Analysis of Strategies for Cultivating College Students' English Reading Comprehension Ability

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Abstract: Reading comprehension ability, as a key skill that needs to be developed in English teaching, has attracted high attention from teachers and students in universities. This is not only due to its relatively large proportion in English exams, but also due to the entering of the information age, people need to obtain information from the text through extensive reading and gain a profound understanding of the content of the article. Therefore, in the process of guiding students to learn English knowledge, teachers must take cultivating students' reading comprehension ability as the central link of teaching activities. Through exploring and researching it in teaching, students can improve their reading comprehension level and enable them to have a deeper understanding of the profound connotations to be expressed in future English texts.

Keywords: College Students; English; Reading Comprehension Ability; Training Strategies

Introduction

Entering university, cultivating students' English reading ability is equally important. As one of the important means for people to learn a language and obtain machines from it, teachers must focus on cultivating students' English reading ability when guiding them to learn English knowledge. It is not only limited to answering reading comprehension questions, but also reflected in daily life applications. Therefore, in the future process of English teaching, teachers should adopt effective strategies to cultivate students' English reading ability as the central link of teaching work, so as to fundamentally ensure that students' English knowledge level becomes higher.

1. Teaching from reading materials

In traditional English teaching activities, teachers have relatively limited teaching methods and boring content. This will cause students to develop some aversion to English knowledge during the process of repeated learning. When teaching, teachers must focus on cultivating students' interest in learning to carry out teaching work. This is because interest is the best teacher. Therefore, when teaching reading, teachers must make appropriate adjustments to the teaching process based on students' choices and optimize the reading content. Adopt certain standards and allow students to enrich their knowledge system by reading some text materials. When the reading materials meet their requirements in a certain aspect, reading will bring them a good sense of satisfaction. On the contrary, if the materials and students' needs cannot be integrated with each other, it will be difficult to effectively stimulate students' interest in learning, and it may even lead to a sense of exclusion in the process of learning English knowledge. Therefore, teachers must adopt the following methods to enable students to form a certain liking for reading materials.

1.1 Promoting the content of reading materials to be more interesting

As students enter the university stage, they already have a certain amount of knowledge reserves. Therefore, if teachers still adopt the teaching mode of middle school or even elementary school, it is already difficult to effectively attract students' interest in learning. Therefore, when guiding students to improve their reading ability, teachers should use content familiar to students or content that can arouse their interest in learning to carry out teaching. Generally speaking, students prefer materials such as entertainment, jokes, and humorous stories. Therefore, before guiding students to improve their reading comprehension ability, teachers should use internet

platforms and other methods to collect relevant theme materials for students to learn, so that students can deeply experience the fun and knowledge of reading materials through in-depth learning. Teachers can actively guide students on the side to ensure that students can receive guidance from teachers, Continuously optimize one's understanding of the corresponding content.

1.2 Enhancing the practicality of language

When reading, teachers should try their best to provide students with more authentic reading materials and reading environments, so that they can widely apply them to practical life after completing the reading. Due to the development of the times, teachers should also cite the latest materials when selecting reading materials, so that students can have a sense of closeness to reality and closely integrate the content of the text with their actual life. This can enable students to continuously improve their reading ability with the assistance of teachers.

1.3 Appropriate length and rich content

When teaching reading, teachers must make flexible adjustments to the design of the length. If students read long articles, they will gradually lose patience during the reading process. Therefore, teachers should choose texts with moderate length and relatively rich connotation for students to read, such as celebrity anecdotes, myths and legends, Folktale, popular science articles, etc. However, it is worth noting that when selecting articles, teachers should ensure that the articles are in a flexible, diverse, vivid, and interesting state to avoid students from only understanding the relevant knowledge of a single content during the reading process. However, the failure to continuously expand one's knowledge through reading has led to the delay in effectively improving students' reading skills.

1.4 Adopting diverse genres of text

When selecting materials, teachers should explore multiple types of articles and increase the proportion of narrative articles appropriately to ensure the existence of multiple texts, enabling students to form a certain understanding of all text types through reading. In addition, when guiding students in reading, teachers should design some popular science articles so that students can deeply understand their connotations through reading. This is because different articles have different reading methods and the proposed questions during exams are also different. If a single reading method is used to guide students in their learning, it will greatly affect their learning effectiveness. However, it should be noted by teachers that regardless of the theme of the article they choose, it should be consistent with the content of the textbook. But it should not be a simple repetition of the content of the textbook, but rather a certain degree of extension and supplementation of the content of the textbook. Only in this way can students continuously improve their understanding of textbook knowledge during the reading process, thereby bringing certain help to better optimize students' reading ability.

2. Developing students' learning methods
2.1 Adopting group mutual learning method

When students are reading text, if they only read the text themselves, although they are able to immerse themselves in the content of the text, certain limitations caused by their own thinking abilities will make it difficult for them to understand the profound implications during the reading process. Therefore, when guiding students in reading, teachers can form a certain understanding of the relevant content by having students discuss in groups. When guiding students in reading, teachers should divide them into equal groups, with one person serving as the group leader. After quickly reading the material, other students can tell the team leader the corresponding content of the material, and the team leader can also draw up some questions based on the text content for students to answer. Finally, the team leader will summarize the students' answers. When all students are unable to answer questions, teachers must engage in close communication and exchange with students to solve the doubts that exist in their hearts. This not only enables students to learn English knowledge about reading comprehension in a relaxed and pleasant atmosphere, but also enables students to form a good team academic spirit under the model of group mutual aid Cooperative learning, and thus develop the habit of multi-dimensional thinking.

2.2 Infiltrating cross-cultural teaching in reading

Students have a relatively strong thirst for knowledge and curiosity, especially for their unfamiliar foreign culture. The reading materials involved in English textbooks are very rich, and cross-cultural knowledge is also very diverse. In fact, the process of learning

English knowledge is a process of understanding cross-cultural knowledge. Therefore, when guiding students in learning, teachers must truly understand the corresponding content of the reading materials, and thus form a preliminary understanding of the customs, habits, religions, and other knowledge of English speaking countries. In the process of teaching activities, teachers can use multimedia devices to visually present these contents in front of students, and through comparison, students can fully understand the differences in customs, habits, language, religion, and other aspects between China and English speaking countries. This enables students to deeply understand the basic connotations expressed in English articles through learning. During reading, cross-cultural teaching can also be used to form a preliminary understanding of the corresponding content. This not only enables students to enhance their reading comprehension skills through in-depth learning, but also allows them to form a deeper understanding of the relevant content of English speaking countries.

2.3 Summarize the corresponding content during the reading process

To fundamentally improve students' reading comprehension ability, extensive reading is a very important way. However, simply reading materials without thinking and summarizing will result in students being unable to cultivate their logical thinking ability, which in turn will lead to a relatively weak reading comprehension ability. In the process of reading teaching activities, students must be diligent in thinking, summarizing, and summarizing the central idea based on the corresponding content of the text. During this period, teachers can stimulate students' thinking through question guidance, such as "What is the central idea of this article? What is the main content expressed in this article?" and encourage students to answer the teacher's question in English. This can not only fully activate students' thinking, but also enable teachers to better understand some of the problems students have in reading during the process of reading teaching activities, thereby bringing certain help to gradually optimize students' logical thinking ability.

Conclusion

Overall, after entering the university stage, the important role of English knowledge still does not exist for students. Decline, especially when entering the university stage, students often involve some English knowledge when learning knowledge. Therefore, it is particularly important for students to accurately understand English texts. In this context, cultivating students' reading comprehension ability should be regarded as the central link of English teaching work. Therefore, teachers should adopt diversified approaches in teaching to cultivate students' reading comprehension abilities, such as enhancing their practical interests. Cultivate students' reading skills, etc. These methods can to some extent ensure that students continuously improve their reading ability while reading English text content, thereby bringing a certain promoting effect on gradually strengthening students' reading level.

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