

New Ideas of English Reading Teaching under the Guidance of Activity View

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Abstract: English reading has always been the focus and difficulty in the examination of English. Moreover, cultivating students' English reading ability is also one of the main teaching objectives identified by the Ministry of Education of China. However, in actual English teaching, there are still some problems, such as teachers' insufficient understanding of teaching objectives, weak design of classroom questioning, and rigid classroom interaction. As a result, the design of teaching activities lacks clear positioning, and it is difficult to improve students' reading ability quickly and efficiently. Under the guidance of activity view, this paper explores the new ideas of English reading teaching in order to enrich the relevant research theories and provide some ideas for teaching reform and optimization.

1. Research background

1.1 Literature review

As an important part of English language competence, the cultivation of English reading ability has attracted the attention of many scholars and educators. Based on the guidance of the concept of English learning activities, Zhou Xiang explored the practical problems of English deep reading teaching in middle schools. Based on teaching examples, this paper analyses the six core elements in English reading teaching, and explores the deep reading teaching mode (Zhou, 2018) which integrates the six elements of curriculum content. Zhou Hang scholars pointed out that English reading is an important part of senior high school English teaching. Using the deep reading teaching method to achieve the integration of thinking, culture and language can fundamentally improve students' reading comprehension ability (Zhou, 2019). Lu Shengjian, a scholar, summarizes the activities of high school English quality course evaluation and comparison from the research level. He believes that English reading course should create a good communicative environment in order to expand students' thinking space and really improve the efficiency of classroom teaching (Lu, 2016). Under the guidance of the theory of multiple intelligences, Zhang Xing has studied the design of reading teaching activities for college English majors. Teachers conduct teaching activities according to the principles and strategies used and the theory of multiple intelligences.

1.2 Research purposes

English reading teaching plays an important role in promoting students' English learning and application. In the teaching of English reading, the application of reasonable and scientific teaching mode can obviously improve students' English reading ability and enhance effective communication between students. According to the English curriculum standards formulated by the Ministry of Education, reading comprehension is an important aspect of comprehensive language competence (Li, 2018). In English learning, there are four elements: listening, speaking, reading and writing. English reading is an important part and of great significance. Of course, English reading teaching is also the focus and difficulty of English teaching. It is an important part of training students' test-taking ability and language ability (Wang, 2017). Based on the activity theory, this paper explores the new ideas of English reading teaching. Firstly, the article combs the existing research in China, and then summarizes the common problems in current English reading teaching. Finally, under the guidance of activity theory, this paper puts forward some new ideas for English reading

teaching, with a view to providing some theoretical reference and optimization methods for English teaching reform.

2. Common problems in English reading teaching

English reading is one of the key points in English examination. The score of English reading is about 30% of the face score of English test paper. In the New English Curriculum Standards for Senior High Schools published by the Ministry of Education, one of the main teaching objectives is to cultivate students' reading ability. Therefore, it can be clearly seen that English reading teaching has become a very important teaching content (Ou, An, 2019) both in terms of teaching objectives and in terms of test-oriented ability training. However, due to the influence of traditional teaching concepts and teaching methods, there are still many problems in the actual teaching process of English reading, which is not conducive to achieving teaching objectives.

Some teachers are not aware of the importance of teaching objectives when making teaching plans. As a result, the design of teacher's teaching plan will have the problem of unclear direction. That is to say, first design specific teaching links, teaching objectives vacant or later fill. However, as far as instructional design is concerned, teaching objectives play an important role in guiding the direction of teaching and clarifying the focus of teaching. Ignoring teaching objectives will make the design of instructional activities lack a clear orientation. Although teachers will carry out teaching activities carefully, they will not effectively improve students' reading ability.

The common problems in English reading teaching are mainly manifested in two aspects. On the one hand, the design of classroom questioning is relatively weak, and it is difficult to achieve the purpose of training thinking. In the course of English reading, classroom questioning is a key link, which can help students quickly understand and grasp the corresponding knowledge points. However, sometimes when teachers design problems, they will lack the perspective of establishing internal links, which will lead to the design problems are relatively weak, stay at the surface level, and fail to reach the goal of training students' reading thinking (Liang, 2017). On the other hand, classroom interaction tends to be rigid, which is not conducive to improving students' learning enthusiasm. Influenced by traditional teaching concepts, many teachers in the classroom teaching link, too much bias in teaching knowledge, ignoring the development of other teaching activities. For students, a good interaction with teachers can improve their interest in English learning. However, in fact, many schools still use teachers to lecture in English classes, and students' solid absorption leads to unsatisfactory classroom effects.

In addition, there are also some problems in the after-class teaching of English reading. Many teachers believe that after classroom teaching, the assignment of the corresponding homework will complete the teaching task. But in fact, teachers should reflect on teaching according to the actual situation of classroom teaching and students' feedback. It is difficult to help students better absorb and master English reading knowledge because the teaching links and methods can not be perfected without timely combing and summarizing the problems.

3. New thoughts on english reading teaching guided by activity view

3.1 Reasonable design of classroom teaching activities to fully mobilize students' subjective initiative

Under the guidance of activity concept, teachers should constantly optimize the teaching process of English reading and rationally design classroom teaching activities in order to fully mobilize students' subjective initiative. When introducing the topic of this lesson, we should use common sense topics in daily life to guide students to actively participate in the discussion and generate strong interest in the reading content to be learned. Also, you can match the relevant pictures to let the students tell some common sense they know and guess the content of the article. It can also help the students to build up a strong interest in learning. Before formal learning, we can design several questions for the content of the article, let students read with questions, to find answers, and also

help students exercise concentration and cultivate good reading habits. When students answer questions, teachers should guide students to find the basis for answering, so as to train students' reading comprehension ability. In addition, through time-limited reading, fast reading and other methods, students can feel the pleasure of English reading, so as to better achieve the goal of English reading teaching.

3.2 Develop students' scientific reading habits and overcome the vocabulary barriers in English reading

Individual super-syllabus or unknown words will make students feel unable to understand the meaning of the whole article. The main reason is that in traditional English teaching, the teacher will translate word by word, so that students can form this reading habit subconsciously. Moreover, relying too much on this mode of understanding, many students will feel that once they leave the teacher, relying on themselves can not fully understand the content of the article. In this regard, teachers should help students form correct and reasonable reading habits. Especially about English reading, students should be told to learn to read in groups. Don't concentrate too much on the understanding of a word or sentence. Start with the whole and try to guess the meaning of the whole article. On the one hand, in the usual teaching process, help students expand their horizons, learn to read a large number of words, according to the context to understand. On the other hand, students should be told to read with questions. Through the establishment of a clear purpose, quickly complete the article reading and answer delineation, thus forming a good reading habits.

3.3 Enriching Students' Reading Vision and Improving English Reading Skills

The purpose of English reading teaching is not to help students cope with the exam better, but to help students master reading skills so as to lay a solid foundation for learning. Therefore, in practical teaching, students should be helped to learn skimming and scanning methods. Skimming is also called skipping. It is very useful in practical reading. It can understand the main idea of the article through fast reading. To train students' skimming skills, students should understand that when reading in English, they can selectively skip over certain places and grasp the general idea of the article. On the other hand, students should be trained in reading skills. According to the problem section, go directly to the article to find the corresponding information basis, so as to solve the problem quickly. And according to the context guess, the overall context, to guess the meaning of some words have not seen, but also to better understand the article and answer questions.

4. Conclusion

Reading plays an important role in English teaching. As an important medium of knowledge transfer and skill training, teachers should attach great importance to the design and improvement of the overall teaching activities of English reading. According to the teaching goal and the students' English foundation, the practical teaching plan is formulated. In addition, when carrying out specific teaching activities, we should attach importance to establishing good interaction with students and cultivating students' practical skills in English reading. Teachers should constantly learn new teaching theories to promote timely updating of classroom teaching methods and English reading skills. At the same time, we should establish good habits of teaching reflection and teaching, and sum up according to the details of teaching. Through continuous improvement of teaching concepts, the continuous optimization and improvement of English reading teaching can be realized. In a word, teachers should make full use of the guiding role of the concept of activity and innovate the ideas of improving English reading teaching so as to help students build up correct and efficient English reading ability and truly realize the purpose of English teaching.

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