

The Status and Implementation of Skill Training in College English Reading Teaching

Chao Wang

Haihua College, Liaoning Normal University, Dalian City, Liaoning Province, 116000, China

E-mail: Wang Chao18@126.com

Keywords: Skill training, College english, Reading teaching, Teaching strategies

Abstract: English reading is a complex cognitive process, which needs teachers' instruction. The teaching of College English reading pays more attention to skill training, which can help college students develop their English thinking ability and promote them to read more English books and newspapers independently. When teachers teach reading skills in class, they need to take certain teaching strategies, do a good job in skill training based on the specific situation of students, help students improve their reading level and College English language ability, and lay the foundation for college students to enter the society in the future.

1. Introduction

Reading is not only an important skill in one's life, but also the basis of mastering other languages. For College English reading teaching, teachers have been focusing on students' intensive reading and extensive reading. There is no normative reading guidance in the specific reading teaching, which makes college students lack skills in the process of English reading. For college students, it does not actually improve their language practical application ability. In this regard, teachers should scientifically and reasonably do a good job in College English reading teaching skills training, so that students know how to read.

2. An Overview of Skill Training and Its Position in College English Reading Teaching

Simply speaking, reading is to understand the words and sentences of the article and understand the feelings expressed in the article. The whole process of reading is the process of understanding, which reflects the students' comprehensive ability to use the existing vocabulary and grammar. In the traditional teaching process, university teachers teach reading according to the students' existing foundation, but it is difficult for students to break through in reading comprehension, and they can't grasp the meaning of the article accurately. They don't have a thorough understanding of the correct emotion of the article, so that they can't speculate the meaning of words through the upper and lower semantics in the face of some new words. The traditional reading teaching pays more attention to exam oriented education, but it does not do a good job in guiding the training of reading skills and English thinking ability. And reading skills training is to guide college students to correctly read the article, do a good job in the corresponding semantic understanding, be able to analyze and understand the article from the perspective of the author, quickly establish their own English thinking, and improve the practical application ability of English language. Therefore, the position of skill training in College English reading teaching is self-evident. College students are the last stage of learning before entering the society. Teachers should pay attention to guiding students' autonomous ability, establish good learning methods and habits, and lay a good foundation for students' lifelong learning enthusiasm. In this regard, in the teaching of College English reading, teachers should do a good job in the training of reading skills, use good reading methods to help students quickly understand the article, integrate the knowledge, and effectively improve their English level.

3. The Specific Implementation of Skill Training in College English Reading Teaching

3.1 Read Extensively to Find the Central Sentence and Grasp the Main Idea of the Article

The conventional way of reading is to rough read the article first, roughly grasp the description process of the article, and then carefully read it purposefully to find out the reading comprehension content you need. When training reading skills, teachers should guide students to divide the article into several parts in the process of extensive reading, or find out the central sentence of each paragraph according to its own segmentation, and do a good job in understanding the central sentence. Then ask the students to make a detailed understanding and analysis of the central sentence of each paragraph, establish the relationship between the central sentences of each paragraph, and connect them together to understand the general meaning of the whole article. Generally speaking, in English reading, if students can quickly find the central sentence of each paragraph, or the central sentence of the article, they can quickly understand the main idea of the article and lay a good foundation for subsequent close reading. In this regard, teachers in reading teaching can be targeted to exercise students' ability to find the central sentence, from a simple exercise to start step by step in-depth exercise, so that students can have the same effect of conditional reflection for the central sentence. It has a great effect on the students' reading speed as well as the basic English teaching.

3.2 Judge the Logical Relationship and Understand the Expression

Like Chinese articles, English articles have certain writing routines, and each sentence and paragraph has its own logical relationship. Teachers in reading skills training should pay attention to the training of students for the article of the logical relationship between the sentences, paragraphs, can quickly grasp the description of the context of the article, clearly know the relationship between the sentences, paragraphs, in the follow-up guess new words, guess sentence meaning has a great auxiliary role. Generally speaking, the logical relations of English articles are: description, spatial relations, process, temporal relations, examples, classification, causality, contrast, analogy and definition, etc. In the daily reading teaching, teachers should guide students to judge the logical relationship of the article, guide students to quickly sort out the context of the whole article, clear the relationship between each sentence and paragraph. In this way, when students read English autonomously, they can quickly sort out the logical relationship between the sentences and paragraphs in the article, and quickly understand the theme of the article and the author's description. In the specific skills training teaching, teachers can train from the sentence, paragraph, article layer by layer, from the simple sentence relationship targeted teaching, guide students to be familiar with all kinds of relationship types and all kinds of logical models, stimulate students to have effective judgment ability in the process of reading comprehension, quickly clarify the relationship between the sentences and paragraphs in the article, and grasp Grasp the author's way of expression, to lay the foundation for in-depth understanding of the article emotion.

3.3 Guess the Meaning of New Words, Carefully Analyze the Feelings of the Article

English reading is one of the important ways to expand their vocabulary. After mastering reading skills, many students feel that they already know the main idea of the article, and they don't explore the understanding of some words in depth. Such reading habits have great obstacles for further improving their reading level. In this regard, in the training of English reading teaching skills, students are also required to have a deep understanding of the meaning of new words, expand their own vocabulary, and strengthen their own English language application ability. Teachers guide students to guess the meaning of new words through context and word formation, and guide students to understand the delicate emotions in English articles, so as to realize the fine reading of articles, so that students can improve their vocabulary in the process of reading. Generally speaking, teachers can use articles and sentences suitable for students' life to guide students to guess new words, and they can use more synonyms and antonyms to guess the meaning of new words. At the same time, teachers can also do a good job in the comparative reading comprehension training of related sentences, so that students can be more purposeful in the process of guessing words, and can

also give clear meaning to words. In addition, in understanding the meaning of the context to carefully read the article emotion, strengthen the deep understanding of new words.

3.4 Infer the Meaning of Sentences and Judge the Expression of Articles

Inference ability is often used in English reading. After all, college students are not able to understand the meaning of every sentence in the article. In this regard, teachers should guide students to infer the meaning of sentences, judge the rhetorical devices of sentences combined with the context, and then understand the meaning of sentences deeply, and understand the feelings that the author does not describe superficially. Generally speaking, the rhetorical devices of English sentences are similar to those of Chinese sentences, such as metaphor, exaggeration, satire, personification, humor, etc. students should have a deep understanding of the conventional model of each expression, and have a certain accumulation of some common sayings and fixed collocations in English. Teachers can use sentences for training, in the sentence into the paragraph, the article, let the students infer, give sentence expression to understand the main idea of the article, clear the feelings expressed by the author. Through continuous training accumulation, students can master more fixed collocations, quickly understand from sentence to paragraph and chapter, establish the thinking mode of English reading, and deeply understand the content of the chapter.

3.5 Predicting the Trend of Articles and Cultivating Good English Thinking

Relatively speaking, college students have a solid foundation in English, with a certain vocabulary and grammar, but the current reading comprehension ability of college students is not well reflected. Many students can't understand the article clearly when they are reading, and they don't know where to start reading. They don't have a clear logical thinking in their mind. In this regard, teachers should guide students to do a good job in the training of writing based on the specific situation of students, and establish students' English thinking ability. At the same time, let the students have a certain ability of innovation and practice, and realize English reading in a real sense. In this regard, teachers can dig holes in the article from the simple to the deep, let students predict how to express or describe things according to the overall trend of the article, and encourage students to fill the gaps in the article according to their own understanding. Through a lot of training, students can not only quickly predict the trend of the article, but also promote the establishment of students' English innovative thinking, so that students can achieve good English language ability.

3.6 Clear the Purpose of Reading and Control the Rhythm of Speed Reading

Every English reading should have a certain purpose, so that students can improve their reading ability and reading speed to the greatest extent. To some extent, different purposes of English reading and different reading skills are adopted. Generally speaking, in English reading, close reading and speed reading should be well controlled. Some contents don't need to be deeply explored, so students should boldly abandon them and roughly understand their meaning. For speed reading, it is generally enough to master its central meaning and the main idea of each paragraph. Close reading is to conduct in-depth discussion on a paragraph or sentence, and understand its meaning and emotion. Teachers in close reading and speed reading training, set up the corresponding speed training, so that students can better control the focus of the article, understand the deep emotion of the article.

4. Conclusion

To sum up, skill training can make college students know how to read articles, understand and speculate the meaning of new words in the articles, understand complex sentence patterns, and understand the things and emotions described in the articles, which plays a positive role in promoting college students' language understanding and application ability. Teachers should correctly understand the importance of reading skills, mobilize their students' existing English knowledge from the perspective of students, correctly read the articles they need to read, master the main idea of the articles, and carefully read and analyze the words and sentences in the articles, so

as to improve students' English reading thinking and promote the improvement of students' English language ability.

References

- [1] Tong Yanguang, Zhao Hongjun. Teaching design and practice of College English extracurricular reading based on cultural confidence [J]. Journal of Liaoning University of Technology (SOCIAL SCIENCE EDITION), 2021,23 (01): 119-122
- [2] Chen Mingyue, Chang Yiming. On the cultivation and improvement of College English reading ability [J]. Journal of Social Sciences, Jiamusi University, 2020,38 (06): 214 + 217
- [3] Liu Wenjuan. Reflections on College English reading and translation skills teaching [J]. Asia Pacific Education, 2016 (32): 262
- [4] He Xiangjun. Current situation and Countermeasures of College English Reading Teaching [J]. Modern communication, 2016 (07): 139-140
- [5] Kou JUANJUAN. On the improvement and training skills of College English reading ability [J]. Young writer, 2013 (19): 93
- [6] Liu Yan. College English reading teaching and reading skills training [J]. Test weekly, 2011 (41): 85-86