

Research on College English Teaching Promoting the Development of Higher-Order Thinking Skills

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Abstract: The development of higher-order thinking skills by students is closely related to college English teaching. In the process of carrying out English teaching, teachers must pay attention to the cultivation and development of students' higher-order thinking skills, so as to encourage students to master English knowledge more fully in the process of analysis, judgment and creation, and realize the effective cultivation of English literacy. The students' good development in English in the future will play a certain role in promoting. Based on this, this article will focus on a detailed analysis of the strategies for developing students' higher-order thinking skills in college English teaching, so as to help teachers achieve the expected teaching goals.

1. Introduction

In the past college English teaching, teachers generally used the relatively single and lagging forms of preaching and indoctrination. The overall teaching atmosphere was too boring and boring. Students just accepted the indoctrination of English knowledge in a passive manner. This leads to a decrease in students' enthusiasm and interest in learning, and at the same time, it also restricts the cultivation and development of their higher-order thinking skills. At present, the education industry mainly requires teachers to change the teaching concepts and forms that were too lagging in the past, and to develop students' higher-order thinking skills. It can be seen that exploring the strategies for developing students' higher-order thinking skills in college English teaching is the main problem faced by teachers.

2. Explain the Related Concepts of Higher-Order Thinking Skills

In general, the so-called quality of thinking is a process by which people form thinking. At present, many education industry scholars and experts have made different understandings of it. Among them, the understanding of the famous American education scholar Bruce is the most popular. Bruce is mainly divided into low-order and higher-order thinking skills. In the low-order thinking skills, it mainly includes application, understanding, memorization, etc.; in the higher-order thinking skills, it mainly includes creation, judgment, analysis, etc.^[1]. Higher-order thinking skills in English is often referred to as "HOTS" for short. College students only have good thinking qualities, and they can analyze textbook articles in depth, refine and process them, and then have a deeper understanding of the deeper levels behind the articles under the condition of less grammar and sentence patterns. Comprehension, rather than just being restricted in the translation of phrases or words, through teachers' training and guidance, it encourages students to make deeper analysis of text information, and obtain their own insights and opinions from the analysis to form criticism Sexual thinking.

3. Strategies to Develop Students' Higher-Order Thinking Skills in College English Teaching

3.1 Stimulate Thinking Potential

In the process of learning English knowledge for students, if teachers want to effectively

stimulate their thinking potential and help students develop good higher-order thinking skills, they must actively guide students to analyze, think, judge and create English knowledge, and at the same time, Can encourage students to bravely express their inner thoughts and achieve the goal of stimulating their thinking potential. In addition, during the teaching activities, if you want to cultivate the students' higher-order thinking skills, you must also create a space for them to think independently and speak freely, so as to ensure that students can learn English knowledge in a pleasant and relaxing atmosphere. Down. In addition, guide students to question, analyze, and express, give full play to their dominant position, and make changes to their previous role as the dominant player in the classroom. At the same time, they also make changes to the passive role of students in the classroom. Transform and become a self-explorer of knowledge. For example: during the study of “Selected Readings of Western Literature”, the teacher can ask students after reading “Hamlet”: “What conflicts are involved in a duel of swords?” After that, guide the students to read the article repeatedly around this question. Through analysis and thinking, to correctly answer the questions raised by the teacher. Subsequently, the teacher can guide the students to analyze the personality characteristics of different characters and the suspense in the sword duel from the perspective of judgment and creation, and the benefits of designing these suspense. Through this, to fully grasp the key points of this lesson, and in the process of thinking, subtly develop higher-order thinking skills.

3.2 Guide Students to Develop Critical Thinking

Driven by curiosity, students can actively ask questions and are full of desire to continue exploring. Therefore, teachers should do what they like, take the students' character traits as the basis, and bring more opportunities for students to question, and encourage students to dare to think, dare to doubt, dare to explore, and be full of enthusiasm and autonomy in learning English knowledge. And in the process of exploring, realize the development of critical thinking^[2]. For example: During the course of learning the knowledge of “Appreciation of Film and Television”, teachers not only need to allow students to develop good listening and speaking skills through appreciation of film and television works and imitating dialogues, but also need to pay attention to the development of students' critical thinking. , You can first let students read textbook articles, watch film and television works, and then talk about their own thoughts and guide students to raise questions. For example, after “What is the difference between Western film and television works and our country”, teachers can ask students to think on their own and try to answer their own questions. In the process of answering, students can make in-depth analysis from a critical point of view, so as to actively express their own opinions. The emergence of these answers and insights are the “products” of students' critical thinking, which can fully reflect the positive attitude of students to analyze teaching content from different angles, and realize the cultivation of critical thinking in the process of questioning and exploring answers. To ensure that their English knowledge learning becomes easier and more enjoyable, and their imagination and creativity can be fully utilized.

3.3 Cultivate Creative Ability by Stimulating Divergent Thinking

Related scholars proposed: “There is a close relationship between creativity and divergent thinking, which can make students' thinking more flexible, prompt them to be full of rich imagination, and insist on their own independent opinions^[3].” Therefore, teachers must pay great attention to discovering the creative factors hidden in textbook articles during the development of English teaching activities. By creating a good thinking divergence space for students, they must provide effective ways for students to develop higher-order thinking skills. Help, to promote students to achieve the goal of developing creative ability in the higher-order thinking skills. For example: during the teaching period of the lesson “The Acceptance and Transmission of Foreign Cultures”, teachers can ask students: “In daily life, you can see the aspects of Chinese and Western cultures that are reflected”, and actively encourage students Stimulate imagination and divergent thinking, such as “countries have great differences in education”, “countries have big differences in diet”, “countries have very different ways of thinking”, etc. It can be seen that by adopting this teaching method, teachers can fully explore the innovative points of textbooks, and provide students

with more opportunities to think and diverge thinking, make different interpretations of textbook articles, and develop good creative ability And higher-order thinking skills.

3.4 Use Mind Maps to Cultivate Higher-Order Thinking Skills

Focusing on image thinking is a common state of students in learning, and the reasonable use of colors, lines, pictures and keywords in the mind map can bring students a certain sense of movement and beauty, not only forming a relatively strong visual impact, but also In addition, the goal of flexibly using the left and right brains can be achieved, and the full mobilization of multiple senses can be achieved, and then they can join the ranks of thinking and memory together. Mind mapping can achieve the goals of explicit text knowledge and image language information, and assist students in clarifying the knowledge and content they have learned, so as to ensure that students can fully understand and master the overall structure of English knowledge to achieve reflection The goal of highlighting the key points and distinguishing the characteristics of the hierarchical structure helps students to fully memorize the English knowledge they have learned. At the same time, they can make accurate classifications based on the relevant meanings and content, thereby realizing the effective training of students' higher-order thinking skills .For example: Before teaching “Appreciation of English Poetry”, teachers can guide students to make a mind map, and specify the learning objectives of this lesson in the first line of the mind map, such as mastering new words, exquisite sentences in textbook articles, Subject, personal feelings, etc.; then, after the course is over, the mind map will be perfected to supplement the learning goals set in the first line, such as which new words and sentences are impressed on the second line, and the article I want to show the meaning, after reading, etc. Through this, the students can remember the English knowledge they have learned for a long time in their minds, make effective changes to the disadvantages of fast forgetting and slow memory in the past, and play a good role in promoting the application and retention of memory.

4. Conclusion

In summary, improving the effectiveness of English teaching in colleges and universities can play a vital role in cultivating and developing students' higher-order thinking skills. It is to encourage students to analyze the content of textbooks from multiple angles, boldly questioning, boldly analyzing, and boldly. Judging and creating boldly, so as to have a broader and more comprehensive grasp of the elements of English knowledge, it will play a good role in promoting its good knowledge and long-term development in English in the future, and effectively help teachers improve teaching quality and teaching efficiency.

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