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Research on Teaching Strategies of Critical Thinking in Primary Chinese

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Abstract: Under the teaching system of the new curriculum reform, it is required to cultivate students' Chinese core quality and comprehensive quality, which requires teachers to change the traditional classroom teaching mode, attach importance to giving students more opportunities and time to think actively in classroom teaching, construct the knowledge system formed through self-analysis and understanding and improve the network knowledge structure, and promote the development of students' critical thinking ability. Therefore, it is particularly important to cultivate students' critical thinking in primary school Chinese teaching. In order to analyze the teaching strategies of critical thinking cultivation in primary school Chinese classroom, the author explores the teaching significance of cultivating students' critical thinking.

Critical thinking is of great significance in our primary school education teaching, which can improve students' thinking ability and transform students' thinking mode. It points both to skepticism, to critically examine others' claims and evidence, and to "cautious assertion," to reasoning, to more effective exploration. Critical thinking is related to the establishment of students' self-consciousness, the formation of independent evaluation ability and the casting of sound personality. So, how to make critical thinking take root in primary school Chinese teaching according to the mental level of pupils and the characteristics of primary school Chinese teaching?

1. The Connotation of Critical Thinking

Since the American scholar Glaser proposed "critical thinking" in 1941, many scholars have interpreted the concept from different angles for decades. Robert Ennis defines it as: "Critical thinking is rational, reflective thinking that focuses on deciding what to believe or do." Matthew Lippman describes critical thinking as "skilled, reliable thinking that helps form effective judgments because it is context-sensitive, dependent on standards, and automatically adjusted." Some authoritative explanations in China include Gu Zhenyu and Liu Zhuanghu's "critical thinking is the thinking ability to make reasonable decisions about what to believe or do".[1]

Critical thinking has several characteristics: first, it is reflective, thinking about one's own thinking, that is, metacognition; Accuracy, relevance and depth are the standard requirements of critical thinking. Third, with a clear purpose and thinking about real problems, critical thinking is essentially effective. Critical thinking is quality thinking, which is critical, profound, logical,

flexible and innovative. With good emotional elements such as curiosity, confidence, openness and determination.[2]

To fully understand the concept of critical thinking, avoid the following misunderstandings:

Myth 1: Critical thinking equals denial.

Although the word "criticism" often has a negative connotation, there is no negative connotation in "critical thinking," which means to examine and reflect on the basis of our thoughts. The core of critical thinking is the spirit of seeking truth, fairness, reflection and openness. Obviously, it's not the same as a negative.[3]

Myth 2: Critical thinking negates sensibility or emotion.

Critical thinking advocates rationality, but does not negate or exclude sensibility. Critical thinking is not thinking without emotion. It's true that some emotions can get in the way of critical thinking, like anger. On the other hand, certain emotional states contribute to critical thinking, such as the love of knowledge and the pursuit of truth. As reason develops, so does the level of thought, and our sensibility becomes richer, more lasting, and more independent. Therefore, British critical thinking expert Fisher said that critical thinking requires considerable imagination. Most experts agree that "critical thinking does not undermine imagination and rational emotional cultivation."

Myth 3: Critical thinking equals debate.

Critical thinking is not debating. Debate is a way to improve critical thinking. There are many other ways to improve critical thinking, and debating is one of the more important ones. More often, we don't necessarily need a real opponent to debate, but can have a conversation with ourselves, or can have a virtual debate with the author of the book.[4]

Myth 4: Critical thinking is problem solving.

Critical thinking is not limited to problem solving. Problem is the basic part of critical thinking. Critical thinking is different from problem solving. It starts from finding and proposing real problems, and also includes elements such as explaining viewpoints and believing results.

2. Cultivate the Role of Critical Thinking in Students

After clarifying the connotation of critical thinking, why should we cultivate critical thinking from an early age?

2.1 Cultivating critical thinking is conducive to eliminating the malpractice of primary school Chinese teaching

High consumption and low efficiency in primary school Chinese teaching has become a chronic disease, which is feared to be related to the neglect of critical thinking training.[5]

As the main form of Chinese curriculum implementation of reading teaching, its crux is around the text content to do too deep interpretation, even the first read understand the vernacular to do tedious questions on the meaning of the text. Some experts call this kind of reading a "sponge": absorbing as much information and knowledge as possible. The advantage of this way is a large amount of absorption, for the future study and further thinking; The disadvantage is that this learning style requires less complex intellectual activities such as selection, identification, evaluation and transfer. In the long run, students' reading subjectivity is not easy to play, which is bound to affect their interest in reading, and their ability development is bound to be worrying. Therefore, it is necessary to use critical reading comprehension to improve this kind of "sponge absorbing water" reading comprehension. In fact, for most problems in the field of humanities and social sciences, there is only the best answer but no single right answer, so there will be more room for thinking and discussion. Critical thinking encourages students to think, to think grounded, to "hone" with other ideas, to determine what to believe and how to act. In this way, such reading

teaching is bound to be full of vitality and charm.[6]

Pupils express the difficulty of not knowing what to write and how to write. Developing critical thinking also helps with problem solving. Writing is an activity of generalization and thinking. Critical thinking requires students to solve real problems in learning, provide enough materials and evidence for their thoughts and feelings, and express them clearly and methodically. Therefore, writing teaching itself is a process of developing students' critical thinking. Professor Zhan Dan of Shanghai Normal University pointed out the current situation of high school students' compositions that "students' compositions lack thinking training. Apart from over-relying on the implied thoughts of materials and treating material compositions as expanded writing, there are also a variety of problems." He summarized three kinds. They are: out of context, to generalize; Steal the concept, transfer the topic; Erase personality, empty speech. These three aspects of the problem, in fact, is the deficiency of critical thinking. Rome wasn't built in a day, and critical thinking needs to be focused on and nurtured in elementary and middle school.[7]

2.2 Cultivating Critical Thinking is Beneficial to the Healthy and Harmonious Growth of Primary School Students

Primary and secondary education should promote the overall healthy growth of all students. Traditional Chinese education emphasizes too much rote memorization, while modern education pursues "standardization". Currently, education emphasizes innovation and practical ability on students. Under so many requirements and hopes, how can primary school students grow up harmoniously?

Some experts suggest the cultivation of critical thinking as a starting point. Liu Zhuanghu et al pointed out: "Chinese culture lacks the tradition of logic and critical thinking. In people's thinking, the concept of logic is weak and the awareness of critical thinking is lacking." "Critical thinking can help our soft and rigid thinking soil, activate the rigid thinking system, and enhance the compatibility of the thinking space." That's a very insightful claim.[8]

Primary school students are in the process of developing from image thinking to abstract thinking. This development will not be smooth. The classroom is a place where mistakes are allowed. We emphasize the cultivation of critical thinking, which is to encourage questioning, acknowledge students' differences, give them the right to make mistakes, guide students to think freely, talk to each other, and let students experience, learn and grow by themselves. As Professor Dong Yu said, "Critical thinking is not about convincing others, but about achieving a better self."

In fact, habits can only be formed from a young age. The United States and other Western countries have a long history of cultivating critical thinking in basic education. In terms of thinking and expression, we are used to thinking that primary school students only need to remember and simple understanding, as long as narrative and simple description, description and so on. In fact, in the United States and other countries, the habit of cultivating students' argumentation, reasoning, inquiry and empirical evidence began in the lower grades of primary school. Soviet composition teaching also believed that pupils should learn to talk.[9]

Thinking in learning, learning in thinking, "critical thinking and the ability to create is not the exclusive of a few geniuses, but everyone has the quality of thinking, criticism and creation is the highest human nature". It is a tool to help us have a healthy mental life, improve the quality of learning and work efficiency.

3. Teaching Strategies for Cultivating Critical Thinking in Primary School Chinese

3.1 Goal setting: Directed thinking

3.1.1 Study the elements of the curriculum and clarify the objectives of the learning section

Based on "Curriculum Standards", the textbook refines the objectives and learning content of learning sections, and implements them in the form of Chinese elements in each section, grade and unit. Only by systematically studying the Chinese elements can teachers have an overall grasp of the textbook. For example, the core elements of thinking development in the first learning paragraph are curiosity about the surrounding things, the ability to ask questions about the content of interest, combined with reading and discussion in and out of class. The second learning paragraph is to be able to ask questions about the places in the text that you do not understand, collect information purposefully, and discuss together. The third part is to dare to put forward opinions and make their own judgment in the communication and discussion. Only by understanding the core language elements of the learning section in the Curriculum Standards can we better understand the unit language elements of the textbook and formulate the precise core goal of a single lesson.[10]

3.1.2 Connect unit elements and develop core objectives

The textbook adopts the way of double-line structure to arrange the style. Starting from the middle of primary school, the Chinese elements of each unit are detailed and implemented in the chapter page, pre-class learning prompts, after-class exercises and Chinese garden, which provides a starting point for teachers to clarify the core teaching objectives. It can be seen that the core teaching objective of this unit is to guide students to question and develop critical thinking ability in finding, proposing and trying to solve problems. In teaching, teachers should connect unit elements and develop the core objectives of a single lesson.

3.1.3 Grasp the element correlation, refine the core goal

The language elements of the textbook are constructed according to the objectives of the Curriculum Standards, so their arrangement shows a complete sequence. In the process of interpreting textbooks, teachers should not only pay attention to grasp the relationship between unit language elements, humanistic themes, reading elements and expression elements from the perspective of horizontal units, but also pay attention to grasp the different requirements of the same language elements in different years from the perspective of longitudinal learning segments, so as to accurately refine the core objectives.[11]

3.2 Focused learning process: Related critical thinking

3.2.1 Doubt: lead by doubt

Learning to question is the first step in developing critical thinking. In the front-line teaching, it is found that the more senior the students are, the more silent they become, the more accustomed they are to accepting teaching, and generally lack the spirit of reflection, questioning and truth seeking. It is therefore essential to train students to discover and identify, to question assumptions and generally accepted views. To train students to question is to stimulate their problem awareness and learn to ask questions, so that they can better question and reflect.

The textbook prompts students to ask questions from different perspectives, such as text content,

writing style and life experience, from chapter pages, pre-class prompts, after-class exercises and communication platforms.

Cultivating students' critical thinking is carried out with problems as the core, which can guide students to raise reasonable questions about books and phenomena in life. In addition, teachers can also stimulate students' desire for knowledge and the tendency to search for truth in critical thinking by putting forward bad questions with exploratory value.[12]

3.2.2 To probe: to probe for thought

Exploration link is the process of in-depth analysis of the problem and search for the answer to the question. Students need to further develop their analytical, reasoning, and evaluation skills in a series of systematic exploration activities by exploring high-quality, higher-order questions. In this process, students need to examine ideas, identify arguments and judgments, and state their opinions based on evidence. Students conduct in-depth analysis of exploratory problems, propose other possible solutions to any aspect of the problem, and analyze the rationality of these suggestions and solutions through reasoning and demonstration. Compare and evaluate various suggestions to seek reasonable solutions, and develop the spirit of critical thinking to seek truth and knowledge in the process of inquiry.

3.2.3 Reflection: Move towards introspection

Reflecting on one's own behavior in the process of learning is an important part of critical thinking acquisition. Students can reflect from the thinking process, such as whether the point of view is clear, whether the argument is reasonable, whether the Angle is comprehensive, whether the thinking is deep, whether the evaluation is fair, and also from the learning performance, such as whether they think positively, whether they answer questions, whether they participate in group cooperation.[13]

3.3 Learning scaffolding: Developing thinking

3.3.1 Problem quadrant, activate thinking

One of the signs that students learn to think and have critical thinking skills is the ability to question, identify problems and actively explore. Once the child's curiosity is aroused and the desire to learn is ignited, the real inquiry begins. The growth of thinking depends on the depth of inquiry, and often the quality of the question determines the value of inquiry. In practical teaching, students can be taught how to find and put forward more valuable questions with the help of question quadrants, so as to develop their critical thinking ability.

With the help of the question quadrant, all the questions are divided into four dimensions, which are closed, open, textual and intellectual. A closed question is one that has a standard answer, while an open question is one that has multiple possibilities and no single standard answer. Some questions have answers in the text, while others need to combine personal life experience and intellectual reserve to give reasonable answers, that is, the textual nature and intellectual nature of the question.

3.3.2 Thinking tools to deepen the mind

Critical thinking emphasizes considering different aspects of a problem based on multiple assumptions and giving your own reasons and suggestions. This tendency enables students to consciously look at problems from a critical perspective and think in a more directional way. When

arguing for or against a point of view, state the point succinctly after an objective analysis and assessment of the problem or phenomenon.[14]

In the process of learning, students should be given methods and strategies to think about problems, and students should be encouraged to express their views reasonably. Train students to put forward their own opinions based on problems through existing knowledge, life experience, searching for information and other ways, and cultivate the ability and habit of independent thinking.

3.3.3 Cooperative learning, exchange and share

Learning ability through cooperation and co-learning. In the learning process, students need to take the initiative to interact with peers, teachers and elders, complete tasks and solve core problems. In order to cultivate students' critical thinking, it is necessary to promote teacher-student dialogue, student-student dialogue, self-dialogue, and spark of thinking in diversified communication. First of all, the mechanism of group cooperation should be established, the rules of group cooperation should be clarified, and the support for communication and discussion should be given to students, such as "I don't agree with you because...". "I think so, and the reason is..." "I have a point to add" etc. To train students to learn to listen, understand others' points of view, and express their own points of view more concisely and clearly is the basis of improving students' critical thinking. What society needs in the future must be people who can communicate and cooperate with others. We need to make group work the norm, not just in presentation classes. Secondly, it encourages students to have a dialogue with themselves, and helps students to reflect and evaluate their own thinking through the design of learning scaffolding. Learning to reflect and evaluate is one of the defining characteristics of critical thinking. Only in the atmosphere of free, loose and pluralistic dialogue can students' learning enthusiasm and spirituality be stimulated and learn to think and judge independently better.[15]

To sum up, this paper explores strategies to promote the development of students' critical thinking, and tries to realize the transformation from Chinese subject teaching to subject education, starting from goal formulation, learning process advancement and scaffolding construction.

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