



The Development of Creative Writing Thinking Under the Educational Information

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Abstract. The purpose of creative writing thinking training course is to cultivate students' practical ability and creative writing ability. From the teaching content, classroom concept, evaluation and evaluation, teaching methods and other aspects of the attempt and exploration. Under the background of education informatization, we should strengthen the practice strategy in the classroom training and timely evaluate and feedback in the course assessment.

Keywords: Education information · Writing thinking · Thinking development

1 Introduction

Writing thinking training is a professional support course for students majoring in cultural market management. In the teaching process of this course, the author has carried out a series of attempts and explorations for college students who have uneven writing foundation but need to improve their writing skills, in order to achieve more obvious teaching effect in a short time. In the past two years, researchers at home and abroad have devoted themselves to the research of in-house virtual network mapping algorithm. However, in essence, the problem of dynamic resource allocation is the essence of online virtual network mapping. When the virtual network mapping requests constantly arrive and leave, a large number of fragmented resources may appear in the physical network [1]. On the other hand, the excellent level of the existing mapping scheme may be reduced, which will reduce the utilization rate of the underlying physical network resources and the request acceptance rate of the subsequent virtual network mapping.

2 Mapping Mathematical Model for Reconfiguration of Secure Virtual Network

This paper analyzes the following mathematical model of multi-objective secure virtual network reconfiguration mapping.

$$\min \sum_{n^i \in NP} f(n^i) \quad (1)$$

$$\max \sum_{G^i \in G} G(G_m^v, rb) - C(G_m^v, ra) \quad (2)$$

In formula (1), there is a binary variable TF (n). If the fragmentation of physical node Ni is larger than the threshold value FD, then it has a value of 1, otherwise it has a value of zero. In Eq. (2), the mapping cost of virtual network G is expressed by CG (RB) before reconstruction, and C (g, RA) after reconstruction. The constraint conditions of nodes can be seen in detail. See formula 6 and formula 7 for link constraints and formula 8 for security constraints. Among them, the set of virtual nodes carried by physical node n represents the value range of variables, which is represented by formulas 1 and 2.

3 From Applied Writing to “Applied Creative Writing”

Since 2016, writing thinking training course has been set up for the major of literary management. In the previous professional curriculum, practical writing was the only course to cultivate writing skills. In 2015, with the rise of WeChat official account, more and more graduates entered WeChat’s official account and WeChat copywriting. Therefore, new media operation is regarded as an important goal of talent training for the major of cultural management. In this way, the demand for writing ability will rise. The traditional practical writing course obviously can not meet the requirements of the new training objectives.

For this reason, the author considers setting up a writing thinking training course. The training of writing ability can not be equal to literary writing, but it can not only be limited to mastering the work plan, work summary, report, meeting minutes and other practical styles [2]. The writing of practical writing pays more attention to the format and the organization and logic of the text. Although the new media copywriting has a certain “routine and mode”, it pays more attention to creativity and wonderful words. In my opinion, the writing of new media copywriting that students will be engaged in is actually a kind of “Applied Creative Writing”, which has become the teaching theme of writing thinking training course. The reason why the name of the course is “writing thinking training” is that writing courses seem to teach a kind of ability, but the essence is to construct a set of thinking mode in students’ minds through teaching activities. This is the reason why writing courses are easy to teach, but not easy to teach well.

4 The Content Composition of Writing Thinking Training Course

The teaching content of writing thinking training course is mainly composed of sensory writing practice, rhetorical writing practice and practical writing practice.

4.1 Feeling Writing Practice

The internal point of this part is that although everyone has not received special training in his childhood, he is often curious about the world and has a keen sense, but with the growth of age, his sense is becoming increasingly dull. There is a certain side to the

dullness of feeling. It is the nature of effect in the process of socialization. However, this change is not conducive to one's creative writing and expression. Therefore, "to be a dreamer of life" is my first proposition. how to be a sleeper of life? We need to wake up the feeling of dullness and deep sleep. The design of this part comes from the borrower. In the creative writing system of the United States, the practice of feeling writing is the most basic training. Its starting point is that feeling is not only the premise of writing, but also the basis and source of people's understanding of the world.

There are five groups of exercises in this part, which are tactile writing exercise, taste writing exercise, olfactory writing exercise, auditory writing exercise and visual writing exercise. Although the method has long been there, but in the specific teaching process, the author has carried out a small innovation, and strive to bring fresh and stimulating to students, in order to stimulate the writing trend. For example, in the tactile writing practice class, the writing materials are the leaves picked up from under the tree before class, and each leaf is not completely matched. In the taste writing practice class, different food is brought each time. In the olfactory writing practice, the writing materials try to bring special liquid that students have not touched. The reaction of the students is that they have never had a writing class like this since primary school. The primary purpose of writing teaching has been realized.

4.2 Rhetorical Writing Practice

When it comes to rhetoric, most people don't think so. From primary school to middle school, there are all kinds of rhetorical learning units. The emphasis of rhetoric teaching in primary and secondary schools is to explain the definition and characteristics, pay attention to the learning of knowledge, and ignore the use and practice. It can be said that people have misunderstood and neglected rhetoric for a long time. "Rhetoric, as the name suggests, can be interpreted as the words that need to be cultivated." rhetoric is not a dispensable skill, but a higher level of language use and an advanced state of expression. The density of rhetoric is one of the typical characteristics of good writing [3]. Therefore, the focus and goal of rhetoric writing practice is to practice the density of rhetoric. The density of rhetorical practice needs targeted training and carefully designed practice. Rhetorical writing practice is the key link of writing thinking training course.

There are dozens of rhetorical devices in modern Chinese, but they have different effects on writing. In the part of rhetorical writing practice, there are five units, which focus on the training of metaphor, contrast, parallelism, exaggeration, pun, allusion, and other rhetorical devices. The reason for doing so is that the above rhetoric can produce good expressive effect and enhance the expressiveness of words. Metaphor is the "trump card" rhetoric in many rhetorics. Whether it is a literary text or a theoretical article, metaphor can add color to it. It can almost be said that "no metaphor, no speech". Contrast can form tension between words, highlight the essence of things, and promote the evolution of words. Parallelism is often the "glue" of a paragraph or text, which can express rich ideas, enhance the momentum of language and enhance the communication effect. Exaggeration is not a rhetorical device that any writer likes to use, but it is more common in oral expression or new media writing. As for pun, allusion and Dingzhen,

they are all euphemistic figures of speech, which are seldom used. However, if they can be used properly in the article, they can add color to the article, so they are also paid attention to.

5 Innovation of Writing Thinking Training Course

5.1 Intensive Practice

The first innovation of writing thinking training course is intensive practice. How intensive is it? Unit 1 “feeling writing exercises, one exercise in each class. Of course, the exercises are very short. If you write 200 words, you will reach the standard. However, to give a few drops of inexplicable liquid, it is easy to write a complex smell in 200 words. Unit 2 rhetorical writing exercises are more complex. Each class has 80 min of practice. At the beginning, it is required to write more than 600 words. The starting point of setting up intensive exercises is very simple, and the writing level can only be improved in a large number of writing exercises (see Fig. 1). If you don’t have enough practice speech and Jia Pingwa to teach, you can’t teach writing if you ask a famous reporter from Xinhua news agency to teach.

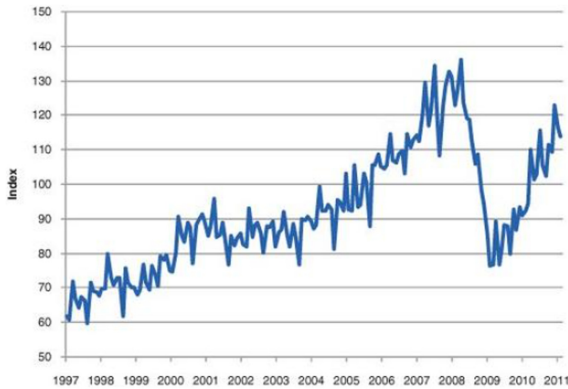


Fig. 1. The effect simulation of writing thinking training course.

5.2 Immediate Evaluation and Feedback

The second innovation of writing thinking training is immediate evaluation and timely feedback. More than half of the exercises are graded in class, so the three-point evaluation method is adopted, that is, 1 point for writing, 2 points for passing, and 3 points for excellent, so that each student’s grade can be given quickly in class. In addition to scoring, it’s better to give written comments to each student [4]. Of course, it’s impossible to write written comments to each student (see Fig. 2). What can be done is to score while giving comments to the outlet head, such as “there is potential and room for improvement”. The real-time scoring of writing exercises in class is rough and fuzzy, but at the end of a

semester, the sum of the scores of all previous exercises can still reflect the students’ real level more accurately [5–7]. As compensation and correction, two exercises with higher score, certain difficulty or time-consuming can be set up, such as “figurative writing exercise” and “family history writing”, so as to widen the score gap between students of different levels, The evaluation is more accurate.

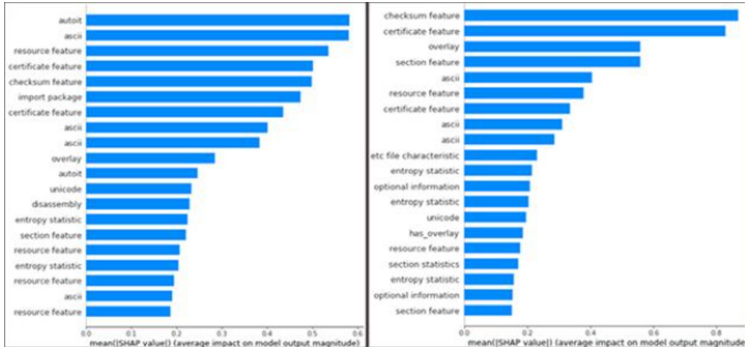


Fig. 2. Simulation for Immediate evaluation and feedback.

6 Stimulate the Desire for Knowledge and Develop Innovative Thinking

6.1 Important Conditions

Confucius said, “those who know are not as good as those who are good, and those who are good are not as happy as those who are happy.” Einstein, a great scientist, thought, “interest is the best teacher.” In geography teaching, the key to curriculum reform is to give full play to students’ subjective initiative and change passive receptive learning into active inquiry learning. One of the most important conditions for students to study actively is to stimulate their interest in learning. Stimulating interest is an effective way to arouse students’ learning enthusiasm and develop creative thinking [8–10]. How to take students as the main body, stimulate students’ learning interest and develop students’ creative thinking? This requires effective and appropriate methods and skills. All the wisdom of geography teachers should be reflected in the design of teaching methods and means to attract and shock students, so that they have a strong desire for knowledge, in the enjoyment of art to accept knowledge, enlighten wisdom, develop creative thinking, cultivate sentiment.

6.1.1 A Space for Students to Highlight Their Subject Status

Classroom teaching is a process that can not be ignored and the main battlefield of quality education. In class, let all students participate in learning activities, highlight the main role of students, give students a space to move forward; give students a condition

to exercise; give students a time to arrange; give students a problem to grasp; give students a conflict to discuss; give students a right to discuss, Let the students create by themselves. In the process of observation, thinking, practice, self exploration and independent activities, the students have interest and found the law of cognition [11–13]. From “I want to learn” to “I want to learn”, teachers focus on guiding students with learning difficulties, students’ differences get teachers’ attention, overcome the “one size fits all” of students’ reading practice, brain, mouth and hands-on, teachers seize the opportunity to guide, so that students’ logical thinking ability and divergent thinking ability can be developed.

6.1.2 Using Various Methods to Make the Geography Class Lively

Lu Shuxiang once said: “successful teachers are successful because they have made the class lively. If teaching method is a key, then there is a master key on top of all kinds of teaching methods. Its name is” live. “In order to effectively stimulate students’ interest in active learning in geography teaching, it is necessary to avoid thousands of rules and boring, to be vivid, flexible and diversified as far as possible, to show their charm, and to become a real art course. Czech educator Comenius once said: “the desire for knowledge and learning should be stimulated in all possible ways in children.” Therefore, changing the “tricks” in teaching and mobilizing the enthusiasm of students through new stimulation are in line with the characteristics of students’ curiosity, changeable emotions and diverse interests.

6.2 Enhance Interest in Learning

Using multimedia teaching skillfully. Multimedia can create a lively and interesting teaching situation, turn silence into sound, turn static into dynamic, make students into a kind of pleasant and lively atmosphere, overcome the static and rigid text and blackboard writing defects. For example, in the lesson “a video clip of the Yangtze River is played. The music is pleasant, the picture is beautiful, the explanation is beautiful, and the students are lively, relaxed and novel. It enhances the artistic appeal and stimulates the thirst for knowledge. Use new data to impart new information. As shown in Fig. 3. Geography involves politics, economy, military, history and many other subjects. Teachers can pass on the new information to students by reading newspapers and listening to radio, film and television [14]. For example, when talking about China’s industrial and trade, they can timely quote the latest data released by the National Bureau of statistics and understand the great achievements of reform and opening up, which can strengthen the students’ sense of pride and enhance their interest in learning.

7 Create an Equal, Harmonious and Pleasant Learning Atmosphere

7.1 Respect Every Student

“The revolution of learning” believes that “real learning should create a relaxed atmosphere.” facts have proved that students like a certain subject, to a large extent, because

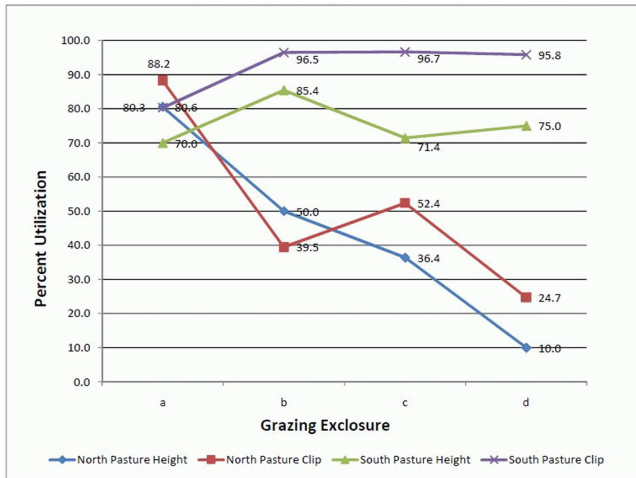


Fig. 3. Increase interest utilization

they like the teacher. To stimulate students’ interest in learning and develop creative thinking, we must create an equal and harmonious relationship between teachers and students, eliminate the emotional distance between teachers’ condescension and students’ submissiveness, strengthen the spiritual communication between teachers and students, and enhance the emotion of mutual trust and love. And it’s up to the teachers [15–17]. Teachers should be full of enthusiasm to infect students, the language is funny and vivid, the intonation is just right, the blackboard writing is simple and clear, so that students can get a kind of artistic enjoyment in learning, at the same time, they should respect every student and show their love to students timely.

7.2 Actively Guide Students to Think Actively

Looking forward to the eyes, knowing smile, nodding approval, kind touch, etc., will inject energy into the students’ mind, will make students feel a kind of love inspiration, a kind of emotional blend, become the driving force to motivate him, and sometimes even affect his life. Only by actively creating a harmonious, democratic and mutual help relationship between teachers and students, can we realize the transfer of students’ interest from teachers to the study of the subject, make students “believe in their teachers and their way”, and cultivate their love for learning [18–20]. Only harmonious and equal relationship between teachers and students, students can be active in thinking, questions can be put forward at any time, ideas can be published, teachers and students have equal dialogue and common discussion, students can communicate freely, people can devote themselves to others, all of them are masters of learning, and the whole learning process is full of interest.

8 Concluding Remarks

In essence, the course of writing thinking training is a course of “Applied Creative Writing”. Although we should pay attention to the application and skill training of students in practical work, we should not ignore creative writing. Therefore, we should build a thinking mode in students’ minds, which means that the teaching task of writing thinking training course is arduous. Therefore, in terms of teaching content, the author first establishes a new system, focusing on sensory writing practice, rhetorical writing practice and practical writing practice [21, 22]. Among the three, the practice of sensory writing tries to wake up the sleeping feeling, and the practice of rhetorical writing focuses on the density of rhetoric, while the practice of practical writing hopes to improve the writing ability in realistic writing situations.

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