The Cultivation of Students' Innovative Thinking Ability in the College English Teaching

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ABSTRACT: Combining with the experience in teaching College English, a series of trying around how to cultivate students' innovative thinking has launched, and significant results have been achieved in the cooperation between teachers and students, the learning case setting, teaching improvement, and active encouragement. Teachers should motivate students to be in a constantly better learning state, and make them get maximum innovation of thinking.
KEYWORD: English teaching; Innovative thinking; Training the interests

In recent years, with the deepening of the reform of College English teaching, students' innovative thinking ability has become the focus of attention of the majority of teachers. How to develop students' innovative thinking ability in English, help students jump out of the textbook framework and be more flexible, has become an important issue needed to address among educators.

Innovative thinking means the thinking skills that people have to apply the existing knowledge and experience into developing new areas, that is, the pursuit of the best and latest knowledge in people's field of creative thinking.[5] Albert Einstein said, "Innovative thinking is novel and valuable, non-traditional, with a high degree of mobility and persistence, also is a clearly outlining and problem-solving ability."[3] Innovative thinking does not come naturally. It is trained and developed through continuous learning and practice. How to effectively train students' innovative thinking in College English teaching? We think it should start with the following five areas.

1 THE COOPERATIVE INTERACTION TO EXPAND INNOVATIVE THINKING

The textbook illustrations provide a wealth of information for students to learn English, but illustrations are static, whose meaning is hidden inside. Teachers may try to get static illustrations to move up, i.e. the use of computer-assisted teaching or slide shows.[1] The classroom will be more fun and efficient with large-capacity and multi-information. In order to expand students' thinking, I adopted a cooperative interaction approach, that is, under the guidance of teachers, students perform, playing each person's strengths, compensating for each other, forming three-dimensional thinking network interaction with learning, inspiring, and coaching. Broad participation of students cultivated students' innovative spirit and practical ability. In the classroom, students also have done a lot of listening and speaking training, which is good for inspiring thinking and developing intelligence.

2 THE METICULOUS CASE STUDY TO STIMULATE INNOVATIVE THINKING

As we all know, only when the quantity reaches a certain level will it have a qualitative leap. So does the English learning. Firstly, they need to learn the basics of the books, because the basics provide a possible guarantee or the raw material for thinking ability. In College English teaching, we base ourselves on the basic education and training, striving to achieve the development of the students in learning lively and thoroughly. 1) requiring students to apply knowledge in practice with full understanding rather than rote memorization; 2) focusing on thinking, based on the student's way and characteristics of thinking, asking questions, inspiring and coaching to guide and encourage students to learn knowledge and train their ways of thinking.[2]

Mastering the basics is inseparable with the guidance of teachers. As the old saying goes, "To

teach fishing is better than to fish". Only when students are taught scientific way of learning will they improve the ability. Carefully design the case for students. Let them learn the text of each unit taking "self-study", "co-study" and "practice" approach.[10] "self-study" refers to students learn the objectives and requirements for each unit ahead of time. In this process, Teachers ask them to guess the meaning of a word, analyze long sentences, and conclude the main idea of paragraphs and the whole text, to enable students to induce, clarify the context of the article, learn important and difficult points, and discover problems. "co-study" refers to, on the basis of full "self-study", teachers start joint study and research activities in the classroom, coaching students in the critical point, answering according to the student's difficulties. In the overall classroom teaching, the students paint dragon, teachers dotting. Then, on the basis of "self-study" and "co-study", students go to "practice". Teachers compile exercises for students by selecting important words, phrases, sentences to carry out the necessary consolidation, enabling them to convert knowledge into capacity.

Practice has proved that the students do not learn less, but learn more. In self-learning, combined with the goal of teaching, teacher require students to do the combination of reading and thinking, which inspires positive thinking and the skills to identify problems, ask questions, and solve problems.[8] The implementation significantly improved the ability of students' learning English.

3 THE MULTI-ANGLED QUESTIONS TO GUIDE INNOVATIVE THINKING

In teaching, we pay attention to design a variety of thinking questions from multi-angle and multi-facet to develop students' horizontal, analogy, reverse, association thinking. Students should not just stop at the content what they have learned to understand and master, but also take advantage of the current study knowledge to create, to explore and develop their creative thinking and enhance innovation capability. When teaching the text, we often use a variety of training laws to cultivate students' innovative thinking. We provide questions according to teaching material, guide students to rework the text content, encourage students to think in different terms and different angles. As in Unit 4, Environmental Pollution, we boldly ask the students based on the content of the text: Why is rubbish such as "white pollution" becoming a serious problem in China? What can be done for environmental protection? Do you have any suggestions for reducing waste and controlling pollution? ..... This allows students to think in the wings of imagination while expanding the association. And of course, students' answer varies in different opinions.

Another example is, when students do outside reading---Angkor Wat, we allow students to discuss: What can we know from the fact that people from different countries took part in the repair work? Students answer: Because people from other countries are very friendly. /Because the temple of Angkor Wat is a place of interest. If it is well repaired, people from other countries can go to visit it. /Because the temple is the treasure of human beings, etc. And one example is, when examining pragmatic competence, we strive to enable students to learn by analogy and develop a variety of thinking skills to enable them to correctly judge questions. As a choice below:

__ many times, but he still couldn't understand it.

A. Although he had been told

B. Telling

C. Having been told

D. Being told

After students select the correct answer, let them remove "but", then go to think and choose.

In short, as long as the teacher ask questions in the classroom timely and cleverly, students will perform a variety of mental trainings, and then students will be able to get the full improvement of innovative thinking.

4 THE IMPROVEMENT OF TEACHING METHODS TO DEVELOP INNOVATIVE THINKING

With the reform of modern education, future education must be based on a selection of textbooks and scientific teaching methods.[9] To achieve the creation of classroom education, teachers need to do everything possible to broaden the students' knowledge, to stimulate students' curiosity with plenty of interesting subjects to stimulate students' creative thinking. However, to stimulate students' interest and improve teaching efficiency, we should start from the reform of teaching methods.

4.1 *Creative retelling*

Retelling is the actually thinking process of the brain. It can train students in a variety of thinking skills. Therefore, students do creative retelling to imagine the story reasonably and boldly on the basis of the original theme and the development, by processing, sorting, summarizing, and rewriting the original language and form. In so doing, we get the rapid transformation of the language ability of students, development of students' intelligence and imagination, and improvement of their innovative thinking. Creative retelling can be divided into three types: 1) Changing repeat: to enable students to

transform person, tense, voice or articles genre to conduct repeating. 2) Sequacious repeat: based on changes that may occur in the story, to use your imagination, to tell the story of possible outcomes. This retelling helps develop students' imagination and awareness of creation. 3) General repeat: to make concluding remarks according to the content of the presented material by generalization, and reasoning. [6] This is a high level of repeating, and students need a strong inductive capacity.

4.2 *Creative speech*

During the exercise of listening and speaking, teachers may try to give students enough time in class, so that they can fully show themselves for a chance to speak. Such as, after the students finished repeating the text, we could organize them in a debate. Students participate with high enthusiasm and the scene is lively for full performance of their language skills and thinking ability, promoting the students' thinking ability to a new height.

In summary, retelling and making speeches are effective teaching methods to promote pragmatic competence and stimulate students' innovative thinking.[4] Therefore, in teaching, based on the actual level of students, teachers should use a reasonable, individualized method flexibly, to achieve the desired results.

5 THE POSITIVE EVALUATION TO ENCOURAGE INNOVATIVE THINKING

College students are the groups in need of affirmation and praise to experience stimulation of the joy of success. In creative classroom education, the teacher's trust and encouragement are able to directly affect the generation of curiosity of students, and influence the germination of awareness and the production of creativity.[7] Students often have some strange ideas. In this moment, if teachers give harsh criticism, blame, or censure, it will suppress the hazy, fragmented, fragment thought, thereby hindering students' innovative thinking development. Only in a relaxed and harmonious relationships and the environment of the classroom, could students arouse the initiative of internal activities. This requires teachers to make a positive evaluation of the learning behavior, learning outcomes, and reaction of students to encourage students' innovative thinking. In the evaluation, we should pay attention to be objective, fair, warm and sincere, to enable students to experience the seriousness of the evaluation, playing the encouraging role of evaluation. With mainly encouragement, we shall meet the needs of success of students and fully mobilize their enthusiasm.

Only with trust and approving attitude of teachers to encourage students to discover, with respect, understanding, tolerance to their students, and with confidently believing that they will make progress, and taking care to give a positive evaluation of students, could students be in a relaxed and pleasant teaching environment, and could their creative thinking be developed, and ultimately could they develop into the bold thinking and innovative successor in the new era.

ACKNOWLEDGEMENT

This paper is part of the fruit of the Provincial Teaching Research Projects of Hubei province. (No. 2014405)

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