

Fostering Creative Thinking in Vocational English Courses: Theories and Strategies

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Abstract: This study aims to explore the theoretical foundations and strategies for fostering creative thinking in vocational English courses. With the accelerated pace of globalization and rapid advancement in information technology, nurturing high-quality talent with creative thinking and innovation capabilities has become a key educational objective worldwide. As a crucial component of vocational education, English courses in vocational institutions play a significant role in enhancing students' language abilities and professional competencies. However, traditional English teaching methods often focus on language knowledge transmission, neglecting the cultivation of creative thinking. This study systematically reviews relevant theories and research on creative thinking cultivation, analyzing the necessity and feasibility of integrating creative thinking into vocational English courses. Initially, the study elaborates on the concept, characteristics, and educational significance of creative thinking. Following this, it examines the state and issues in fostering creative thinking within vocational English courses. Utilizing constructivism, multiple intelligences theory, and innovation education theory, the study proposes specific strategies for fostering creative thinking, including innovations in course design, teaching methods, and evaluation mechanisms. The findings indicate that incorporating theories and strategies for creative thinking can significantly enhance vocational students' English proficiency and innovation skills, promoting their overall development. This research not only provides theoretical support and practical guidance for the reform of vocational English courses but also offers new approaches and methods for cultivating innovative talent.

Keywords: Vocational English Courses; Creative Thinking; Constructivism; Multiple Intelligences Theory

1. Preface

1.1 Research Background and Significance

With the acceleration of globalization and informatization, exchanges and cooperation among countries around the world have become more frequent, especially in the fields of economy, technology, and culture, where mutual penetration and influence are more profound. In this context, English, as the most widely used international lingua franca globally, has become increasingly prominent. English is not only an important language tool for scientific literature, international conferences, and multinational corporate communication, but also a fundamental basis for cultivating international talents. Possessing good English skills can help individuals access more information resources, participate in international affairs, and enhance their career competitiveness.

Vocational education, as an important part of vocational education, aims to cultivate applied talents with high skill levels and practical abilities for society. The vocational English curriculum holds a significant position in the vocational education system as it not only undertakes the task of imparting language knowledge but also shoulders the responsibility of enhancing students' comprehensive professional qualities. However, the current vocational English curriculum design and teaching models often focus on the transmission of language knowledge, particularly training in vocabulary, grammar, and reading comprehension, while neglecting the cultivation of students' creative thinking.

Creative thinking is a way of thinking that can break conventions and propose novel and unique solutions. It plays an irreplaceable role in modern education and career development.

Creative thinking is not only an important component of innovative ability but also a key ability for individuals to solve complex problems and cope with changing challenges in a competitive social environment. The cultivation of creative thinking requires the education system to pay more attention to the training and development of thinking methods beyond knowledge transmission, fostering students' abilities to discover, analyze, and solve problems.

Integrating the cultivation of creative thinking into the vocational English curriculum not only aligns with the development trend of modern education but also responds to the national policy call. In recent years, China has continuously emphasized innovation and reform in education, especially in vocational education. The "National Medium- and Long-Term Education Reform and Development Plan (2010-2020)" clearly proposes to reform the talent cultivation model, focusing on cultivating students' innovative and practical abilities. The revision of the "Vocational Education Law" further clarifies that vocational education should keep pace with social and economic development needs, cultivating high-quality skilled talents with innovative spirit.

Globally, there is also an emphasis on updating and reforming educational concepts. For example, countries like the United States, Finland, and Germany emphasize the importance of innovative ability in their educational policies and practices and incorporate the cultivation of creative thinking into their curricula. In the United States' K-12 education system, the cultivation of creative thinking has become an important part of curriculum design and teaching practice. The Finnish Ministry of Education has launched the "Future Education 2030" plan, proposing educational goals to cultivate students' lifelong learning and innovative abilities. Germany's "dual system" vocational education system also cultivates students' abilities to solve practical problems and innovate through school-enterprise cooperation.

However, despite the considerable experience accumulated abroad in cultivating creative thinking, there is still a certain gap between the current state of China's vocational English curriculum and these countries. Firstly, the curriculum design and teaching content are

overly simplistic, lacking diversity and flexibility, and cannot fully meet students' individualized learning needs. Secondly, the teaching methods are relatively traditional, mainly teacher-centered, with students passively receiving knowledge, lacking opportunities for active participation and inquiry. Thirdly, the evaluation mechanism is imperfect, mainly based on exam results, which cannot comprehensively reflect students' learning outcomes and potential, and is not conducive to the cultivation of creative thinking and innovative abilities.

Through this research, we hope to provide theoretical support and practical guidance for the reform of the vocational English curriculum, promoting the development of vocational education and cultivating more high-quality talents with creative thinking and innovative abilities. Specifically, by integrating the cultivation of creative thinking into the vocational English curriculum, we can not only enhance students' English application abilities but also cultivate their innovative spirit and practical abilities, enhancing their competitiveness and adaptability in their future careers. The strategies for cultivating creative thinking in the vocational English curriculum can provide new ideas and methods for educational reform. The goal is not just to improve language skills but to comprehensively enhance students' overall qualities and professional literacy, making positive contributions to social and economic development and national competitiveness. Therefore, exploring the theoretical basis and strategies for cultivating creative thinking in the vocational English curriculum has important practical significance and profound theoretical value.

1.2 Review of Domestic and Foreign Research Status

In the context of globalization, mastering English as an international lingua franca has become particularly important. With the development of social economy and technological progress, cultivating talents with creative thinking and innovative abilities has become an important goal of education in various countries. The spirit of the Two Sessions clearly points out the need to deepen educational reform, promote educational equity, improve educational quality, and cultivate

innovative talents. Against this backdrop, exploring the cultivation of creative thinking in vocational English courses is particularly important. This paper comprehensively reviews the domestic and foreign research status, analyzes the theoretical basis and practical application of cultivating creative thinking in vocational English courses, and provides references for further research.

Domestic scholars have explored various aspects of cultivating creative thinking in vocational English courses. Zhang Jinyan (2012) in "A Brief Discussion on the Ways to Cultivate 'Innovative' Talents in Higher Vocational Colleges - Taking Innovative English Course Teaching as an Example" pointed out that higher vocational colleges should focus on the goal of cultivating applied talents, innovate English course teaching models, pay attention to the integration of English teaching and professional skills, and cultivate students' practical application abilities and creative thinking abilities. Sui Gang (2024) in "The Application of Constructivist Strategies in College English Creative Writing Teaching" studied the application effects of constructivist theory in college English creative writing teaching, believing that introducing constructivist strategies can effectively enhance students' creative thinking and writing abilities. Fu Li (2016) in "Exploring Differentiated Teaching of High School English from the Perspective of Multiple Intelligences Theory - Taking the Oxford Edition High School English M6U2 Welcome Section Teaching as an Example" explored the application of multiple intelligences theory in English teaching. The study showed that through multiple intelligences theory, creative writing courses that better meet students' individual needs can be designed, enhancing their creative thinking abilities. Zeng Dezhi (2019) and Wei Yajie (2024) respectively pointed out in "Research on the Application of Group Cooperative Learning in Junior High School English Classrooms" and "Research on Cooperative Learning in Junior High School English Classroom Teaching" that group cooperative learning can effectively enhance students' creative thinking abilities and teamwork spirit. These research results provide references for interactive teaching and cooperative learning in vocational English courses. Xuan Cuixia

(2011) in "A Brief Discussion on Creative Thinking in Interior Design Teaching in Higher Vocational Colleges" proposed that integrating creative thinking cultivation into specific vocational skills teaching can effectively enhance students' innovative abilities and practical operation abilities. In summary, domestic scholars have conducted multi-angle and multi-dimensional research on the cultivation of creative thinking in vocational English courses, mainly focusing on the reform of teaching models, the application of constructivist and multiple intelligences theories, classroom interaction and cooperative learning, and the application of creative thinking in specific vocational skills. These studies provide theoretical foundations and practical experiences for further exploring the cultivation of creative thinking in vocational English courses.

Foreign research has long begun to focus on the role of creative thinking in English teaching and has accumulated rich experience in theory and practice. Many universities and vocational colleges abroad offer creative writing courses aimed at cultivating students' creative thinking and writing abilities. Research shows that through creative writing courses, students can break free from the constraints of traditional writing and express their ideas and creativity more freely. For example, many prestigious universities in the United States, such as Harvard University and Stanford University, offer specialized creative writing courses. These courses not only focus on the cultivation of writing skills but also emphasize the development and practice of students' creative thinking. Foreign scholars have proposed various innovative teaching methods, such as Problem-Based Learning (PBL), Project-Based Learning (PjBL), and Flipped Classroom. These teaching methods emphasize student-centered learning, encouraging students to solve problems through inquiry and practice, cultivating their creative thinking and innovative abilities. For example, Finland's education system widely applies these teaching methods and has achieved remarkable results. With the development of technology, foreign scholars are increasingly focusing on the role of educational technology in cultivating creative thinking. For example, British educators use Virtual Reality (VR) and Augmented Reality

(AR) technologies to provide immersive learning experiences, enhancing students' creative thinking abilities. The application of such high-tech enables students to understand and grasp complex concepts more intuitively, improving learning outcomes and creative thinking abilities. Foreign research also emphasizes the importance of multiculturalism in cultivating creative thinking. For example, Australia's education system encourages students to participate in multicultural activities, understand different cultural backgrounds' ways of thinking and problem-solving methods, thereby enhancing their creative thinking abilities. This multicultural perspective not only broadens students' horizons but also enhances their innovative thinking. Foreign scholars' research mainly focuses on creative writing courses, innovative teaching methods, the application of educational technology, and multicultural perspectives. These research results provide references for cultivating creative thinking in vocational English courses.

Through a comprehensive analysis of domestic and foreign research status, it can be found that domestic research focuses more on specific teaching strategies and methods, such as constructivism, multiple intelligences theory, interactive teaching, and cooperative learning. In contrast, foreign research pays more attention to the setting of creative writing courses, the application of innovative teaching methods, the use of educational technology, and the cultivation of multicultural perspectives. In terms of research depth and breadth, foreign research is more systematic and comprehensive, accumulating rich theoretical and practical experience; while domestic research is closer to actual teaching, with strong practical guidance. In terms of theoretical foundation, foreign research is more mature, emphasizing the systematicity and foresight of theory; domestic research focuses more on the specific application of theory, emphasizing the combination of theory and practice. Combining current social hotspots and concerns, especially the requirements of the Two Sessions to deepen educational reform, promote educational equity, improve educational quality, and cultivate innovative talents, the cultivation of creative thinking in vocational English courses should pay more attention to the innovation of

teaching models and the diversification of teaching methods. Particularly in the context of rapid information technology development, how to effectively utilize educational technology to enhance students' creative thinking abilities remains an urgent issue. Meanwhile, domestically, more attention should be paid to introducing multicultural perspectives, enhancing students' international vision and cross-cultural communication abilities. In the context of globalization, a multicultural perspective not only helps cultivate students' creative thinking but also enhances their comprehensive qualities in international competition.

In summary, domestic and foreign scholars have achieved certain results in the research on cultivating creative thinking in vocational English courses in terms of theory and practice, sharing commonalities as well as unique characteristics. Future research should combine the spirit of the Two Sessions and current social hotspots, further exploring innovative teaching models and methods, strengthening the combination of theory and practice, and continuously improving the level of cultivating creative thinking in vocational English courses. Additionally, international exchange and cooperation should be strengthened, drawing on successful experiences from abroad, and exploring strategies suitable for China's national conditions to cultivate creative thinking in vocational English courses. This will continuously improve education quality and cultivate high-quality talents with innovative thinking and practical abilities, making positive contributions to social and economic development and national competitiveness.

1.3 Research Objectives and Methods

This study aims to explore the theoretical basis and strategies for cultivating creative thinking in vocational English courses. Through literature review and theoretical analysis, systematically sorting out relevant theories and research results on cultivating creative thinking at home and abroad, and discussing the necessity and feasibility of cultivating creative thinking in vocational English courses. During the research process, the concept, characteristics, and importance of creative thinking in education are elaborated in detail; secondly, the current situation and existing

problems in cultivating creative thinking in vocational English courses are analyzed; then, combining constructivism, multiple intelligences theory, and innovative education theory, specific strategies for cultivating creative thinking in vocational English courses are proposed, including innovations in course design, teaching methods, and evaluation mechanisms.

2. The Theoretical Basis of Creative Thinking

2.1 The Concept and Characteristics of Creative Thinking

Creative thinking refers to the ability to generate novel, unique, and valuable ideas and solutions through distinctive thinking methods and approaches based on existing knowledge and experience. Creative thinking has the following characteristics: First, uniqueness. Creative thinking emphasizes the uniqueness and novelty of thought, requiring the breaking of conventions and proposing solutions different from traditional thinking patterns. Second, flexibility. Creative thinking requires flexibility and openness, allowing one to consider problems from different angles and dimensions and seek multiple possible solutions. Third, fluency. Creative thinking demands fluency and coherence, enabling the generation of a large number of ideas and solutions in a short time. Fourth, elaboration. Creative thinking requires depth and precision, allowing for in-depth analysis and evaluation of generated ideas and solutions, ultimately selecting the optimal solution.

2.2 The Importance of Creative Thinking in Education

The importance of creative thinking in education is reflected in several aspects: First, creative thinking is an essential component of innovative ability. Innovative ability is a crucial driving force for modern social and economic development, and creative thinking is the foundation of innovative ability. By cultivating students' creative thinking, their innovative abilities can be enhanced, promoting their overall development. Second, creative thinking is a key ability for solving complex problems. In modern society, the complexity and uncertainty of problems are increasing, making traditional thinking

methods and approaches inadequate for addressing these issues. By cultivating students' creative thinking, their ability to solve complex problems and face challenges can be improved. Third, creative thinking is an important part of professional competence. In a career, creative thinking can enhance work efficiency and quality, as well as increase professional competitiveness and adaptability. By cultivating students' creative thinking, their professional competence can be improved, enhancing their career competitiveness.

2.3 Relevant Theoretical Foundations

The cultivation of creative thinking requires a certain theoretical foundation. Constructivism, Multiple Intelligences Theory, and Innovation Education Theory are important theoretical foundations for cultivating creative thinking. Constructivist theory posits that knowledge is not directly acquired through teacher transmission but is actively constructed by the students themselves. Constructivism emphasizes the activeness and inquiry nature of learning, suggesting that students should actively participate and explore in the learning process to construct their knowledge systems. By introducing constructivist theory, student-centered teaching models can be designed, encouraging students to solve problems through inquiry and practice, thereby cultivating their creative thinking and innovative abilities.

Multiple Intelligences Theory, proposed by Howard Gardner, asserts that human intelligence is multifaceted, including linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence. Multiple Intelligences Theory emphasizes that each student has a unique combination of intelligences, and education should respect students' individual differences, providing diverse learning opportunities and resources. By introducing Multiple Intelligences Theory, creative writing courses that meet students' individual needs can be designed, enhancing their creative thinking abilities.

Innovation Education Theory emphasizes that education should focus on cultivating students' innovative abilities and creative thinking, viewing innovative ability as a crucial driving

force for modern social and economic development. Innovation Education Theory suggests that education should use diverse teaching methods and resources to stimulate students' innovative potential and cultivate their creative thinking and innovative abilities. By introducing Innovation Education Theory, diverse teaching methods and resources can be designed to stimulate students' innovative potential and cultivate their creative thinking and innovative abilities.

3. The Current State of Cultivating Creative Thinking in Vocational English Courses

3.1 Overview of Vocational English Courses

Vocational English courses are an essential part of vocational education, aiming to cultivate students' English application abilities and professional competence. Vocational English courses typically include modules such as Basic English, Professional English, and Vocational English, aiming to enhance students' English application abilities and professional competence through systematic training in language knowledge and skills. However, traditional vocational English teaching models often focus on the transmission of language knowledge, neglecting the cultivation of students' creative thinking.

3.2 Current Situation and Problems in Cultivating Creative Thinking

Currently, the cultivation of creative thinking in vocational English courses faces several problems: First, the teaching model is single. Traditional vocational English teaching models mainly rely on teacher lectures, with students passively receiving knowledge, lacking opportunities for active participation and inquiry, making it difficult to cultivate their creative thinking. Second, the teaching content is outdated. The teaching content of vocational English courses often relies on textbooks, lacking connection with real-life and professional needs, making it challenging to stimulate students' interest in learning and creative thinking. Third, the evaluation mechanism is imperfect. Traditional vocational English evaluation mechanisms mainly focus on exam results, neglecting the evaluation of students' creative thinking and innovative abilities, making it difficult to

comprehensively reflect students' learning outcomes and potential.

3.3 Bottlenecks and Challenges in Cultivating Creative Thinking

The bottlenecks and challenges in cultivating creative thinking in vocational English courses mainly lie in the following aspects: First, the teaching concepts and abilities of teachers need improvement. The cultivation of creative thinking requires teachers to have innovative teaching concepts and methods, but the current teaching concepts and abilities of vocational English teachers are generally insufficient, making it challenging to effectively implement the cultivation of creative thinking. Second, teaching resources and environments need improvement. The cultivation of creative thinking requires rich teaching resources and a good learning environment, but the current teaching resources and environments of vocational English courses are generally insufficient, making it difficult to meet the needs of cultivating creative thinking. Third, students' learning habits and attitudes need change. The cultivation of creative thinking requires students to have active learning and inquiry habits and attitudes, but the current learning habits and attitudes of vocational students are generally poor, making it difficult for them to effectively participate in the cultivation of creative thinking.

4. Strategies for Cultivating Creative Thinking

4.1 Innovation in Curriculum Design

Curriculum design is a key link in cultivating creative thinking. Through innovative curriculum design, diverse learning opportunities and resources can be provided to students, stimulating their creative thinking and innovative abilities. First, the curriculum content should focus on connections with real-life and professional needs, designing content that meets students' individual needs and career development needs. Second, the curriculum structure should emphasize modularity and flexibility, providing diverse learning paths and choices to meet students' individualized learning needs. Third, curriculum resources should emphasize diversity and openness, providing rich learning resources and platforms to support students'

autonomous learning and inquiry.

4.2 Innovation in Teaching Methods

Teaching methods are important means of cultivating creative thinking. Through innovative teaching methods, diverse learning experiences and opportunities can be provided to students, cultivating their creative thinking and innovative abilities. First, teaching methods should be student-centered, encouraging students to actively participate and inquire, cultivating their autonomous learning and inquiry abilities. Second, teaching methods should emphasize diversity and interactivity, adopting various teaching methods such as problem-based learning, project-based learning, and flipped classrooms to stimulate students' interest in learning and creative thinking. Third, teaching methods should emphasize the application of information technology, using high-tech means such as virtual reality and augmented reality to provide immersive learning experiences and enhance students' creative thinking abilities.

4.3 Innovation in Evaluation Mechanisms

Evaluation mechanisms are important guarantees for cultivating creative thinking. Through innovative evaluation mechanisms, students' learning outcomes and development potential can be comprehensively reflected, stimulating their creative thinking and innovative abilities. First, evaluation content should emphasize diversity and comprehensiveness, evaluating not only students' language knowledge and skills but also their creative thinking and innovative abilities. Second, evaluation methods should emphasize diversity and process-oriented evaluation, adopting various evaluation methods such as project evaluation, process evaluation, and self-evaluation to comprehensively reflect students' learning processes and outcomes. Third, evaluation standards should emphasize individuality and development, respecting students' individual differences, focusing on their development potential, and stimulating their creative thinking and innovative abilities.

4.4 Professional Development of Teachers

Teachers are key factors in cultivating creative thinking. By enhancing teachers' professional development levels, strong support and

guarantees can be provided for cultivating creative thinking. First, teachers should establish innovative teaching concepts, focusing on cultivating creative thinking and innovative abilities. Second, teachers should enhance their teaching abilities, mastering diverse teaching methods and techniques to effectively implement the cultivation of creative thinking. Third, teachers should strengthen their professional development, actively participating in professional training and academic exchanges to continuously improve their professional quality and teaching levels.

5. Implementation Paths for Strategies to Cultivate Creative Thinking

5.1 Integration and Utilization of Teaching Resources

Teaching resources are crucial for the cultivation of creative thinking. By integrating and utilizing a rich array of teaching resources, diverse learning opportunities and resources can be provided to students, supporting the cultivation of their creative thinking and innovative abilities. Firstly, internal and external teaching resources should be integrated to establish a diverse learning resource library, offering a wealth of learning resources and platforms. Secondly, information technology should be utilized to provide online learning resources and platforms, supporting students' autonomous learning and inquiry. Thirdly, school-enterprise cooperation should be strengthened, utilizing corporate resources and practice bases to provide real vocational contexts and practice opportunities, thereby cultivating students' creative thinking and innovative abilities.

5.2 Support of Information Technology

Information technology is a vital tool for the cultivation of creative thinking. By leveraging information technology, immersive learning experiences and diverse learning opportunities can be provided to students, enhancing their creative thinking and innovative abilities. Firstly, virtual reality (VR) and augmented reality (AR) technologies should be used to provide immersive learning experiences, increasing students' interest in learning and creative thinking. Secondly, online learning platforms should be utilized to offer rich

learning resources and interactive opportunities, supporting students' autonomous learning and inquiry. Thirdly, big data and artificial intelligence (AI) technologies should be employed to provide personalized learning support and guidance, improving students' learning outcomes and creative thinking.

5.3 School-Enterprise Cooperation and Practice Base Construction

School-enterprise cooperation is an important pathway for cultivating creative thinking. By strengthening school-enterprise cooperation and constructing practice bases, real vocational contexts and practice opportunities can be provided to students, cultivating their creative thinking and innovative abilities. Firstly, cooperation with enterprises should be enhanced to establish long-term and stable partnerships, co-designing and implementing courses and projects aimed at cultivating creative thinking. Secondly, diverse practice bases should be constructed to offer rich practice opportunities and resources, supporting the cultivation of students' creative thinking and innovative abilities. Thirdly, the management and evaluation of school-enterprise cooperation should be strengthened, establishing scientific management and evaluation mechanisms to ensure the effectiveness and quality of school-enterprise cooperation.

6. Conclusion and Future Research Directions

6.1 Research Summary

This study systematically reviewed relevant theories and research findings on the cultivation of creative thinking at home and abroad through literature review and theoretical analysis, exploring the necessity and feasibility of cultivating creative thinking in vocational English courses. The research results indicate that by introducing theories and strategies for cultivating creative thinking, vocational students' English application abilities and innovative thinking can be effectively enhanced, promoting their overall development.

6.2 Practical Recommendations

To effectively cultivate creative thinking in vocational English courses, the following

recommendations are proposed: Firstly, innovate curriculum design, emphasizing connections with real-life and vocational needs, and providing diverse learning opportunities and resources. Secondly, innovate teaching methods by adopting student-centered, diverse, and interactive teaching methods to stimulate students' interest in learning and creative thinking. Thirdly, innovate evaluation mechanisms by emphasizing diversified and comprehensive evaluation content and methods to fully reflect students' learning outcomes and development potential. Fourthly, enhance teachers' professional development by establishing innovative teaching concepts, mastering diverse teaching methods and techniques, and effectively implementing the cultivation of creative thinking.

6.3 Future Research Directions

Future research should further explore specific strategies and implementation paths for cultivating creative thinking in vocational English courses, conducting empirical research and case analysis based on actual teaching situations to verify the effects and impacts of creative thinking cultivation. Additionally, international exchange and cooperation should be strengthened, drawing on successful experiences from abroad and exploring strategies suitable for China's national conditions to cultivate creative thinking in vocational English courses. This will continuously improve education quality and cultivate high-quality talents with innovative thinking and practical abilities, making positive contributions to social and economic development and national competitiveness.

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