

Research on the Application of Creative Writing in Writing Teaching in Normal Universities

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Keywords: writing; Writing teaching; Creative writing; reform in education

Abstract: Creative writing is creative writing. Creative writing teaching has a history of more than 80 years in the West. A complete teaching system has been formed. However, the development of writing teaching in China is slow due to the lag of ideas. In recent years, some domestic scholars have noticed the achievements of western creative writing, introduced achievements and reformed writing teaching in Colleges and universities. It is imperative to innovate writing teaching in Colleges and universities with creative writing.

1. Introduction

In recent ten years, with the rapid development of cultural and creative industries, the demand for cultural and creative talents, planning talents and writing talents in Chinese society is increasing sharply. Under the new situation, "creative writing", as an important link in the cultural and creative industry chain, has also attracted the attention of more and more colleges and universities in China. The brand-new discipline radiation effect brought by "creative writing" and the good social employment needs of cultural and creative talents have prompted many explorers of liberal arts teaching reform in Colleges and universities to build this emerging specialty, Bring creative writing courses into their own professional talent training programs. "Creative writing" pays attention to classroom teaching practice and training process, breaks the traditional rigid teaching mode of "talking on paper" college basic writing, and maximizes and stimulates students' writing potential and practical ability. It is consistent with the school running purpose of re integration of industry and learning and re transformation of social application in most colleges and universities in China.

2. Overview of creative writing



Figure 1 Creative writing

In short, "creative writing" has two new horizons: first, "creativity" is the first and "writing" is the second; Second, the vision of "cultural and creative industry". We aim to cultivate creative core employees in cultural and creative industries. Through the theoretical construction of the discipline of "creative writing", the front-line teaching of "creative writing" can be more combined with the practice of the development of cultural and creative industries, so that the cultivation of future literary and creative writing talents can be carried out in Colleges and universities^[1]. The creative

writing classroom in Colleges and universities can also provide work creation and incubation support, and colleges and universities will truly become the "engine" of China's cultural and creative industries(Figure 1).

3. Problems in writing teaching in Normal Universities

3.1 The writing course in Colleges and universities in China overemphasizes the foundation and practicability, while ignoring the literariness and artistry

According to the author's investigation, the writing course in Colleges and universities in China focuses on basic writing and practical applied writing. This one-sided emphasis on basic and professional writing teaching system has hit students' creative enthusiasm. In the actual teaching activities, the author found that many students love writing, they just don't love writing class^[2]. For some students who love writing, the writing class can not only encourage their creative enthusiasm, develop their creative personality and give them practical and effective guidance, but also restrict their creative freedom, attack their confidence and make the original charming "writing" dull.

3.2 The writing teaching system is old, emphasizing theory and neglecting method, and the theory is divorced from practice

A highly practical course has been taught as a creative theory course, and writing has been taught as a writing course. For Chinese majors, they have systematically studied literary theory, while non Chinese majors do not have the necessity to systematically study creative theory.

3.3 The teaching method based on teaching is not suitable for writing teaching

Writing teaching should focus on practice, study in practice, and teaching should serve practice. The traditional writing class, which focuses on speaking and supplemented by writing, is putting the cart before the horse^[3]. Theoretical teaching divorced from practice can not really be transformed into students' writing ability.

4. Application of creative writing in writing teaching in Normal Universities

4.1 Innovation of teaching concept

4.1.1 Creation can be taught

For a long time, literary creation has been regarded as a mysterious talent, and this talent can not be cultivated by school education. Therefore, the Chinese Department of colleges and universities in China has generally formed the tradition of "not cultivating writers". The teaching of writing in Colleges and universities emphasizes the foundation and practicability. Not literary or artistic. Creative writing teaching breaks the stereotypes of "genius cannot be taught" and "writers are born". Dorothea brand pointed out in becoming a writer that the difficulty encountered by ordinary students or most beginners is the problem of self-confidence whether I can write. The assertion that "genius can't be taught" keeps these students with writing enthusiasm out of literary creation forever^[4]. Dorothea brand believes that "the magic of writers does exist", and "this magic can be taught". It is true that whether writers can be trained has always been a controversial issue. However, it is not an "impossible task" to give guidance and training in a correct way to students who love writing and have literary dreams, and to encourage and guide those students who were originally afraid of writing and do not love writing to make them love writing. Mo Yan mentioned it in the storyteller. His study in the PLA Academy of art made him realize that the experience of more than 20 years of rural life is the rich mine of literary creation. If not through learning. Mo Yan may stay at the level of writing "good people and good deeds" for a long time. In fact, many contemporary American writers benefit from creative writing teaching, and some writers come directly from creative writing workshops.

4.1.2 Individual experience is valuable

In the United States, teachers in every creative writing workshop will say to students, "write

what you know." Everyone has the potential to become a writer, because everyone has an innate desire to express. All you need is encouragement and skills. Creative writing teaching interprets writing as an expression and sharing of individual experience. Individual experience is valuable. Individual experience can be shared with others, "when you honestly share some of your deep experience, it will touch the readers, so that your personal experience can be universal." Susan M. tibergian, the author of a year leading to writers, quoted Doris Lessing, a Nobel Laureate in literature, to express this meaning^[5]. Creative writing teaching guides students to find creative inspiration and materials from individual experience, and turns writing into a journey of self discovery. Let writing open your heart and help you find your true self. Writer Yu Hua said in the preface of living: "only by constantly writing can you open your heart and put yourself in discovery, just like the light of sunrise lights up the darkness. Inspiration will come suddenly at this time." Yu Hua told us. The source of inspiration is in your heart. Let students express their true self and establish the writing habit of connecting heart and hand is the first problem to be solved in college writing class. The writing education with the college entrance examination as the baton in middle school has already distorted the true face of writing and turned writing into "writing beautiful lies". College writing class should first help students express freely and sincerely, restore writing to an expression and restore students' suppressed and stifled creativity.

4.2 Innovation of teaching methods

Creative Writing Teaching in the United States takes writing workshops as the main form. With teachers as the core, 10 to 20 students form a small group under the guidance of teachers. Discuss a topic through activities, discussions and other ways. Start writing. Students read their works in class, others express their opinions, and teachers act as intermediaries. Be responsible for controlling and adjusting the discussion rhythm, ensuring that it does not deviate from the theme and express personal views, but not from the perspective of the authority. Louise menand, the author of the new Yorker, summarized the teaching concept of creative writing as: "a group of students who have never published poetry can teach another group of students who have never published poetry how to write a poem that can be published." This workshop teaching method fully respects students' creative personality, attaches importance to practice, and allows students to "learn by doing"^[6]. Because the author's school adopts large class teaching, there are about 50 people in a class, and the class hours are limited, so it is impossible to use the form of workshop for teaching. However, the author draws lessons from the workshop form and makes some reforms to the writing classroom.

First of all, put practice at the center of writing teaching, let students "learn by writing" and classroom teaching serve writing practice. Theoretical teaching should be as concise and practical as possible. Less theory should be taught, more methods should be provided, and basically one lecture and one practice should be achieved. Let students experience the theories and methods spoken by teachers in practice. For example, when teaching novel writing, the author first briefly explains the essence of the novel, the basic conception methods of characters and plots. Then assign the writing task and ask the students to write a novel in a month. Students ask questions in the process of conception and writing. Teachers organize class discussions and give answers. Secondly, use the network platform to discuss^[7]. By establishing a network platform, the author realizes the writing group discussion in the virtual space. Students can publish their works on the network platform for evaluation by classmates and teachers. Students or teachers ask a question. The whole class discusses it in cyberspace. Thirdly, extend the classroom to the outdoors. Following the diversified classroom forms of writing workshop, the author tries to extend the classroom to the outdoors^[8]. For example, when teaching "image", the author leads the students to find a natural thing that can touch the soul in nature, and then takes it back to class to write a prose poem or poem. The things brought back by students are very diverse, including plants, animals (insects, tadpoles, etc.), stones, soil, rotten wood, feathers, etc. Natural objects inspire creative inspiration. Students experience how to pay attention to images in practice and how to use images to build a bridge between the inner world and the outer world.

5. Conclusion

To sum up, if students want to write articles with new ideas, they should strengthen their creative thinking. The strengthening of creative thinking comes from the training and strengthening of divergent thinking, convergent thinking, reverse thinking, image thinking and dialectical thinking. Only through manual training from these thinking forms can students' innovative thinking be gradually formed.

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