

## Referring, Reinventing, Reflecting

### —Discussions on Inspirations of Creative Writing Training in Composition Teaching of Secondary Schools

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**Abstract:** Secondary school years can be an essential phase for students to learn about writing, and composition tests have also occupied a large proportion in the score of Chinese language examinations. However, there still exist many problems in the current composition teaching in secondary schools, such as non-specific teaching objectives, enclosed environment, serious preferences of poetic languages, lack of dynamic training system, as well as single-task-driven composition styles & structures. To solve these problems, this paper attempts to refer to some ideas and methods of creative writing education to conduct reflection on Chinese language education in secondary schools, so as to activate traditional writing education with innovative ideas and motivations. The degree of creative writing in American universities prevalent in their 1920s has now initiated its development in China. Since creative writing is connected with composition teaching in secondary schools, there are certain points worth mutual learning. Compared with traditional writing lessons, creative writing can stimulate students' potential creativity and interest in writing, and develop lifelong writing habits. Based on the knowledge of creative writing in higher educational institutes, this paper puts forward solutions to some problems existing in composition teaching in secondary schools, and analyzes the inspirations it can bring.

In recent years, creative writing has become one of the widely discussed research topics. “Creative writing is a subject that studies the rules of creative writing itself, the teaching regular patterns of creative writing lessons, the management and operation rules of creative industry, and it provides basic theoretical supports for “creative writing” as science. Compared with the traditional writing education, creative writing lessons focus more on the development of students' creative thinking and encourages the application-oriented text writing targeting at the cultural industry. Creative writing was first identified as a subject in the 1920s at the University of Iowa in the United States. This innovative subject has then been developed and promoted in various higher educational institutes in this country. At the beginning of the 21st century, China's universities and colleges began to launch creative writing research centers, set up creative writing courses, and recruit students, when these institutes in China begin to study and practice the theories, systems and methods of this subject step by step. Scholars of this major have published a series of papers; several universities have implemented the “university resident writer system”; magazines published by many universities have set up the “creative writing research” columns. All of these further promote the surging development of creative writing training.

Since the relevant courses of creative writing education are mainly applied in colleges and universities in the current context, they share something in common with composition teaching in secondary schools in many aspects such as writing purposes, methods and functions. In the secondary school composition classes, the term “creative writing” has been mentioned more frequently. In terms of various problems in the teaching of writing in secondary schools, not only creative writing provides inspiring ideas, but also its teaching mode is recognized with reference significance for the teaching of writing in secondary schools. If these teachers can introduce the idea of creative writing into the writing lessons and actively conduct the relevant practice, it will broaden the students' writing vision and improve their' writing skills. This paper focuses on the inspiration of creative writing for secondary school writing teaching, and tends to discover an

effective approach to enhance the current situation of secondary school writing lessons.

## 1. Revolution and Correction: Teaching Objective Adjustments

The teaching goal of teaching composition in secondary schools is the basis of guiding teachers to conduct composition teaching, and also the standard of measuring students' writing skills. The goals of writing can be divided into explicit ones and implicit ones. The more concrete and intuitive goals refer to the so-called explicit goal, which generally is the basic task of Chinese curriculum standard or Chinese syllabus. In the "2011-Edited Compulsory Education Standard of Chinese Language Curriculum", there is a clear requirement for writing, "... to be able to express your own knowledge, experience and ideas in a specific and clear way, be able to use common expressions to write and develop the ability to use written language based on needs". In the 2017 edition of the "Chinese Language Curriculum Standard for Senior High Schools", it is required to "learn to express and explain your own views, attempt to be correct, accurate in language, appropriate in argument, and logical." The implicit goal is abstract and indirect comparatively. It is usually hidden in the explicit goal, and it often needs to achieve implicit goals by realizing the explicit ones. "It belongs to the overall goal of Chinese language education and even the whole education, that is to train students' thinking, develop their intelligence, cultivate their moral sentiment and promote their all-round development through composition teaching." However, in the actual teaching, there are often ambiguous teaching objectives. Although there is no conflict between the cultivation of students' writing ability and students' moral sentiment in composition teaching, it is still necessary to clarify the priority between them. Currently, there are some problems that teachers emphasize the implicit goals of composition teaching and ignore the explicit ones. If too much attention is paid to the cultivation of students' moral quality in order to achieve the moral function of composition education will result in the empty and meaningless content of students' writing.

In addition, it is also essential to stimulate the interest of writing during the lessons in secondary schools. Interest is the internal driving force of writing, which can be transformed into a motivation. However, in reality, students are not interested in composition, and a large number of students are identified with negative attitudes against writing. In Wang Shoushan's *Research on Subjective Composition Teaching of Secondary Schools*, he conducts a survey among students in different grades in urban and rural secondary schools, and finds that only one fifth of the students were passionate towards writing, while more than half of the students were afraid of and even hate writing. The examples in this book also illustrate some problems. The current composition teaching methods cannot effectively arouse the interest of most students. If students hold no desire to express, they will lose the ability of creative expression, and the teaching effect will be unsatisfactory. In order to achieve effective teaching and cultivate students' writing ability, there should be a solid writing training. In this process, interest in writing plays a crucial role.

In view of the two above-mentioned problems in the teaching objectives for secondary school composition, the creative writing education concept puts forward an important reference. It never limits the content and scope of students' writing, nor takes the cultivation of students' moral quality as the main goal. In the classroom of creative writing, the power of writing is handed to students. They can describe their inner feelings, cultivate critical thinking, rather than blindly follow the values of others, or write articles like lectures with stiff structures. Creative writing also emphasizes the development of students' interest, encourages them to write what they think, and enables students to speak out and write out without hesitation. Narrowing down to the training objectives, the ones of creative writing are in line with those of secondary school writing to a certain extent. For example, the training objectives of Peking University are "...developing writers, poets, playwrights engaged in literary creation; designers of cultural and creative industries such as news media, film and television, animation and video; writers of news, publishing, advertising, large-scale cultural activity planning and copy-writing; writers of official documents and daily application documents of state departments, enterprises and institutions." The goal of Fudan University is "to train high-level talents with systematic expertise in the field of literary writing, foreign language skills (at least one) and skills of computer software, and independently engage in

theoretical research, teaching, culture, journalism, public institutions and other aspects of literary writing.” Distinguished from traditional writing, creative writing is no longer limited to the study of writing methods, but more to practice, highlighting the creation process of works and cultivating creative ability. The compositions are thus no longer standardized, but more creative and innovative. “What about our traditional writing class? It is the opposite. We grow accustomed to following many rules. If we always hesitate and think before making an outline, we will write extremely slowly when we start and calculate whether the number of words has reached the limits. In this case, it is hard to experience the freedom and enjoy happiness of writing.” The training purpose of creative writing is to leave the rules and regulations behind set by examination oriented education, more close to the reality of life and the inner voice of students, so that they can experience the freedom and happiness of writing. It boosts students’ confidence to be creative in the field of writing, to keep it as a habit, and not limited to the rigid, unified and standardized moral framework.

To a certain extent, creative writing teaching can correct the deviation of the explicit and implicit goals of composition teaching in secondary school. In the aspect of training students' writing skills, the training goal of creative writing is in line with the explicit goal of composition teaching in secondary schools. By referring to the training objectives of creative writing, the balance can be kept between the explicit and implicit objectives. On the other hand, creative writing is included the composition teaching of secondary schools, turning the training goal more “life-oriented” and “down to earth”, and more suitable for the current situation of senior high school teaching. This not only adapts to the composition writing under the examination-oriented education, but also involves the traditional literature creation, encourage students to face the new changes of the development of cultural industrialization in real life earlier, and grasp the basic trend of cultural development. Some college teachers have been to local primary and secondary schools to hold creative writing workshop and teaching demonstration for many times, such as Teacher Liang Fang, who “introduced the historical development process of creative writing introduced into China, as well as the development of creative writing in key cities and universities in China, and pointed out that creative writing & thinking training in the way of writing can not only improve writing performance, but also It can play a role in maintaining and stimulating students' creative expression.” During the class, through the process of guidance, writing practices, communications, modifications and sharing, Liang broke the stereotyped fear of students towards writing, established their confidence in writing, and most importantly, triggered their interest in writing.

In order to meet the requirements of the course standard, it is necessary to conduct efficient writing training for students. In this process, students' interest in writing will play an essential role. “The purpose of daily composition training is to boost students' interest in writing and their enthusiasm for expression. When students' interest in writing rises, they will be willing to write, and possibly to write more, write well, and be more likely to reach the teaching aim imperceptibly by thinking more and writing more.” Meanwhile when teaching compositions in senior high school, argumentative writing accounts for the majority of composition, and there are certain requirements for the thinking logic of writing in the “Chinese Language Curriculum Standard of Senior High Schools”. However, the fixed writing mode formed over the years has restrained students' thinking, and the whole writing is more like copying pieces from this and that reference, and they gradually lose their uniqueness. “Creative writing pays more attention to the cultivation of creative thinking ability. The first is about creation, and writing is after it.” This idea undoubtedly provides a new way of thinking for the teaching of writing in secondary schools. It leads students to think independently in the writing classes, and forms their own views before writing. It also encourages them to form a strict logic when expounding their opinions, and use innovative thinking to decoration the composition with the so-called “aura”. “You will be more creative if you put your writing in a healthy mental and psychological state, or in a condition helpful for you to break taboos.” The training objectives of creative writing enable students to get rid of some problems in writing, offer students more expression freedom, and promote students to generate inspiration in this healthy atmosphere, so as to develop their enthusiasm for writing.

## 2. Exploration and Adventure: Improvement of Teaching Process

There is not only the deviation of writing purposes, but also some problems in the process of teaching composition. The first is the standardization of teaching content and the closure of teaching environment. With the increasing difficulty of examination, in order to achieve high marks in the examination, Chinese language learning is also identified with a limiting “formula”. The one-for-all sentence for answers in reading comprehension and the implied templates in composition are undoubtedly the embodiment of standardization, which virtually restrained the students in teaching. Affected by scores in secondary schools, some writing templates are often recognized to deal with exam-oriented education. Students write in the form of describing people, events and conducting discussions, which ends up with similar compositions. Students tend to misuse parallelism and conduct expressions or discussions without any logic. Their writings always attempt to end up with a general topic off the ground with nothing specific. If students are required to write freely without templates, they will be lost, due to the lack of their own observation and discovery, as well as their curiosity to see the world. This standardized education is undoubtedly limiting to students' mind. The closed management of full-time teaching is generally carried out in senior high schools. The routines from mornings till nights and study-only can kick students from the authentic life. The writings from them can be tedious without any inspirations. The closure of life and teaching styles can be traps of students' thoughts and personalities. For most students, their writing ability will grow slowly.

Secondly, there is an overemphasis of poetic languages in secondary school composition. In recent years, the tendency of writings with beautiful languages in composition has become more and more obvious. “Some ‘beautiful writings’ are created not to express feelings but for the sake of using poetic languages, with elegant expressions and sentence patterns, listing famous ancient poems and sentences, mentioning cultural celebrities such as Zhuangzi, Qu Yuan, Sima Qian, Li Bai, Su Shi, Li Qingzhao, yet only lack practical contents.” We cannot deny that literary talent in composition can be outstanding indeed, and it is also one of the evaluation factors for obtaining higher composition scores. However, if we overemphasize literary languages without any specific contents, then the poetic style of writing is meaningless. Some students think that they can definitely receive high marks and follow the style without hesitations when they witness that articles with gorgeous language are complimented. Moreover, some teachers overemphasize the requirement of “literary talents” in the composition scoring standard, as well as the beauty of language and the use of rhetoric. Ye Shengtao once said, “To write something honest, use your own words, because the composition is not about writing some elegant, beautiful words on paper; it must come from real life experience, which is in line with the original intention of writing.” Zhu Dexi also agreed that “in order to guide students to learn real skills, never guide them to learn those fancy skills that are neither useful nor admirable.” Otherwise, students will not pay attention to expressing their own views, but only recite this kind of poetic writing, and tend to apply these fancy sentences to the composition in the examination, which directly affects the development of composition teaching, and ultimately shows more harm than good.

Thirdly, the composition training system lacks diversity. Today's Chinese composition teaching is still based on a traditional training sequence. This means that writing and reading are included in the same textbook. Reading is arranged according to the genres as units. Composition and reading are synchronized, and imitation writing is carried out based on the same characteristics of text inducted in the unit. “It is mainly to cultivate the writing ability of the three major styles, and to train students step by step from the easy to the difficult.” As composition teaching has not uniformed with a comprehensive system so far, there is also an occasional disconnection between teaching materials and teaching practices. “As a model for composition teaching, the content of the selected texts is not related to students, and the writing approach is isolated from the students' reality.” For example, the theme of the third unit writing training in the first Chinese volume textbook of the seventh grade of junior high school prepared by the Ministry of Education is “the writer should grasp the characteristics of the people they tend to describe”. For the students who have just enrolled in the junior high schools, this theme is highly suitable for the narrative writing in

this stage. When selecting the sample text, the textbook selected Lu Xun's *from Baicao Garden to Sanwei Study-Room* of the same unit. It is challenging for the new junior high school students to learn the more complex writing techniques from the famous writers' articles and apply them to their own compositions, more complicated for students to write to imitate and learn from them, and eventually prone to losing confidence. In addition, the content setting of composition teaching in secondary schools has not formed a system, which is irrational. For example, the writing themes of the second volume of the eighth grade of junior high school Chinese textbook prepared by the Ministry of Education are: learning imitation writing, expository writing, reading aftereffect, speech, travel notes and writing stories. Each unit rushes into some practices of a topic, and each topic is irrelevant before nor after, which drags behind students' writing ability development.

Workshops and seminars are common forms of teaching creative writing. The workshop system was first used in creative writing at the University of Iowa. In the workshop, teachers can cooperate with students, with each student sharing their work in class, and then other members evaluating and offering suggestions. "The form of workshop is more flexible. It can be conducted outside the classroom and in a field trip, writing summer camp or winter camp with outdoor interaction and field observation. There is no strict space and time limitations." Therefore, students can be engaged with more life experience and broaden their horizons. With the sense of independence, there is also the desire to express freely and innovative thinking. Under the organizational form of workshop system, the relationship between teachers and students is closer, and the participation of all members is significantly improved. Seminar is also a common form of teaching creative writing. The seminar refers to a meeting that focuses on discussion and research on a certain issue in creative writing where relevant experts and writers will be invited to deliver speeches. If there is not affordable for secondary schools to hold seminars and workshops, they can also organize some lectures to enrich students' writing knowledge. Moreover, a discussion session can also be organized on a regular basis, in which the teacher raises a question about writing. The whole class is divided into several groups. Members of each group exchange and discuss with each other, and then select a representative to conduct a presentation after reaching a conclusion. Finally, the teacher summarizes the session. Activities like this can provide students with more cutting-edge learning opportunities. Students can enjoy face-to-face discussions with teachers and students, or ask for advice on their own problems. The organizational model of creative writing not only attaches importance to practice but also to the study of writing theory, which provides inspirations for the teaching of composition in secondary schools.

The teaching organization forms of creative writing should be properly introduced into the composition teaching of secondary schools. It is first conducive to breaking the closed teaching environment. The stereotyped thinking of students' composition can be broken down, and they can manage to find their own writing methods. Through training, they gradually form their own style, and their writing ideas will be broadened. The flexible form of workshop system can encourage students to leave the classroom, feel nature, enter into life and accumulate composition materials through field trips, summer camps or winter camps, field observations and other activities. In the writing of narrative, the content written by the students with the same composition topic is often similar, which is largely due to the fact that the life examples chosen by the students have not been experienced by themselves, and therefore they lack their own unique feelings. In fact, it is better to encourage them to write what they are willing to from their daily life and personal experience. Since what they experience is often distinguished from what they learn from books, students can write their own unique feelings, and more can reflect their own voices and personalities.

Secondly, creative writing tends to avoid the tendency of "writing with beautiful languages". Creative writing studies the characteristics, formation rules and writing rules of creative thinking, helpful to stimulate students' interest and imagination in writing and expand new ideas for students' writing. "Creative writing believes that 'writing' is essentially an activity of interaction, communication and persuasion, involving both the writer and the reader with the text as the agent." It is no longer dedicated to writing in gorgeous expressions, but a self-discovery, active participation in composition creation. Through creative writing, it promotes the understanding of

self, releases the potential of self, naturally and clearly expresses their views, so that the content is meaningful.

Finally, creative writing is supportive in breaking the non-diverse training system and realizing the organic integration of other high-quality education resources and the cultivation of students' composition quality. For example, the three-stage and six-dimensional teaching process of workshop system is to break the ice and build a creative wake-up field. Teachers can design some activities to open up students' minds, so that students can grasp the inspiration in a relatively relaxed environment, so as to naturally prepare for the writing state. Then it is to brainstorm, design special creative thinking training, break through formalism, and expand their own creative thinking potentials. The third step is activation, which is the integration of writing principle and life experience. Various training methods can not only effectively lead to rich teaching activities, but also guide students' writing practice. The application of various training methods and the setting of teaching contents in creative writing are highly significant to the development of students' writing ideas. The open teaching environment and a variety of activities broaden students' horizons, the exercise of creative thinking forms students' own views, and the three-stage and six-dimensional teaching process dramatically improves students' writing ability. This enables students to stimulate their potential in practice, correct their own shortcomings, and ultimately improve their writing level.

### **3. Enrichment and Expansion: Diversity of Styles & Structures**

Task-driven composition is a new composition pattern opened up in the national volume of Chinese for the college entrance examination in 2015, which makes up for the defects in the previous new-material composition proposition. “Task-driven writing provides authentic rather than imaginary situations, and delivers specific task instructions to the writer. It is also identified with a tendency in style, which can effectively avoid the structure and improve the ability of senior high school students to grasp the real social problems in an all-round way.” On the other hand, the material itself is also controversial, with obvious driving tasks, which requires students with independent considerations about writing according to the task. This type of composition is currently standardized in secondary schools, where most students write according to the five steps of “introduction, topic establishment, discussion, association and conclusion”. In recent years, the composition topics of college entrance examination has also been increasingly challenging. In 2015, the Chinese writing topic of National Volume I of was introduced with a story: Since his father was driving on the highway answering the phone, his daughter Ms. Chen reported his father to the police through the Chinese twitter; in the end, the police educated and punished Mr. Chen according to the traffic law. Students were required to write a letter to Ms. Chen, Mr. Chen or other involved parties to clarify their attitudes. There are many potential angles for the writing, but it must be written in a letter format. Due to the lack of letter writing knowledge, there were many students who wrote argumentative essays, which were considered as direct errors of styles. Students also need to pay attention to the tone of the letter and the identity of the receivers. The main content of the letter could be about a lecture to the father, appreciation and encouragement for the girl, supports and even appeals for the police. In 2019, the topic of the National Volume I composition is to write a speech, suggesting that the public should “love labor, starting from myself”. This idea is also easy to understand, but the difficulty lies in the style of speech, different from ordinary argumentation. As a practical style, speech is often ignored in teaching. A speech has both elements of lectures and performances. Students need to be emotional and rational, constantly attracting the attention of the audience and communicating with the audience. Examinees just copy their argumentative compositions into their speeches, which is far from being specific, promoting, encouraging and touching. In this way, the composition becomes the retelling of facts and unpersuasive reasoning, and students' imagination and creativity are not fully taken advantage of. Task-driven compositions can not only be about argumentative papers, but also letters, speeches and instructions. It is not advisable to desalinate style in teaching. Different styles are recognized with their own functions

and characteristics. If argumentative essays are overemphasized, the results will be in the college entrance examination - once there are new requirements for composition styles in this selective examination, students will be lost and finally write compositions without any obvious styles.

The simplification of style structures also causes a series of problems in composition teaching in secondary schools. For example, teachers may lose rationales and logic in the teaching process, without a set of perfect, orderly and scientific teaching system. In a composition lesson, the teacher may feed some argumentation methods such as example argumentation, contrast argumentation, reason argumentation and analogy argumentation into the students' mouths, leaving them practicing and consolidating the argumentative articles repeatedly. This way fails to take into account whether the students can fully acquire the knowledge, or whether the content similar to the argumentative styles is repeatedly narrated, and other style writing may be totally ignored. Moreover, in the current writing training, as a creative activity based on students' inner feelings, the function of composition has been neglected expressing the author's feelings from the deep inside. In a large number of training, students are accustomed to the requirements of argumentative writing style. When required with another change in writing such as the style, one cannot adjust their thinking immediately. However, a large number of ordinary argumentative lessons have numbed the students, and they end up with only mechanically explaining the relevant contents of argumentative papers, ignoring the ideas and feelings actually needed in writing. In argumentative writing, topics such as success, dream and persistence are often mentioned. Students often find no need to think about such topics. With only several representative examples and some general expressions, a piece of argumentative writing is finished. This not only fails to stimulate the students' creative thinking, but also may lead to the negative situation where thousands of students write in the similar ways. In fact, the adjustment of style structure is also an exploration of secondary school education. It attempts to adjust the phenomenon that students recite the model text of college entrance examination, so that they can express their true feelings in the style of speeches and other writings, cultivate their keen observation and independent thinking ability in the daily writing training, and constantly accumulate knowledge instead of being knowledge copiers.

In view of the non-diverse writing style, we can also refer to one of the training methods of creative writing major in colleges and universities in the composition teaching of secondary schools - writing training. It mainly includes appreciation reading text writing, such as novel adaptation for scripts; production creative text writing, such as novels, prose, poetry writing; instrumental functional text writing, such as promotion texts and plannings. Teachers set different teaching objectives according to different categories of literature. There are also many types of writing styles in secondary school composition, such as narrative, prose, argumentative paper, and applied style including letters and speeches. Therefore, in the actual teaching practices, teachers should guide students to read works other than the textbooks and search for the extra-curriculum materials for students to learn. Books, newspapers and videos can be used as relevant learning resources. In the process of explaining composition writing, first of all, teachers should inform students of the teaching theme, and show the samples to students, so that they can understand the teaching content, master certain writing norms, and develop a preliminary understanding of the style. Then three tasks should be completed: refining, imitating and innovating. Teachers should guide students to summarize the basic characteristics of the style, and provide examples easy to imitate, encouraging students to apply the characteristics previously summed up to practice on the basis of examples. Students should be inspired to imagine, combine standardization & innovation, and truly reflect the teaching philosophy of creative writing. Finally, teachers should provide feedback for students' compositions in time after class and put forward suggestions for revision. Meanwhile, the characteristics of the workshop system can be used to comment on each other and put forward appropriate modification suggestions. The feedback is not limited, possibly including any relevant elements of composition, in order to maximize the level of students' composition. The training methods of creative writing include perceptual writing training, systematic writing training and special skills training. Teachers should specially set up some inspiring topics to support students opening up their ideas of composition, and make full use of the characteristics of workshop teaching

in groups. Perceptual writing training can improve students' ability of feeling the world, and record it in written forms through their own word organization. Systematic writing training “inspires students to break writing barriers, develop their own thoughts, make rational use of rules, and move from personal writing to personalized writing.” As for special skill training, it can be carried out on any link to improve the articles to a higher level.

The teaching of creative writing enriches the teaching style structure of secondary schools. “It practices our ability to write in all directions; it inspires our rich imagination to pursue a new idea and dance with chains.” Through continuous practices and experience, students can find their own writing methods and form their own characteristics, through working with group members to gain confidence in composition, discover the fun of composition. This method can change the phenomenon that senior high school students can only write in argumentative styles, explore more writing styles, and improve the score of composition. Lai Shengchuan once said, “Looking back on my own experience, through the long learning process, some of my internal creative energy has been triggered, released and I become creative. This alone means that creativity is possible to be learned and taught, and everyone may have the same potential creativity that can be inspired.” Therefore, some common practical writing can become creative and innovative in the training, often with unexpected effects in the composition test. If the idea of creative writing is combined with secondary school education, then writing is not only a simple process of knowledge transfer, but also a creative activity of students' self-discovery. In addition, teachers will also understand another possibility of writing teaching, that is, composition teaching is not only to teach style, but also to cultivate students' individual expression and creative thinking. Under the influence of creative writing, composition education in secondary schools will also make plenty of new attempts to form an open, inclusive and dynamic teaching mechanism.

In addition, the style transformation of composition from time to time will bring refreshing feeling to the teacher. For example, writing in the first person will sound highly sincere. Students can express their opinions personally with vivid emotions and logic, impressing the examiners with potentially high marks. In terms of the essay writing, the language seems relaxed and lively, and the practical issues are also thought-provoking, suitable for task-driven writing. There is no writing with word play, but on the contrary it overcomes the huge problem of the meaningless content in writing. The writing method is also relatively flexible. It can integrate the training content of creative writing into the composition, so that the composition can express ideas and highlight characteristics. “In terms of the employer's requirements for graduates' knowledge structure and professional ability, the writing ability, practical ability and interpersonal coordination ability are particularly appreciated.” Among them, writing ability is crucial. As a secondary school student, no matter what kind of career they tend to engage in in the future, they should pay attention to the development of writing ability, which supports to enhance the competitiveness of employment. Therefore, it is necessary to cultivate different styles of writing from both the perspective of examination and personal development. In the secondary school composition teaching, teachers should strive to provide guidance of students' writing, which is not “off the ground but dancing with chains.” Secondary school students should firmly follow the characteristics of various styles in writing, pay attention to the norms and format requirements of different styles in writing, and not become the violator and dissenter of style norms due to the overemphasis on creativity.

#### **4. Conclusion**

To conclude, there are some problems in composition teaching of secondary schools, such as teaching objectives, teaching process and composition style structure. The writing lessons in secondary schools are mainly about writing skills and knowledge of literature and history. Students trained by such a system may have problems such as with enough knowledge but not creation, enough appreciation but not creation, enough cultural cultivation but not professional skills. With the increasing importance of composition in Chinese examination, the position of composition teaching in Chinese language teaching tends to grow more significant, and therefore it is a settled



trend to transform the teaching mode of writing. It should also be aware that if we combine the educational ideas and methods of creative writing with the composition teaching in secondary schools, we should also fully consider the actual composition teaching in secondary schools, that is, the specific practical process of secondary school students' writing, the knowledge base they master. Only in this way can we better create an open and orderly learning environment for students, and set them free from many conventional restrictions and conservative ideas. The original intention of creative writing is to cultivate people's creative potential. If the ideas and methods are introduced into the composition teaching of middle school, the purpose is not to train the writers deliberately, but to cultivate the writing interest of students at this stage, improve their ability of writing expression, and develop their creative thinking. For teachers, it can provide solutions for students to improve their writing level slowly, and writing teaching efficiency is low. From the perspective of the teaching system for the whole secondary school composition, the introduction of creative writing concept is a new attempt to reform the secondary school composition teaching method. It liberates the teaching at this point from the mechanical and inefficient predicament and embarrassment. Meanwhile, it also arouses the enthusiasm of teachers and students, creates a free, unrestrained and scientific writing atmosphere, and points out a new direction for the secondary school composition teaching. Creative writing experience is recognized with great significance to teachers in clarifying teaching objectives of writing, improving composition teaching process, and inspiring students to write in various styles.

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