

A Probe into the Ways of Cultivating Students' Creative Thinking in Junior Chinese Teaching

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Abstract: It's critical period for students in junior high school to develop creative thinking. Given the theory, we will discuss about Chinese teachers how to cultivate creative thinking in the middle school. This paper explains the connotation and importance of creative thinking, the unique advantages of Chinese classroom teaching in cultivating students' creative thinking, and the basic strategy of cultivating students' creative thinking in Chinese classroom teaching. Firstly, to clarify the basic meaning of creative thinking and its guiding role in the development of middle school students' thinking, secondly, from several basic natures of Chinese subjects to clarify the basic and important Chinese classroom for students' creative thinking training, and finally give a method to train junior high school students' creative thinking in Chinese teaching. By understanding creative thinking first, and then combining with the actual idea of cultivating creative thinking strategies, in order to seek the middle school Chinese classroom teaching to cultivate students' creative thinking effective path.

Keywords: Chinese teaching, creative thinking, training methods

Innovation is an important driving force for social progress under the background of knowledge economy. Innovation stems from creative thinking, and further exploration of creative thinking is the focus of current educational reform. Chinese is a basic subject and its reform will directly affect students' creative thinking. Therefore, it is of great significance to guide and cultivate students' creative thinking in Chinese teaching. Chinese curriculum has experienced three stages: ancient times (Xia and Shang Dynasty to the end of the Qing Dynasty), modern times (1898-1949), and contemporary (since the founding of New China).^[1] Each stage has a different development and results. Nowadays, Chinese curriculum has shifted from "knowledge centered" in the 1970s to "Student centered". At present, the quality education carried out in our country is centered on cultivating students' individual autonomy, but the method of implementing quality education is not fixed. On this basis, this paper focuses on the junior high school Chinese materials, trying to explore the possess of Chinese teaching and students how to cultivate creative thinking. At the end, form a new view about how to cultivate students creative thinking.

1. The interpretation of creative thinking

1.1. The connotation of creative thinking

Thinking has a variety of categories: action, image, theoretical thinking, and creative thinking.^[2] It can be seen that creative thinking is only one of the classification of thinking, we can understand it as a subjective reflection of real things, this reflection is reflected in people's generalization and indirect understanding of the object. For example, when we recognize a flower that exists in reality, our thinking about the shape, smell, color and what connotation it has as a gift is a generalization of our thinking on all aspects of the flower, which is based on the thinking of our predecessors and therefore indirect, which is also the characteristic of thinking.

Creative thinking is a new way of thinking and problems put forward by the subject after indirect understanding and generalization of things. Continuing to take flowers as an example, assuming that we have a pre-thinking understanding of the shape, smell, color, etc. of flowers, then creative thinking is a new thinking and practice on aspects not involved in the understanding of thinking. For example, whether flowers are edible or not has medicinal value, and the corresponding conclusions are drawn accordingly. Specifically, creative thinking is a combination of discovering new problems and dealing with them. Discover new problems is the beginning of creative thinking, and dealing with new problems is the

practice of creative thinking. In general, creative thinking can be explained from two aspects, one is to produce new discoveries or practical methods based on the understanding of previous generations, and the other is to discover new cognitive objects.

1.2. The importance of creative thinking

1.2.1. Creative thinking is the prerequisite for the emergence of innovation ability

As far as reality is concerned, the role of innovation in promoting social development is beyond doubt, innovation ability is also a strong guarantee for individuals to better realize their own value, so where does innovation come from? In the final analysis, innovation comes from the practice of individuals after their unique thinking on problems, and creative thinking is the premise and bud of individuals to produce unique thinking, the relationship between creative thinking and innovation ability, just as a person from infant to adult stage, is the relationship between origin and development. People in early childhood on the surrounding life generated by the novel thinking, under certain conditions, will be with the growth of individuals and continue to get practice and form a unique way of thinking belonging to the individual, innovation is also the product of this unique way of thinking. Therefore, to cultivate a person's creative thinking is to lay a solid foundation for his personal innovation ability.

1.2.2. Creative thinking is the best way to guide practice

Real life, study, work, research and other common areas, we can find creative thinking "useful place." Different working environment, reflecting different problems, the work subject in various environments to solve the problem effectively and perfectly, creative thinking is an essential guiding method, the subject under the guidance of creative thinking practice, it is easier to find a new foothold, so as to understand the old problem from a new perspective of thinking. The way creative thinking deals with problems boils down to the fact that there are novel and unique ways to deal with problems. Problems are always in every corner of our lives, just as contradictions are everywhere, creative thinking as a "good way" to deal with problems, but also can affect each of us, people's pursuit of new ways to deal with problems, is the source of creative thinking to produce a wide range of influence, and creative thinking is the result of people's pursuit, and reverse action in people's practical activities.

1.2.3. Creative thinking is the driving force to stimulate students' interest in learning

Fundamentally, new understandings or experiences acquired by learners in their studies are closely related to creative thinking. Creative thinking can bring new ideas to students in the learning process, and according to students' creative thinking to produce new discoveries or ideas, the idea can bring students a sense of learning achievement, this psychological satisfaction, will continue to encourage students to learn new content, thus forming a virtuous circle of learning behavior. For example, a student in the Chinese classroom according to their own creative thinking, found a new way of expressing ideas and emotions of writing, this kind of creative thinking based on the new understanding, will make the student more interested in writing, such new insights triggered by the enthusiasm of learning, can drive students to learn Chinese, and even all subjects.

1.2.4. Creative thinking is the premise for teachers to inspire and guide students in teaching

Teachers are the main force to guide students to establish creative thinking in classroom teaching, teachers have creative thinking quality, to some extent determines the creative thinking development of the students they teach, so creative thinking is a necessary thinking literacy of teachers. Teachers have new ideas, in the face of teaching problems, will seek different ideas and ways to solve, so as to better according to the actual problems of students to effectively guide, and finally achieve students in the teacher's unique thinking, the establishment of their own way of thinking. It can be seen that creative thinking plays an important role in the common development and progress of teachers and students in classroom teaching.

2. The relationship between Chinese teaching in junior high school and the cultivation of creative thinking

The development of thinking of junior high school students can be regarded as a new starting point of the development of main thinking, with strong plasticity and other opportunities, the training and training of students' thinking ability is of great significance to the long-term development of students, in terms of the nature and characteristics of Chinese subjects themselves, it is of great importance to the development of students' creative thinking.

2.1. Chinese is the basis for learning other subjects and provides conditions for the development of creative thinking

2.1.1. Learning Chinese in junior high schools, training students in Chinese thinking and expression skills

Language is a combination of Chinese and writing, Marx once said: "Language is the direct reality of thought." "Junior high school students in the classroom to learn Chinese, in fact, in their own way of thinking to train and train, in addition, Chinese classroom teaching is designed to train students to express, exchange, and other abilities, students have a better Chinese expression and communication skills, can be their thoughts to accurately express, with good Chinese skills, is a prerequisite for students to carry out creative thinking." Similarly, with the most basic Chinese recognition and thinking Chinese expression ability, students in other subjects, in the form of Chinese to express their own unique views and thinking, in order to be able to quickly and better establish their own subject thinking system, thereby promoting students to establish creative thinking.

2.1.2. The study of middle school Chinese is the origin of cultivating students to be good at discovering

Any innovation can not be separated from a subject with the characteristics of good discovery of things. For junior high school students, this ability to be good at discovery is not innate, is acquired the day after. The goal of the nine-year compulsory education Chinese curriculum is to give clear instructions to the training of the observation and discovery ability of junior high school students, and to emphasize the training of students' experience and observation ability in Chinese teaching. This ability of observation and experience is not only the training goal of Chinese classroom teaching in junior high school, but also the premise for students to acquire creative thinking. Specifically, this kind of good thinking training that students get in Chinese class also applies to the study of other subjects, and is also an important condition for students to produce creative thinking in various subjects.

2.2. The diversity of Chinese content provides multiple directions for the development of creative thinking

The content forms of Chinese subjects vary, in junior high school Chinese, the content of Chinese teaching materials mainly include poetry, prose, narrative, description, text, etc., each content form shows different characteristics, these contents set an example for the development of students' thinking ideas, and students can carry out creative thinking training accordingly.

2.2.1. The diversity of Chinese content provides students with a multi-angle direction of thinking

Different genres in Chinese content are created in different ways, and the formation of thinking is not the same, which provides students with a variety of thinking directions. For example, the style of writing, poetry and so on since ancient times, from the word count of the text, relatively modern vernacular, it is particularly lean, but its meaning is very broad, because it uses a lot of various writing techniques, often can use a few words to show a very rich connotation. Although the vernacular is somewhat blunt in Chinese, it can make the reader see at a glance. It can be seen that different styles of different content will bring different ways of thinking experience to students, different forms of content to students bring different perspectives of thinking, which is conducive to the divergence of students' way of thinking.

2.2.2. The practice of various stylistic forms is beneficial to the training of students' creative thinking

Language extracurricular writing training is based on the content and form of Chinese teaching. After learning a set of article system, teachers usually give students appropriate writing assignments, in writing different styles of articles, students think about the problem, express logic, the use of different methods. For example, the explanatory text requires seeking truth from facts, and there are comparisons, analogies and other writing techniques, while prose has a different direction of thinking and writing methods than the explanatory text. When students practice writing, different composition forms will bring students different thinking experience, so that students have more opportunities to feel creative thinking.

2.3. The recombination of Chinese and writing provides training materials for the cultivation of creative thinking

Information technology is an important achievement of human civilization, how to realize the use of modern scientific instruments across regions, time and space to spread Chinese and writing? On the one hand, this is the result of people recombining Chinese and writing with the thinking of other disciplines,

that is, scientists use the thinking of mathematics or other subjects to express the content of Chinese and writing, thus producing a new logical content. Similarly, multiple elements within the Chinese are also reorganizing. For example, some modern poetry is the modern vernacular text and ancient poetry in a conditional combination of the resulting, the same Chinese and text of different combinations, the display of different thinking. According to this, students in learning Chinese and writing, according to their own thinking characteristics, the content of all aspects of personalized reorganization. For example, students can recombine the idiom stories they have learned into Chinese writing, which will produce different expressions and effects before the combination. In this way, we can effectively cultivate students' comprehensive thinking ability and lay a solid foundation for students' creative thinking.

2.4. Chinese content is close to life and provides an environment for cultivating creative thinking

Language is a humanistic subject, its main expression is about people's daily feelings, wills, feelings, views, etc., and people's lives are closely related. Each student has his own unique experience, therefore, in the face of different learning content, students because of the unique life experience, will produce different emotional experience, with personalized thinking characteristics. For example, the scene reflected in "The Antelope Fly" can basically be regarded as a reflection of the relationship between people and animals in real life. Different students look at the behavior of the antelope and people in the article, there will be a different view, some students may think that the behavior of the antelope is caused by people, human behavior is not right. Because of the different living environment, some students may think that hunting is a part of human life, the behavior of the antelope is the result of their own wrong path. Students in the constant debate, fully express their life experience and views, in order to consolidate the students' personality thinking development effect.

3. In the middle school Chinese teaching, the method of cultivating students' creative thinking is discussed

There are several main ways to cultivate students' creative thinking: first, specialized creative thinking training.^[3] The so-called strategy refers to the theory of solving specific problems plus the use of theory and specific situational measures.^[4] Only by using the right teaching methods can students' creative thinking be better cultivated. In the process of Chinese Teaching, the redefinition of the relationship between teachers and students, the enhancement of students' individual abilities and the expansion of the teaching environment are the powerful backing of teachers and students.

3.1. To create a new classroom relationship between teachers and students and to provide an environment for creative thinking

"The condition on which creativity is best stable is democracy," Mr. Tao said. "In teaching, the establishment of a new harmonious relationship between teachers and students is a prerequisite for students to develop their creative thinking ability.

3.1.1. Build emotional trust

One of the characteristics of Chinese curriculum is human nature, Chinese classroom has more opportunities to pour out emotion, emotion is the spiritual link between people to establish a strong friendship, with emotional ties, the cooperation between teachers and students can be more tacit understanding, teachers' thinking guidance is easier to get a response in students. Taking the first lesson of the second part of the seventh-grade Chinese book of the human-taught version, "The Nostalgia of Autumn" as an example, the text mainly expresses the author's thoughts on the deceased mother, and the article is full of sincere and moving feelings. If only from the article, can not guarantee that each student can experience the moving emotion of the article, teachers and students can organize teachers and students to share their own touching moments with their parents, in the process of communication, the sincere expression of feelings between teachers and students, can let all students in a deeper understanding of the emotional article at the same time, close the relationship between teachers and students. To build trust between the whole staff, to "community of destiny" attitude into the next step of learning, teachers and students creative thinking sparks can be more inspired.

3.1.2. Establish a teacher-student relationship of equal dialogue

The dialogue between teachers and students is an important form in the process of modern classroom teaching, which is divided into teacher's expression and student's expression, and the combination of

teacher's expression of indirect knowledge and students' individuality is transformed into the student's personalized direct experience. The expression of students is a direct reflection of the learning situation of indirect experience, and also an important link in the emergence of creative thinking, and equality is the premise for both teachers and students to dare to have a dialogue with real ideas. Under this relationship, Chinese classroom teaching should respect students' individual thinking more, so as to promote the emergence of students' innovative thinking. For example: in the study of the Fable Four, each fable has the original meaning that the reader wants to experience, but because of the differences in students' personal development, the understanding of fable will appear personalized understanding. Of course, this understanding has reasonable and unreasonable, teachers in guiding students to understand the first moral of fables, should also give students full recognition and respect of personality understanding, and leave enough speaking time, so that students can frankly express their own thinking results, so that students' creative thinking activities will gradually be positively strengthened.

3.2. Improve students' independent aesthetic ability and stimulate their creative thinking potential

Language curriculum has the characteristics of comprehensive and strong, Chinese teaching, teachers have a variety of subjects and content to choose from, different content of its connotation will be different. Teachers can make full use of a variety of text subjects to students' thinking ability to carry out conscious training.

3.2.1. Develop students' independent observation ability by asking questions

Independent observation ability is the expression of students' creative thinking, it includes students' independent selection of observation objects, a brief overview and record of the basic characteristics of observation objects, can publish their own summary of the results after observation, independent observation is more an extension of the classroom, through asking questions teachers can effectively guide students independent observation activities. Taking the eighth-grade text "The Chinese of Nature" as an example, this article mainly introduces the "phenomena of nature" in different seasons, and introduces us to the magic law of nature. In order to make students more directly understand the laws of nature, teachers can raise the question of students can complete independently after class in class, in order to cultivate students' independent creative thinking tendency. For example, ask: What other articles in nature do not speak the Chinese? Which season do you like best in the four seasons and why? What are the differences between spring and autumn in terms of vegetation? Talk about what your favorite Chinese of nature is... These questions can guide students to pay attention to the problems that can not be in-depth in the classroom, in similar autonomous questions, the answer is not right or wrong, but the process of the answer is the guidance of the teacher's questions and students independent observation and thinking summed up, the individual students are independent problem thinkers and solvers.

3.2.2. Improve students' aesthetic level and ability with Chinese materials

We can understand aesthetics as the subject's reflection, investigation and identification of the beauty of things. Beauty is a kind of creative experience, beauty comes from the psychological resonance between the emotion of the subject's full commitment and the object of observation, and it is the creative thinking process of the individual transplanting emotion to the object on the basis of personal experience.^[5] Chinese teaching materials are high-quality aesthetic and emotional transplant objects, which can be used as a nourishment to improve students' aesthetic ability. Take the eighth-grade Chinese "Lake Heart Pavilion to see snow" as an example, the article is a text, the author Zhang Wei with light elegant fresh pen and ink, wrote the beauty of the West Lake after the snow and the Lakers Yaxing, painted a picture of the aloof artistic realm. In teaching, teachers should strive to restore the realm described by the author, can be used in reality we can actually feel the attractions as a place of hope, but also can be used oral depiction or other modern means. Try to give students an experience of when and where the author experiences, and how he expresses his experience of beauty through words. In this process, students are bound to produce personality experience, will be their own feelings with a high level of aesthetic level of the author compared, thereby improving their own aesthetic level. At this time, when faced with the beauty and beauty of reality, there will be a psychological thinking similar to the feelings in the classroom.

3.3. Using role model education to guide students to establish their own creative thinking

As the name implies, role model education is the method of educating and influencing students by having excellent moral character, accomplished, good at thinking and developing comprehensive characters, and examples can exist in both books and in Chinese classroom teaching. Junior high school

students are in a critical period of development, in the process of development, they will take the initiative to imitate what they think is excellent objects, and will be based on imitation objects to shape themselves. If the example's creative thinking performance is outstanding, students will also be affected accordingly.

3.3.1. Teachers should lead by example

"What teachers make students into is who they should be," says the Russian writer Karniszewski. "In teaching, teachers have more opportunities to get along with their students and are role models for students to learn from and respect. Students will even learn all-round imitation of teachers in the classroom behavior and thinking style, so in the Chinese classroom teaching teachers should set strict standards for themselves, try to be a good example for students.

3.3.2. Use the example in the textbook well

In the course of teaching, teachers should choose good role models for students, set good examples, and guide students to learn good role models according to the performance connotation of the text they have learned. Taking the seventh-grade Chinese "Snow" as an example, the article records the different wisdom shown by the two younger brothers and sisters in Wei Jin's period when describing the snow scene. In this article, the intelligent image of the two children can become a role model for students, teachers should not take sides, teachers need to do is to analyze the wisdom of the two in front of students, to tell students about their respective advantages, let students think for themselves, see the wisdom of examples in the text, guide students to learn from them, in order to train students' individual thinking ability.

3.3.3. Cultivate students to be role models

Taking outstanding students as examples in some areas can drive the enthusiasm of all students. For example, while studying the article "Back", a student has a deep understanding of the article, unique insight, and according to his own entity insight to write a moving article about the praise of great affection. His achievements are obvious to all, and by his example in writing, we can actively explore new ideas on how to write articles to promote the development of students' creative thinking.

3.4. Pay attention to the environmental impact outside the school and promote the multi-faceted development of students' creative thinking

In teaching activities, the main guiding role for the development of students is school education, at the same time, we should also pay attention to in addition to school education, such as social environment, the role of extra-school activities factors in student development.

In Chinese classroom teaching, teachers should combine textbook knowledge with students' living environment. To enable students to better apply knowledge, in practice to produce a re-understanding of the original knowledge, so as to obtain the unique experience belonging to the individual students. Taking "The Four Seasons of Rain" as an example, this text depicts the beautiful portrayal of rain in four seasons in beautiful Chinese, expressing the author's closeness to nature and love for life. Each student has a personal experience of rain, the Chinese description of the text may be deviated from the reality of life, which requires teachers in teaching the classroom and students' living environment combined. In class, teachers mainly focus on theoretical knowledge, guide students to analyze the author's Chinese use of the wonderful, the article used those description skills. In addition, teachers should give students the practical experience that students can not experience in the classroom, to the natural environment to answer, but only under the guidance of teachers. For example, let students in the rain to carry out the actual beauty experience, and use the skills learned in the text to record it in their own words, in the process of recording, students will be from the school education can not give the perspective to think about the problem, can better link theory with reality, thereby promoting the development of students' creative thinking.

4. Conclusions

Chinese is a highly comprehensive subject. the way of teaching has the effect on cultivate and establish creative thinking. students can think about difficult problems and solve problems with new perspectives. Teenagers are a high-quality source of motivation for the future social development, and the development of certain societies is closely related to the innovation ability of the youth groups in this society. Quality education is a subjective education with the overall improvement of students' innovation ability as the core, and should bear the burden of training future workers.

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