

A Study on the Use of Keyword Writing to Develop Creative Thinking of Students in Higher Vocational College

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Abstract: The “keyword writing” that has emerged in recent years uses teaching methods such as lecture, practice, pottery and task-driven methods to mobilize students' enthusiasm and desire to share their writing, to stimulate their writing potential, and to achieve good teaching effects in a restricted yet free, monotonous yet rich writing. Its various advantages such as its ability to strengthen the creative thinking ability of students in higher vocational college have attracted the attention of teachers. In this paper, we explain the characteristics and significance of keyword writing and discuss how to better use keyword writing in teaching English writing in higher vocational education, so as to cultivate the development of creative thinking of students in higher vocational college.

Keywords: Keyword Writing; Higher Education English; Writing Teaching; Creative Thinking

1. The significance of using keyword writing in higher vocational English class

The goal of teaching English at university aims to develop students' comprehensive English application skills, and writing skills should not be neglected; good writing skills will help them communicate effectively in writing in their future work and life. This requirement has successfully elevated the teaching of writing in the college English class to a new and higher level. In the early years of college, students' English performance varies, and it is the responsibility of teachers to develop and improve students' writing skills. However, at present, most teachers in higher vocational English class only use boring board books and after-class assignments to assist in teaching, with a single teaching method, which limits the space for students to use their own imagination and low frequency of teacher-student interaction and communication, and the class cannot really be student-centered, which seriously weakens students' learning initiative. It provides an effective way for students to find inspiration for their writing, so that they can fully associate their ideas under the restriction and stimulate their creativity in the process of imagination and conception, and achieve the creative state of "one bird after another"^[1]. Integrating creative thinking with keyword writing teaching can not only improve the depth of students' understanding of English writing knowledge, skills, application norms and other knowledge, thus increasing their creativity, motivation and active thinking. It can also improve the current poor writing habits of higher vocational students who are poorly motivated and rigid in their English writing. It enables students to make full use of what they have learned and form creative writing skills and writing thinking systems.

2. The meaning of keyword writing

“Keyword Writing”, in short, means that the teacher or the students draw up 3-5 keywords, and then the students organize the materials and frame their ideas based on these keywords through association or imagination, and create a variety of writing styles in a restricted and free environment. This writing requires students to include the given keywords in their writing, but also to be logical, coherent between sentences and paragraphs, and to link the keywords into a complete essay in one go. Students should carefully consider and match the key words, and try to use them as cleverly and appropriately as possible, but they should also avoid rigid application. If the given keywords interfere with the composition, they can be flexible by abandoning the keywords formulated by the teacher and adding suitable ones on their own^[1]. These keywords have the essential properties of the discourse^[2].

3. The advantages of keyword writing in English writing application show

3.1 The test-based writing model can be effectively removed

The drawbacks of basic education have caused great pressure on creative writing in universities^[3]. Long-term influence of basic education and test-based writing, students' essays generally present the appearance of fake, big and empty, and trespassing, lacking real emotions, and hardly reflecting students' individuality and diverse thinking. Higher vocational students also have a sense of fear of writing, feel that writing is a burden, lack interest in writing, and have no strong sense of participation. In order to correct the shortcomings of basic education and test writing, "Keyword Writing" aims to let students participate in class teaching, develop free and diversified ways of thinking, stimulate students' interest and enthusiasm in writing, and truly create their own style and personalized works.

3.2 Facilitates the development of imagination and stimulates creativity

The most important thing in writing is open-mindedness and imagination, and it should be emphasized that students should open their creative minds to the infinite possibilities of writing. The "keyword writing" is particularly suitable for "self-discovery", which is conducive to the development of students' imagination and the expansion of associative thinking, thus bringing into play their potential and stimulating creativity in writing.

3.3 Suitable for students of different writing levels

The "Keyword Writing" is suitable for students of different levels, so that they can have something to say and write about, and they can write easily and without burden. They were all able to submit valuable essays within their respective writing abilities, and individual students also demonstrated unexpected writing talents during the writing exercises.

4. Keywords specific applications of writing to develop students' creative thinking

4.1 Knowledge teaching

The key points of "keyword writing" will be introduced. The key words can be repeated in the text, not necessarily in the order given by the teacher, as long as they are used in the text. In particular, students should be reminded to pay attention to the rationality and cleverness of the keywords when linking the given keywords in the text, and to avoid rigidly applying them. In addition, students should be clearly given some restrictions and requirements, such as word count requirements, time requirements, revision requirements, etc. In order to let students fully understand what "keyword writing" is and how to use it, teachers can share their own sample keyword writing or the best work of the previous students in class, and explain in detail the characteristics and techniques of keyword use in the sample text. Secondly, to consolidate the basic knowledge of English, which requires students to examine the topic carefully, so that they can be clear about the correct use of person, tense, and genre when creating writing. Again, teachers should help students to construct an essay pulse, with the first part opening with a point, the second part writing the main content, and the third part summarizing the whole text. Based on this, students' writing efficiency is improved and they are helped to establish a global concept.

4.2 Class Training

First of all, the teacher draws up 1-3 groups of keywords, 3-5 keywords in each group. Students choose one of the keywords or freely combine the keywords from the 1-3 groups of keywords, in short, they should select 3-5 keywords of interest from the keywords prepared by the teacher and then compose a complete essay. The formulation of keywords is not arbitrary, but should fit students' interests and writing characteristics, as well as the teaching objectives, be suitable for thinking, interesting and writable, so that students can start to associate and write. In addition, teachers should also arrange the training time in the class, and the writing time should be about 20-40 minutes. In practice, the teacher should determine the writing time according to the students' writing status in the class to make sure that the class is mature and in a good state to write about this writing. The main reason teachers schedule the training time in class is to force students to sit in the class

and think about the strings, combinations, lines and logic of these sets of key words without distractions. Compulsive writing is a must. It has been proven that sitting in the class and thinking and writing quietly can achieve surprising results, as long as the formulation of key words is guaranteed to give students something to say.

4.3 Class Sharing

The teacher can encourage students to share the work they have just completed in class. After sharing, the teacher can ask them to answer why the essay was conceived in this way, what special feelings they had in writing it, and so on. The same key words are used in a variety of ways, and students are curious: how would others use these sets of key words? In the midst of curiosity and budding, if students share their assignments on stage with active and interesting thinking, the whole class will be driven, and the class atmosphere becomes extremely active and interactive for teachers and students, changing the dullness of the class. By using multimedia technology to create writing situations for students in the class, teachers can effectively enrich students' writing materials, explore their writing talents, and at the same time, practice students' English grammar application skills.

4.4 After-class assignments

Due to the limited time for writing, individual students fail to complete the writing tasks in class, and some students become more and more excited about writing and have huge ideas. Teachers can assign after-class tasks, students who have not yet completed their assignments will continue to do so after class, and those who have finished writing will further revise and improve their assignments. And the emphasis should be on connecting to real life and increasing the scope of writing. In junior high school English writing teaching, teachers combine real life to organize teaching, which can add humanistic elements to the writing topic, increase the scope of writing and at the same time can make students return to life and fit the new teaching concept of quality education.

4.5 Commenting and summarizing

After receiving the students' work, the teacher reads and takes notes carefully, and then selects some meaningful and interesting writings to share with the students again in class. This time, the priority is to consider the openness and uniqueness of students' thinking, and to pay more attention to creative students' work, and to eliminate students' work that has already been shared in class. The main reason is that individual students are not good at expressing themselves and are not able to share their work in class, so the teacher helps them to share their work so as to enhance their confidence in writing and the value and meaning of writing. Finally, the teacher summarized the role, significance, and limitations of this critical writing exercise. The teacher points out the strengths and weaknesses of the writing process, makes students aware of their own writing personalities and characteristics, knows the shortcomings of their writing, reflects on their own creativity and tries to correct the problems in their writing. The students are also inspired and guided to draw conclusions in a reasonable and appropriate manner, giving them the space to think and explore themselves. With the help of this novel and efficient learning method, students analyze, perceive, and discover on their own, thus developing their independent learning ability and improving their learning efficiency.

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