

Research on the Thinking Quality of the English Subject Core Quality: Connotation, Cultivation and Evaluation

Leilei Wu¹, Jianli Liu¹, Jiao Ma¹

¹ College of Foreign Language & Literature, Northwest Normal University, Lanzhou, Gansu, 730000, China

Keywords: Curriculum standard, Core literacy, Thinking quality

Abstract: In January 2018, the Ministry of Education promulgated the “General High School English Curriculum Standards” (2017 Edition) (hereinafter referred to as “Curriculum Standards 2017”) to formally propose the core literacy of the English subject, and regard the quality of thinking as one of the core literacy of the English subject. Thinking quality occupies an important position in the study of core literacy, and it is the focus and breakthrough point in the cultivation of core literacy in the English subject. Based on an in-depth analysis of the essence of the quality of thinking, this article combines English teaching activities and proposes relevant training paths and evaluation methods.

1. Introduction

Introduction

In January 2018, the Ministry of Education promulgated the newly revised “Curriculum Standard 2017”. The newly revised curriculum standard changed the training target from the original comprehensive language application ability to the core competence of English subject. The core literacy of the English subject includes four aspects: language ability, cultural awareness, thinking quality and learning ability. Compared with the previous comprehensive language ability, the biggest change in the core literacy of the subject is the addition of the element of thinking quality, that is, The traditional comprehensive language ability does not have the dimension of thinking. The importance of the 2017 curriculum standard on thinking quality has attracted extensive attention and research from relevant experts and scholars. Among these scholars, many have discussed the development and cultivation of students' core literacy thinking quality in English subjects. Zhang Jinxiu (2016) puts thinking quality The theoretical framework and its application in teaching are used as research points. From two perspectives, it analyzes the current problems in the cultivation of thinking quality in English teaching, and tries to give solutions and solutions. Guo Baoxian and Zhang Jianzhong (2017) regard language and thinking as a unified whole, and the relationship between the development of language ability and thinking ability promotes each other. Language learning can develop thinking, on the contrary, the development of thinking also helps language learning. Daoyi Liu (2018) discussed the relationship between education, thinking and language, and based on the teaching practice of English subjects, demonstrated that English subjects can develop learners' thinking qualities. In addition, many first-line English teaching experts, scholars and teachers started from actual classroom teaching, discussed and shared the experience of cultivating and developing students' thinking quality in English classroom teaching. Cheng Xiaotang (2018) combines language knowledge (grammar, vocabulary, etc.) and language skills (reading, writing, listening and speaking, etc.) teaching practice and specific teaching activities to explore how to cultivate students' thinking quality in real English teaching practice. Chen Zehang, Wang Qiang, Qian Xiaofang (2019) discussed the development of English thinking quality based on the problems and challenges encountered in the process of cultivating the core literacy thinking quality of English disciplines in my country. The existing academic literature is based on the practice of English teaching to discuss the cultivation and development of thinking quality, and lacks in-depth interpretation of the connotation of thinking quality itself and the evaluation of

thinking quality. Starting from the essential connotation of thinking quality, this article deeply explores the cultivation path and evaluation methods of thinking quality.

2. The Essence of Thinking Quality

The “Curriculum Standard 2017” lists thinking quality as one of the four elements of the core literacy of the English subject, and clearly defines the thinking quality: thinking quality refers to a person's thinking personality characteristics, reflecting the logic of thinking, critical the ability and level of performance in aspects such as sex and creativity. Among them, the logic of thinking refers to the rules and laws of thinking, which are mainly mental activities such as concepts, judgments and reasoning; the critical nature of thinking is mainly manifested in the attitude and behaviour of learners to question and ask for evidence. Students with critical thinking will not Accepting a point of view at a loss will not categorically reject an idea; the creativity of thinking is reflected in the fact that students will not stick to the rules, but dare to seek differences and innovations, dare to change, and bring forth the new. To develop students' thinking quality in high school English subjects is to guide students through the learning of English courses, to be able to identify specific phenomena in language and culture, sort out and summarize information, construct new concepts, analyze and infer the logical relationship of information, and correctly judge each This kind of ideological point of view, express one's own point of view creatively, possess the consciousness of multiple thinking and the ability of creative thinking. Based on the above, the “Curriculum Standard 2017” mainly emphasizes the logic, criticality and creativity of thinking in terms of thinking quality. In addition, the “Curriculum Standard 2017” divides the quality of thinking into three levels. The differences of each level are mainly manifested in the degree of difficulty, complexity, depth and breadth, for example:

Level 1: Pay attention to the observation of various phenomena of language and culture, identify the similarities and differences of various information through comparison, and objectively analyze the associations and differences between various information according to different environmental conditions. Discover the basic reasons for the differences and infer the simple logical relationship between them.

Level 2: Actively observe various phenomena of language and culture, compare and identify the primary and secondary relationships between various information, and objectively analyze the internal associations and differences between various information according to different environmental conditions, and discover the differences. For this reason, infer the logical relationship formed between them.

Level 3: Correctly observe various phenomena of language and culture through comparison, identify key issues from intricate information, and grasp the overall situation: According to different environmental conditions, comprehensively analyze the internal relations and various contradictions between various information and sort out The reasons for these contradictions are inferred from the various logical relationships formed between them.

In terms of language and culture observation behaviour requirements, level one is “attentive observation”, level two requires “active observation”, level three requires “correct observation”; in terms of information complexity, level one and level two just generally say “various Information”, and level three is clearly “complex information”, and its information complexity is higher than level one and level two information; in terms of internal relations of information, level one is “similar and differences”, and level two is “primary and secondary” “Relationship”, level three requires the identification of “key issues” in information; in terms of information analysis methods, level one and level two require “objective analysis”, while level three requires “comprehensive analysis”; in terms of information analysis content , Level one is only “simple association and difference”, level two proposes “internal association and difference”, level three requires “internal association and existing contradictions”; from the information analysis results, level one is “ Infer simple logical relations”, level two requires inferring “logical relations”, while level three clearly proposes to infer “various logical relations”. From the above comparison, it can be seen that the three levels of thinking quality reflect the different levels of difficulty and gradient that students should gradually

achieve. It needs to be clearly pointed out that the thinking quality is divided into three levels in the “Curriculum Standard 2017”. It means that the third level of thinking quality is a simple correspondence with the first grade, the second grade and the third grade, and it is not a simple correspondence with the required, optional, and optional courses. There are differences in the development of students’ thinking. Some students are studying compulsory courses because their thinking quality has reached the third level, and some students are studying elective courses because their thinking quality is still in the first stage of development. The “Curriculum Standard 2017” is a recognition and Allow this difference to exist. The quality of thinking is divided into three levels. For teachers, it is mainly to help them choose materials of different difficulty to design learning activities with different levels of complexity according to the level of students' development, set hierarchical learning tasks, and implement teaching in accordance with their aptitude.

After categorizing the quality of thinking, the “Curriculum Standard 2017” under each level, and in accordance with the four levels of observation and comparison, analysis and inference, induction and construction, and criticism and innovation, each level of thinking quality Give a specific description, for example, thinking quality level 1:

Observation and comparison: pay attention to observing various phenomena of language and culture, and identify the similarities and differences of various information through comparison;

Analysis and inference: According to different environmental conditions, objectively analyze the associations and differences between various information, discover the basic reasons for the differences, and infer the simple logical relationship formed between them;

Induction and construction: based on the information obtained, extract common features, form new simple concepts, try new concepts to explain new problems, and try to understand the world from another perspective;

Criticism and Innovation: Put forward your own opinions on the information obtained, and use simple means of verification to judge the authenticity of the information, form your own opinions, and avoid blindly accepting or denying them. It can be seen from the above examples that the sequence of the four aspects is just the complete process of acquiring, processing, and outputting information. This description completely follows the sequence of the development of students’ thinking qualities, and also helps teachers train students’ thinking in accordance with its sequence quality.

3. The Cultivation Path of Thinking Quality

The “Curriculum Standard 2017” mentioned above points out that the quality of thinking is the “thinking personality characteristics” of learners, reflecting the ability and level of students’ thinking in terms of logic, criticality and creativity. Therefore, this article will discuss the cultivation path of thinking quality from the cultivation of students' logical, critical and creative thinking.

3.1 Cultivation of Logical Thinking

Logical thinking is the most important thinking in the process of thinking development. It is mainly reflected in the whole process of perceiving things, knowing the essence of things, and then revealing the law of development of things. The high school stage is a key stage in the development of student learners' logical thinking. Therefore, high school English teachers should grasp this important stage of the development of students' logical thinking, follow the law of student thinking development, and cultivate high school students' logical thinking.

First of all, English teachers gradually cultivate the development of students' thinking quality through the use of image perception, induction and abstraction in the teaching process. For example, in high school English reading teaching, in the stage of image perception, teachers guide students to remember the vocabulary, phrases, and sentences in the reading text, so that students can perceive the reading material. After perceiving the text, the teacher passes Guide students to summarize the main idea of the article and train students' ability to summarize and summarize. In the final stage of reading teaching, teachers can guide students to abstract the characteristics of this type of text from

the reading text involved in teaching. In the above example of high school reading teaching, we can see that while teaching the language knowledge points, text content and text structure involved in reading texts, high school English teachers have subtly cultivated students' sense of knowledge, summary and summary. Abstract deductive thinking realizes the cultivation of students' logical thinking.

Secondly, teachers should highlight the student's dominant position in learning activities. High school English teachers cultivate students' logical thinking. Therefore, students' participation is needed in the training process, and students need to be the main body of the training process. In high school English teaching, teachers should avoid only attaching importance to teachers' one-way knowledge transfer and ignoring students' dominant status. Teachers help students by guiding and letting students construct themselves and form their own logical thinking structure according to their own logical way.

Finally, teachers can cultivate students' logical thinking based on textbooks. There are many contexts, topics and texts in the current high school English textbooks that directly reflect the quality of logical thinking. Therefore, high school English teaching should be based on language knowledge and skills to improve learners' logical thinking ability. Teachers can create situational questions based on the text content of the textbook, allowing students to analyze them independently.

3.2 Cultivation of Critical Thinking

In recent years, cultivating students' critical thinking has been highly valued in Western countries, and has gradually become a research hotspot in the educational circles of various countries. In my country, with the introduction of the concept of core literacy, critical thinking has also become the focus of attention and discussion in the education field. Critical thinking is also called speculative ability, which is a thinking process of observing, analyzing, and verifying things from multiple angles. In our traditional teaching, most of the teachers' cultivation of students' thinking is the cultivation of students' inertial thinking, while the cultivation of students' critical thinking is very rare, especially in liberal arts English classes. In the context of core literacy, teachers need to strengthen the cultivation of students' critical thinking.

First of all, teachers should guide students to observe things or think about problems from multiple angles. In an English classroom, for a point or problem, teachers can ask students to guide students to think about the problem from different angles. Teachers can also ask different students to tell their answers to the questions. Different students have different opinions. After the students have displayed their opinions, the teacher will act as a summary and let students recognize the same problem. Think from multiple angles.

Secondly, teachers should guide students to analyze, evaluate, and even question certain things or opinions. In English teaching, observation and thinking are far from enough for the formation of critical thinking, even from multiple angles of observation and thinking. Therefore, on the basis of multi-angle thinking, questioning opinions or things is crucial for the formation of critical thinking. Teachers should guide students to explore whether a certain point of view conforms to the facts and whether it violates common sense, so as to question the point of view. Finally, teachers must guide students to verify a certain point of view on the basis of evaluation and questioning. If there is any doubt about the viewpoint, there must be a verification of the viewpoint. In order to cultivate students' critical thinking in English class, it is necessary to use the students' logical thinking to demonstrate certain viewpoints.

3.3 Cultivation of Creative Thinking

First of all, teachers must protect the curiosity of students. For students who like to ask and are easy to ask, teachers must answer questions from students in a timely manner. For students who like to ask "why?", teachers should not get bored, but should answer promptly and encourage them .

Secondly, teachers need to stimulate students' thirst for knowledge. For students who are hard to learn or ask questions, teachers should actively guide students from the shallower to the deeper, so as to make the students thirst for knowledge.

Finally, in daily teaching, teachers need to organize some creative tasks or creative activities. Teachers can guide students to creatively solve problems and complete tasks by setting up scenarios to cultivate creative thinking.

4. The Evaluation of Thinking Quality

The evaluation of thinking quality in the core literacy of the English subject should adhere to the principles of development, dynamics, and diversity. According to the “Curriculum Standard 2017”, the quality of thinking can be assessed directly or indirectly through paper-based tests to varying degrees, but the current assessment of thinking quality still lacks mature models and relevant research precedents. Teachers should make a comprehensive evaluation of the development process of thinking quality and its influencing factors, which should not only consider students' logic and criticism, but also focus on the cultivation of innovation. In the process of evaluating thinking quality, teachers should not only evaluate thinking quality in isolation or mechanically. They should combine language ability, cultural character, learning ability and thinking quality for effective evaluation. Below we will elaborate on two aspects of the evaluation content and evaluation methods of thinking quality.

4.1 Evaluation Content

The “Curriculum Standard 2017” clearly divides thinking quality into four levels: observation and comparison, analysis and inference, induction and construction, and criticism and innovation, and specifically divides it into three levels: thinking quality level 1, 2, 3, etc. Teachers should evaluate students' thinking quality in a targeted manner according to the specific description of the above four levels and three levels in the new curriculum standard. In the evaluation process, teachers should pay attention to the different levels of student development and the diversity of students' personality characteristics, and find effective evaluation content that meets their development level. The evaluation should rely on real and objective material content and rich and diverse teaching activities. At the same time, it is necessary to infiltrate the critical, logical, and innovative examination of students in the examination of English comprehension and expression ability, so as to comprehensively evaluate the thinking quality of students.

4.2 Evaluation Method

For the evaluation method of thinking quality, first, teachers should develop summative evaluation. In the exam, teachers can consider the basic question types including objective multiple-choice questions and subjective questions. Among them, subjective questions should include answering questions, summarizing, writing words, cultural comparisons, problem solving, etc. At the same time, portfolio evaluation, Expressive evaluation methods such as face-to-face interviews are used in summative evaluation to make the examination methods more diversified and diversified, develop students' creativity, and cultivate students' critical thinking. Second, teachers should pay attention to formative evaluation. In the formative evaluation of students' English thinking quality, teachers can understand the current situation and development path of students' thinking quality, adjust teaching methods in time, and then adopt targeted methods to train students' thinking ability and improve their thinking quality. Third, teachers should also conduct graded assessments according to the thinking level of students at different stages of education. According to the thinking level that students should have at different stages in the new curriculum standard, teachers should refine the dimensions of the thinking level at each stage, improve the evaluation standards of thinking quality, and make the evaluation operable and detectable.

5. Conclusion

In the context of core literacy, the quality of thinking is clearly listed as the training goal of the English subject. Teachers can cultivate and improve students' logical thinking, critical thinking and creative thinking through planned, organized, and focused English teaching on the basis of

clarifying the true connotation of thinking quality. Finally, we can evaluate the development of students' thinking quality through a reasonable way.

References

- [1] Bingen Miel. Thinking quality: an example from the clinic. *Tijdschrift voor diergeneeskunde*, vol. 1, no. 20, pp.135, 2010.
- [2] Lei Deng, Wenling Chen. Analyze the Thinking Quality of Host from the Host Competition -- Take “the Sixth CCTV Television Presenter Contest” for Example. Information Engineering Research Institute, USA. Proceedings of 2014 2nd International Conference on Social Science and Health(ICSSH 2014 V55).Information Engineering Research Institute, USA: Intelligent Information Technology Application Society, no. 5, pp. 11, 2014.
- [3] Ziyun Dong, Jianjun Yin. A Comparative Study of Thinking Quality Between Chinese and American Junior Middle School Students From the Perspective of Key Competences of English Subject. *Management Science and Engineering*, vol. 4, no. 15, pp.121-122, 2019.
- [4] Cheng Xiaotang. Develop students' thinking quality in English teaching. *Foreign Language Teaching in Primary and Secondary Schools (Secondary School)*, vol. 3, no. 40, pp. 1-7, 2018.
- [5] Chen Zehang, Wang Qiang, Qian Xiaofang. On the Thinking Quality and Development Approaches in the Core Literacy of English Subject. *Curriculum. Textbook. Teaching Method*, vol. 1, no. 39, pp. 91-98, 2019.
- [6] Guo Baoxian, Zhang Jianzhong. Cultivation of Thinking Ability in English Subjects. *Curriculum, Textbook, and Teaching Method*, vol.2, no. 40, pp. 80-86, 2017.
- [7] Ministry of Education, General High School English Curriculum Standards (2017 Edition), People's Education Press, pp. 6-7, 2018.
- [8] Liu Daoyi. On English subject literacy-thinking quality. *Curriculum·Textbook·Teaching Method*, vol. 8, no. 20, pp. 80-85, 2018.
- [9] Si Shuxiang. A Brief Talk on the Cultivation of Thinking Quality in the Core Quality of English Subject. *Xue Weekly*, vol. 6, no. 27, pp. 120-121, 2019.
- [10] Xia Guming. Connotation analysis of thinking quality as the core literacy of English subject. *Journal of Xingyi Normal University for Nationalities*, vol. 3, no. 7, pp. 84-87, 2018.
- [11] Zhang Jinxiu. Difficulties and countermeasures in the cultivation of English subject thinking quality. *Foreign Language Teaching in Primary and Secondary Schools (Secondary School)*, vol.7, no. 40, pp. 6-11, 2016.
- [12] Zhang Yan. A Brief Talk on the Status Quo of the Cultivation of English Subject Thinking Quality of High School Students and Its Influencing Factors: Taking Chongqing No. 49 Middle School as an example. *English Square*, vol. 6, no. 20, pp. 109-110, 2020.