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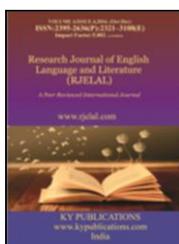
INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA

2395-2636 (Print);2321-3108 (online)

On New English Reading Model Based on Cultivating Students' Humanistic Quality

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ABSTRACT

Compared with other subjects, as a linguistic subject, English is more ideological and humanistic. English majors should return to the humanities-based, committed to cultivating students' humanistic quality. On the basis of discussing the relationship between English subject and humanistic accomplishment, this paper expounds the importance of humanistic quality to English talents, especially reading which is extremely important for cultivating students' humanistic quality and the new English reading teaching mode based on humanistic quality cultivation.

Key Words: English major; humanistic quality; reading mode

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1. The Relationship Between English and Humanistic Quality

In our country, remarkable achievements have been achieved on English talent cultivation, but there are serious defects in such humanistic quality as knowledge structure, critical thinking ability, research ability and aesthetic taste. Current outline emphasizes "instrumental quality" and instant "practicality" of English as a language, while it severely weakens English as an ideological content of humanities. This will inevitably lead to the lack of students' humanistic spirit, which is favorable to the students' future development and the development of the society as a whole. English majors should return to the humanities standard, committed to cultivating general humanistic English talents. Under the current situation, English professional talents cultivation should change the direction from mere language practice to paying equal attention to language practical application ability and cultivation of humanistic quality. This is the need of discipline

development, social development and the inherent requirements of the teaching object.

2. The Importance of Humanistic Quality to English Talents

According to his own professional English teaching management experience for many years, He Zhaoxiong()points out that humanistic quality includes not only knowledge of language, literature, English national culture but also other humanistic knowledge such as sociology, psychology, etc. It also includes basic knowledge of history, music, art and culture.

To strengthen the construction of English major students' humanistic quality is:

2.1 The Need of History

As for education of English talents' humanistic quality, we cannot avoid western countries, with English as the main language. In western modern history, humanistic spirit and social modernization process are mutually promoted. Western modernization process originates from humanistic spirit. Humanism during renaissance

period and humanitarianism during enlightenment period confirm humanity which is opposed to Shinto. It establishes human life, freedom, equality, and the pursuit of happiness, which provides theory for the start of modernization. especially value argument, which liberates human being from the fetter of feudalism and religion and releases a person's energy. Humanism and humanitarian spirit open people's mind, expand people's horizon and provide environment of free thought for the development of science. It is not hard to see humanistic quality education with humanistic spirit as the core affects the process of social modernization and people's morality and values.

2.2 The Need of Reality

Establishing humanistic quality education with the development of people as the core helps to provide the correct direction for educatees, ensures dealing with all kinds of social problems, problems in life and fundamentally improves the educatee's mental state, quality and their all-round development. In addition, paying attention to humanistic quality education helps to overcome short vision which seeks quick success and instant benefits and fickleness brought by the concept of instrumentalism, which is beneficial to cultivate the whole nation's calm and steadfast style of work and improve the quality of the whole nation. As a language, English is an important media to know and understand the world and also an important branch of humanities. An important part of future work for English undergraduate students is to deal with people. In the process of working with people, self-personality charm and humanistic quality are the most important and can be easily displayed. Therefore, it is very necessary to emphasize humanistic quality education in teaching for English majors.

3. English Reading Teaching Mode Based on Cultivation of Humanistic Quality

English reading teaching mode which strengthens humanistic quality as the important content can be summarized as: "renewing ideas, method as the forerunner", "task driven, experience first", "interpersonal communication, ideological infiltration", "reading and writing, monitoring the way".

3.1 Renewing Ideas, Method as the Forerunner

Due to the acceptance of long-term exam-oriented education in middle school, students tend to ignore the content which has little to do with the examination and give priority to exam-oriented learning method. They don't pay enough attention to extracurricular reading, so it is urgent to renew ideas and give them "brainwashing". Teachers should constantly influence students with modern university educational concept, helping them change the role from middle school students to university students as soon as possible. It makes preparation work for future quality education and effective teaching by giving learning strategy lectures and guiding students' learning methods.

3.2 Task Driven, Experience First

For foreign language majors, teachers should think about how to make full use of "scale advantage" (that is, the undergraduate course teaching should mainly be small-class teaching with less than 30 students). Task-based teaching is the main teaching method and teachers try to improve students' reading interest and attention. According to the ability requirements as prescribed by the teaching plan and teaching outline, teachers need to adjust the numbers, quality, and the difficulty of teaching discourse, arranging in advance task details of students' extracurricular reading. In class, teachers should arouse students' interest and stimulate their desire to read by all kinds of ways.

Classroom main task should include: text background summary, text reading, question discussion and correlational research abstract. Class activities include: group discussion and communication, discussion between teachers and students, teachers' theme address (mainly arouse students' interest and discussion), students' report, test, etc. Teachers should make careful consideration of question design and related research. Tasks are not too difficult but they can make students think, tease out certain ideas and form their own understanding by combining texts and related material. After such repeated training and experience, students can improve their reading ability, the ability of retrieving literature and generalizing. In the end, they can clarify some of the

ideas and methods, and gradually improve their cognitive ability.

Recent years, cognitive linguistics, functional linguistics and social linguistics have gone a way totally different from Saussure, Chomsky, which emphasized sociality of language. Wang Yan' idea of experiencing humanism (reality-cognition-language) also emphasizes that language is the product of people' interactive experience with reality and cognitive processing. By the same token, students' cognition of life and society, learning of the target language cannot achieve without effective reading of long literary piece and critical experience. In a sense, this is the experience of life, theoretical training and cultivation of humanistic quality.

American philosopher and educator John Dwey also explained this idea through his theory and practice. The difficulty in this phase is to let students persist in reading 400 pages a week. Stephen Krashen's input hypothesis ("i+1") holds that input environment plays an important role in second language acquisition. Only students increase effective input quantity and frequency of the target language, can they ensure the formation of language sense, infiltrate in the culture and thought provided by the target language text and effectively promote language acquisition. During long reading period, students often feel frustrated because of reading speed, new words and understanding. Teachers should assure the difficulty of material in advance, what' more, they should encourage students to persevere in the process of reading, train students' courage to overcome the difficulties and exercise fortitudinous perseverance. That is the important way of training students' favorable volitional quality and language sense of target language.

3.3 Emphasizing Literature to Enrich Spirit

In English reading classroom teaching, students not only are required to learn teaching material seriously but also are guided to read and analyze literary works. A nation's literary works are the essence of the nation, the accumulation of traditional culture, and reflect the values of this nation. Therefore, the study of British and American literary works, especially the personalized reading and appreciation, is not only a simple and effective

method for English learning, but also arouses students' divergent thinking. It is very important to cultivate students' humanistic quality with literary classics. With its beautiful language, rich image, descriptive, lyrical, and subtle symbolic and musicality, excellent literary works provide rich spiritual food for learners and become the cradle of cultivating students' humanistic quality.

English and American literature in teaching materials can be read and interpreted in many different ways, such as reading short stories, reciting classic fiction fragments, poetry elocuting, English drama performance, classroom discussions and organizing debates. Students can express their own views fully and answer questions to deepen the understanding of literary works. Teachers can stimulate students to appreciate and analyze literary works from multiple angles to enhance students' ability to analyze problems in a comprehensive way and improve students' English language ability and communicative competence. Through personal participation in literary activities, students can feel the call of literature everywhere, appreciate the charm of literature and unknowingly deepen the interest in literature, cultivating their taste and enhancing their imagination, creativity and confidence in learning. Outside the classroom, students should be encouraged and given as a task to read more beneficial British and American literature and write reading notes.

3.4 Interpersonal Communication and Ideological Infiltration

Beginning with face to face communication with students, teachers should help students learn abstract generalization, clear thinking, comparison and analysis with text understanding and literature discussion as the main content by way of discussion until they can form their own understanding, use the material available to defend their own point of view and justify themselves. Of course, it is unrealistic to leave too many tasks to be completed at extracurricular activities, but repeated practices prove this is indeed an effective way to make up for limited classroom teaching communication. Experiments show that students had to carefully read the designated chapter and complete the tasks assigned by teachers in order to be able to pass the

interview successfully. The face to face communication can make the teachers and students communicate ideas more conveniently and help students understand the text more profoundly. In particular, it provides teachers with an excellent opportunity to develop students' personality. Teachers can use their own ideas (of course, positive energy) and knowledge to influence students directly and teach students in accordance with their aptitude, which is more targeted than classroom teaching. Students can learn such social skills as listening to and understanding others, self-expression, effective communication, reasonable rejection and acceptance. And these are what "human-computer interaction" simply cannot do or do badly and such is the case at least for now and for a long period of time.

3.5 Combining Reading and Writing, Full Monitoring

In this process, reading and writing should be combined in order to complement each other, give full play to the role. At the same time, teachers' timely intervention and effective monitoring is an important guarantee for the successful completion of the task. Intervention in the process can adjust students' learning strategies, such as the effect of note monitoring on learning strategies. The so-called monitoring includes task setting, strategy guidance, psychological counseling, half-way intervention, difficulty helping, inspection and acceptance, criticism and encouragement, and so on.

4. Conclusion

If foreign language students' target language reading does not reach the minimum requirement of the outline, the lack of humanistic quality and related ability exists in varying degrees, which will seriously affect the students' future sustainable development. Through the reflection of tradition and reality, with reference to the theory of second language acquisition, cognitive linguistics and experience philosophy, the use of large chapter effective reading mode can improve the foreign language students' cognitive ability and humanistic quality, which is absolutely necessary in higher education and is also an inexhaustible motive force for talents' sustainable development.

ACKNOWLEDGEMENTS

This work was supported by National College Foreign Language Teaching Research Project (No. 2016121606) and National Foundation of China for Studying Abroad.

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