

Research on the Reform of Chinese Language Curriculum and Teaching in Higher Vocational Education Based on Modern Information Technology

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Abstract: In the new era, information technology has been effectively applied in vocational Chinese language courses, effectively improving the effectiveness of classroom teaching. However, due to some factors, the integration quality of information technology and vocational Chinese language courses is poor. In response to this, teachers should deeply explore the integration of information technology and vocational Chinese language courses based on the current teaching situation, formulate corresponding solutions according to the existing problems, and ensure the integration of information technology and vocational Chinese language courses. This article mainly explores the integration strategy of information technology and vocational Chinese language courses for reference.

Keywords: Information technology; Vocational Chinese language; curriculum

In recent years, China has vigorously implemented educational and teaching reforms, and traditional educational and teaching methods cannot meet the educational needs of vocational Chinese language courses. In order to improve the teaching quality of Chinese language courses in vocational colleges, teachers should brainstorm and innovate teaching methods, actively integrate information technology with Chinese language courses, design reasonable integration strategies based on student learning needs, and ensure that students can effectively cultivate subject core literacy in course learning.

1. Analysis of the Core Values of the Application of Information Technology in Chinese Classroom Teaching in Higher Vocational and Technical Colleges

(1) Deeply expand learning resources

The application of information technology can create an excellent classroom learning environment for students, especially in classroom teaching, which can comprehensively expand teaching resources and improve the problem of relatively single content in Chinese language teaching in higher vocational and technical colleges. Whether online or offline, students can learn, effectively breaking the limitations of traditional teaching and helping to cultivate their self-learning ability.

(2) Optimizing the Chinese language learning context

By using online means, diverse classroom learning scenarios can be created for vocational college students. New media methods such as micro lessons can be used to enable students to learn in a relaxed and enjoyable environment, creating a strong sense of immersion. Compared to traditional Chinese language teachers who only teach orally, this undoubtedly further enhances the motivation of teaching students.

(3) Effectively solving learning difficulties

In the Chinese language classroom teaching of higher vocational and technical colleges, there are significant differences in difficulty and focus due to the different teaching contents. Online teaching methods can enable vocational college students to learn more targeted, transform *abstract* knowledge into content closely related to life scenarios, and effectively solve learning difficulties. Making Chinese language classroom teaching more targeted and improving the teaching mode.

2. Introduction to the Application of Information Technology in Vocational Chinese Classroom Teaching

(1) Comprehensive improvement of information technology teaching ability

If we want to demonstrate the application value of online teaching in the teaching of Chinese language courses in higher vocational and technical colleges, we need to create a team of information technology teachers with excellent comprehensive quality, which can promote the improvement of classroom teaching quality. As a Chinese language teacher in higher vocational and technical colleges, it is necessary to establish a new teaching philosophy, possess online teaching ability, keep up with the development trend of the times, continuously improve knowledge structure, and achieve continuous innovation in teaching mode. Actively participate in professional training and deeply participate in online training. In the information age, strict requirements have been put forward for the information literacy of Chinese language teachers in higher vocational and technical colleges. The information literacy of teachers includes information awareness, and Chinese language teachers need to have information awareness. They can proficiently combine the Chinese language subject with information teaching methods, obtain high-quality teaching resources from a large amount of information, summarize and classify various types of information, and use online teaching tools to deepen cooperation.

(2) Give full play to the teaching auxiliary role of micro courses

The teaching content of micro lessons needs to be concise and highly targeted. Usually, the time of micro lessons needs to be effectively controlled within ten minutes. At present, micro lessons have become the most widely used teaching method and are widely used in classroom teaching. For the Chinese language classroom teaching in higher vocational and technical colleges, the organic combination of micro course resources can further enrich classroom teaching methods, transform classroom structure, and play an important role in improving the quality of Chinese language classroom teaching. For Chinese language knowledge points, micro video production can be carried out. Micro videos need to be effectively organized and have standardized processes to ensure the quality of micro course resources. Before classroom teaching begins, micro course learning tasks should be assigned to vocational college students in advance, requiring them to preview in advance by watching micro videos. It can also guide vocational college students to obtain micro course resources in open classrooms. By repeatedly watching micro course resources, students can meet their preview and review requirements. With this method, the knowledge of vocational college students in Chinese language can be further expanded, which is extremely helpful for improving the quality of Chinese language teaching.

(3) Comprehensive Reform of Teaching Evaluation and Teaching Reflection

In the context of the full application of information technology, intelligent application software has emerged, providing technical support for teaching evaluation and reflection in the Chinese language classroom teaching of higher vocational and technical colleges. The application of cloud classroom in Chinese language classroom teaching of higher vocational and technical colleges has outstanding application value. This type of application software usually has functions such as knowledge point discussion and teaching reflection, which can effectively evaluate the learning situation of vocational college students in the Chinese language classroom and track their learning progress in real time. It can be said that this type of application software is an important auxiliary tool to improve the quality of Chinese language classroom teaching in higher vocational and technical colleges. In terms of evaluation, such software can also effectively start from multiple aspects such as course self-learning and student self-evaluation, carry out diversified evaluation of target groups, grasp the learning progress of vocational college Chinese courses, and judge the learning status of vocational college students based on the results. This evaluation model effectively breaks the limitations of traditional Chinese classroom teaching, making Chinese classroom teaching in higher vocational and technical colleges more proactive.

(4) Combining big data to achieve personalized teaching

In the past, Chinese language classroom teaching in higher vocational and technical colleges usually used relatively fixed teaching

modes, which to some extent caused the neglect of differences in the learning situation of vocational college students and failed to fully focus on the learning characteristics of all students. With the comprehensive application of information technology, the characteristics of Chinese language classroom teaching in higher vocational and technical colleges are further highlighted. Especially the application of big data technology in Chinese language classroom teaching in higher vocational and technical colleges can better respond to student learning.

For example, using professional algorithms of big data can comprehensively analyze the behavioral trajectories of students with similar knowledge levels, and automatically match learning methods, laying the foundation for customized teaching. In classroom teaching, create ability, knowledge, and quality goals based on the listening, reading, and other modules of Chinese language courses in higher vocational and technical colleges, create targeted learning goals, and guide students to gradually carry out learning.

(6) Clarify the role positioning of students and teachers in information technology teaching

In the context of the information age, the core role of professional course teachers lies in organizing and guiding, while students are the main body. Fully demonstrate the core guiding role of the teaching staff. In the context of the deep application of information technology in Chinese language classroom teaching, the mode of classroom teaching is becoming increasingly diverse, which requires professional teachers to create new teaching concepts and transform their roles. In the teaching of Chinese language courses, teachers need to avoid the role of core instructors and become the core guides of the classroom, comprehensively guiding the growth of students. The change in the role of a teacher represents a significant change in the teaching philosophy of Chinese language. Teachers need to use diverse methods to control students' learning awareness, make their attention more focused, treat students as partners, and engage in more in-depth communication and exchange with them. Teachers need to integrate the comprehensive strength and specific characteristics of students, scientifically confirm teaching content and plan teaching activities, and complete teaching operation goals in a short period of time. In the process of teaching activities, teachers need to be excellent organizers and always give students respect.

In summary, the integration of information technology and vocational Chinese language courses can effectively expand teaching platforms, promote teaching reform, and improve teaching quality. Teachers should increase the integration of information technology and vocational Chinese language courses in accordance with the requirements of the curriculum standards in teaching. In order to effectively improve the integration effect of the two, teachers should comprehensively analyze the problems existing in the current teaching of vocational Chinese language courses, design feasible integration strategies based on the actual situation, clarify teaching objectives, improve multimedia courseware teaching methods, use micro courses to cultivate students' pre class preview ability, use online learning platforms to enrich teaching content, and continuously enhance the integration quality of information technology and vocational Chinese language courses through various means.

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