

Study on the Reform Research and Practice of “Classroom Revolution” in Vocational Education

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Abstract: With the increasing attention of vocational education today, vocational education is also facing severe challenges. As a key link of general education, college Chinese courses are responsible for improving students’ ability to use language, improving humanistic literacy, and guiding employment. Therefore, how to get rid of the current predicament of college Chinese teaching and regain its vitality and charm has become an important subject of the current vocational education reform in our country.

Keywords: Vocational education; Vlassroom revolution; Teaching reform

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1. Introduction

Due to the limitations of the school-running model and educational goal of vocational colleges, there are deviation and confusion in the Chinese classroom teaching of colleges. The humanistic attributes contained in college Chinese can not only enrich students’ humanistic knowledge in the fields of philosophy, history, law, literature, aesthetics, etc., but also play a very important role in establishing students’ correct outlook on life, values, and world outlook. In addition, whether cultivating students’ interest in learning, improving students’ spiritual realm, regulating students’ thinking and behavior, improving students’ abilities in communication, imagination, thinking, communication, expression, aesthetics, employment, etc., or in cultivating students to become professional, humanistic and comprehensive talents with healthy thinking, noble behavior and good moral quality, college Chinese has great significance. Thus, the highest standard of college Chinese teaching is also the ultimate goal of teaching in vocational colleges.

2. Analysis on the development status of college Chinese public basic course

In various vocational colleges in our country, College Chinese is positioned as a public basic course. For a period of time, it has not been valued by teachers and students, and has been in an embarrassing situation, and has also fallen into a dilemma in terms of curriculum construction. Overall, college Chinese is neglected in the following areas:

Firstly, it is despised in teaching, which makes college Chinese in various vocational colleges in our country now become an auxiliary course. Not only are there less class hours per week, but in the educational philosophy of leaders in many vocational colleges, the role of college Chinese is to “make up lessons” for students. Some universities have only two class hours per week, and some have even cancelled university Chinese course.

Secondly, the teaching methods are unreasonable and the teaching materials are chaotic. As for the teaching methods of college Chinese in various vocational colleges, teachers generally give priority to simple teaching. This teaching-based teaching method is difficult to make students interested in learning. In addition, the state has not made clear regulations on the use of textbooks. The teaching materials are of different levels and types, and each school does not stipulate a unified teaching material.

3. Problems existing in the public basic courses of college Chinese

3.1 Inaccurate target

Many schools have inaccurate positioning for College Chinese. Some people think that cultivating students’ comprehensive

cultural quality should be focused. Some people pointed out that it was necessary to give priority to cultivating students' Chinese appreciation ability, focusing on Chinese classical literature, to cultivate students' reading ability; others pointed out that more attention should be paid to the cultivation of students' writing ability. Today, as the Ministry of Education advocates quality education, college Chinese has become a quality education course, and its orientation should be clear. As the state proposes that natural science and humanities must develop together, Chinese teaching should become a common sense course in university humanities.

3.2 Poor awareness of quality education

For a long time, our country has been focusing on exam-oriented education, which makes students become very utilitarian, causes professional education narrowing, resulting in weak cultural accomplishment, giving rise to many obstacles to talent training. In terms of training mode, many vocational colleges focus on specialized courses. Chinese courses are set as minor courses. Because the recruitment companies faced by vocational colleges focus on students' professional operation skills and practical work experience, in order to allow graduates to meet the requirements in applying for jobs, they consciously do not pay enough attention to College Chinese in setting courses.^[1]

4. Classroom teaching innovation of Chinese public basic course of colleges

4.1 Special teaching method

Taking the medical major of vocational colleges as an example, the language courses of vocational colleges implement modular teaching, which combines the content of textbooks with the personal quality of medical students, and divides and summarizes the teaching content from the aspects of benevolence, discipline, reverence for life, flying dreams, and professional feelings. The meaning, approach, and goals of each topic should be determined in advance before selecting works related to it. It is important to note that when choosing a literary work, we cannot focus on just one aspect because of the personal preferences and opinions of the textbook writers. Necessary investigations are indispensable. The author once did a survey. The main content of the survey was about which texts students liked, such as drama, prose, novel, poetry, etc. The survey found that among 200 students, 70% Students love novels. Through the investigation, we can better understand the inner thoughts of the students, so that the content of the teaching materials can be targeted and ensure that the content of the teaching materials is more valuable.

4.2 Project-based teaching method

This method refers to the process in which teachers and students jointly implement a complete teaching plan starting from the teaching objective. Its characteristic is that the teacher includes the content to be explained in the tasks to be completed by the students through the analysis of teaching content and the decomposition of teaching tasks, and the students master the corresponding knowledge by completing the tasks. In project teaching, the most important content is the analysis of teaching materials. According to the specific characteristics of college Chinese, the projects can be divided into three categories: one is the single project category, such as writer's works, vocabulary, literature, phonetic memory, etc.; the second is the echelon project category, including the rationality analysis of language, structure and center in reading teaching; the third is a comprehensive project, such as expression, material composition, conception, conception, topic examination and other tasks in composition training. When performing project teaching, it is necessary to conduct a comprehensive analysis and research on the teaching materials, optimize the combination of various selected articles in the teaching materials, and form the theme of the project. In this way, a series of teaching can be carried out, which not only avoids the power deficiency of single-chapter teaching, but also guides students to think deeply and increase understanding. After completing the project teaching, teachers should ask students to summarize their own experience in order to achieve a better teaching effect.^[2]

5. Conclusions

Various teaching methods have their pros and cons, and they can only solve certain problems. College Chinese teaching in various vocational colleges should be treated with a critical attitude and must be adapted to local conditions. Only in this way can the reform and development of college Chinese teaching be promoted.

References:

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