

The Research on Strategies of Cultivating Senior High School English Autonomous Reading Ability from the Perspective of Key Competence

Shiyi Wang *, Jun Yan

School of Foreign Languages, Sichuan University of Science & Engineering, Zigong, 643000, China

* Corresponding author: Shiyi Wang (Email: 718994@163.com)

Abstract: In the context of core literacy teaching, high school is a critical period for students' learning and development. While teaching students English knowledge, English teachers in high schools should pay more attention to the cultivation of their autonomous learning ability. English reading is an important part of English teaching in senior high school, and English teachers need to cultivate students' good autonomous reading ability in teaching. Therefore, to effectively develop and improve students' autonomous reading ability and encourage them to form a good reading habit in the process of learning, English teachers in senior high schools should change their traditional educational ideas in time, and constantly seek more scientific, reasonable, and interesting teaching methods in the process of teaching, to stimulate students' reading interest, improve their English reading ability and effectively improve their English comprehensive literacy ability. Based on this purpose, this paper briefly analyzes the effective ways to cultivate English autonomous reading ability in senior high schools in literacy idea.

Keywords: Key Competence; High School English; Independent Reading Ability.

1. Introduction

English Curriculum Standards for Senior High Schools (revised in 2020, 2017) emphasize: "Enhance the importance of cultivating students' learning ability and create rich conditions for students to develop good study habits." Under the background of curriculum reform in the new period, core literacy has become an important foundation for students to realize lifelong development. The core literacy of English includes four dimensions: language ability, learning ability, thinking quality, and cultural awareness. In English quality education, students must cultivate their reading ability through language practice activities such as listening, speaking, reading, writing, and watching. Therefore, English teachers need to focus on reading training, combine specific teaching contents, promote English reading teaching in senior high schools in an orderly manner under the background of cultivating core literacy, touch the core of students, lead students to actively participate in English classes, and achieve the goal of improving reading literacy.

2. The Significance of Cultivating Students' English Autonomous Reading Ability

2.1. To Ensure Students' Dominant Position

Under the traditional teaching mode, English teachers in senior high schools often adopt the teaching mode of "teachers teach and students listen" when teaching English reading to students. As the center and leader of the classroom, teachers lead students' learning activities throughout the English class, lead students to follow their teaching ideas, and teach them specific English knowledge. In this learning process, it is difficult for students to give full play to their subjective initiative in English class, and their logical thinking, independent inquiry ability, and reading ability cannot be effectively exercised and improved. Cultivating

students' autonomous reading ability in English reading teaching can make students give full play to their main role in the process of reading, and effectively improve their English reading effect through independent thinking and independent exploration of English reading articles.

2.2. To Enhance Students' Reading Ability

Reading ability is the basic ability that students should have in English reading and English learning. Only with strong reading ability can students achieve twice the result with half the effort in the process of reading. In senior high school English teaching, to effectively cultivate and improve students' autonomous reading ability, senior high school English teachers should not only help students build a good English foundation, enrich their English vocabulary, and learn long and difficult sentences in English sentences, but also teach students correct reading methods and reading skills, so that students can use correct reading methods and reading skills in the reading process, and understand the central ideas and difficult contents of English articles in the shortest time, which is effective in the long-term reading process.

2.3. Broaden Students' Horizons

Reading is the main source and way for students to acquire more knowledge. However, due to the limited time of English classroom teaching, it is difficult for senior high school English teachers to impart more English knowledge to students within the limited teaching time. Cultivating students' autonomous reading ability in the process of teaching can provide a very effective solution to this problem. It can enable students to read independently after class and enable them to accumulate more and more English vocabulary in the process of autonomous reading, thus enriching their English vocabulary. They can also learn many authentic English expressions and English grammar in the process of reading, thus effectively improving their English language expression ability and laying a solid foundation for their future English

writing. Moreover, students can understand and learn the cultural contents of other countries in the process of reading foreign language literary works, thus broadening their knowledge horizons and enriching their cultural heritage.

3. The Strategy of Cultivating Students' Autonomous Reading Ability under the Requirements of Core Literacy

3.1. Pointing to Language Ability, Independently Predict the Content of the Text

Prediction is to let students guess the general content of the text by combining pictures or topics. This process can fully demonstrate students' association and imagination. To let students express their opinions independently, teachers should combine the reading content to create topic situations for students and stimulate students' interest in discussing topics. Then let students make predictions according to their existing experience and cognitive level, communicate with each other, and express their thoughts on this topic independently. Students will continue to develop their language ability in interaction, reach a consensus on the prediction of reading content, and determine the starting point of reading, which can better support the subsequent independent development.

Take "UNIT 2 TRAVEL-LING AROUND" as an example. In the reading teaching of the Reading and Thinking module, teachers should combine text topics and pictures to lead students to make independent predictions. In this regard, teachers can proceed from the following two steps to implement.

3.1.1. Create a Topic Situation

Before reading, teachers can use multimedia to show students a travel video about Peru, the title of which is "TRAVEL PERU", so that students can combine the topic of the video translation. With the help of what they have learned and the information given in the video, students translate this topic into "Exploring Peru". Then the teacher can present the students with four pictures in the textbook and the corresponding small questions, such as Amazon Rainforest Tour, Machu Picchu Tour, Cusco Tour, and Lake Titicaca Tour. Then the teacher will lead the students to combine the pictures to translate the topics, get a preliminary perception of what they read, and stimulate students' interest and enthusiasm in communication and interaction.

3.1.2. Encourage Students to Communicate and Interact

After the teacher creates the topic situation, the students will think multi-dimensionally about the reading content and begin to predict the content of the reading text. Teachers can encourage students to ask questions independently communicate with each other, and get basic information about reading the text through active interaction. For example, students can compare four pictures in the textbook, and through guessing, translation, discussion, and other links, determine that four subtitles mean "trip to the Amazon rainforest, trip to Machu Picchu, trip to Cuzco, trip to Lake Titicaca". Combined with the information given in the video, the students guess that this passage is mainly about four scenic spots in Peru. In this way, students complete the prediction of text content, and their reading ideas will be more

open. Then students will complete subsequent text reading based on this prediction, which will trigger the generation of autonomous reading ability.

3.2. Pointing to the Quality of Thinking, Independent Processing of Reading Information

Students in senior high school already can think independently, so teachers can guide students to process reading information independently so that they can have deeper thinking, sort out text information, summarize text content, discriminate text language, infer emotional trends, and continue to deepen thinking in text reading activities. Students can communicate and share the information they have combed, analyzed, and integrated, judge whether their questions have been answered, whether a new knowledge framework has been constructed, and show the development process of their independent reading ability. Take the teaching of the second compulsory volume "UNIT 2 WILDLIFE PROTECTION" as an example. In the teaching of Reading and Thinking module, teachers can first lead students to complete their prediction by combining the topic "A DAY IN THE CLOUDS" and pictures, guide students to read the text, integrate relevant information in the text, complete their processing, and promote the formation of students' good reading thinking quality. The specific process is as follows.

3.2.1. Independent Reading Thinking

Teachers can guide students to read the text independently and outline the basic content of the text in reading. Students found that this is a diary-style article, and the author told the story of protecting the rare species Tibetan antelope in the first person's tone. There are seven paragraphs in the article. The first paragraph explains the location and purpose of the author's activities that day: he came to the plateau with thin air to observe the Tibetan antelope; The second paragraph describes the elegance and beauty of Tibetan antelope and the difficulties it faces; The third paragraph describes Tashi's wildlife conservation theory.

Read; The fourth paragraph describes the reasons for protecting Tibetan antelope; The fifth paragraph describes the measures taken by our government and non-governmental organizations to protect Tibetan antelopes; The sixth paragraph describes the effectiveness of protection; The seventh paragraph expresses the author's feelings. In the process of independent reading, students roughly refined the basic content of each section according to their reading basis and achieved the goal of initially perceiving the text.

3.2.2. Share the Discussion After Reading

After students have finished their independent reading and thinking, teachers should organize students to share and discuss, express their understanding of the text, and form their views. For example, some students analyzed the last sentence of the text in the exchange discussion and understood the concept of harmonious coexistence between man and nature. Some students analyzed the author's writing intention and understood that we should change our way of life in our daily lives and live in harmony with nature. Other students analyzed the author's psychological activities and understood the author's thoughts and feelings. Students gather the theme in the discussion and sharing, that is, people and nature should live in harmony, thus reaching a reading consensus.

3.2.3. Summarize, Refine and Instruct

After the students discussed and exchanged, they got a

better understanding of the text and formed their own opinions. On this basis, teachers should start from the macro level and ask students some open topics, so that students can further focus on the information integrated from the above two links and make a comprehensive overview. For example, teachers can make students think about the writing logic of the whole article, and how the author leads to the idea of “harmony and unity between man and nature” step by step. Guide students to think about the structure of the article according to their understanding.

The author uses two clues of “human” and “nature” to run through the whole paper. The human line is substituted into the author’s consciousness from Tashi’s perspective, gradually rising from individual to group, and finally rising to the whole human race; The natural line takes Tibetan antelope as the starting point, introduces wild animals and plants, and extends to the whole natural world. These two lines interweave with each other and point out the theme of the article.

3.3. Point to Learning Ability and Explore the Text Independently and Deeply

Pointing to the need to cultivate students’ learning ability, teachers can provide students with an opportunity to explore the text independently and deeply, so that students can go deep into the text layer by layer and reach a deep interpretation of the text. Therefore, after instructing students to process reading information independently, teachers should lead students to continue to deepen the exploration of the text based on pre-cognition, reach the core and theme, achieve deep reading patterns, and improve students’ learning ability. Take the teaching of the first compulsory book “UNIT4 NATURAL DISASTERS” as an example. In the reading teaching of the Reading and Thinking module, after the teacher instructs the students to finish reading the text “The Night The Earth Didn’t Sleep”, they should combine the content of the text, design the inquiry task, and guide the students to achieve in-depth exploration in the form of group cooperation. The specific tasks are as follows.

Task 1: Combining the content of the discussion, sort out the “bright lines” and “dark lines” of the discussion.

Task 2: select typical paragraphs to describe the language expression of the discussion.

The above two tasks are complicated, so students need to speculate, innovate, judge, and migrate in interactive inquiry, and then draw a conclusion. This kind of task is of great inquiry value. Teachers can lead students to analyze the text from three levels: content, form, and meaning, and comprehensively examine their learning ability. For example, when students complete the first task, they can review the text from a global perspective and combine the topic sentences of each paragraph to separate two lines. The most obvious thing in the whole article is the timeline (bright line) of the earthquake: the omen before the earthquake-the damage in the earthquake-the rescue and reconstruction after the earthquake. After finding the bright line, students will continue to look for the hidden “dark line” corresponding to the timeline. With the earthquake, the change in people’s mood is the key part of the article. Through discussion and communication, they defined people’s emotions and emotional changes in the earthquake as “dark lines”: strange-shocked-hopeless-hopeful-positive and optimistic. In the process of completing the first task, each group experienced thinking, exploration, analysis, and judgment, realized the sublimation of thinking and emotion,

reached the pattern of deep learning, effectively improved their learning ability, and promoted the deep development of students.

3.4. Point to Cultural Awareness, Express the Theme Meaning Independently

After students have finished reading the text, teachers should also guide students to touch on the theme’s meaning, develop critical thinking, and continue to deepen cultural awareness. Therefore, teachers should guide students to use the language knowledge they have learned to express their views and feelings on the theme of text reading. At the same time, according to students’ reading situation, teachers can also encourage students to focus on a certain theme to carry out “small pen practice” activities and urge them to transfer the value orientation behind the text or the author’s attitude, thus generating their views and thinking and showing their understanding of the theme of the article, which is conducive to continuously deepening students’ independent reading ability and reflecting their moral quality. For example, after students read the text “A Day in the Clouds”, teachers can let them focus on the theme of the text to express their views and complete the “small pen practice” activities. Students will point to the theme of harmonious coexistence between man and nature, and choose different entry points to complete their independent expression. For example, some students have completed a small exercise from a macro perspective along the current situation of harmonious coexistence between man and nature-the method of harmonious coexistence between man and nature-the significance of harmonious coexistence between man and nature. Some students discuss an ecological environment problem as a breakthrough point, focus on this problem put forward solutions, and finally sublimate it to point out the necessity of harmonious coexistence between man and nature. Students focus on the theme of the text and have different thoughts, so the content of reading and writing exercises is naturally different. When students have finished their creation, teachers should also introduce the evaluation link. All the students in the class participate in the evaluation and analysis of this article, and this kind of thinking ultimately points to reading the text. Teachers should lead students to complete creative thinking on the theme of reading the text, establish cultural awareness, improve their independent reading ability, and point to the generation of students’ higher-order thinking.

4. Conclusion

To sum up, autonomous reading ability is an essential basic accomplishment for senior high school students, and English class is the main position to cultivate this ability. Teachers should pay attention to educational hotspots in time, update educational concepts, and build a relaxed and pleasant English reading classroom atmosphere with brand-new teaching methods. At the same time, teachers should give full play to students’ subjective initiative, and guide students to dig deeper into the text connotation in the process of “finding problems, thinking problems and solving problems” by awakening humanistic feelings, skillfully using information technology, teaching reading methods and expanding reading materials, to lay a solid foundation for the cultivation of core literacy.

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