

The Cultivation of Students' Thinking Quality in High School English Listening Teaching

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ABSTRACT. *As one of the core qualities of English subject, how to cultivate and develop students' thinking quality in classroom teaching is the concern of the majority of English educators. By exploring the definition and connotation of thinking quality, this paper combines the current situation of thinking quality training among middle school students in English listening teaching. Explore how to effectively cultivate and develop students' thinking quality in high school English listening teaching.*

KEYWORDS: *English listening teaching, Thinking quality, Core literacy*

1. Introduction

“General High School English Curriculum Standards (2017 Edition)” (hereinafter referred to as “New Curriculum Standards”) (hereinafter referred to as “New Curriculum Standards”) puts forward that the core quality of disciplines is the concentrated embodiment of the value of discipline education, is the correct values that students gradually form through subject learning, the necessary character and key ability. It includes language ability, cultural awareness, thinking quality and learning ability. Among them, the quality of thinking reflects the mental development of the core quality of English discipline [1]. Listening is one of the language skills that students must master, and it is also an important way to implement the core quality of development discipline. This paper aims to analyze the current situation of the cultivation of thinking quality of high school English listening students, combine the connotation of thinking quality under English subject literacy, and explore the effective ways to develop students' thinking quality in listening teaching.

2. The Quality of Thinking under English Subject Literacy

Professor *Lin Chongde* once pointed out: “Thinking quality is a distinction between a person's thinking and even the level of intelligence, the level of the indicator.” This includes five aspects: profoundness, creativity, flexibility, criticality and agility [2]. In contrast, the definition of thinking quality in English subjects under the “new curriculum” is as: “Students' ability and level of performance in the logical, critical, creative and other aspects of thinking.” And from the degree of ease, complexity, depth and breadth of the four levels to divide the quality of thinking, divided into three levels:

Level 1: Based on the information obtained, the common features are extracted to form new concepts.

Level 2: According to the information obtained, the common elements are summarized and new concepts are constructed.

Level 3: According to the comprehensive information obtained, generalize, summarize the internal formation law, and construct new concepts. [3]

It can be seen that the quality of thinking in English disciplines emphasizes the development of higher-level thinking of students, that is, the analysis, comparison, induction, generalization and other logical thinking. Critical thinking such as questioning, evaluation, reasoning, interpretation, etc. Lenovo, imagination, imitation, creation and other creative thinking. In teaching, teachers should guide students to deep learning, learn to interpret text from a “multi-plural” perspective, and identify the various cultural phenomena behind language. In the “cross-cultural” thinking collision, students to develop correct values and behavior. At the same time, improve students' ability to analyze and solve problems, and finally enable students to have a multi-thinking perspective.

3. Cultivation Status of Students' Thinking Quality in High School English Listening Teaching

According to the relevant data collected by the author, and observation of some listening teaching classes. It is found that many teachers focus on the efficiency of teaching and ignore the cultivation of students' thinking quality in teaching, which is specifically reflected in the following two aspects:

First, from the perspective of teachers, teachers lack the awareness to cultivate students' thinking quality. Affected by the test-oriented education, teachers habitually believe that the purpose of teaching is to enable students to acquire language knowledge and skills. This has led to a common misconception among teachers that listening teaching is a listening test. Students listen more and practice more, and naturally they can acquire listening skills. This mechanical training not only reduces the interest of students, but also completely ignores the cultivation of students' thinking quality.

Second, from the student level, the actual performance of students' thinking ability is worrying. First of all, it is often difficult for students to recognize or understand the perspectives, opinions and attitudes in listening texts. Although to a certain extent, it is related to the students' own listening level. (Such as students' ability to distinguish sounds) But it is more about students' ability to integrate information, analyze information, and then make inferences. Secondly, students lack cultural thinking ability. Language itself is a communicative tool, which contains rich cultural connotation and cultural awareness. Students do not understand the social and cultural phenomena and thinking methods implied in the text, which will become obstacles to listening comprehension and directly affect the students' listening comprehension level.

4. The Way to Cultivate Students' Thinking Quality in High School English Listening Teaching.

First, optimize hearing materials, set task situation, and cultivate students' creative thinking

The real material is the natural language produced by people who are native speakers of English or close to the level of the mother tongue, and its purpose is for normal communication [4]. Real materials present real life scenarios, providing students with high-quality authentic language input and cross-cultural thinking. Teachers should rely on real materials, set up task situations, take language communication as the guide, and set up close to students' real life, which is in line with students' cognitive process and is full of innovative problem situations. Guide students to integrate text content and their own experience, solve problems, and complete tasks. Thereby developing students' creative thinking.

Second, Based on text analysis, promote the logical development of thinking. Thinking logic is one of the qualities of thinking, which means that thinking activities should follow the methods and laws of logic and carry on according to the logic procedure. In teaching a factory phenomenon: the teacher lets students to comb, analysis of the listening text. Students tend to be at a loss and at a loss. This is due to the lack of logical thinking of students. Therefore, teachers should design teaching activities on the basis of text analysis, and guide students to experience comparison and classification, analysis and synthesis, abstraction and generalization, induction and interpretation of the logical method, to promote the logical development of students' thinking.

Last, cooperative learning to activate students' critical thinking. combined with the previous research, the author believes that critical thinking is not limited to criticism and questioning, he has a deeper content. Such as positive thinking, deep understanding, discerning right from wrong, reasoning and argumentation, etc. Based on this, teachers can let students carry out cooperative learning after listening, in the process, teachers should pay attention to guide students to think independently, to hear things and views to form their own views. At the same time, students analyze problems, develop ideas and strategies, and their ability to correct themselves as they communicate with others. Activate students' critical thinking.

The quality of thinking is the key to the landing of the core quality of English subject. The cultivation of thinking quality of middle school students in listening teaching should be paid attention to. Teachers should constantly explore new teaching methods and innovate teaching concepts in listening teaching. Cultivate students' thinking quality and implement the core quality.

References

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