

Article

Research on the guiding strategy of junior middle school Chinese writing material accumulation

Suwen Li*

Zhaozhaizi Middle School, Gaotang 252800, China.

*Corresponding author: Suwen Li, lisuwen1991@sina.com.

CITATION

Li SW. Research on the guiding strategy of junior middle school Chinese writing material accumulation. *Advances in Curriculum Design&Education*. 2025; 1(3): 226.

<https://doi.org/10.63808/acde.v1i3.226>

ARTICLE INFO

Received: 29 September 2025

Accepted: 3 November 2025

Available online: 19 November 2025

COPYRIGHT



Copyright © 2025 by author(s).

Advances in Curriculum Design&Education is published by Wisdom Academic Press Ltd. This work is licensed under the Creative Commons Attribution (CC BY) license.

<https://creativecommons.org/licenses/by/4.0/>

Abstract: In today's information age, writing, as a basic language expression ability, is of great significance to junior high school students. However, in practical teaching, many students generally lack material, inspiration and depth of thinking when writing. This phenomenon needs to be paid attention to and improved. Based on this, this paper aims to study the guiding countermeasures of material accumulation in junior middle school Chinese writing teaching, in order to provide teachers with useful teaching methods and strategies, and help students express their thoughts and feelings in a richer and deeper way in the writing process.

Keywords: junior middle school Chinese; writing teaching; accumulation guidance

1. Introduction

High-quality materials are the basis of a good work. In teaching practice, through conscious accumulation of materials, students can broaden their horizons, enrich their knowledge and emotional experience, and make their works more profound and

extensive (Zhang, 2017). At the same time, the accumulation of materials also helps to stimulate students' writing inspiration, improve their creative imagination, and make the writing process livelier and more interesting (Willie, 2021). Therefore, teachers should pay attention to the status of material accumulation in writing teaching and help students establish a rich material library, so as to improve their writing level.

2. Create a rich and diverse material environment to ignite students' writing enthusiasm

In order to ignite students' enthusiasm for writing, teachers should provide students with sufficient writing resources, broaden their horizons, and enable them to reach a broader field of knowledge, so as to enrich their thinking and imagination. At the same time, teachers can also create an inspiring material environment through field visits, guest lectures, and excellent book recommendations, so that students can deeply feel the charm of writing and stimulate their love and dedication to creation (Lv, 2022).

For example, in teaching practice, teachers can guide students into the long river of history and find the wisdom and emotion of the ancients. For example, students will realize the greatness of maternal love in Meng Jiao's Youziyin, and that one needle and one thread are the care and expectation of the mother (Zhang, 2018) and in reading Wang Wei's Alone in a strange land for strangers, every time at the festival to think of relatives, they will cherish the family reunion time, understand the family is the safe haven of life (Ye, 2005) . At the same time, in such an environment, students will also come into contact with different literary works and feel different views of destiny and philosophy of life. For example, by studying Ziqing Zhu's back, students will feel and be moved by their father's deep love for me (Wang, 2014). In Beethoven's music, they will also understand the unyielding and challenges of fate, so as to be stronger and braver in life (Li, 2017); in Ostrovsky's words, they will see a fearless spirit, even in the face of difficulties to pursue their dreams. In addition, the education of the spirit of the bone in the material environment is also particularly important. For example, when students read the poems of the ancients such as Mencius, Li Bai, Yu Qian and Ye Ting, teachers can create an environment that allows students to feel the integrity and tenacity of the bones of these ancients, and guide

them to stick to the principles in real life and maintain an independent spiritual outlook.

3. Guide students to learn high-quality materials, stimulate writing inspiration and creative imagination

The accumulation of high-quality materials can stimulate students' writing inspiration and creative imagination. Therefore, as teachers, we need to teach students how to effectively screen, sort out and analyze materials to help them peel off the surface and discover the hidden value and profound meaning. At the same time, we can actively carry out various reading activities, so that students can have extensive access to all kinds of excellent texts; and set up writing workshops and other practical platforms, so that students can continuously refine materials and exercise writing skills in actual operation, laying a solid foundation for their growth in the field of literary creation (Ma, 2021).

For example, in teaching practice, teachers can select 'Camel Xiangzi' as a source of material. By deeply analyzing Xiangzi's character image and tragic fate, they can explore the connotation of Xiangzi's role from different angles, such as social background, personal struggle, human glory and dark side. On this basis, students are encouraged to use their knowledge and life experience to create short stories or essays based on Xiangzi, and show their unique insights into life, society, destiny and other issues. At the same time, teachers can also further guide students to expand the source of materials, such as finding character prototypes with similar Xiangzi experiences from real life, or drawing relevant materials from other literary works. In this way, students can not only enrich their own writing material library from multiple levels, but also enhance their insight and perception of life in comparison and analysis. Finally, teachers should pay attention to students' ability to use and process materials in the process of writing. Through the review and guidance of students' works, they can help them learn how to use materials closely and logically, avoid colloquialism, empty words and nonsense, and make their works more convincing and appealing.

4. Exercise students' recognition of multiple materials, stimulate

unique views and deep thinking

In the ocean of multiple materials, students need to have the ability to identify the value and characteristics of different materials (Chen, 2024). Therefore, teachers should train students 'ability to identify multiple materials, and help students cultivate their keen insight and independent thinking ability by teaching text analysis, critical thinking and other methods, so as to enhance their uniqueness and depth of writing.

For example, the value of life is a complex topic, which involves personal beliefs, cultural background, social environment and other aspects. Therefore, teachers should pay attention to cultivating students 'independent thinking ability and text analysis ability in teaching, and help them identify the value and characteristics of different materials, so as to form their own outlook on life and values. For example, the ancient Chinese sayings 'gentleman does not accept the food from the mouth' and 'big husband can bend and stretch' both emphasize the qualities and attitudes that people should maintain in the face of difficulties and setbacks. The former emphasizes self-esteem and integrity in the face of unfair treatment, while the latter emphasizes the spirit of striving and pursuing self-realization in adversity. In addition, Li Bai was not half aggrieved and said: 'Ann can break the eyebrows of the powerful, so that I cannot be happy', expressing his yearning and pursuit of freedom and unruly life. The historical stories such as Xiang Yu 's suicide in Wujiang and Liu Bang's final achievement of hegemony also reflect people 's different coping styles and choices in the face of difficulties and pressures. These materials show the diversity of life values and people 's choices and performances in different situations.

5. Integrate actual cases and classic texts to lead students to think and express innovatively

Art comes from life, so does creation. In teaching practice, teachers should combine actual cases and classic texts to enable students to generate new thinking in the collision between real problems and classic theories (Fang, 2025). At the same time, it also helps students understand the practical significance of the theory, stimulates their desire to use the theory to solve practical problems, and cultivates their innovative way of thinking and expression.

For example, in teaching practice, teachers can combine Zhuangzi's thoughts with specific cases in real life, and then guide students to think and express innovatively. For example, when discussing the pressure and anxiety faced by people in modern society, teachers can quote Chuang Tzu's point of view that "a good face honors a person, but also a good back and destroys it", so that students can reflect on the psychological motivation behind people's pursuit of fame and wealth and face culture in modern society, as well as the impact of this pursuit on personal inner and social relations.

6. Conclusion

To sum up, in the teaching of Chinese writing in junior middle school, accumulating rich materials is the key to improving students' writing level. In teaching practice, through the creation of a variety of material environment, ignite students' writing enthusiasm; to guide students to learn high-quality materials, stimulate writing inspiration and creative imagination; exercise students' ability to identify multiple materials, stimulate unique views and deep thinking; integrating practical cases and classic texts to guide students' innovative thinking and expression, teachers can effectively promote students' writing level. Therefore, in the future education journey, teachers should continue to work hard, constantly improve teaching methods, guide students to move forward on the road of writing, and create more charming written works.

Conflict of interest: The author declares no conflict of interest.

Funding: This research received no external funding.

References

- [1] Chen, C. (2024). Selection of materials for writing: Selection and application of junior high school Chinese writing materials. *Good Composition*, (22), 45–48.
- [2] Fang, Y. (2025). *Research on the teaching strategy of integrating media literacy into middle school Chinese writing* [Doctoral dissertation, Ningxia University]. CNKI.
- [3] Li, R. (2024). A study on the teaching practice of Beethoven's works in music classrooms: Taking piano sonata No. 21 as an example. *Drama and Film Monthly*, (1), 121–123.
- [4] Lü, J. (2022). Collecting life inspirations to enhance the efficiency of primary school writing teaching. *The Road to Success in Composition*, (32), 8.
- [5] Ma, X. (2021). Research on the strategy of material accumulation and guidance in junior middle school Chinese writing teaching. *In and Out of Chinese Class*, (4), 117.
- [6] Wang, L. (2014). “Back” teaching content under the student-oriented vision. *Chinese Teaching Newsletter: Junior High School (B)*, (4), 12–14.
- [7] Willie. (2021). Research on the strategy of material accumulation and guidance in junior middle school Chinese writing teaching. *Middle School Students' Composition Guide*, (3), 1.
- [8] Ye, J. (2005). Sentimental journey: On the return of overseas Chinese residences. *Zhongzhou Journal*, (5), 25–28.
- [9] Zhang, G. (2018). “Holding mom's hand” tugs at the heartstrings of the filial. *Essay Communication: Senior High School Edition*, (6), 34–36.
- [10] Zhang, Y. (2017). Approaches to accumulating writing materials for primary school students. *Little Writers' Selection (Teaching Exchange)*, (21), 206.