

# Cultivation of Innovative Thinking Ability in English Reading Teaching

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**Keywords:** English reading teaching; innovative thinking ability; theoretical basis; training strategies

**Abstract:** Innovative thinking can help students engage in reading learning in a more vivid way. It is also an important way to inspire students' independent thinking ability. In the teaching of English reading, it is necessary to reform the English reading teaching in the new period to cultivate students' innovative ability, improve the creative thinking of language practice activities, and promote students' creative use of English communication. Based on the relevant theoretical knowledge and the author's practical teaching experience, this paper proposes the main countermeasures for the cultivation of innovative thinking in English reading teaching: multi-angle design of open problems, the use of information technology to create teaching situations, design of flexible and diverse tasks, and use of schema theories clarify the structure of the article, innovate the teaching mode of English reading, and comprehensively use multiple reading methods.

## 1. Introduction

Thinking is the function of the human brain, the advanced stage of human cognition, and the indirect and generalized active reflection of the human brain on the objective world. According to whether the thinking is innovative, it can be divided into conventional thinking and innovative thinking. Routine thinking is a process of thinking activities that follows existing thinking and methods and uses previously acquired knowledge and experience to solve problems. Innovative thinking refers to the process of thinking activities that have novelty, uniqueness, and originality, can reflect the essential attributes of things, and have internal and external organic connections, and can obtain new knowledge and new results. Innovative thinking emphasizes the connection between new and old knowledge. According to the existing information, thinking from different angles and directions, seeking answers from various aspects, and starting creative thinking activities. Creative thinking attaches importance to the flexibility of mental activities and stimulates the thinking process with flexible and unusual response capabilities. The thinking activities are constantly adjusted and continuously flowed smoothly. Innovative thinking has a clear target, attaches importance to intuitive thinking, makes predictions and guesses in thinking activities, and provides unique and novel insights into problems. .

The innovative thinking of language from the perspective of English teaching should include logical thinking, critical thinking and creative thinking, which is a trinity system. Reading is not only the goal of language learning, but also an effective way of language learning. Reading is a complex psychological process. The reading process is not mechanically and passively receiving information, but a very active process. The reader is in a proactive thinking state from beginning to end, using existing language knowledge, social and cultural background knowledge, and learning strategies. Through the perception, memory, extraction and reconstruction of information, readers achieve unique insights into the content they read, which shows that the reading process is also a process of thinking. Innovative thinking can help students to engage in reading learning in a more vivid and positive way. It is also an important way to inspire students' independent thinking ability. In English reading teaching, teachers can guide students to actively think in different directions based on reading texts, think about possible answers to questions from multiple angles, creatively use language to express their views, and develop innovative thinking skills. In the teaching of

English reading, cultivating students' creative ability, enhancing the creative thinking content of language practice activities, and promoting students' creative use of English for communication are topics worthy of further study.

## **2. Theoretical Basis on Cultivation of Innovative Thinking Ability in English Reading Teaching**

This article is based on the theory of creative thinking, the theory of situational cognitive learning, the theory of foreign language innovation education, and discourse analysis. The theories are briefly explained as follows:

(1) Innovative thinking theory. Innovative thinking is the core of the intellectual structure of innovative talents. It is the highest form of human thinking developed on the basis of general thinking. It breaks through traditional thinking habits and logical rules, and realizes innovative activities through perceptual recognition through novel and unique thinking methods produced by multi-angle thinking with a leap to rational thinking. Factors affected the cultivation of creative thinking include the external environment such as home, school, and society, as well as internal factors such as divergence, association, imagination, intuition, and inspiration.

(2) Situational cognitive learning theory. The essence of the cognitive process is determined by the situation, which is the basis of all cognitive activities. Knowledge is constructed in context and cannot be separated from context. Instructional design should focus on the learner, and the arrangement of content and activities should be connected with the specific practices of human society. It is best to organize teaching in a real situation, similar to the actual human practice, and to combine knowledge, acquisition and learning. The development of the person is integrated with the identity construction.

(3) Foreign language innovation education theory. Learning English can help students to have a deeper understanding of Western civilization, open their minds and broaden their horizons, encourage students to think about problems from different angles, inspire students to think, and cultivate critical thinking. The quality of critical thinking promotes students' correct use of English, improves the logic, rigor, and organization of English expressions, and achieves the purpose of effective communication. It is necessary to carry out innovative education in foreign languages, develop students' divergent thinking, and cultivate students' innovative thinking qualities and skills.

(4) Discourse Analysis Theory. Discourse is a linguistic unit that expresses meaning. It conveys specific and complete information and communicates in specific situations. Students master basic discourse knowledge can effectively analyze the linguistic characteristics of discourse and improve the ability to use language. Language learners should proceed from the macrostructure of the text, consider the text as a whole, and master the theme of the text. It should also proceed from the microstructure, pay attention to the connection between sentences and sentences, between paragraphs and paragraphs, in order to analyze and summarize the text systematically.

## **3. Main Strategies on Cultivation of Innovative Thinking Ability in English Reading Teaching**

Cultivating innovative talents is a strategic choice for colleges and universities to deepen education and teaching reform, and cultivating students' innovative thinking is the core content of cultivating innovative talents. High-efficiency English reading is conducive to the cultivation of students' innovative thinking ability, and cultivating students' innovative thinking ability also helps to improve the efficiency of English reading. Combining the relevant theoretical knowledge and the author's practical teaching experience, the following main strategies for developing innovative thinking skills in English reading teaching are proposed:

(1) Multi-dimensional design of open issues. Open-ended questions refer to questions that are more general, broader, and broader in scope, with less strict restrictions on the content of the answers, and give students full freedom to play. Designing open questions can help expand the breadth and depth of students' thinking, guide students to actively develop creative thinking, provide more, more complex, and more meaningful language output, thereby promoting language

acquisition and improving language learning efficiency. In reading teaching, teachers can closely combine reading text with real life, design open questions, activate student thinking, guide students to think in combination with text, generate unique perspectives, and develop students' innovative thinking abilities. The first is to design from an emotional perspective. Resonating emotionally, it helps to cultivate noble moral sentiments and healthy aesthetic tastes. The second is to design from an imaginary perspective. The imagination is more enrichment, the stronger the ability to innovate. The use of blank design issues in the text guides students' imagination and improves their ability to innovate. The third is to design from the perspective of experience. Focus on students' unique feelings, experiences, and understanding, and improve their analytical and critical thinking skills. The fourth is to design from an expansion perspective. Expand to relevant fields, inspire students to think, and have a deeper understanding of the text they have learned. The fifth is to design from a comparative perspective. Let students find contradictions, stimulate thinking, improve the ability to recognize and identify things in comparison, and develop analytical habits. The Sixth is to design from the perspective of inquiry. Guide students to a deep understanding of the text, and cultivate inference and comprehensive prediction ability.

(2) Use information technology to create teaching situations. The teaching situation refers to the emotional atmosphere created by the teacher in the teaching process. Teaching context is the basic element of classroom teaching. Create teaching context is a routine teaching work of teachers. Create teaching context with value is an important pursuit of teaching reform. The creation of teaching situations should first be perceptual and visible, which can effectively enrich students' perceptual knowledge and promote the transformation and sublimation of perceptual knowledge to rational knowledge. Secondly, it should be image and concrete, which can effectively stimulate and stimulate students' imagination and association, beyond the narrow scope of personal experience, as well as time and space constraints, not only allow students to acquire more knowledge and master more things, but also promote the interactive development of students' image thinking and abstract thinking. English teaching cultivates students' comprehensive ability, and the cultivation of innovative thinking is the key point. It uses information technology to create teaching situations, taps students' rich imagination, and inspires and guides students' innovative thinking. Use information technology to effectively integrate reading resources, display them vividly and vividly, give students sufficient time to think, and dig deep into the deep connotations hidden in the characteristics of reading text representations, stimulate students' creativity, and promote the development of innovative abilities. You can also design relevant contextual conversations based on reading texts, guide students to fully imagine and think, mobilize the interest and enthusiasm of learning, and stimulate creative thinking.

(3) Design flexible and diverse tasks. Reading is a process of cognition and verbal communication. The task design of English reading teaching must reflect diversity, cannot be singular, cannot stay on one level, and needs to restore the original appearance of reading. Teachers need to design tasks from different perspectives, maintain students' interest and attention, and cultivate students' creative thinking skills. The first is to design speculative tasks. The speculative task of breaking the mindset helps to cultivate students' creative thinking ability. Design inference tasks based on pictures, text, and titles to stimulate students' interest in reading. The second is to design real tasks close to life. Much of the material in English reading teaching comes from life, which is conducive to designing real language tasks. It cannot only stimulate students' learning motivation, motivate students' learning enthusiasm, but also cultivate students' creative thinking ability. In the real task, the traditional mechanical explanation is broken. Students need to reorganize the language according to the situation and complete the communication task. The third is to design reading and writing tasks. Continuation is to enrich the reading content, or to further highlight the theme, or to expand the description of a certain situation. Teachers should carefully design the task of subsequent reading. On the one hand, it organizes language training to help students learn to express. On the other hand, it uses reading topics and content to guide students to think from different angles and cultivate students' thinking ability.

(4) Use schema theory to clarify the structure of the article. Schema, as an active cognitive structure, plays the role of activation, representation, classification, and assimilation. It is an effective construction method in reading comprehension, and it has guiding significance for cultivating students' creative thinking ability. Schemas are stored in the mind and are derived from past experience. They are a general understanding of recurring situations, omitting details and summarizing common features of similar situations. Schema theory is good for students to form a good cognitive structure. Cognitive structure is the growth point of new knowledge. Establishing a good cognitive structure is the basis of learning. "The structural level of the article" refers to the internal organization and structure of the article, which is the concrete embodiment of the author's writing ideas, including clues and context, levels and paragraphs, transition and care, beginning and end, etc. The structure level needs to understand six types of content: article clues, writing ideas, overall structure, paragraph order, writing order, and structural key sentences. The reading process is the reader's existing knowledge, that is, the process of first experiencing and interacting with the article information, and the process of establishing a connection between the existing information schema and new information. When reading an article, you need to mobilize the schema in your brain to explain, predict, organize, and absorb new information from the article. Schema theory can not only help students master language knowledge at a micro level, but also understand the text from a macro perspective, so that students can understand the deep connotation hidden under language representations, clarify the author's writing context, and achieve communication between readers and authors, in order to achieve true reading comprehension.

(5) Innovative English reading teaching model. In the traditional teaching mode, students lack reading interest, have low participation enthusiasm, and have inactive thinking. Stimulate students' interest in reading through innovative teaching models. The first is the case-based approach. Select typical cases of authenticity, and complete the teaching activities through analysis, debate, deduction, inference, induction and summary. As an open teaching method focusing on teacher-student interaction, it aims to cultivate students' critical thinking ability, stimulate students' interest in reading materials, improve problem-solving ability, and achieve the purpose of training critical thinking ability. The second is the interactive teaching method. Emphasize the subjectivity of students and actively participate in teaching activities. The main role of teachers is no longer to explain knowledge, but to promote learning. Communicative activities are the main method of the classroom. The selected materials are derived from unit topics, are authentic and practical, and provide a variety of classroom activities. Stimulate students' enthusiasm in analyzing and solving problems, and mobilize students' creativity and imagination. The third is the discussion teaching method. Design questions in advance, inspire students to publish solutions, and cultivate students' independent thinking ability and innovative spirit. The teaching process generally includes: designing problems, providing information, inspiring ideas, and drawing conclusions. It can be a table discussion, a group discussion or a whole class discussion. Using this method, students have already mastered a large amount of background materials before they learn to read, and they have also thought deeply about the reading, which is very useful for developing students' ability to think.

(6) Comprehensive use of multiple reading methods. In the process of English reading teaching, we follow the principles of shallow to deep, surface and inward, specific to general, and adopt different reading methods according to different reading purposes and requirements. Specific reading methods include: First, skim reading. Through rough reading, you can get a good idea of the content, understand it in brief, and prepare for careful reading. The specific task is to find the topic sentence, get the idea, and find out the theme of each paragraph. The second is to skip reading. Find the main information you need, grasp the keywords, use grammatical transition words, mood transition words, and tenses to grasp the context of the article. The third is to read carefully. Read it in sections, pay attention to details and language structure, deal with language points, grasp the main facts and key information, and reveal the internal connections of the article structure to help deepen understanding. The third is to read. Presuming that the meaning and causality are not directly stated, guiding students to make guesses based on the above and below, cannot only improve reading speed, but also form a capability, which is also the key to English reading. The

fourth is, general reading. Students will give an overview of each part, summarize the main points, summarize the author's purpose, intentions, opinions and attitudes, and get an overview of the full text. General reading helps students grasp the connection between the above and the following, and cultivate comprehensive synthesis ability. In short, teachers should flexibly use reading methods that stimulate students' innovative thinking according to their actual level and teaching needs, to achieve the desired effect of English reading teaching.

#### **4. Conclusion**

College English teaching cultivates students' creative thinking is a long-term and gradual process. Teachers need to change their teaching ideas, fully tap textbook resources and living resources, and provide students with opportunities and platforms for training creative thinking. According to different reading materials, considering the characteristics and interests of different students, taking students as the main body, designing questions of thinking value and significance, encouraging students to express unique insights, showing personality, and developing students' innovative thinking ability. The process of English reading requires the use of students' thinking ability. This is also an important platform for cultivating innovative thinking. Teachers should carefully design reading teaching and properly guide students. The perceptual link for understanding texts guides students to skim the texts, grasps the main purpose and structure of the texts from an overall level, and obtains more important text details. In the process of interpreting texts, guide students to read the text content in depth, grasp the content of the text, and guide students to share and communicate what they have learned. In the process of transfer and application, students are guided to base their own knowledge and experience, express their personal opinions and ideas through language, and develop language output ability in the interaction of learning and application.

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