the answer together. Teachers should also inspire students to think from many perspectives: for example, standing from the perspective of the author, bystander or reader, to improve the breadth and depth of their thinking.

The combination of learning and innovation refers to the combination of learning and creation, which improves students' English reading ability and creativity through innovative learning methods, and promotes the formation of students' high-order thinking ability. Teachers can stimulate students' creativity through creative writing, encourage students to combine learning and creation, or guide students to continue the story according to the text content, or expand their inner activities according to different characters. This will not only make reading and writing combine, but also stimulate students' creativity and imagination, and promote the development of their high-level thinking ability.

## 6. Conclusion

Cultivating students' high-level thinking ability not only fits with the requirements of the new curriculum standard, but also meets the needs of students' physical and mental development. For students, the cultivation of high-level thinking ability can help them to understand the reading materials deeper, and lay a solid foundation for their all-round development. For junior middle school English teachers, the cultivation of advanced thinking ability inspires them to pay attention to the comprehensive quality of students and pay attention to the development of their thinking. To find an effective way to cultivate students' advanced English reading ability, it can provide diversified teaching ideas for junior middle school English reading teaching and effectively improve the efficiency of junior middle school English reading teaching.

## Acknowledgments

Fund project: This paper is one of the stage results of the 2024 student research project of Jilin International Studies University, "Research on Strategies for Cultivating Students' Higher-Order Thinking Skills in Junior High School English Reading Teaching" (JWXSKY2024A015).

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