

Research on the Cultivation of Multiple Thinking Ability in Senior High School English Teaching

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Abstract: In the context of the new curriculum reform, the traditional “knowledge instilling” teaching method is no longer applicable to the current high school English teaching. The new curriculum reform pays more attention to the cultivation of students' multiple thinking ability, and requires teachers to take effective training strategies to develop students' divergent thinking, logical thinking, critical thinking and creative thinking ability, so as to promote the comprehensive improvement of students' English quality and maximize the value of high school English teaching.

1. Introduction

Senior high school English undertakes the important task of cultivating students' basic English literacy and developing students' thinking ability. Therefore, cultivating students' multiple thinking abilities in high school English teaching is very important. It plays a key role in the future development of students and the overall improvement of comprehensive literacy. . This article combines the education and teaching experience to carry out the following research on the cultivation of students' multiple thinking abilities in high school English teaching, in order to help relevant teaching workers.

2. Overview of Critical Thinking Skills

2.1 Definition of Critical Thinking Ability

In the 1980s, the concept of critical thinking flowed into my country from the United States. Some educators in my country say that the essence of critical thinking training is to cultivate students' thinking ability, and critical thinking ability includes the process of estimating, evaluating, thinking and summarizing problems. Some scholars say that there is a close relationship between critical thinking ability and creative thinking. From the above analysis, it can be seen that critical thinking ability is a process by which humans combine personal subjective experience and understanding of things to carry out evaluation and observation. If people form doubts or doubts in this process, they will try to think and infer. Get some conclusions. In this process, humans can more effectively promote the development of personal thinking skills, thereby improving personal critical thinking skills.

2.2 Critical Thinking Ability in English Reading Teaching

My country's new curriculum standards clearly require that high school English subject teaching aims to help students acquire language ability, cultural awareness, learning ability and thinking quality, so that students have the core competence of the subject. Critical thinking ability is a manifestation of thinking quality in English subject literacy. In addition, from the perspective of education-related theories, Bloom's educational goal classification theory divides people's life cognitive logic from low to high into six different grades, namely, memory, understanding, application, thinking, evaluation, and innovation. Criticism can be seen. Sexual thinking ability itself belongs to a higher kind of thinking ability.

The focus of critical thinking ability is critical. It belongs to a kind of rational thinking. It is to think, understand and recognize through a new thinking mode. Before accepting different types of opinions, think about and question them first. Whether it is consistent with objective facts. Incorporating critical thinking skills into reading teaching means that students integrate thinking, reasoning, and criticism during reading, so as to deepen their understanding and understanding of the content of the article, and form serious thinking about text theory. Students can have a deeper understanding of the connotation of the article and understand the author's intention in writing. During the reading process, they can quickly find the important information in the article, and combine the context and keywords to push the hidden information in the article. Some scholars said that during critical reading, the key is to stimulate students' enthusiasm for article reading, and secondly, to apply critical thinking skills to reading teaching. Some scholars say that the primary task of students' reading is to criticize, based on a deep understanding of the content of the text, combined with personal experience and theoretical knowledge to make reasonable doubts about the text. In general, critical reading does not simply mean that readers need to understand the meaning of the text and the intentions of the author of the text, but based on this combination of personal experience and knowledge of the author's point of view, and demonstrate his own point of view.

3. The Status Quo of the Cultivation of Multiple Thinking Abilities in High School English Teaching

In the current high school English teaching, there are indeed many problems in cultivating students' multi-thinking abilities, such as teachers do not pay attention to it, and the teaching methods are not well-targeted. The reason for the above phenomenon is that, on the one hand, there are so many English knowledge points in high school. Teachers must hurry up to catch up with the teaching progress and focus on students' academic performance. Therefore, they often teach in accordance with traditional teaching methods and only focus on the cultivation of students' test-taking ability. And students in high school not only have to learn English as a subject, but also many subjects also need to spend a lot of time and energy. Therefore, in English learning, it is mainly to recite and memorize grammar knowledge points, and a large number of exercises are used for improvement. The main means of achievement, thus ignoring the development of multiple thinking skills. On the other hand, although teachers have the awareness of cultivating students' multi-thinking abilities, they "have plenty of heart but not enough energy" and cannot find a suitable teaching method. Although the students' interaction and participation in the classroom are high, they still fail to achieve good results. The teaching effect cannot inspire students to think deeply, let alone cultivate their divergent, logical, critical, and creative thinking qualities. Second, the cultivation strategy of multiple thinking ability in high school English teaching

3.1 Create a Teaching Situation to Stimulate the Divergent Thinking Ability of Students

In high school English teaching, teachers should actively create teaching situations to stimulate students' interest in learning, mobilize students' emotions, and activate students' thinking, so that

students can actively participate in the class, think and explore the learning content from multiple perspectives, and develop their own multi-thinking ability. Teachers can create teaching situations with the help of multimedia equipment, make use of multimedia teaching intuitive, vivid, vivid characteristics of the students quickly into the classroom learning state, and set up related teaching questions to guide students to give full play to their own unique thinking, bold imagination and expression. For example, in teaching *Life in the Future*, teachers can use multimedia devices to play science-fiction movie clips about the future world to attract students' attention and ask "What will the future Life be like? Please predict the future life in various aspects." Through watching the film, the students stimulated their divergent thinking and made predictions, analyses and expressions from various aspects such as living environment and life style. This not only improves students' language expression ability, but also promotes the development and improvement of students' divergent thinking ability. In addition, teachers can also connect with students to create a teaching situation. Language learning is for better communication and expression, and the life situation can make students have a sense of familiarity, something to say, thinking is no longer bound. T: What vintages have you made for that trip? T: Yes, that's right. In order to create a life teaching situation to train students' divergent thinking ability, stimulate students' imagination, for the follow-up students to make a better travel plan to do a good job.

3.2 Skillfully Use Series of Questions to Cultivate Students' Diversified Thinking Ability

In order to better cultivate students' diversified thinking abilities, teachers should change the traditional teaching mode of "knowledge instillation", create a two-way interactive classroom atmosphere, and skillfully use series of questions to ensure students' participation in all teaching links. , Improve the quality of classroom teaching. Take the teaching of Nelson Mandela-a modern hero as an example. During the teaching process, teachers can ask students: "Can you name some great persons?"

And what qualities do they have?" in order to activate students' thinking. Before reading the text, teachers can propose: "According to the title, can you predict what this article is about?" to guide students to effectively interpret the title, Students start associative thinking, leading to the main line of the text story *Elias-Story-Mandela*. Then, in order to help students clarify the text clues, teachers can set up discussion questions: "One is a black people at the bottom, one is the president of South Africa, What's the relationship between them?" to cultivate students' logical thinking ability. After students clarify the text clues, teachers can continue to ask: "Can you analyze Mandela's and Elias' character and personality charm?" Analyze, summarize, and organize to stimulate students' critical thinking skills. Finally, in order to further stimulate students' critical thinking, creative thinking and questioning spirit, teachers can ask students the following questions: "After reading the article, we can see the most of it is about Mandela, Why isn't this article titled Mandela's story?" Students will understand after thinking and discussion that this is a special writing used by the author to highlight the authenticity of the story and set off the great image of Mandela The technique will make readers more respectful of Mandela. Then, the teacher can let the students try to describe Mandela from the front and rewrite the content, which not only improves the writing level of the students, but also trains the students' creative thinking ability, Multiple thinking skills such as logical thinking ability.

3.3 Use Mind Map to Train Students' Multi - Dimensional Thinking Ability

Different from junior high school English and primary school English, senior high school English contains a large number of words and vocabulary, its sentence patterns are also varied, and many articles involve long and short sentence patterns, which makes it more difficult to understand. Even though students spend a lot of time reciting and memorizing, they still make mistakes in exams. In

order to solve this kind of problem, students should clarify the key content of high school English and establish the knowledge structure system. Mind mapping is an effective solution. Mind mapping establishes the connection between relevant knowledge according to the central theme, can spread out all the knowledge networks associated with it, and organize fragmented knowledge to form knowledge blocks, so as to help students intuitively find the connection between knowledge and remember it more convenient and orderly. This is of great significance to the cultivation of students' intuitive thinking ability. Moreover, with the increasing learning knowledge of each unit and book, students can summarize it in time into the mind map for continuous reconstruction and improvement. In the process of knowledge sorting and classification, students will also strive for innovation, give play to their creative thinking ability, make their mind map more unique and rich, so as to effectively exercise students' logical reasoning ability. The teacher wants to do a good job, guide and help to guide students system, comprehensively building a high school English mind map, such as in constructing grammar knowledge structure of mind mapping, lets the student from the “compound” “simple sentence” consistent “subject-predicate” “complex sentence” “special sentence patterns” “subjunctive mood” six big piece of content organizing, planning, filling, segmentation, etc., To clarify all the grammar points.

3.4 Carry out Group Cooperation to Improve Students' Multi-Thinking Ability

In order to improve students' multiple thinking ability, teachers should attach importance to students' independent cooperative inquiry learning, actively carry out group cooperative learning, exert students' learning subject consciousness and participation consciousness, and make students become the masters of learning

People. This learning mode can not only develop the inner potential of the individual students, but also cultivate the collective consciousness of the students. Teachers can organize pre-class preview and let students preview words and texts in groups: look for new words and phrases in the article, find out their pronunciation, meaning, usage and example sentences with the help of dictionaries, online search and group discussion; Find the background information related to the article, find out the important and difficult points of study, ask questions and do exercises. Teachers can also ask groups to communicate and present in class in the form of PPT or blackboard writing. In this process, team members should give play to their divergent thinking ability, logical reasoning ability, critical thinking ability and creative thinking ability to collect, analyze and sort out the data, and then through the group's internal interaction and discussion, finally share the learning results with other groups. In addition, in classroom teaching, teachers should actively carry out various forms of group cooperation activities according to the teaching content, teaching objectives and students' characteristics, so as to urge students to actively and creatively carry out language communication exercise. For example, there are a large number of “dialogues” in high school English textbooks. Teachers can carry out cooperative dialogues and ask students to role-play the characters in the dialogue, so that each student has the opportunity to speak. This not only improves the teaching efficiency, but also ensures the teaching effect. Teachers can also organize debate contests, such as teaching learning Festivals around, Foreign festivals are more and more popular, do you like Foreign festivals or traditional festivals? According to?” Debate the topic, guide the students to use the ability of multiple thinking to demonstrate their own views, so that students express their own opinions, communication and collision, improve their own ideological cognition.

In a word, the ability of multiple thinking is the key for students to learn English well. High school English teachers should explore effective teaching strategies, such as creating teaching situations, skillfully using serial questions, using mind mapping, carrying out group cooperation, etc., so as to better cultivate students' multi-thinking ability, make classroom teaching more interesting

and efficient, make students fall in love with English class, and improve the quality of English classroom teaching.

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