

How to Cultivate Students' Humanistic Literacy in Chinese Teaching in Vocational Schools

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Abstract: In the Chinese teaching in vocational schools, the rigid learning mode, the emphasis on skill and examination-oriented requirements have greatly deprived the significance of Chinese teaching and weakened the humanistic quality of the essence of Chinese subject. After the release of the new curriculum standard, more and more Chinese teachers have completed the ideological change and the improvement of their ability. However, due to the lack of the teaching blueprint of Chinese teaching on humanistic quality, in practice, it is still stagnant. Through the two major suggestions of “teaching implementation process” and “teaching activity design”, this paper aims to create a “people-oriented, student-oriented” Chinese classroom through the excellent characteristics of humanistic literacy, and realize the cultivation of students' humanistic literacy in vocational school Chinese teaching, so as to consolidate students' cultural heritage, improve students' cultural self-confidence, and realize the improvement of professional students' Chinese core literacy.

Keywords: Vocational schools; Chinese teaching; Humanistic accomplishment

In the Chinese teaching in vocational schools, due to the weak foundation and lack of self-confidence of students, their interest in learning is not high and their learning habits are not well formed, which leads to the simple accumulation and stacking of the required knowledge, and there is no deeper exploration of Chinese humanistic literacy, therefore, the core Chinese literacy of “language understanding and application, thinking development and promotion, aesthetic discovery and appreciation, cultural inheritance and participation” has not been effectively improved. Since the release of the curriculum standards, the cultivation of humanistic literacy has become a necessary condition for the development of Chinese teaching. How to improve students' humanistic literacy has become an important topic in the reform of Chinese classrooms in vocational schools.

1. Requirements and Current Situation of Humanistic Literacy in Chinese Teaching in Vocational Schools

What is humanistic quality? At present, there are many definitions in academic circles, but there is always no way to get rid of the humanities that are people-oriented and relative to natural sciences. In the humanities, Chinese is a well-deserved comprehensive practical humanities. In traditional Chinese teaching, the stereotype of Chinese is reading comprehension and chewing words. However, since the new curriculum reform, Chinese teaching has changed from hard knowledge to soft culture. According to the latest release “Chinese Curriculum Standards” Chinese learning not only emphasizes the accumulation of basic Chinese knowledge, reading and extracting important information in the text, and the ability of self-expression, but also requires students to be able to accumulate on the basis of accumulation, discover the internal connection between knowledge, when understanding the language, can clearly perceive the text and the logic of daily communication with people, can rely on the ability of analysis and judgment to analyze its rationality or reveal its possible contradictions, and learn through language Understand our culture, cultivate correct aesthetics, and build national cultural self-confidence^[1]. It can be seen that the humanistic and practical nature of the Chinese subject itself has been explored at a deeper level in the Chinese learning of the new era. Under the guidance of such ideas, the Chinese teaching in vocational schools cannot only be satisfied with the Chinese classroom for the unified examination. It is necessary to further improve the concentration of humanistic practice in the classroom and cultivate students' comprehensive Chinese literacy.

2. How to Cultivate Students' Humanistic Accomplishment in Chinese Teaching in Vocational Schools

2.1 Chinese Classroom with Humanistic Literacy as the Background

In the past teaching, teachers clarified the content of this lesson by setting certain teaching goals. Most of these teaching goals require students to accumulate knowledge, understand the theme of the article, or learn the use of a certain expression or rhetoric. These technical and methodological contents greatly reduce the humanistic color of the Chinese classroom. At the same time, the setting of this teaching goal also means that in the classroom, students often become the objects of instilled knowledge, so that the student's dominant position cannot be guaranteed^[2]. As an important teaching resource in Chinese education, humanistic literacy has never been well applied. It is usually only a mosaic supplement to the teaching objectives, but not really integrated into the teaching^[3]. This requires Chinese teachers in vocational schools to change the previous teaching presupposition of instilling knowledge in order to cope with the unified examination, and integrate humanistic knowledge into the classroom through in-depth exploration of the humanistic literacy contained in Chinese learning to explore the people behind literary works Emotions and thoughts, in order to achieve not only the interpretation of literature with techniques, but also the experience of literature with heart, so that teachers, students and texts resonate.

In the teaching of the lesson "Chibi Fu", the teacher changed the previous teaching design of interpreting the article through techniques, refined characters and other methods, and focused on Su Shi himself. Such a talented person who "is sentimental and should laugh at me" has a rough career in his life. During his exile, he left a large number of literary works that shocked the past and the present. In order to achieve the teaching goal of "feeling the author's optimistic and open-minded attitude towards life" in classroom teaching, teachers guide students to perceive the reason why Su Shi's mood changes from "joy to sorrow" through the lyrics in the second natural paragraph of "Chibi Fu, through the special text form of lyrics and the intention of beauty, the students immediately thought of" Li Sao "they had learned before. The teacher added that the lyrics were indeed transformed from" Chu Ci Shao Si Ming "and asked the students why Su Shi could sing Qu Yuan's words? Due to the poor foundation and lack of confidence of secondary vocational school students, the teacher further guided them. Do you usually sing your favorite singers or listen to music that can express your mood? The students immediately had empathy with Su Shi a thousand years ago through the scenes in their life, and proposed that he must like Qu Yuan's works. Qu Yuan" believed and saw suspicion, loyalty and was slandered ". The experience of exile in Miluo was very similar to Su Dongpo. Therefore, in such a mood, it is not surprising that Su Dongpo changed from happiness to sadness. After reaching this conclusion, many students think that the ancients are also human beings, and the melancholy of the great writers is similar to that of our modern people, so it is not so difficult to understand Su Shi's feelings. At the same time, it focuses on Su Shi's study, so that students can form a good transfer effect when learning Su Shi's other poems in the future.

2.2 Interest-Oriented Chinese Classroom with Rich Activities

In teaching, students are undoubtedly the main body of learning. Students' attitude towards Chinese learning directly determines the effect of learning. Therefore, activating students' enthusiasm for thinking in the Chinese classroom is an important guarantee for the classroom^[4]. According to the law of students' attention, in the process of knowledge learning, teachers design activities in the introduction stage or knowledge learning and application stage before class. On the one hand, students' attention can be quickly changed from the rest mode to the learning mode. On the other hand, in the process of knowledge learning, it avoids the rigidity of teaching methods and forms. After passively accepting learning for a long time, students' thinking will be deserted. In addition, classroom activities can improve students' interest in learning and deepen students' mastery and integration of knowledge through participation.

In the study of "Autumn in the Old Capital", teachers formed four texts in spring, summer, autumn and winter through group reading. In the study of the spring outing "Jiang Cai Furong", since "Nineteen Ancient Poems" are all "miscellaneous poems" made by anonymous people, the teacher camera put forward the discussion theme of "What is the gender of the author of" Jiang Cai Furong "? The students who were not very interested in learning had a lot of discussions on this unsolved mystery. Some people thought that" the social background at that time was mentioned in the notes of the text, many scholars are traveling abroad and studying abroad, so this ancient poem with long affection and worries should be used by wanderers to express the sad and bitter feelings of thinking and traveling with high mountains and long roads, and the failure to study and seek no way for officials. "Some students think that" this is a little poem written by a woman to a wanderer for a temporary lovesickness, and the long road in the poem is the imagination and explanation of the wanderer for the wanderers ". Through the analysis of the scenery of the four seasons in spring, summer, autumn and winter and the author's emotions, the students have mastered certain methods of

appreciation of styles such as prose and ancient poems, and through the comparison of the four seasons, they have highlighted the autumn of the “old capital”. The characteristics of “clear, quiet and sad”, and organized the theme activity of “Looking for the Four Seasons”. Please speak freely and talk about which season you prefer and why you like it? This comprehensive article not only expands students’ knowledge, but also allows students to get close to nature in the preparation process. Through the immersion of poems and the observation of nature, students also have materials in writing. Through a comprehensive group reading activity launched by a text, the students’ ability to transform the reading of this article into writing content is strengthened. With the humanistic spirit of compassion contained in the old capital of Qiu Yu Dafu, the students can experience the author through the autumn scenery. In the torrent of the white terror era, find a moment of peace, so as to moisten things and infiltrate moral education silently, and guide students to feel the beauty of the times, cherish the happy life now.

Concluding remarks

In the teaching of Chinese in secondary vocational schools, due to the weak foundation of students, teachers should pay attention to the learning situation when carrying out classroom activities and teaching design, combine the majors of students, and start more from the current level of students, not to improve the humanistic quality of students’ Chinese, and to carry out ineffective indoctrination and accumulation of cultural knowledge. The improvement of students’ humanistic quality is not a means, but the ultimate goal of teachers’ teaching, and it is also a natural teaching result. Teachers must have the heart to educate people and love others, continue to combine advanced concepts with teaching practice, improve the level of education, grow together with students, ignite students with love and hope, and truly become students’ “guides for students to temper their character, students The guide of learning knowledge, the guide of students’ innovative thinking, and the guide of students’ dedication to the motherland”.

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