Study on the Application of Constructivism in High School English Reading Classes

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Abstract

Constructivism Learning Theory insists that the acquisition of knowledge is not the result of direct teaching by teachers. Instead, it is the acquisition of certain social and cultural interactions through meaning reconstruction with the help of teachers and classmates. In this case, the role of teachers has changed, they are no longer the imitator and indoctrinator of knowledge, but the instructor, promoter and organizer.

Keywords

Constructive learning theory, High school, Reading class.

1. Introduction

Construction involves associating new information with previous learning experiences and schemas. According to Piaget, the construction of new information involves two gestational processes: assimilation and adaptation. Assimilation refers to the process of incorporating new information or knowledge into an existing schema. Adaptation refers to the process in which learners have to adjust the information or schema to adapt to the knowledge environment because it is difficult to immediately relate to the information of any existing schema or model. Constructivist learning theory has the following six elements. Gagnon and Collay (Gagnon & Collay 2001) have conducted a systematic study of constructivism Learning Theory and concluded that the six basic elements of constructivism learning theory include setting up situations, asking questions, building bridges, organizing collaboration, demonstrating achievements and reflecting process.

1.1. Setting up situations

Under constructivism learning theory, and teachers should take it as one of the most important contents. Situational creation is a new form of education. In high school English classroom, teachers can simulate the real language situation, stimulate students' enthusiasm, and awaken the existing schema and experience in students' minds to the greatest extent. They can play the original English radio, English movies to create a good teaching atmosphere, and encourage students to speak freely.

1.2. Ask questions

Asking a question is often more important than solving it. Solving a problem may require no more than a mathematical operation or an experimental operation, but asking a question requires creative imagination. In the teaching process, teachers should be good at raising questions according to the actual situation of students, and guide them to think deeply about problems, solving problems, and experience the fun of learning English in the active exploration.

1.3. Build bridges

Constructivism Learning Theory requires students to consolidate known knowledge in a timely manner. When students learn new knowledge, it is necessary to review old knowledge. In high school English teaching, teachers should not only let students learn new content, but also let

students review what they have learned. Only the foundation is solid enough, can keep up with the pace of teachers. As Shulman (1999) said, teachers can help students review what they have learned before teaching them new knowledge. This is the process of helping students build bridges between existing knowledge and new knowledge.

1.4. Organize and collaborate

"When many hands add wood, the fire burns high" tells people that it is difficult to do a good job only relying on one person. The same applies to teaching. In high school English teaching, in order to improve students' ability of organization and coordination, students can be divided into groups to complete tasks through division of labor so as to improve class cohesion and the efficiency of teaching.

1.5. Show results

The key of constructivist Learning Theory lies in how to group and help students cooperatively complete learning tasks and present them. teachers can encourage students to make slides and describe the results of the discussion in English, thus improving their oral English.

1.6. The reflective process

Reflection can help students find problems and summarize, reduce the probability of making mistakes next time, improve students' metacognitive level and improve their learning effect. In class, teachers should set aside a few minutes for students to reflect on teaching and learning, so that students can clearly identify their own problems and summarize, and then solve the problems to improve learning efficiency.

2. The Existing Problems of Senior High School English Reading Teaching

According to the literature review and combined with my own observation and thinking, the author believes that there are the following problems in the current English reading teaching in senior high schools:

2.1. Ignoring students' existing knowledge and experience

Despite the continuous reform of the college entrance examination, in the reality that the score of the college entrance examination still determines the fate of teachers, and the score is still the goal of all teachers' actions. Many teachers still dissects the language and grammar points of the text very detailed, for fear that there will be omissions. And some teachers only prepare textbooks, not students, resulting in the explanation of the text on the matter, ignoring the actual cognitive level of students. Then, the knowledge acquired in this way is isolated. It is limited to the text, and does not combine the content learning with the knowledge and experience students already have.

2.2. Ignoring collaborative learning

There are individual differences among people, and students have different understandings of what they have learned. Discussion and debate in cooperative learning can help students train divergent thinking and gain a comprehensive understanding of what they have learned. Because a person's ability to learn is limited, whether it is the collection of materials before reading, the analysis of difficulties in reading, or the discussion of topics after reading, students and teachers need to cooperate.

2.3. Neglect the full use of modern teaching materials

With the development and deepening of the new curriculum reform in senior high school English class, English situational teaching is receiving more and more attention. In teaching, the use of modern teaching methods means can vividly show perceptual materials, create the best

situation, so as to obtain the best teaching effect. Modern teaching means media equipment, slide projection, CD and so on. In the process of English teaching, through the use of multimedia assisted teaching, the whole teaching process with pictures, sound and emotion, audio-visual combination, can stimulate students' participation consciousness, innovation consciousness, and make them have the motivation to pursue new knowledge subjectively. But in the traditional English reading teaching, the teacher still use a blackboard and a piece of chalk in the traditional teaching method, and teaching process, classroom atmosphere is also very boring.

2.4. Ignoring necessary background introductions and scene creation

Background knowledge related to materials is of great assistance to reading comprehension, but in conventional teaching, teachers usually spend a lot of time on vocabulary learning and grammar explanation, and there is little introduction of cultural background knowledge. In a learning environment without context, students can only understand the surface meaning of things, and can't grasp the nature and law of the development of things and the relationship between things, that is, they can't really understand what they have learned. Such teaching is divorced from the real situation, so that the knowledge formed by students is dogmatic and rigid, and students can't transfer knowledge flexibly. If this goes on for a long time, students will inevitably have negative feelings about reading and lose their enthusiasm for reading.

2.5. Ignoring creative use of textbooks

High school English curriculum standards advocate teachers to use textbooks flexibly and creatively, actively develop and utilize various curriculum resources, so that students can contact and learn English from different channels and in different ways. According to the actual situation of students, teachers should boldly delete, add, change, adjust the teaching order, reorganize the content of teaching materials, so as to make the teaching materials better serve the teaching. If too much emphasis is placed on the authority of textbook knowledge, the mechanical processing of textbook content and the selection of reading materials without pertinence, students' interest and motivation for learning will not be stimulated, and the efficiency of English reading will not be improved.

3. Constructivism Strategies to Improve the English Reading Teaching

3.1. Use textbooks creatively to stimulate reading interests.

The key to the success of reading teaching is whether students can have positive emotion and strong interest in the text content. If students have a strong interest in reading content or reading task, they will have a strong intrinsic motivation to read the text to obtain information and complete the task. However, the reading interest of readers is closely related to the choice of materials, According to the actual level of students, choose articles with moderate difficulty, and fully mobilize the enthusiasm of students. Moreover, the selection of reading materials rich in the meaning of The Times can greatly stimulate students' interest in reading, so that they not only have the impulse and desire to read, but also with a purpose to read, from passive to active, and finally receive a good teaching effect. To realize this wish, teachers should base themselves on, optimize and surpass textbooks, that is, use textbooks creatively. In this way, teachers are required to fully understand and grasp the curriculum standards, subject characteristics, teaching objectives and textbook compilation intentions, and strive to organize classroom teaching flexibly and efficiently, What the teaching material provides us is to learn what, as for how to learn, the teacher needs to make efforts to spot grinding, according to the learning situation and teaching needs to improve and supplement the teaching material, make it better for teaching, for students service. so as to guide students to learn more effectively. If too much emphasis on the authority of textbook knowledge, mechanical processing of textbook content,

no targeted reading materials can not stimulate students' interest and motivation to learn, and it is impossible to improve the efficiency of English reading teaching. However, when teachers improve and supplement the teaching materials, they should first fully understand the teaching materials. The basic premise for teachers to get the best teaching effect is to analyze and grasp the teaching material deeply and carefully. Only by in-depth analysis of the teaching material, the structure of teaching materials, teaching program, the method choice, only fully familiar with the teaching material, grasping the teaching material, to master the knowledge structure of the teaching material and teaching key, can truly grasp the pulse of the classroom, can effectively achieve the "re-creation" of teaching process.

3.2. Clearly Confirm the Three-dimensional Objectives and Attach Importance to the Teaching Objectives of Emotional State

Like the sea navigation beacon, instructions lead the direction of English teaching, Once the students clearly define the teaching objectives, they can arouse their expectation of new learning tasks and stimulate their desire to achieve the learning objectives. The teaching objectives are also the objective measure of examining the students' learning achievements. Before determining the teaching objectives, the first thing a teacher should do is to interpret the text. Reading textbooks is the foundation of teaching objectives. When determining teaching objectives, teachers must carefully analyze and consider students' real cognitive level and language ability. Only in this way can we understand the needs of students when reading, grasp the key points and difficult points of teaching, determine the appropriate teaching objectives, and design effective teaching activities. At the same time, the teaching objectives should be clear and clear, and the expression of the teaching objectives should be operable, observable and verifiable, so that people can see clearly what to do and how to do in the classroom. It is also beneficial to teachers' after-school reflection and teaching improvement. Three-dimensional objectives refer to the three objectives that teachers should achieve in the process of students' education, namely, knowledge and ability objectives, process and method objectives and emotional attitudes and values objectives. The traditional teaching objectives focus on the transmission of knowledge and skills training, which are more consistent with the constructivism theory. Comprehensive three-dimensional objectives, focus on the process and method of students' independent learning; In the emotional attitude, emphasize the cultivation of students independent learning motivation. The author takes part of the passage as an example to illustrate. The central topic of the selected text is earthquake. The article describes the warning signs before the Tang Shan earthquake in the way of news reporting, the loss of urban buildings, people and livestock caused by the earthquake, and the situation of people bravely facing the reality and timely rescue and reconstruction after the earthquake. Through the communication with the students after class, I learned that the students already knew the causes, precursors and hazards of the earthquake. They wanted to know more background knowledge about the earthquake, how to describe an earthquake disaster and how to avoid disasters. Therefore, the author determines the 3d teaching objectives of this class as follows: 1. In terms of knowledge and skills, it is required to memorize and learn to use the topic vocabulary and sentence patterns in the text in the situation; 2. Understand the background knowledge of earthquake, master the knowledge of earthquake prevention, improve self-protection ability; Can use skimming and scanning reading strategies; Learn to describe the details before and after the earthquake; 3. Cultivate students' reading habits, reading methods and reading skills in the process of reading. Three in the emotional attitude, the request to guide the students taste the author's words and sentences, experience the disaster area people suffering mood and Tang Shan earthquake to inspire people, so that students have a correct understanding of the earthquake; At the same time, encourage students to learn to cooperate and share, and actively show love for the people in the disaster area; Let the students learn the

optimism of Tang Shan people bravely facing the natural disaster and the positive attitude of rebuilding their homeland.

3.3. Create Context and Activate Background Knowledge

Constructivism theory holds that the process of cognition is actually a process in which people get new information based on the original knowledge experience. In the same way, students study on the basis of previous knowledge and experience. Therefore, in the design of English reading class, teachers must first make clear students' original knowledge level and background knowledge, adjust students' emotion and experience to perceive and understand the contents of reading materials. As far as possible to help students to establish the connection between old and new knowledge to promote students' understanding of knowledge and the construction of meaning. In fact, the process of reading is that students associate the knowledge represented by the words printed on books with their own knowledge. It is difficult for students to understand the text if they have no knowledge or understanding of the topic and its cultural and historical background. Therefore, background knowledge is one of the important factors in reading and stimulating background information and text information is a necessary condition for cultivating good reading ability. Therefore, in reading teaching, if we want to complete the transition between new and old knowledge naturally, we can create a situation on the basis of grasping the teaching material and stimulate students' imagination, so as to help students better experience the meaning described in Chinese and English. Setting up a situation is a creative work, which needs teachers' teaching wisdom, and needs to create different situations according to different texts and different students. When creating the situation, the teacher must be closely follow the text theme, based on the information and corpus provided by the lesson text, take students' level as the point of origin, and try to make the situation fit the reality of students' life. To be more specific, teachers must pay attention to the following questions when setting up situations: what are the teaching objectives of this lesson? What kind of situation does it take to achieve this goal? What is the core content of the text? What are the situations in the student's life experience that can be revealed? What language do students need to use in this situation? Are these language materials provided in the text? How can students use the language materials spontaneously in the context? Only when these questions are fully considered, can the contents of the text be closely combined with students' interests and their own knowledge, so as to help them use the materials and information provided by the text in the situation and make the situation creation more effective. Stimulate students' interest in reading the text and activate students' background knowledge related to text content.

3.4. Active Exploration and Cooperative Learning

Constructivism theory holds that students are the main body of learning and knowledge is actively constructed by students, so students' initiative and enthusiasm should be fully brought into play. Therefore, teachers should respect students' dominant position in class, respect their opinions and viewpoints in the process of learning, encourage and guide students to participate in the process of exploring knowledge, so that cooperative exploration activities become the main process of classroom teaching. Cooperative learning is a kind of learning organization form corresponding to individual learning, and it is a kind of mutual learning in which students complete common tasks through clear division of responsibilities in small groups. In cooperative learning, each student has the learning force and responsibility, through individual efforts and cooperation and mutual assistance among the members of the small group to complete the designated learning tasks, to achieve the goal of improving themselves and others together. Because language has the function of intercommunication, English learning must involve interpersonal communication, so cooperative learning is very necessary for students. Cooperative learning is a preferred teaching form among students, especially in completing the easy task. The development of cooperative learning still needs to pay attention to the following

aspects: First of all, teachers usually arrange the division of labor in groups according to the specific situation, and carry out reasonable division of tasks to ensure that everyone has tasks, everyone has something to do, and everyone has equal opportunities to undertake tasks. Tasks should also be set from easy to difficult, everyone can complete easy one, and individual can't complete the difficult one if they don't have cooperation. Secondly, teachers should choose the right materials and design reasonable and meaningful tasks. Of course, the design of the task should take into account students' existing knowledge and knowledge level, and there should be a gradient to help students understand the content of the text. After the students have finished the reading task through co-reading, the teacher should feedback the students' performance, summarize the text and enhance the content of the text in the summary. So, how does the collaborative learning apparatus develop? Within the time set by the teacher, the students should first finish the reading task, and then report to other members of the group about the completion of their tasks, and listen to the report of others carefully. Ask questions during the conversation and be prepared to answer them. In the process of presentation, in addition to the whole class to remit the task of the group to complete the situation, but also carefully listen to the report of other small groups. If necessary, mutual questioning can be used to promote communication and learning among groups. Through these teaching activities, students will have a deeper understanding of the content.

3.5. Use Multiple Media

The traditional teaching AIDS mainly use black boards and chalk pens, supplemented by simple teaching AIDS such as objects, pictures and cards. With the development of science and technology, magic lights, video, and other teaching AIDS or equipment are also commonly used in English classroom teaching. Multi-media is a teaching method which can integrate drawing, image, moving painting, sound, music and text. The use of multi-media makes the language knowledge taught vividly and intuitively presented to students, infuses the classroom with vitality and interest, helps students to participate in and understand, saves time and efficiency, and greatly improves the effectiveness of classroom teaching. No matter how beautiful and gorgeous the courseware is, if it is not guided by scientific teaching principles, it can't achieve the established teaching objectives and good teaching effects by changing from the original teachers to machines and going the old way in new shoes. Therefore, the use of multi-media does not weaken the role of teachers, but raise the requirements for teachers. Teachers can improve the quality of classroom teaching in an all-round way only by studying the teaching materials carefully, keeping close to the contents of teaching and finding the right one.

4. Conclusion

In today's world, with increasingly international exchanges and rapid curriculum reform, constructivism advocates a profound educational revolution in terms of traditional teaching and learning. From the perspective of constructivism, from pre-class preparation to classroom implementation, students always actively participate in reading, discussing and thinking in the teaching process under the guidance of teachers. The high activeness of the students not only fully reflects the principal status of the students, but also cultivates the students' listening, speaking, reading, writing and self-learning abilities, and improves the comprehensive ability of using the language. Moreover, the interaction between teachers and students and among students has been fully developed. The whole teaching process should face all the students, pay attention to the participation of all students, and create good self-learning opportunities for all students. In the long run, the way of learning of students will have obvious changes, students are no longer passive to accept the knowledge of teachers, but become active participants in learning activities. Numerous research results show that it is feasible for teachers to use constructivism theory to guide English reading in senior high schools, which improves

students' interest in English learning and stimulates students' motivation to learn. Through the study of the process of reading and constructivism, it is not difficult to find that the process of reading is actually a process of meaning construction, which is a dynamic learning process, Therefore, it can greatly improve the effectiveness of English reading teaching in high school and provide a new idea for the reform of English reading teaching in high school.

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