

On the effective strategies of practical writing teaching in Higher Vocational Colleges

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Abstract: practical writing is an important part of the public curriculum system in higher vocational colleges, which largely affects the future professional development of higher vocational students. However, in the actual teaching process of higher vocational colleges, there is a lack of reasonable planning for the teaching course of practical writing. Some teachers and students do not deeply understand the important value of practical writing teaching, which makes the final teaching effect unsatisfactory and can not effectively improve students' practical writing ability. In this regard, teachers in higher vocational colleges should pay attention to exploring the effective strategies of practical writing teaching course, pay attention to improving students' practical writing skills through diversified teaching methods, and help students master the corresponding vocational skills. Based on this, this paper analyzes the effective strategies in the teaching of practical writing in higher vocational colleges, in order to provide reference for educators.

Key words: Higher vocational education; Practical writing; Teaching; Effectiveness strategy

Introduction: with the development of various industries, practical writing has been widely used in the workplace and life. Practical writing ability has gradually become a necessary skill for people to adapt to work and life in the new era. In order to help higher vocational graduates adapt to the market demand, higher vocational colleges should strengthen the training of students' practical writing skills and effectively enhance their comprehensive quality. In this regard, teachers in higher vocational colleges should pay attention to the analysis of the current situation of applied writing teaching, recognize the shortcomings of students in applied writing, actively explore effective teaching paths, and improve the teaching quality and level through diversified teaching methods.

1. The important value of practical writing teaching in Higher Vocational Colleges

(1) Help to improve students' written expression ability

Written expression is an important form of expression and transmission of information in work and life. Practical writing ability directly affects students' written expression. In this regard, higher vocational colleges should pay attention to the teaching of practical writing, set up special courses to cultivate students' written expression ability, so that students can write reports and summaries in professional language. In the teaching process, teachers guide students to read a large number of professional literature and books, help students accumulate language materials, and promote students to internalize language materials into their own writing resources through targeted training, so as to continuously improve students' written expression ability and help students better adapt to the needs of their posts.

(2) It is conducive to improving students' innovative and practical ability

As an important place to deliver innovative talents to the society, higher vocational colleges carry out efficient practical writing teaching, which can cultivate students' innovative thinking, help students master the basic skills and related professional knowledge of practical writing, and enable students to express the content innovatively through the application of writing materials. Innovative writing training can not only help students master more written expression methods, let students communicate in written language under different scenes, but also improve students' communication efficiency and innovative practice ability. Efficient practical writing teaching requires students to have good logical thinking ability. Targeted training in higher vocational colleges can effectively exercise students' logical thinking, and urge students to apply the thinking mode to practical writing, so as to meet the diversified requirements of modern enterprises.

2. Problems in the teaching of practical writing in Higher Vocational Colleges

(1) Poor teaching pertinence

Practical writing teaching is a basic course of language and writing. In the teaching process, teachers should cultivate students' practical writing ability and professional learning as the purpose, and carry out targeted teaching according to students' future development needs, so as to improve the practical effect of practical writing teaching. However, in the actual teaching, teachers only take the syllabus and the content organization of teaching materials as the starting point, which is not consistent with students' future career development, and even deviates from students' career development goals. In addition, the teaching of practical writing in higher vocational colleges is relatively lagging behind, and there is a large gap in the teaching framework and teaching content of different textbooks, which brings some trouble to teachers' teaching and students' learning, making it impossible to form an effective connection between practical writing learning and professional learning, and unable to effectively meet the students' future career needs. Weak teaching pertinence will lead to students' lack of lasting teaching enthusiasm in the learning process, and they are prone to retreat when they encounter learning difficulties, which is not conducive to the development of students' comprehensive ability, and it is difficult to effectively improve students' practical writing ability.

(2) Teaching methods need to be updated

The teaching methods adopted by teachers have a great impact on students' learning enthusiasm, and also have a direct impact on the embodiment of students' dominant position. In the actual teaching process of practical writing, some teachers still have the problem of traditional indoctrination teaching. In the actual teaching, they pay too much attention to the theoretical characteristics of practical writing and lack of practical training for students. The teaching process is basically theoretical analysis, model explanation, example explanation,

etc., and lack of flexible adjustment process combined with students' learning interest, Make students in a passive learning state, can not effectively attract students' attention. Higher vocational students are in the era of innovation. They prefer to contact and understand new things. If teachers adopt the traditional inherent teaching mode for a long time, it will not only affect students' learning enthusiasm and the overall progress of the course, but also hinder the development of students' practical writing ability, which will have an adverse impact on students' future career development .

3. Effective strategies in practical writing teaching in Higher Vocational Colleges

(1) Optimize teaching objectives and scientifically organize teaching contents

Higher vocational colleges should reasonably adjust the teaching of practical writing under the guidance of cultivating innovative professional talents required by social development. First of all, teachers should optimize the curriculum teaching objectives. Higher vocational colleges have a strong attribute of vocational education. Teachers should set curriculum teaching objectives around the characteristics of vocational education. In this regard, the teaching course of practical writing should set the following goals: first, the goal of theoretical teaching. Teachers should pay attention to teaching students the basic theory of practical writing in different styles, help students deepen their understanding of practical writing system, and lay a good foundation for subsequent writing practice. The second is the goal of practical teaching. Teachers should pay attention to setting up practical training courses around the actual job needs, and promote students to master the basic skills of practical writing. In this regard, teachers can combine the teaching content of practical writing with students' major, help students express the content of professional field by using professional terms, reasonably apply professional terms to writing, and help students better conduct business communication . At the same time, teachers should pay attention to cultivating students' innovative ability, so that students can combine different writing requirements for innovative writing. Secondly, teachers should pay attention to the reasonable organization of teaching content around teaching objectives. In the teaching process, teachers should scientifically organize the teaching content according to the actual needs.

(2) Enrich teaching methods and stimulate students' interest in learning

In order to effectively enhance students' interest in learning, teachers should pay attention to enriching teaching methods and promoting students' active participation. In this regard, teachers can adopt the following teaching methods: first, the flipped course teaching method. The development of modern information technology provides more possibilities for teaching. Flipped classroom teaching method is a new teaching mode based on modern information technology, which can solve the problems existing in promoting teaching. In practical application, teachers can use the network teaching platform to release the course teaching content, and make the teaching content into the corresponding teaching micro video, so that students can learn independently before class. In the teaching process, teachers organize course discussions according to the pre class preview of students, encourage students to express their opinions freely according to the teaching content, and teachers explain the problems in the discussion process according to the discussion results of students, so as to stimulate students' learning enthusiasm and help students understand the course knowledge in depth. After learning the course, the teacher will set up homework according to the content of the next lesson or the teaching situation of this lesson to promote students' after-school practice, so as to improve the teaching effect . The second is the project teaching method. Practical writing is a public basic course in higher vocational colleges. Teachers can transform the writing process of each type of writing style into specific work projects in teaching, and promote students to master the corresponding writing methods in project participation, so as to improve the teaching effect. Taking the teaching of "investigation report" writing as an example, teachers can investigate the atmosphere of the teaching process, discuss writing, and evaluate and summarize three steps. In the investigation link, teachers explain the relevant methods of the investigation to students, and choose the investigation topics that are closely related to students' actual life, such as organizing students to investigate the consumption outlook of contemporary college students Views of higher vocational students on future career development, etc. . In the discussion section, the teacher guides the students to discuss and analyze in groups. After the group discussion, the opinions and contents are sorted into a survey report and submitted to the teacher. In the evaluation and summary section, the teacher makes targeted comments and Analysis on the survey reports of each group to help students correct the imperfect or wrong writing. After the completion of the whole project activity, students can basically master the writing requirements and writing process of the survey report, enhance their cooperation ability and independent thinking ability, and effectively mobilize their writing enthusiasm and initiative. In the process of practical application, teachers should pay attention to respecting the dominant position of students, adjust the methods and sequence of teaching activities according to the learning characteristics of students, and effectively enhance the teaching effect of the course . Many students' administrative official documents are not closely related to their future professional life, but in fact, the writing styles of daily workers and administrative official documents are frequently used in students' future careers. Teachers should pay attention to appropriately reducing the writing difficulty of such styles, and set up project activities according to the actual life needs, so that students can begin to contact them from a simple point of view, Then gradually increase the difficulty to help students master writing methods. The third is the method of disease diagnosis. This teaching method refers to the process that under the guidance of the teacher, students diagnose and analyze the sick text with the knowledge of stylistic writing skills and essentials, and revise it with the correct stylistic requirements. First of all, the disease was diagnosed. The teacher guides the students to analyze the errors in the medical articles according to their own knowledge points, and puts forward the reasons for the errors. Second, rewrite the guidance. The teacher understands the errors in the medical text in advance, explains the problems of the medical text for the students in class, and guides the students how to modify it. After the explanation, the teacher can guide the students to try to modify it, so as to master the essentials of practical writing. Finally, rewrite the practice . Teachers provide students with similar sick articles and let students complete the diagnosis and rewriting process independently, so as to exercise students' practical writing perception and writing ability and

reduce the frequency of students' practical writing errors.

(3) Improve the teaching evaluation system and reform the course evaluation process

Scientific and perfect teaching evaluation system can help teachers more comprehensively understand the problems existing in students' learning. It not only pays attention to students' learning achievements, but also pays more attention to students' internal learning quality. Therefore, teachers in higher vocational colleges should pay attention to improving the teaching evaluation system, reforming the course evaluation process, and promoting the development of students' comprehensive quality. In this process, teachers can use the teaching information platform to set up a diversified evaluation system, introduce students' self-evaluation, peer evaluation, enterprise evaluation and other contents into the traditional evaluation system, and promote the transformation of evaluation orientation into process orientation, so as to build a common body of learning and evaluation. The first is online evaluation, which mainly includes the duration and times of students' reading cloud textbooks, watching teaching videos and teaching materials, the frequency and accuracy of online classroom discussion, test scores and homework scores in the learning process of cloud class. Such evaluation content is mainly given by the platform. Teachers can use the platform to view students' scores and problem solving, so as to understand students' curriculum activity and learning mastery. The second is offline evaluation, which mainly includes students' classroom performance, completion of homework after class, and various test results. The classroom performance is divided into students' personal performance and team performance. Personal performance includes students' classroom participation, course knowledge mastery, test scores, etc. team evaluation includes students' task completion in group cooperation, cooperation with others, etc., such as students' contributions to group tasks in project activities, including the preparation of questionnaires. Sorting out the questionnaire data, making the summary report, making the group PPT, etc. These are the items that each group member should be responsible for in the group activities. Whether to participate in the group cooperation and form good cooperation with others are the contents that need to be evaluated by the team.

Concluding remarks

To sum up, under the background of the new era, higher vocational colleges should correctly recognize the important value of practical writing teaching for students' future development, and pay attention to optimizing teaching through diversified teaching methods, so as to lay a solid foundation for students' future work and development. In the actual teaching, teachers should pay attention to the adjustment of teaching objectives, the scientific arrangement of teaching content, the enrichment of teaching methods, and the improvement of teaching evaluation system, so as to give full play to the practicability of practical writing, mobilize students' learning enthusiasm, stimulate students' writing enthusiasm, and then improve the quality and effect of course teaching.

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