

# An Analysis of the Strategies for Cultivating Humanistic Applied Talents in Chinese Language and Literature Majors in Universities

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**Abstract:** Currently, various industries are constantly undergoing transformation and upgrading. Based on this, many universities regard the cultivation of applied talents as an important focus of education and teaching reform, in order to promote the improvement of talent training quality and provide talent support for social and economic development. The practicality of Chinese language and literature majors is relatively weak compared to science and engineering majors, but many teachers have recognized the current demand for humanistic applied talents in the Chinese language and literature industry, and have carried out teaching reform and innovation based on this. This article will analyze the current situation of cultivating humanistic applied talents in Chinese language and literature majors in universities, and explore optimization strategies for cultivating humanistic applied talents in Chinese language and literature majors in universities.

**Keywords:** Chinese Language and Literature major; Humanistic applied talents; Cultivation strategy

In the context of the rapidly developing modern society and the accelerated process of economic globalization, the traditional teaching model of Chinese language and literature in universities can no longer meet the requirements of the social industry for high-quality Chinese language and literature professionals, as well as the learning needs of students. Especially in recent years, China's cultural industry has undergone rapid changes, and new media and integrated media have become indispensable concepts in people's daily lives. In this regard, teachers should transform the traditional educational concept and teaching methods of emphasizing theory over practice, incorporate the cultivation of humanistic applied talents into the training goals of Chinese language and literature majors in universities, continuously explore innovative teaching models and methods, in order to improve students' professional application abilities and professional qualities, and thereby provide more humanistic applied Chinese language and literature professionals for various industries.

## I. The Current Situation of Cultivating Humanistic Applied Talents in Chinese Language and Literature Majors in Universities

### 1. Excessive emphasis on academic and professional teaching

Chinese language and literature is a highly theoretical profession. Although many teachers have recognized the importance of cultivating humanistic applied talents, in the actual teaching process, they still emphasize the academic professional education of Chinese language and literature, that is, literary theoretical literacy. There is a lack of emphasis on how to carry out practical teaching and improve students' comprehensive quality. The reason for this is that when formulating talent cultivation plans for the Chinese language and literature major, the emphasis is mainly on testing students' ability to apply theoretical knowledge in the field through exams, resulting in students often having strong academic and professional knowledge but lacking interdisciplinary learning and application abilities. For example, academic analysis can only be based on literary theory, and there is no way to apply literary theory to solve practical problems in life. In addition, some teachers tend to focus more on teaching from beginning to end in the classroom, without valuing the status of students as the main teaching subject, thus unable to understand their learning progress and confusion. This teaching model will have a counterproductive effect on cultivating humanistic applied talents.

### 2. There is limited practical teaching content for application

With the emphasis on cultivating applied talents in higher education, the teaching methods of Chinese language and literature majors have also undergone changes. During the teaching process, teachers need to focus on cultivating students' humanistic application abilities and reduce pure theoretical teaching. For example, teachers should impart professional theoretical knowledge through practical cases. However, due to the fact that the reform of the Chinese language and literature major is not a task that can be completed overnight, there is still relatively little practical teaching content in the current professional teaching content. Teaching activities are still more focused on classroom lectures, lacking practical teaching content that is organically integrated with students' daily lives. In this regard, teachers should organize more social practice activities to enrich students' social experience and enable them to experience the charm of literature in their daily lives. In addition, practical teaching often requires corresponding resources and conditions as support. However, due to factors such as teacher resources and funding, universities have insufficient investment in the application of practical teaching content for Chinese language majors, which makes it difficult to promote their application of practical teaching in depth.

### 3. Lack of scientific talent cultivation goals

Firstly, due to the long-term influence of traditional educational concepts, it is quite difficult to achieve a transformation of educational and teaching concepts in a short period of time. Currently, some Chinese language and literature majors in universities have not set specific

requirements for the cultivation of humanistic applied talents in their talent cultivation goals, resulting in the cultivation of humanistic applied talents still remaining in theory. Secondly, the curriculum and teaching content of Chinese language and literature majors in some universities are not properly connected with the cultivation of humanistic applied talents. Teaching content such as applied writing and new media cultural dissemination is relatively limited, which also leads to many students relying on rote memorization to study Chinese language and literature. In addition, due to the unclear training objectives of Chinese language and literature majors, teachers lack scientific guidance in teaching, which can easily lead to difficulties for students to quickly adapt to their job positions after graduation and employment.

## II. Optimization Strategies for Cultivating Humanistic Applied Talents in Chinese Language and Literature Majors in Universities

### 1. Optimizing the Curriculum System of Chinese Language and Literature Majors

Starting from the cultivation of humanistic applied talents, teachers can reform the teaching of the Chinese language and literature major by starting with the curriculum system and teaching content arrangement of the Chinese language and literature major. Firstly, teachers should pay attention to the cutting-edge development trends in the field of Chinese language and literature, analyze and optimize the current knowledge structure and teaching content of Chinese language and literature, clarify the key and difficult points in teaching, and enhance the scientific rationality of the core curriculum teaching content of Chinese language and literature. At the same time, teachers should also follow the latest curriculum standards for Chinese language majors in universities, delete some outdated and unsuitable course teaching content that does not meet the needs of cultivating humanistic applied talents, in order to improve and streamline the theoretical teaching content of Chinese language and literature majors, and have more time to carry out practical teaching courses, providing students with more sufficient practical application opportunities and enriching their practical application experience in Chinese language and literature. For example, for professional core courses such as the history of modern Chinese literature that need to be continuously supplemented and improved with the development of the times, teachers can expand on some excellent literary works in recent years during teaching to ensure the forefront and practicality of teaching content. During this process, teachers also need to focus on cultivating students' critical thinking and innovative abilities. For non-core professional courses, teachers can integrate them to avoid the repetition of the same teaching content. Secondly, teachers can combine the existing teaching resources of universities and the unique regional culture of the school's location to strengthen the connection between Chinese language and literature courses and students' daily lives, and use diversified teaching methods to impart professional applied knowledge and skills. So as to better arouse students' interest and initiative in learning. For example, in the teaching of applied writing, teachers can encourage students to create relevant new media promotional texts, short video texts, and promotional activity planning plans based on local characteristics of intangible cultural heritage. This not only allows students to fully experience the charm of intangible cultural heritage, but also makes the teaching of applied writing more interesting, thereby subtly improving their humanistic application literacy and abilities.

### 2. Strengthening practical teaching of Chinese language and literature major

Practical teaching courses play a crucial role in cultivating the humanistic application abilities of students majoring in Chinese language and literature. In this regard, teachers should strategize from two levels: the design of teaching content and the innovation of teaching methods in practical teaching courses for Chinese language and literature majors. In the design of teaching content for practical teaching courses in Chinese language and literature, teachers need to sort out the current teaching content, evaluate the practical value of the teaching content and its relevance to the modern cultural industry, and continuously improve the teaching content on this basis. For some Chinese language and literature majors that lack practical teaching courses, teachers can suggest to schools to add relevant courses such as advertising copy writing, new media writing, and script writing in the form of elective courses that keep up with the times. And guide students to think about the interaction between digital media, information technology, and Chinese language and literature during the process. For example, when conducting elective courses on advertising copy writing, teachers can explain some marketing knowledge to students, as well as how modern literature can be marketed and promoted, effectively breaking through the development difficulties of some traditional literary works in contemporary times. Or in the elective course of script writing, students can be taught the ideas and methods of adapting literary works into film and television scripts, in order to enrich their professional perspectives and humanistic application abilities. Finally, teachers should also provide students with more opportunities to study and intern in cultural enterprises and institutions, so that they can apply the professional knowledge and skills they have learned to solve practical work problems. In terms of innovative teaching methods for practical courses in Chinese language and literature, teachers can use online teaching platforms such as Chaoxing Learning Platform, or introduce VR and AR technologies to enrich students' learning experience in Chinese language and literature. Or invite experts, scholars, and outstanding writers from the field of Chinese language and literature to the school to hold lectures, book sharing sessions, and other activities. Enable students to interact and exchange ideas with outstanding talents who are at the forefront of the field of Chinese language and literature. Alternatively, collaborative education mechanisms can be established with enterprises and units in industries such as culture, media, and publishing to provide more diverse practical learning platforms for students majoring in Chinese language and literature. For example, asking students to try editing and publishing books, planning cultural activities to cultivate their interdisciplinary application abilities.

### 3. Clarify the training objectives for humanistic applied talents

Firstly, whether it is the leadership of universities, teachers majoring in Chinese language and literature, or students, they should have

a clear understanding of the connotation and value of the goal of cultivating humanistic applied talents. For the leadership of universities, when formulating relevant policies, the goal of cultivating humanistic applied talents should be integrated into teaching management, as the starting point and foothold of all educational and teaching activities. For teachers, it is even more important to clarify this talent cultivation goal and use it to guide the design of teaching activities and the teaching of teaching content, strengthening the cultivation of students' humanistic application literacy and abilities in various stages of teaching. For students, it is important to understand that their professional development direction and career development goal should be to become a humanistic applied talent. Therefore, in daily professional learning, they should consciously improve their literary application ability. They should not blindly memorize theoretical knowledge, but consciously exercise their ability to combine theory and practice, form a good knowledge system of Chinese language and literature, and enhance their professional core literacy. When facing difficulties and doubts in learning, they should also boldly and proactively express their opinions. In the actual teaching process, teachers should add content to cultivate students' ability to apply literary knowledge to solve practical problems in the teaching objectives. For example, by organizing practical teaching activities such as literature collection, investigation and practice of intangible cultural heritage resources, and creation of school newspapers and magazines, students can deepen their understanding of professional knowledge and enhance their humanistic application abilities through practical operations.

#### 4. Innovative employment oriented talent cultivation model

Currently, many Chinese language and literature majors in universities face the problem of "unclear career positioning" in the cultivation of humanistic applied talents, which directly affects the career planning of students. In this regard, teachers should innovate employment oriented talent cultivation models. In the specific implementation process, teachers can carry out the following aspects. On the one hand, university leadership and teachers of Chinese language and literature should conduct in-depth research in cultural industry enterprises to understand the current development trends and talent needs of cultural related industries, in order to ensure that the teaching content of Chinese language and literature courses, especially practical teaching content, meets the requirements of industry work. At the same time, we will collaborate with relevant enterprises to offer employment guidance courses for Chinese language and literature majors, allowing students to know the industries and positions they can pursue after graduation. And provide students with opportunities to study, visit, and practice in publishing, media, cultural and other enterprises. On the other hand, teachers should pay attention to the introduction of cross disciplinary integrated teaching content in the teaching process. Teachers can jointly offer cross disciplinary courses or practical training projects with the art, media, marketing and other majors of the school. This can not only broaden students' knowledge horizons, but also improve their professional core competencies, making them more competitive in employment upon graduation. At the same time, teachers can also pay attention to the shining points of different students in their professional learning, provide personalized employment guidance and guidance, so that they will not be too confused when choosing industries to work in.

### III. Conclusion

In summary, humanistic applied talents refer to outstanding talents in the new era who possess both solid humanistic knowledge literacy and good practical application abilities. In the teaching of Chinese language and literature majors, teachers should integrate the cultivation of humanistic applied talents into the entire process of teaching objectives, teaching content, teaching methods, etc., in order to improve the quality of talent cultivation in Chinese language and literature majors in universities and contribute high-quality talent to the development of China's social economy.

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