

# Research and Practice on Innovative Strategies for Chinese Language Teaching in Higher Vocational Education

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**Abstract:** In the context of deepening vocational education reform, vocational Chinese language teaching, as a fundamental subject, is facing a series of unprecedented challenges and opportunities. Based on extensive research and in-depth analysis, this article comprehensively analyzes the current situation of Chinese language teaching in vocational colleges, revealing core contradictions such as outdated teaching content, outdated teaching methods, and imbalanced teaching evaluation systems. In response to these issues, this article proposes feasible innovative teaching strategies from both theoretical and practical perspectives, including optimizing teaching content, innovating teaching methods, strengthening practical teaching, and improving the teaching evaluation system. Furthermore, in order to verify the effectiveness of these innovative teaching strategies, multiple practical teaching cases were selected for practice, and the teaching effects were tracked and evaluated, in order to provide strong theoretical support and practical guidance for improving the quality of Chinese language teaching in vocational colleges and promoting students' comprehensive development.

**Keywords:** Vocational Chinese language; Teaching innovation; Strategy; Practice

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Under the strategic guidance of “improving quality and cultivating excellence” in vocational education in the new era, the reform of Chinese language teaching in vocational colleges, as a key link in cultivating technical and skilled talents, directly affects the quality of cultivating students' professional core competencies. With the structural transformation of the demand for composite talents due to industrial upgrading, traditional Chinese language teaching is facing three real challenges, including the disconnection between teaching content and actual needs, the mismatch between teaching methods and learning characteristics in the digital age, and the imbalance between evaluation systems and competency based approaches. These challenges not only affect teaching effectiveness but also to some extent constrain the improvement of students' comprehensive quality. Based on the guidance framework of the “National Vocational Education Reform Implementation Plan” and guided by the comprehensive education concept of “job course competition certificate”, this study deeply analyzes the current situation of Chinese language teaching in higher vocational education, proposes to optimize and integrate teaching content, and accurately match job needs, innovative teaching methods to stimulate learning interest, refactoring the evaluation system to comprehensively and objectively assess students' comprehensive literacy. Aiming to explore a practical and feasible path for the reform of vocational Chinese language teaching, improve teaching quality, assist in the effective cultivation of students' professional core competencies, and provide composite talents for industrial upgrading.

## 1. The realistic dilemma of Chinese language teaching in vocational colleges

The rigorous logical and abstract thinking abilities in the Chinese language subject are indispensable skills for students' future careers. Moreover, as an important bridge connecting theoretical knowledge with practical application, vocational Chinese language

teaching plays an irreplaceable role in cultivating students' logical thinking ability, problem-solving ability, and professional ethics in the vocational education system. However, current vocational Chinese language teaching faces many challenges in practical operation, which restrict the improvement of teaching quality and the comprehensive development of students.

Firstly, due to the theoretical tendency of traditional teaching models and the positioning deviation of vocational education talent cultivation, there is a serious disconnect between teaching content and actual needs in current vocational Chinese language teaching. Specifically, traditional Chinese language teaching content is often too theoretical, overly emphasizing the systematicity and completeness of Chinese language knowledge, lacking practical cases and neglecting the practical value of Chinese language in practical work for a long time. This theory oriented teaching method can dampen students' interest in learning, prevent them from effectively transforming the knowledge they have learned into the ability to solve practical problems, thereby affecting their employment competitiveness, increasing the cost of talent cultivation for enterprises, and damaging the overall quality of vocational education. Secondly, there is a common problem of mismatch between teaching methods and the learning characteristics of the digital age in vocational Chinese language teaching, mainly manifested in excessive reliance on traditional lecture based teaching. This model is teacher centered and lacks opportunities for students to actively participate and explore, resulting in low student participation, difficulty in stimulating learning interest, limited innovation potential, insufficient practical ability, and poor teaching effectiveness, which seriously hinders students' comprehensive development and future career competitiveness. Thirdly, there is an imbalance between the evaluation system and the competency based approach in traditional Chinese language teaching. In terms of evaluation content, at present, vocational Chinese language teaching emphasizes knowledge over ability, mainly focusing on the examination of basic knowledge such as vocabulary and grammar. There is insufficient examination of comprehensive abilities such as reading comprehension, written expression, and oral communication, which leads students to focus on rote memorization and neglect ability improvement. In terms of evaluation methods, vocational Chinese language teaching emphasizes results over process, mostly relying on paper and pencil tests, which are difficult to reflect oral, practical, and cooperative abilities in a timely and comprehensive manner. In addition, the evaluation subjects lack diversity, and are mainly led by teachers, with students passively accepting, resulting in subjective and one-sided evaluations. Students also lack opportunities for self-evaluation and peer evaluation, and cannot exert the motivating effect of evaluation. In addition, the evaluation objectives of vocational Chinese language teaching are disconnected from the ability based approach, focusing on knowledge mastery and exam results, neglecting the development of students' abilities and literacy, resulting in "exam oriented teaching", inhibiting students' enthusiasm, and hindering the improvement of teaching quality.

## **2. Innovative Strategies for Chinese Language Teaching in Higher Vocational Education**

### **2.1 Optimize and integrate teaching content, accurately match job requirements**

To solve the problem of the disconnect between vocational Chinese language teaching and actual needs, vocational Chinese language teaching needs to closely meet the needs of professional positions, optimize and integrate teaching content, introduce teaching cases related to practical work, and strengthen practical teaching links such as experiments, internships, and practical training to ensure that teaching content is closely connected to actual work scenarios and enhance students' Chinese language application abilities in the workplace. At the same time, vocational colleges should pay real-time attention to students' career development needs in Chinese language teaching, adjust teaching content and methods, closely integrate with actual work scenarios, improve students' practical abilities and professional qualities, and cultivate talents that meet social needs.

### **2.2 Innovative teaching methods to stimulate learning interest**

In order to improve the mismatch between teaching methods and the learning characteristics of the digital age, vocational Chinese language teaching needs to combine project-based learning and information technology methods, innovate teaching methods, stimulate students' interest and initiative in learning, encourage them to engage in self-directed learning and personalized development, in order to adapt to the learning characteristics of the digital age. Specifically, vocational Chinese language teaching can deeply integrate information technology into teaching, using multimedia teaching software to present complex Chinese knowledge in a visual form, reducing teachers' teaching pressure while helping students understand. Moreover, teachers should use information technology such as multimedia teaching and online learning platforms to enrich the teaching form in the process of Chinese language teaching. By introducing interactive teaching and project-based learning, encouraging students to actively participate and achieve personalized learning through questioning, group discussions, role-playing, and designing practical projects, teachers can enhance their learning interest and teamwork ability, and comprehensively exercise students' comprehensive Chinese language abilities.

## 2.3 Refactoring the evaluation system to comprehensively and objectively assess students' comprehensive literacy

In order to comprehensively and objectively evaluate students' comprehensive literacy, vocational Chinese language teaching needs to reconstruct the evaluation system. In addition to basic knowledge testing, efforts should also be made to increase the testing of comprehensive abilities such as reading comprehension, written expression, and oral communication, and adopt various evaluation methods such as paper and pencil tests, oral reports, and practical operations. In addition, introducing multiple evaluation subjects such as student self-evaluation, peer evaluation, and enterprise expert evaluation into the evaluation system of vocational colleges not only helps to improve the objectivity and fairness of evaluation, but also reflects students' learning situation and comprehensive abilities from all aspects and perspectives, providing more scientific and comprehensive feedback for vocational Chinese language teaching, and promoting its continuous improvement and optimization. On this basis, vocational colleges need to pay attention to process evaluation, monitor students' learning process in real time, and provide timely guidance based on learning problems and teaching errors, in order to promote the continuous improvement of the quality of vocational Chinese language teaching.

## 3. Practice and Verification

### 3.1 Optimize teaching content

Taking the Mechanical Manufacturing major of our school as an example, it attempt to combine Chinese language knowledge with professional courses. Through case teaching, students can apply language knowledge such as writing technical documents and providing product explanations to improve their practical application abilities in solving practical problems. This interdisciplinary teaching method not only enhances students' interest in learning, but also strengthens their understanding of Chinese language knowledge in practical work. By implementing this teaching model, students' Chinese grades have significantly improved, and they are also more adept at solving practical problems.

### 3.2 Innovative teaching methods

To stimulate students' interest in learning, when teaching Chinese courses, students can preview in advance by watching selected video lectures and participating in online reading exercises. In the classroom, teachers guide them to conduct in-depth text analysis and group debates to deepen their understanding of literary works and language phenomena. This interactive teaching method greatly stimulates students' learning enthusiasm and significantly improves their learning outcomes, laying a solid foundation for their career development.

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