

Strategies for Cultivating Students' Open Thinking in High School English Teaching

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ABSTRACT

Cultivating students' open thinking is an important goal of educational reform under the concept of quality education. The reason to cultivate students' open thinking in high school English teaching is that the formation of open thinking can help students break through the thinking pattern, establish a sense of innovation, and broaden their horizons, so that they can establish a correct cognition of cultural differences, build a positive value concept, and then realize all-round development goals. Therefore, on the basis of analyzing the cultivation of students' open thinking, this paper puts forward the strategies for cultivating students' open thinking in high school English teaching from four aspects: transforming teaching mode, reforming teaching content, optimizing teaching means and creating teaching atmosphere, with a view to achieving the goal of cultivating students' open thinking through English teaching reform, improving students' comprehensive quality and facilitating their personal development.

KEYWORDS

High school English teaching; Open thinking; Teaching strategies

1 Introduction

Open thinking refers to the thinking that breaks through the traditional thinking pattern and the single narrow vision, and treats the problem from an all-round and multi-perspective, which is fundamentally opposed to the closed, conservative, passive and negative metaphysical thinking. Under the background of increasingly deepening global cultural exchanges, English teaching in high school is of great importance, and cultivating students' open thinking based on the English teaching is a beneficial and positive attempt to improve students' comprehensive quality and realize their all-round development, which can help students build up their self-confidence and consciousness of local culture on the premise of understanding diverse ideological and cultural concepts, and improve students' English comprehensive application ability with the goal of adapting to the new situation development needs.

2 The Importance of Emphasizing the Cultivation of Students' Open Thinking in High School English Teaching

Traditional English teaching inculcates knowledge into students around English textbooks, which makes it difficult to give full play to students' subjective initiative and improve the quality of high school English teaching effectively. It is not conducive to the cultivation of students' open thinking. However, taking the cultivation of students' open thinking as an important goal of high school

English teaching can indirectly play a positive role in updating the English teaching concept and changing the English teaching model, so as to further improve the quality of high school English teaching and provide help for the all-round development of students.

2.1 Broaden Students' Horizons and Treat Differences Rationally

The cultivation of open thinking requires English teachers in higher vocational colleges to enrich the existing teaching content, so as to enhance students' understanding of English cultural environment and social life customs, which will help students to know the cultural differences in different regions and social environments in the collision of Chinese and Western cultures, and thus broaden students' horizons and expand their knowledge. In this way, students can treat cultural differences with a more objective and rational attitude, and then be promoted to form an inclusive and open cultural attitude.

2.2 Break Through Thinking Patterns and Cultivate Innovative Awareness

The cultivation of open thinking involves the cultivation of students' innovative ability, imagination ability, critical ability and logic ability, which can help students break through the thinking patterns, enrich the perspective on problem-solving, and enable students to think from multiple subjects and perspectives when analyzing and solving problems. It helps to cultivate students' learning qualities of daring to explore and express, and enables students to take the initiative to question and speculate boldly in the face of problems^[1].

2.3 Build Values and Promote Personal Growth

Middle school is the beginning stage for students to truly understand human society. At this time, students' psychological and physiological development tends to be perfect, and they have a strong curiosity for various novel ideas and things. At the same time, they also start to have an independent consciousness, and have the ability to distinguish right from wrong, good from evil, and good from bad. It is an important foundational period for the formation of students' personal values.

The cultivation of open thinking enables students to come into contact with a variety of values and have a basic understanding of the diversity of the world, so as to lay the foundation for students to establish correct values, which has the positive impact on students' personal development and can help students realize their personal value.

3 Strategies for Cultivating Students' Open Thinking in High School English Teaching

Open thinking refers to students' abilities to raise, explore and solve problems independently, and students' imagination ability, critical ability, cultural awareness and many other aspects. Traditional high school English teaching focuses on one-way indoctrination of textbook contents, and ignores students' initiative and creativity in the teaching process to a certain extent. Therefore, the current high school English teaching urgently needs a novel teaching mode, and puts the cultivation of students' thinking ability in an important position, so as to stimulate students' innovation consciousness and potential in various ways and cultivate innovative and high-quality talents for the society.

3.1 Change the Existing Teaching Mode

3.1.1 Adhere to the Student-oriented Education

The first principle of cultivating students' open thinking is to adhere to the subject position of students, make students become the master of the class, fully mobilize students' learning initiative in the class, and stimulate students' interest in English learning. At the same time, it is also necessary to enable students to develop a good habit of independent learning after class and actively explore English knowledge, and broaden the channels for students to receive knowledge and information^[2]. In order to insist on the subject position of students in education, high school English teachers must try their best to understand individual learning psychology, learning basis and learning willingness of students, and consider the learning needs of most students in collective teaching practice activities. At the same time, targeted and differentiated guidance should be provided to some students to make them feel the teachers' attention. Then take this as an opportunity to focus on cultivating students' individual thinking.

3.1.2 Give Full Play to the Guiding Role of Teachers

Under the guidance of quality education, English teachers are an important part of English teaching reform. High school English teachers must change the traditional teacher-led teaching concept, correctly view their position as the leader in the teaching process, guide students from the perspective of students, and cultivate students' open thinking in a targeted manner. For example, high school students have a strong curiosity and are easily attracted by various things. Therefore, English teachers should always pay attention to students' learning status and expressions, so as to timely intervene in the individual learning process of students, and actively guide students to interact with each other to understand students' learning needs. At the same time, teachers should encourage students to think boldly in class and after class, and encourage and guide students in a series of creative ideas and concepts, so as to cultivate students' divergent thinking.

3.2 Reform English Teaching Content

3.2.1 Extend the Knowledge of Life around the Teaching Material

High school English teaching takes textbooks as the main teaching content, but the teaching content in textbooks is limited. Therefore, teachers should expand and supplement the teaching content based on the unit theme of textbooks and students' understanding ability, and especially add life-oriented English knowledge that students can easily understand, so as to help students establish the correlation between language and life. In this way, students can broaden their knowledge and expand their thinking depth. On the one hand, taking life-oriented knowledge as the key extension direction of teaching content can strengthen the practical significance of English, and make students realize the practicability of English and understand the practical value of English teaching; on the other hand, it can create more opportunities for students to train in English, which helps to increase students' common sense of life and enable students to think about problems with open thinking in daily life, thus improving students' ability to solve problems in real life.

3.2.2 Excavate and Value the Output of Cultural Connotations

Establishing cultural awareness and correctly viewing cultural differences are important prerequisites for cultivating open thinking. English is not only a language tool, but also a kind of cultural information, which contains many cultural connotations. Therefore, English teachers must

dig deep into the cultural connotations in the teaching content and guide students to truly feel the differences and commonalities between Chinese and Western cultures. Through the analysis of the cultural connotations, teachers can guide students to advance from the reading thinking in the past to the cultural thinking. It can break the single and simple thinking mode that students can only see the appearance of things, open the perspective of students looking at various social phenomena with cultural thinking, and cultivate students' open thinking.

3.3 Optimize Teaching Means

3.3.1 Guide Teaching with Open and Exploratory Questions

Open and exploratory questions are those question without a unique and standard answer. Different people have different thinking dimensions for the same problem, and the answers will not be the same, and different thinking and answers usually represent different levels. Therefore, exposing students to views and thoughts at different levels helps to expand students' structural thinking, and has a direct effect on improving students' thinking ability. In addition, allowing students to listen to different voices can also create a good thinking environment and imagination space for students. The influence of environment on people is profound and imperceptible, and an inclusive environment can stimulate students' spirit of exploration and desire for knowledge, and further promote the cultivation of students' open thinking^[3].

3.3.2 Make Good Use of Group Discussion Method and Situational Teaching Method

Open English classes are conducive to cultivating students' open thinking, and enhancing two-way interaction in the classroom is an important feature of open English classes. Therefore, high school English teachers should actively use group discussion method, situational teaching method and other teaching methods that can enhance the classroom interaction, in order to mobilize students' enthusiasm and guide students to engage in rich imagination. When creating situations, teachers should follow the basic principles of theme, interest and practicability. Firstly, the theme should be created around the key and difficult points of teaching materials. Secondly, the class should aim to stimulate students' interest in situational participation to guide students to develop imagination; Thirdly, the life-oriented context needs to be created to improve students' ability to use English. The group discussion should follow the steps of "determine the theme, customize the rules, create the atmosphere, guide the direction, summarize and evaluate", to build an open thinking atmosphere for students, and guide students to interact actively and speak freely. At the same time, teachers, as the main body of discussion, should also guide the topic in time to avoid deviating from the theme.

3.4 Create an Active Teaching Atmosphere

3.4.1 Build the Equal and Democratic Teacher-student Relationship

The construction of equal and democratic teacher-student relationship can help students get rid of the shackles of traditional teacher-student relationship and create a more open teaching environment. Therefore, high school English teachers should take the initiative to integrate into the students' collective. In class, teachers should actively build a lively and free classroom atmosphere, encourage students to boldly express their views, and help students to switch between different thinking ways to think about problems, so as to enhance students' ideological tolerance and build students' open thinking.

3.4.2 Organize Diverse English Practice Activities

Rich practical activities can promote students to transfer and apply the English knowledge they have learned in practical teaching, innovate the channels for students to express their views and cognition, and stimulate students' innovative consciousness and practical ability. To this end, high school English teachers can actively organize debate competitions in class to create a fierce discussion environment for students, and guide students to think calmly and give responses or refutations to the questions raised by each other. In this way, students can not only exercise their reaction ability and expression ability, but also cultivate their habit and awareness of deep thinking, so as to guide students to know how to dialectically approach problem.

4 Conclusion

To sum up, high school English teachers should promote the reform of teaching mode with the concept of quality education, integrate the life-oriented knowledge into the teaching content, and pay attention to excavating cultural connotations to enrich the teaching content, so as to enhance the interactivity of teaching. In addition, we should actively build an equal and democratic teacher-student relationship and create an inclusive and open teaching atmosphere, so as to create a good environment for the cultivation of students' open thinking and promote the realization of the goal of quality education.

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