

On The Relationship Between Critical Thinking And Reading Comprehension Ability Of English Learners

Shifang Jiang and Di Jin

Hubei College of Chinese Medicine, Jingzhou, Hubei, China

2048601077@qq.com, 2048601077@qq.com

Keywords: Critical Thinking; English Learners; Reading Comprehension;

Abstract: With the continuous development of China's politics and economy, English has become a bridge between China and other countries. We use English as a language to make our cooperation with other countries more harmonious. In the process of cooperation, we will absorb the culture of other countries, but we must learn to extract the essence and remove the dross. Therefore, our English learners should consciously cultivate their own critical thinking. Critical thinking refers to the scientific and effective analysis, reasoning, demonstration and evaluation of the complex and changeable information in today's world. Therefore, English learners should pay attention to cultivate their own critical thinking to improve their reading comprehension ability. With enough understanding, we can further judge whether the culture is suitable for China. With the continuous reform and innovation of teaching methods in China, more and more English teachers pay attention to the cultivation of students' critical thinking. Students' thinking mode and thinking ability have a great influence on their reading comprehension ability. Critical thinking plays a positive role in English learners' independent thinking, discovering problems and exploring answers in reading. Critical thinking can give full play to learners' subjectivity, respect the objectivity of the text, and improve the accuracy of learners' reading comprehension.

1. Critical thinking at home and abroad

Critical thinking is one of the hot spots in education research at home and abroad in recent years, and it is an important part of talent training.

1.1 Critical thinking in foreign countries

At the beginning of the 20th century, John Dewey, a famous American psychologist and father of modern critical thinking, believed that critical thinking is "an individual's positive, lasting and thorough thinking on any belief or hypothesis, its basis and further derived conclusions".

American sociologist William Graysomnair mentioned in his book "on social customs" that critical thinking ability education is one of the ways to create good citizens. Dewey also believes that Somnet's view is desirable. In how we think, Dewey proposed that "reflective thinking is" is the rudiment of critical thinking. Reflective thinking requires learners not to judge knowledge without full understanding the content and meaning of knowledge. That is to say, when facing any hypothetical situation or information, any belief, people will carry out comprehensive, lasting and detailed thinking according to the effective supporting conditions and the deep-seated conclusions. It also means that when people search for and develop other evidence of a belief, they have to prove the belief or disprove its absurdity and incoherence. Reflective thinking makes us separate from the fixed thinking in our existing cognition and better accept and absorb information. The book on critical thinking was first published in 1941. It was the experimental research on the development of critical thinking written by Glazer. This paper analyzes critical thinking from the perspective of children's psychology, attaches importance to the development of children's critical thinking, which also promotes the relevant research on critical thinking ability. In the 1960s, the research of critical thinking began to develop rapidly.

The connotation and definition of critical thinking has been more perfect and systematic after the

21st century. Critical thinking is the thinking process of information collection, analysis and evaluation, and how people use the above steps.

Foreign scholars' research on critical thinking has reached a relatively mature stage. At the same time, foreign countries pay great attention to the cultivation of critical thinking in the learning stage from small to large, which not only helps to promote the development of relevant theories, but also the teaching mode of critical thinking has been fully developed. Critical thinking has the factors of reasoning, analysis and evaluation. It is an excellent thinking quality in public cognition. Critical thinking can promote people's action more scientific and higher level of thinking. Because in the process and application of information, people with critical thinking can have a good ability to adjust self-awareness, and have a good ability to integrate and reflect on information.

1.2 Critical thinking in China

In the early 1990s, domestic scholars began to study critical thinking, which started late. With the deepening of research, more and more research points related to "critical thinking" have emerged, forming a huge research network, involving "critical thinking ability", "cultivating students", "guiding students" and other related hot spots.

Many scholars have made great achievements in the field of "critical thinking". There are 171 high-quality papers. It can be seen that the domestic research mainly focuses on higher education, followed by junior high school and senior high school. The attention trend of this research is on the rise as a whole, and the research methods are constantly changing from the early stage to the late stage. The earliest article found in HowNet is the cultivation of students' critical thinking ability published in Sichuan Education by Wu Hanhua in 1985. After that, scholars have expressed their own views. In "on the cultivation of critical thinking in the teaching of English writing", Zhang mang suggested that students' critical thinking should be developed by training students' writing in the classroom, and listed the specific implementation ways and Strategies of critical thinking of English majors. Li Zhengshuan and Li Yingxin put forward clear ideas for the cultivation and development of Chinese students' critical thinking in the book "Enlightenment of the cultivation of critical thinking in American colleges and universities to China's English Teaching". They analyzed the cultivation of students' critical thinking ability in American university curriculum from the perspectives of curriculum design, teaching mode and concept, assessment method, and pointed out the development process of critical thinking in China and the United States. Skepticism is a critical and innovative spirit, which was pointed out by Yang shoukan in his on the skeptical spirit in science. What we mean here is "criticism", which means to examine, examine, analyze and distinguish. We should take a critical attitude towards authority theory and traditional concept authority theory, and oppose superstition and blind obedience. In the teaching process, critical thinking and teaching content are closely linked. In her book on the cultivation and application of critical thinking in English reading class, Feng Li pointed out the problems in the current high school English reading class, understood the important functions of teaching in the specific teaching, and tried to closely link the content of reading teaching and critical thinking in the reading link. Domestic scholars have explored how to cultivate students' critical thinking ability from the micro and macro aspects. They also focus on how to improve students' critical thinking ability by reading. Only in 2006 did the University set up the course of critical thinking. Scholars pay more attention to the study of critical thinking not only in thought but also in action.

2. The current situation of English learners' reading comprehension ability in China

Chinese English learners focus on the use of English language knowledge and English application skills, in the process of learning to train their reading comprehension ability. As English is our second language, learners are lack of native cultural background and are prone to ambiguity in the process of reading. Moreover, not knowing the meaning of each word can understand the meaning behind the text. The factors affecting English learners' reading comprehension ability are mainly divided into the following aspects:

2.1 Pay attention to examination oriented education and neglect the cultivation of reading comprehension ability

In China's learning career, English as one of the three major subjects of the college entrance examination, teachers attach great importance to the importance of answering questions after reading in the teaching process, and rarely study the significance behind this article. Test scores are the ultimate meaning of English learners. However, this teaching method can only improve students' examination skills, but the real language ability cannot be improved.

2.2 Pay attention to the understanding of words and ignore the cultural significance

English learners attach great importance to the accumulation of words and memorize them by reading articles. But words are fragmentary and need to be connected into sentences through grammar. Sentences can also be divided into connotative meaning and denotative meaning. Most English learners often lack the understanding of western culture, so it is difficult for them to understand the denotative meaning of some literary articles. For example, in China's cultural background, dogs are endowed with snobbish, shameless and despicable social and cultural connotations. In western culture, dogs can be used to refer to people in spoken language, often used to describe the meaning of loyalty, hard work and hard work. The meaning of the same word changes dramatically in different cultural backgrounds. It is easy for English learners to ignore the cultural meaning in the reading process.

3. Strategies of cultivating critical thinking in reading teaching

From the perspective of the nature of language curriculum, the process of language learning is a process of constantly inputting and absorbing language knowledge, and then outputting language knowledge. In the process of English language learning, reading is a process of inputting language knowledge. In the classroom, teachers should not only teach students language knowledge, but also teach students to develop critical thinking in reading. There are several strategies to cultivate English learners' critical thinking in reading

3.1 Teachers should change their traditional roles and adopt a critical attitude towards teaching

Only teachers with critical thinking consciousness can pay attention to the cultivation of students' critical thinking. Most teachers have adopted the teaching mode of combination of multimedia and traditional teaching mode in the classroom, but teachers also consciously take students as the center in the classroom. Due to the long-term cultivation of students to the teacher's thought as the center, it is difficult for students to actively mobilize their enthusiasm and sense of participation in reading class. At this time, teachers should further become the organizer, coordinator and guide of classroom activities, encourage students to reflect boldly, and help students develop their own critical thinking. Encourage students to dare to put forward their own different views, so that the classroom reading teaching is more conducive to the development of students' personality and unique thinking.

3.2 Strengthen classroom interaction design and create a critical teaching atmosphere

Teachers have critical thinking and critical teaching attitude, and strive to create a relaxed and interactive atmosphere in classroom design. Teachers create a relaxed, happy and democratic atmosphere in the classroom, which can help students overcome the negative emotions of tension and anxiety, and enable them to actively carry out critical thinking activities such as understanding, induction and questioning. Of course, the key point is whether the designed classroom interaction can be carried out and realized in a real sense. Design interaction can be carried out in different forms, which can be carried out around the theme of the article that students read, or around the background of the times behind the article. But the ultimate goal is to help students develop the ability of critical thinking.

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