

Exploration of Strategies for Cultivating Reverse Thinking in Middle School Chinese Teaching

Pin Tian*

School of Humanities, Foshan University, Foshan 528000, Guangdong, China

**Author to whom correspondence should be addressed.*

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Abstract: The research by university teachers on the cultivation of reverse thinking in middle school Chinese teaching has profound educational significance and practical value. Based on this, this paper deeply explores the significance of university teachers' research on the cultivation of reverse thinking in middle school Chinese teaching, as well as the strategies for such research. The aim is to deepen middle school Chinese teachers' understanding of teaching theories and practices through reverse thinking problem-orientation, reverse thinking teaching concepts, reverse thinking teaching contents, reverse practice activities, and reverse thinking evaluation, so as to cultivate more new-era talents with independent thinking and innovative abilities.

Keywords: Middle school Chinese teaching; University teachers; Reverse thinking

Online publication: September 4, 2025

1. Introduction

The Chinese Curriculum Standards for Compulsory Education (2022 Edition) clearly states that the Chinese curriculum is a comprehensive and practical course for learning the application of the national common language and characters. The unity of instrumentality and humanity is the basic characteristic of the Chinese curriculum. The Chinese curriculum should guide students to love the national common language and characters. In real-life language application scenarios, through active language practice, students can accumulate language experience, understand the characteristics and application rules of language and characters, and cultivate their language application ability^[1]. In order to study middle school Chinese, university teachers need to conduct research based on national policy documents to better give play to the core value of Chinese and cultivate more well-rounded talents. In today's society, with the continuous deepening of educational reform, middle school Chinese teaching is faced with unprecedented challenges and opportunities. As an important subject for cultivating students' language ability and humanistic literacy, Chinese teaching not only undertakes the task of imparting knowledge but also shoulders the important responsibility of inspiring thinking and cultivating innovative abilities. Reverse thinking, as a way of thinking that breaks the routine and explores in the opposite direction, has gradually

received widespread attention in middle school Chinese teaching. Against this backdrop, university teachers, as experts and scholars in the field of education, have conducted in-depth research on the cultivation of reverse thinking in middle school Chinese teaching. This study aims to sort out the research strategies of university teachers on the cultivation of reverse thinking in middle school Chinese teaching, analyze the significance of reverse thinking in middle school Chinese teaching, and on this basis, put forward targeted improvement suggestions, with a view to providing useful references for the reform of middle school Chinese teaching.

2. Significance of university teachers' research on the cultivation of reverse thinking in middle school Chinese teaching

On the one hand, middle school Chinese teachers usually explain the analysis of words and phrases, the dissection of text structures, and the summarization of themes. However, the direction of cultivating reverse thinking proposed by university teachers enables teachers to guide students to analyze from the side or the opposite perspective. This approach not only enhances students' ability to interpret texts but also stimulates their personalized interpretations and creative thinking about literary works. As a result, Chinese learning is no longer confined to the mere instillation of textbook knowledge but evolves into a subject that encourages in-depth thinking^[2]. On the other hand, with the rapid development of information technology nowadays, students need to possess the ability to screen and evaluate the authenticity and value of information. Only in this way can students learn to question existing viewpoints, examine problems from diverse angles, and form their independent judgments in future life.

3. Strategies for university teachers' research on the cultivation of reverse thinking in middle school Chinese teaching

3.1. Problem-orientation of reverse thinking to deepen text comprehension

From the perspective of university teachers' research on the cultivation strategies of reverse thinking in middle school Chinese teaching, it can be found that the teaching suggestions given by university teachers to middle school teachers not only help deepen students' understanding of texts but also significantly enhance students' comprehensive literacy. University teacher researchers can suggest that middle school teachers guide students to study the classic text *The Last Lesson* from a non-traditional perspective by constructing a series of challenging and inspiring questions^[3]. For example, when middle school teachers explain the shocking plot where Mr. Hamel announces, "This is the last class I shall give you," instead of directly analyzing the grief in the character's heart, they can ask, "If Mr. Hamel could continue teaching, what might be the differences in the classroom atmosphere and the students' reactions? Would the same depth of emotion still be conveyed in such a continuation?" This not only enables students to think reversely and imagine a scenario completely different from the original text, but also helps them better feel the sorrow of losing their mother tongue class. When analyzing the psychological changes of little Franz, teachers can ask, "If Franz had cherished every French class from the beginning, how would his learning attitude and behavior have been different? What impact would such changes have on the theme of the story?" This allows students to break away from the original narrative framework, examine Franz's growth from a reverse perspective, and thus cultivate their critical thinking and innovative abilities^[4]. Moreover, when middle school teachers explain the climax where Mr. Hamel writes "Vive la France" on the blackboard, they can ask students, "If Mr. Hamel hadn't written these words but instead chose to remain silent or express

his emotions in other ways, how would the emotional intensity of the story and the readers' feelings change?" This enables students to explore the potential effects of different expressions in reverse, combining the text background and the characters' psychology, thereby improving their reverse thinking ability and comprehensive analysis ability. Through this method of designing problem situations, university teachers' research on middle school Chinese teaching can encourage students to think actively and be brave in innovation while solving problems ^[5].

3.2. Teaching concepts of reverse thinking to cultivate innovative thinking

University teachers' research has found that in the traditional teaching model, middle school teachers often focus on imparting knowledge points while neglecting the cultivation of students' reverse thinking ability ^[6]. Now, middle school teachers can transform their teaching concepts, shifting from a knowledge-centered approach to a student-centered one, and place the cultivation of reverse thinking in an important position in Chinese teaching. Take the teaching of A Little Peach Tree in the fifth unit of the seventh-grade Chinese textbook (Compiled by the Ministry of Education) as an example. During the teaching process, middle school teachers should not merely be satisfied with the interpretation of the surface meaning of the text but should encourage students to deeply understand the text through reverse thinking ^[7]. For instance 1: When explaining the plot of the little peach tree growing tenaciously in the wind and rain, instead of directly expounding on the tenacious quality of the little peach tree, teachers can guide students to think reversely: "If the little peach tree hadn't survived the wind and rain, what would be the changes in the author's emotions and the theme of the text?" Such questions prompt students to examine the fate of the little peach tree from another perspective, thus enabling them to have a deeper understanding of the implied meaning expressed by the author through the little peach tree. For instance 2: When analyzing "I"'s attention to and care for the little peach tree, teachers can ask, "If 'I' had never noticed this little peach tree, what would be the differences in its growth trajectory and 'I's attitude towards life?" This question encourages students to break away from the direct narrative of the text, think about the relationship between "I" and the little peach tree from a reverse perspective, and thus grasp the connotation of the text more comprehensively. University teachers can suggest that middle school teachers train students in this way of reverse thinking, so that students can not only understand the text content but also gradually form a more flexible and innovative way of thinking. ^[8]

3.3. Teaching the contents of reverse thinking to broaden the horizon of thinking

In their research on middle school Chinese teaching, university teachers have also found that reverse thinking can be cultivated by integrating it into the teaching content ^[9]. Taking the teaching of Mr. Fujino in Unit 2 of the eighth-grade textbook (compiled by the Ministry of Education) as an example, university teachers can suggest that middle school teachers design different teaching links to enable students to view problems from various angles ^[10]. When explaining Lu Xun's study experience at Sendai Medical College, instead of directly expounding on his patriotic sentiment and academic pursuit, middle school teachers can guide students to think reversely: "If Lu Xun hadn't chosen to give up medicine for literature but continued to pursue advanced studies in the medical field, how would his life trajectory and Chinese literary history have changed?" This teaching method encourages students to break away from the traditional narrative framework and consider the profound impact of Lu Xun's choice on the development of modern Chinese literature from another perspective. When discussing Mr. Fujino's care and guidance towards Lu Xun, middle school teachers can ask, "If Mr. Fujino hadn't given Lu Xun so much encouragement and support, how might Lu Xun's academic path and life philosophy

have developed? How would Lu Xun under this assumption differ from the Lu Xun we are familiar with?” This question allows students to examine the influence of Mr. Fujino on Lu Xun from a reverse perspective, thereby gaining a deeper understanding of the profound friendship between teachers and students and the significance of this friendship in Lu Xun’s life ^[11]. Such suggestions not only help students master relevant knowledge but also provide middle school teachers with certain teaching ideas ^[12].

3.4. Reverse practice activities to cultivate multiple perspectives

University teachers also suggest that during the teaching process, middle school Chinese teachers should not merely focus on traditional teaching methods, but can also enhance students’ thinking abilities by carrying out reverse thinking training activities ^[13]. When teaching the Three Gorges in the third unit of the eighth-grade Chinese textbook (Compiled by the Ministry of Education), teachers can organize reverse reasoning games after explaining the magnificent scenery and cultural history of the Three Gorges. For example, they can pose the question: “If the geographical features of the Three Gorges were completely different, such as having gentle water flow and low mountains, how would the landscape and cultural value of the Three Gorges change?” Students can answer the question through a quick-response competition, and the first student to answer correctly will receive an extra point for their in-class performance. Teachers can also assign reverse description exercises, asking students to write an essay titled “Upstream Journey Through the Three Gorges,” imagining their journey against the current from the lower reaches of the Three Gorges and describing the similarities and differences between what they see and feel and the scenarios described in the original text when traveling downstream. Through such reverse descriptions, students can showcase the scenery of the Three Gorges from different perspectives. This approach not only makes Chinese learning less dull but also connects Chinese with other disciplines, thereby cultivating students’ ability to think from diverse angles ^[14].

3.5. Reverse thinking evaluation to promote thinking development

University teachers should suggest that, after explaining each text, middle school Chinese teachers assess how well students understand the knowledge. For example, when middle school teachers teach Fan Jin Passes the Imperial Examination in Unit 6 of the ninth-grade textbook (compiled by the Ministry of Education), in terms of reverse reasoning, they can evaluate whether students can start from Fan Jin’s behavior after passing the examination and deduce how his life trajectory and psychological state would have changed if he had failed. Regarding hypothetical analysis, teachers can assess from which angles students answer the question set by the teacher, “If Fan Jin encountered major setbacks after passing the examination, how would his reactions and behavior patterns change?” Teachers should regularly evaluate a certain text. Only in this way can they promptly adjust their teaching strategies, design targeted exercises and activities, and thus better promote the development of students’ reverse thinking, forming a positive cycle ^[15].

4. Conclusion

The research by university teachers on the cultivation of reverse thinking in middle school Chinese teaching not only demonstrates the significant role of these teaching strategies in stimulating students’ potential and promoting their all-around development but also provides new ideas and directions for the reform of middle school Chinese teaching. While closely collaborating with middle school teachers, university teachers should continue to deepen research in this field. Only in this way can middle school Chinese teaching be better propelled towards a new

development direction, thereby more effectively promoting the all-round growth of students and enabling them to develop reverse thinking and consider problem development from diverse perspectives.

Disclosure statement

The author declares no conflict of interest.

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