



Research on the Cultivation of Students' Critical Thinking Ability in College English Reading Teaching

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Abstract

It is the direction and ultimate goal of university education to cultivate compound talents with critical thinking consciousness and critical thinking ability. However, most colleges and universities in China still fail to cultivate students' critical thinking ability in English teaching. Critical thinking is of great significance to the comprehensive development of college students, and enhancing the critical thinking ability of college students is the mission and responsibility of college English reading teaching. Classroom teaching is the main battleground for cultivating students' abilities, and in view of the current situation of insufficient critical thinking ability among college students. This paper starts from the connotation and importance of critical thinking ability, sorts out and summarizes the relevant causal factors, expounds the principles of cultivating students' critical thinking ability based on expandable reading materials, and puts forward strategic suggestions on selecting expandable reading materials, with the aim of precision cultivation of students' critical thinking ability.

Keywords

College English; reading teaching; critical thinking ability

The discipline's core accomplishment is the concentrated embodiment of the value of discipline education, and the thinking quality is an important part of the core accomplishment of the discipline. However, the traditional. The English reading teaching is too focused on the representation training of language skills, and lacks the cultivation of students' thinking ability, resulting in the root of students' speculative literacy. The phenomenon of unstable base, lack of new word meaning guessing ability, lack of judgment and reasoning ability, and passive acceptance in reading class. Visible, reading the teaching needle. It is extremely urgent to cultivate the students' critical thinking ability. In the context of the new era, the social standards for the employment of new English talents have been continuously improved. In addition to paying attention to students' professional quality and cross-cultural ability, it attaches great importance to students' innovative consciousness and information technology practice ability, and requires students to have them. Have a strong personalized critical thinking ability. Critical thinking ability is the ability to think and discriminate. Reading is the main way for students to obtain information. In the moral tree. Against the background of human education, college English should give full play to the advantages of the main channel of course education, fully release the advantages of the subject itself, and make effective use of reading courses. In this period, classroom teaching focuses on cultivating students' critical literacy, so as to effectively improve the quality of English talent training in colleges and universities (Cai Jing, 2024).

1. The connotation and importance of critical thinking ability

1.1 Connotation of critical thinking ability

Thinking ability is critical thinking, belongs to the category of intelligence program, refers to the discrimination of information and evaluation ability, especially for some common sense, universal knowledge of reverse analysis or synthesis, or review some seemingly evidence theory or facts, deep reflection to judge the root, thus forming the original view of the new view. Critical thinking ability includes two dimensions: cognitive skills and emotional tendency. Cognitive skills can be divided into six core abilities: cognition, analysis, evaluation, deduction, elaboration, and balance regulation; and emotional orientation is more extensive, including curiosity, confidence, sunshine, ingenuity, fairness, trustworthiness, rigor, and affinity. Discriminative thinking ability is a positive expression of students to compete for excellence, innovation, and realistic progress, and also the foundation of improving the comprehensive strength of talent training (Lin Xiaojing, 2024).

1.2 The importance of cultivating critical thinking ability

The process of reading is a process of reasoning and analysis, and also a process of deep thinking and perception. Reading without reasoning is meaningless and value. With the increase in the number of English reading, students have more diverse knowledge, understanding perspectives, and a more open cognitive vision, and can solve problems and reasoning problems more rationally. Through the scientific analysis and judgment, the critical thinking ability will be enhanced accordingly. At the same time, critical thinking ability will also have a feedback effect on reading and learning. With the improvement of high-level cognitive literacy, the efficiency of reading inside and out of class is enhanced, which promotes the deep understanding of reading. In the past, college English teaching in China was based on the syllabus, and the course teaching and evaluation were carried out in an independent way for the single training course. Reading teaching, for example, focusing on reading skills, students can read or understand the author's intention, more emphasis on appreciation, memory and imitation, lack of development of students' thinking ability training, lead to students' thinking ability is relatively weak, unable to understand the meaning rich text, or cannot produce logic rigorous words. According to the guiding requirements of the National Standard for Teaching Quality of Foreign Language and Literature, the current English reading teaching should strengthen the cultivation of students' language ability, and focus on exploring the path to effectively improve students' critical thinking ability. How to integrate the two organically to achieve the goal of complementarity also requires teachers and students to work together to continuously explore and practice (Gan Yinghong, 2024).

2. The dilemma and attribution of the critical thinking ability cultivation in college English reading teaching

2.1 Overview of the dilemma

As an important component of the core quality of college English, critical thinking ability is restricted by the interwoven influence of many factors, especially the shackles of the examination that cannot be get rid of, which causes the absence phenomenon of critical thinking ability of college students, which is specifically manifested in students' weak analysis and judgment thinking and lack of reasoning, thinking and innovation ability. First of all, in the teaching of college English reading, students are exposed to many new words (Li Shu, 2024). Without using the dictionary or online help, students are required to have the ability to guess the meaning of words according to the specific context of the article. However, many students show a fear of difficulties or learning, can not think carefully in the context, the speculation process is relatively perfunctory, a lack of expansion and innovation consciousness, resulting in different degrees of obstacles in the subsequent reading of articles. Over time, students will develop the habit of muddling along, and the accumulation of the number of new words can not be effectively broken through. Secondly, in the teaching of college English reading, there will be judgment and reasoning questions aimed at examining students' critical thinking ability. Students are required to have basic critical literacy and to be able to make corresponding analyses, combining judgment and reasoning according to different articles, and draw effective conclusions. However, some students still stay in the literal meaning, and lack logic, coherence, and organization of reading and thinking, which is not conducive to the improvement of personal judgment and reasoning ability. Finally, in the teaching of college English reading, some teachers still follow the traditional teaching mode, the teachers' explanation dominates the classroom, and the knowledge output is still mainly based on the indoctrination and cramming mode, so that it is difficult for students to actively and think deeply in the passive learning environment (Cui Yuanyuan, 2023).

2.2 Attribution analysis

The phenomenon of absent critical thinking ability of college students is thought-provoking, which is not only influenced by the social environment and exam-oriented education, but also closely related to teachers' conservative ideas, conservative methods, and students' inherent way of thinking. First of all, the current teaching of English reading in colleges and universities is still mainly taught by teachers, and the main body status of students is missing. At the same time, teachers' reading teaching objectives and methods are conservative, coupled with the lag of English reading textbooks, the lack of new articles, the lack of contemporaneity and freshness, which cannot arouse the resonance of students, which makes the reading classroom atmosphere dull, which is not conducive to the cultivation of students' critical thinking ability. Secondly, the current English teachers should let the students read in advance and finish the pre-class preview before the reading teaching. After the beginning of the course, the teacher focuses on explaining new words or phrases and summarizing the discourse structure. This mode is effective for a single English article. However, from the perspective of critical thinking ability cultivation, due to the conservative reading teaching methods, the lack of thinking interaction between teachers and students in class, which lacks substantial help for the improvement of subsequent reading learning thinking (White Pen, 2023). Thirdly, there are obvious thinking differences between Chinese and Western cultures. For example, the characteristics of Chinese thinking are integrity, intuition, conservatism, curve and subject introversion, while Western thinking is characterized by individuation, rationalization, openness, linear and objective. Although the English language is a tool for communication and expression, compared with traditional Chinese culture, it also contains profound cultural customs and differentiated thinking habits. Therefore, college students should pay attention to start from themselves, grasp the similarities and differences between Chinese and Western thinking culture, and actively seek adaptation, so as to grasp the true connotation of English articles in an all-round way. Finally, in the social environment of exam-oriented education in China, the purpose of many students' English learning is to pass the exam. Under the influence of such one-sided and extreme thinking of dealing with the exam, there is still a long way to go to improve their critical thinking ability.

3. The principle of cultivating students' critical thinking ability based on expanded reading materials

3.1 Strengthen the authenticity of the reading materials

The selection of extended reading materials should come from real life, avoid introduction for teaching objectives, or be specially designed for students. Many materials can be used in teaching without processing, for example, newspaper articles, audio, or video. Will the authenticity of the reading materials in the classroom to the students, students through contact with the "real" language, which can improve students' interest and cognitive motivation, and help students think in the real understanding situation, make students in real time and master the English language contains communication habits, to improve students' reading ability and thinking ability has a positive role in (He Jiarong, 2023).

3.2 Highlight the diversity of reading materials

In the process of selecting extensive materials for reading teaching, some teachers think that British and American articles should be the main articles. Because this kind of article has the advantage of authentic language, and the structure of the article is relatively reasonable, the viewpoint elaboration and organization are very clear, helping students to perceive the British and American culture. Relying on the previously learned reading skills, to promote the students' reading level and thinking ability to improve simultaneously. However, with the advent of the era of global integration, it is important for native English-speaking countries, but they also need to learn, absorb, and learn from the culture and ideas of non-English-speaking countries, so as to expand students' comprehensive thinking ability in an all-round way. Therefore, the choice of expanded literature materials should adhere to diversified perspectives, so as to help students maintain competitiveness in the era of multi-cultural integration and coexistence.

3.3 Close contact with the actual life of students

For most students, although they have read a lot of books and materials, their critical thinking ability cannot be substantially improved. The reason is the lack of relevance to their personal life, resulting in readers' need to be disconnected from the text presentation, and students' critical thinking ability cannot be effectively stimulated. To this end, college English reading teaching should clarify the key point, completes the organic balance, try to select is closely related to students' learning, life expanding text, trigger students strong interest in reading, and to help students produce their own

independent thought, put forward the original opinions, ultimately promote the sustainable development of students' thinking ability.

4. Optimization path of middle school students' critical thinking ability training in college English reading teaching

4.1 Cultivate students' critical thinking ability by using multiple means

Language is the external embodiment of thinking. In the teaching of college English reading, to improve students' core quality, we should first start with the cultivation of critical thinking ability. In the past, English reading mode, students adopted a mechanical memory method of language learning, which not only resulted in an unsatisfactory learning effect, but also had no value to the improvement of critical thinking ability. Thinking mode mainly includes two categories: logical thinking and image thinking, the latter covering vision and hearing, as well as smell and touch. The era of information education provides more choices and opportunities for English reading in colleges and universities, which is helpful in cultivating students' image thinking ability scientifically and effectively. With the help of various images, sounds, and other multimedia reading resources, teachers can improve the intuition and attractiveness of image thinking training. In addition, teachers can also integrate relevant pictures and videos into the reading teaching to help students have a more accurate and intuitive understanding of the article. With the support of intelligent, information, and network means, the teaching forms are richer and diversified, which creates a positive environment and atmosphere for improving students' critical thinking ability.

4.2 Cultivate students' critical thinking ability by relying on the mind mapping mode

In college English teaching, teachers often apply the mind mapping mode, which is not strange to students, and is helpful to deepen students' understanding and memory. For reading teaching, it is more necessary to give full play to the advantages of the thinking map, and accurately draw the thinking map of reading text according to the relationship between characters and stories in the reading text, so as to present a unique and powerful visual expression for students. As an important starting point for language learning and reading teaching, teachers should make sufficient preparations and draw and design maps before class, and stimulate students' desire to explore reading learning around the key points of cultivating students' critical thinking ability. After class, students can further understand the connotation of the article through memory and associative mind mapping. Through repeated careful comparison, thinking, gradually improve personal thinking ability (Liu Shili, 2024).

4.3 Pay attention to the discrimination of cultural differences and cultivate students' critical thinking ability

In the cultural exchange and collision between the East and the West, there must be certain differences, differences or contradictions between the two. Whether in the language expression or in the way of thinking, all reflect a significant separation. Chinese language and culture are extensive and profound, with comprehensive, inductive, implied, and implicit; while Western language and culture are open, rational, humorous, and objective. In the face of the differences between the Chinese and English languages and cultures, it is required to pay attention to the discrimination of cultural differences in college English reading teaching, so that students can really master the specific roots behind the English language. Only when students are familiar with the differences can they fully and deeply understand the core connotation of the text and the meaning of the language essence. The English language pays special attention to the logical structure, so in the process of college English reading teaching, teachers need to let the students master the Chinese and Western culture in advance. Through comparative analysis of similarities and differences, and the combination of intensive reading, extensive reading, and skimming, students can gradually change the inherent Chinese logical thinking mode, so as to lay a solid foundation for the improvement of critical thinking ability and form correct critical thinking.

5. Conclusion

Reading is a direct means and key way for people to obtain information, an important factor affecting students' language learning and professional vision, and even closely related to students' future career development. Differential thinking ability is thinking and discrimination ability, which needs language support, content escort, and time experience. Therefore, it is the mission and responsibility of college students to improve their English reading and thinking ability in universities. In the face of the absence of students' thinking, college English teachers are required to take innovation as the

goal, mark the core skills of thinking, and actively create English reading and thinking classes. By straightening out the text content and centering on the text theme, students are encouraged to imagine, pay attention to the thinking level, effectively cultivate students' logical thinking, critical thinking and creative thinking, build a learning community between teachers and students, and steadily promote the whole process and all-round cultivation of students' critical thinking ability.

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