

# Cultivating Students' Thinking Ability in English Teaching

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**Abstract:** It is very important that cultivate students' thinking ability in English teaching. First, to stimulate curiosity, enhance the consciousness of thinking. Second, to create situations, cultivate students' ability of asking problem. Third, to play the initiative of the students, cultivate the habit of independent thinking. Fourth, to improve students' ability of language expression.

**Keywords:** Thinking Ability; English Teaching; Cultivate students

## 1. Introduction

Training the students thinking ability in English teaching is a special important issues at the moment. The reasonable teaching has an important role in the development for thinking. Students can grasp the essence of language through thinking in the process of learning English, so as to enhance the sense of language. Not adept at the use of thinking is not very good grasp of grammar concepts, understand the text, answer various exercises, use English for communication purposes. Because of the requirements of various types of mental activities in the process of English learning, thinking and English learning effect has a direct relationship. So developing students' thinking ability in the teaching of English is very important.

## 2. Stimulate Curiosity, Enhance the Consciousness of Thinking

English is a language. And language is a means of communication. If you want to explain your point of view in English, not to think, how to say it? Making English conversation, doing English exercises, learning basic knowledge of English are required to use their brains thinking. In learning a student willing or not willing to use their brains, love or not love thinking positive, is the primary condition of his thinking ability can do or do not develop. Therefore, stimulate the students' learning motivation in English teaching, enhance their thirst for knowledge, and mobilize the enthusiasm and awareness of their thinking activity, they are very important. For example: when the teacher teach the students complete the tense and the passive voice, they need to use the past participle of a verb. The regular form of past participle may be regular or not irregular. The past participle of regular verbs in accordance with the rules are good memory, and irregular past participle of a verb is hard to remember, and easy

to worry. Then, we can make the students to think of ways to use their brains that the irregular verbs are classified according to some rules of the past participle of memory, such as: "AAA" type, "ABA" type, "ABB" type, "ABC" type, and so on. Again such as: students match the words or phrases in isolation to remember, it is often boring and difficult to remember. If the teachers encourage students to think actively, using some words or phrases to make sentence, create some humor and even absurd sentences, it is easier to remember.

As the saying goes, curiosity is closely related to the curiosity. It can also say that curiosity is developed from curiosity. Students learn English, they have a curiosity of English characteristics, the English cultural background, communication habits, humanistic psychology. In the course of English teaching, the teachers should first lit the hearts of the students curiosity fire. In classroom teachers need to explain unit key grammar text content, the difficult sentences and long sentences to students. It also needs to explain the special English language phenomenon which is different with Chinese cultural background, communication habits, humanistic psychology. The language students easily confused, mistaken and a semantic sentence language expression and other phenomena also need to be explained. If the teachers stimulate students curiosity and thirst for knowledge, the awareness of students will be greatly enhanced. They will consciously use their brains, positive thinking, develop good thinking. Therefore, English teaching should be good at inspiring students, good at asking question, good at motivating the students thinking. The vivid teaching form play an important role on arousing the students' interest in learning, stimulating curiosity.

## 3. Create Situation, Cultivate the Ability of Students to Raise Questions

Thinking starts from the question. In English class, the teacher should create situations, stimulate students to put their own problems. It can make the student independent thinking, let the student take the problem study materials. Training the ability of putting forward questions is a process. Originally, teachers ask students questions, and enable students to understand the meaning and methods of inquiry. And then encourage and require students to put forward questions. A good question of the students, the one who teacher should give praise. When students to put forward all kinds of problems, it may request further improve quality, encourage students has studied the use of language knowledge, experience, thinking how to answer their own questions. For example, in higher education, English Unit16 Fire, Lesson61, guiding the students to put the question from the life experience. "Can you cook? ", " when you are cooking pan was on fire, what would you do?" to let the students listen to the content of teaching materials, to find out the answer. So as to understand the content of teaching material, master the purpose of teaching material contents. After mastering dialogue content of this lesson, inspire students to think "found how to do when they find fire?" Let the students on this issue to discuss, "conversation practice". In the process of discussion, thinking of the students ability to use English to get exercise, at the same time it will lay a solid foundation for learning the next lesson.

#### **4. Play the Initiative of the Students, Cultivate Independent Thinking Habit**

Play the initiative of the students, cultivate the habit of independent thinking for the development of thinking ability is very important. The famous psychologist Bruner's "cognitive discovery theory" think, learning is not the passive mechanical formation of stimulus -- response coupling, but an active process of cognitive structure. Bruner attached great importance to the initiative of people. He thinks, students and scientists intellectual activity is essentially the same, whether grasp a concept or solution a problem, find a scientific theory also is an active process. Therefore, he advocated the method of discovery learning. The so-called discovery method is to let the students to think independently, reorganization material, to discover knowledge, master the principle. As far as possible to enable students to become independent thinkers and automatic. Therefore, teachers develop students' learning initiative and cultivate the habit of independent thinking is very important. The teaching can stimulate the initiative and the enthusiasm of students thinking, cultivate interest and find attitude, make knowledge firmly. It is more important to play the initiative of

students and cultivate the habit of independent thinking, promote the development of students' thinking.

#### **5. Improve the Students' Language Expression Ability**

There is a close relationship between language and thought. A language expression level is very low who never has a high degree of development of thinking ability. The people who language disorder, the thinking is also chaotic. English is a language, so in English class to improve their English language level, can promote the development of thinking, which is to master the English language and flexible use of English. It means that good at using English this kind of language to accurately, clearly, systematically and vividly express their thoughts and feelings. When the teacher will often hear students in English exam complained: "the written expression topic is not difficult, but I can't speak it well." Actually, that is not say and can not write, is to not thoroughly thinking. If students can often make internal ideas into external language, and processing, finishing on the expansion of the external speech, to use proper words, structure rigorous, coherent, symbolic logic. And then, their thinking ability will be rapidly improved.

#### **6. Conclusion**

In a word, the English teachers in the teaching process must have a vivid intuitive, abstract thinking combining with practice. Make the students feeling, perception into concepts. Using thoughts and expressing them in a speech in the form of concept. And make them learn to the school from the thought for the actual, make the abstract knowledge to the specific knowledge. Students develop the ability in English knowledge learning process.

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