

Cultivation strategy of critical thinking ability in the "Internet +" era from the perspective of intercultural communication

Chu Xizhi

Xi'an Aeronautical University, Shaanxi, China, 710077

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Abstract: The speculation ability has become an important direction of reform in the cultivation of English majors. Applied talents should possess not only business English knowledge, but also proficient practical skills. So, a strong critical thinking ability is a necessary condition to improve the effectiveness of intercultural English teaching. Firstly, this paper expounds the connotation of speculative ability and the ternary structure model. Secondly, this paper analyses the relationship between critical thinking ability and intercultural English teaching. Finally, this paper puts forward some strategies to cultivate students' critical thinking ability, combining with the characteristics of intercultural College English teaching.

1. Introduction

In the 21st century, the educational information technology based on network technology has developed rapidly. Information technology has brought a new change to the traditional teaching mode. The Internet has changed the status quo and the current mode of education. In the "Internet +" era, critical thinking plays an important role and plays a unique role. When faced with numerous information choices, if we lack critical thinking and have no ability to distinguish the information provided by the Internet and various mass media, we will be overwhelmed by the vast amount of information in the "Internet +" era. In the era of "Internet +", critical thinking helps students identify and obtain information. It is the ability that college students need to master when they adapt to society. According to the characteristics of College English course, the study of students'critical thinking ability has guiding significance for college English teaching.

Chinese scholars have revealed the fact that English majors'critical thinking ability is low in many ways. For example, in many oral activities, students'oral English communication is usually limited to simple daily conversations, and seldom explores a specific issue in depth. The main reason is that the cultivation of students'critical thinking ability is not paid enough attention. In English teaching, students only attach importance to language skills and neglect speculative ability. So, the students are not well aware of critical thinking.

2. Definition and model of critical thinking ability

2.1 Definition of critical thinking ability

This article starts with the definition and connotation of critical thinking. Critical thinking has different definitions, research methods and perspectives. It is generally accepted that the definition put forward in the report of the American Philosophical Society. Critical thinking is a way of thinking that can interpret, analyze, evaluate, deduce, judge and explain problems based on evidence, concepts, methods, standards, contexts, etc. The report explains critical thinking from two dimensions: critical thinking ability and critical thinking tendency.

2.2 Ternary structure model of critical thinking ability

Paul and Elder, an American educationist and philosopher, established a ternary structure model, and which adopted a micro-analysis orientation other than "cognitive skills". He believes that any thinking activity contains eight thinking elements, including purpose, perspective, concept, problem, information, presupposition, reasoning, result and prediction. The thinker evaluates or monitors the thinking activities through four criteria, including clarity, accuracy, depth and significance, and fairness. This standard-based thinking evaluation activity will cultivate thinkers with the following thinking characteristics, such as humility, autonomy, justice, courage, fortitude, rationality, empathy and justice. The ternary structure model is shown in figure 1.

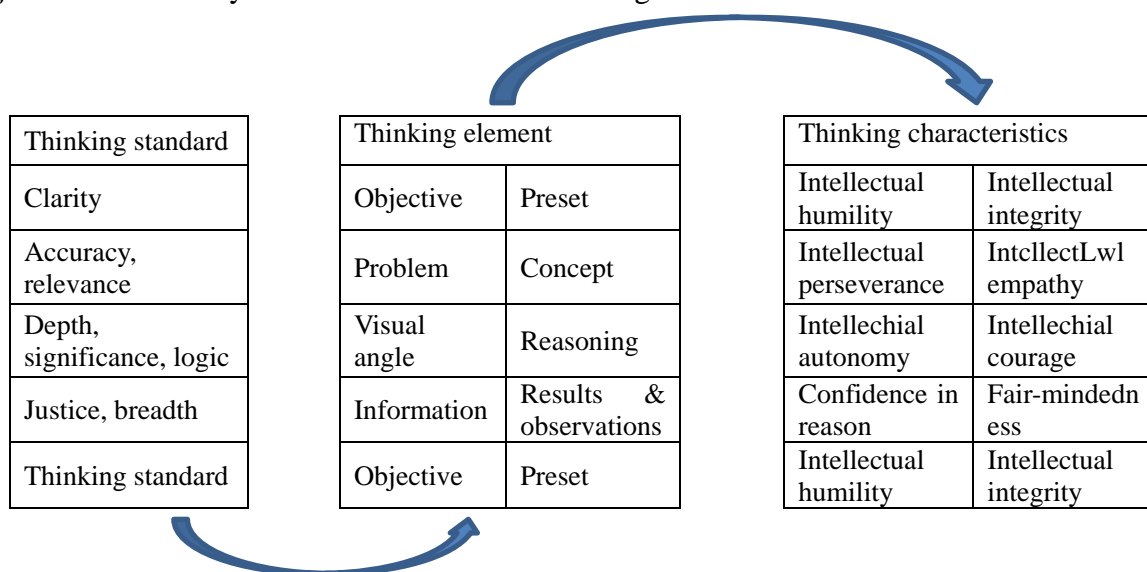


Figure 1: The ternary structure model of critical thinking ability

3. The relationship between intercultural communication, critical thinking and English language teaching

Intercultural communication runs through English teaching all the time. They complement each other and are inseparable. In intercultural English teaching, if students want to have strong communication ability, knowledge understanding ability and application ability, they must cultivate and train their speculative ability well. Only in this way can students analyze and judge problems independently. Only by considering all factors comprehensively, can we lay a good foundation for future intercultural business activities. Critical thinking ability is the first prerequisite for students to

have strong practical skills. The cultivating students'critical thinking ability strategy is always a question for business English teachers. In the intercultural competence system, language skills are an important part of intercultural knowledge. So, intercultural communication, critical thinking and English language teaching are inseparable. The relationship between the three is shown in Figure 2.

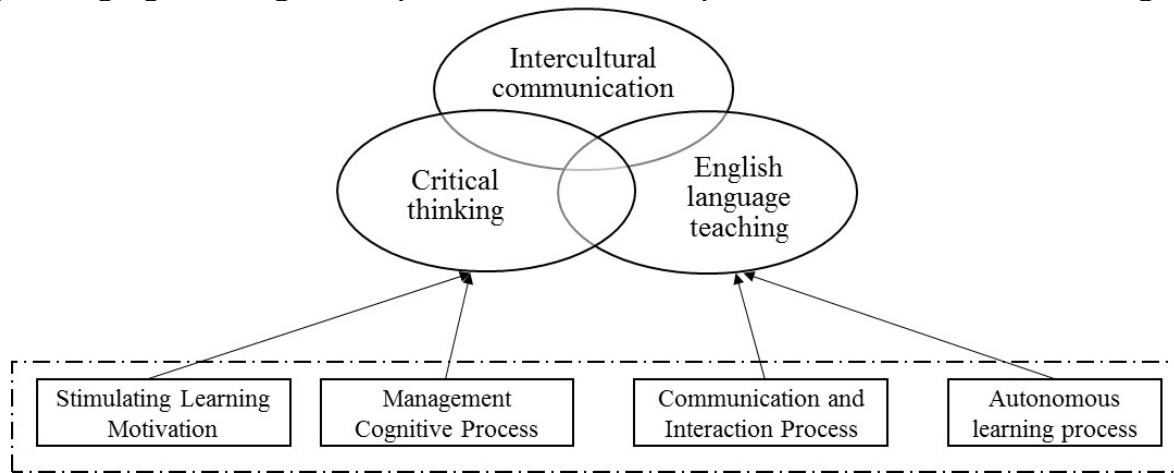


Figure 2 The relationship between intercultural communication, critical thinking and English language teaching

4. Strategies for cultivating critical thinking ability

4.1 Enriching intercultural teaching methods

Humanistic general education, which many colleges and universities are currently focusing on, is an important educational reform measure. But if the reform only stays on the abundant elective courses, such humanistic general education can not fundamentally improve students' critical thinking. Critical thinking ability is one of the core values of University education. So, in implementing the curriculum reform, English majors should first incorporate critical thinking training as the core teaching objective. Teaching managers should plan the specific decomposition tasks of different grades, courses and types of courses in improving students' critical thinking. Teachers should design appropriate classroom activities and exercises according to the specific characteristics of the courses. Through targeted training, we can clearly define the thinking skills. In this way, the English curriculum will consistently carry out systematic training of speculative ability from different perspectives and levels.

4.2 Cultivating students' intercultural thinking

Intercultural communicative competence and speculative competence are two basic abilities that students should master. Only with intercultural thinking, can we make objective and scientific analysis and get valuable judgments and viewpoints. So, in English teaching, we should attach importance to the teaching of intercultural knowledge. Students have intercultural awareness and sufficient intercultural knowledge. They can use intercultural thinking to analyze and solve problems. This is the premise of cultivating critical thinking ability.

4.3 Encouraging students to put forward their own opinions

In traditional teaching, students are used to waiting for standard answers. They subconsciously measure their answers by standard answers, which greatly hampers the development of

students'speculative thinking. If we want to change this situation, we need to make improvements in all aspects of teaching. In terms of teaching methods, a large number of "topic discussions" have been added to think independently. In the teaching mode, case teaching is mostly used. Case teaching is very suitable for intercultural business English teaching. In terms of examination methods, we need to focus on examining students'ability to solve problems. We should increase the subject of subjective exertion, focusing on the ability of students to use, analyze, judge and evaluate. Through the way students form their own opinions, they can finally master the critical thinking ability. In addition, the assessment can grasp the students'thinking situation more comprehensively. By giving guidance and supervision to students'critical thinking, we can gradually improve their critical thinking ability.

5. Conclusions

Speculative competence is a necessary skill in intercultural communication. It is an important task for English educators to cultivate students'critical thinking ability. In intercultural English teaching, we should focus on cultivating students'intercultural awareness and speculative awareness. With the enhancement of China's comprehensive national strength and economic strength, we need not only to master a relatively strong English language ability, but also a strong intercultural communication ability, problem-solving ability and critical thinking ability. So, educators should aim at students'problems and improve their thinking ability.

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