

Research on the Teaching of Chinese Reading in Higher Vocational Education under the Guidance of Core Literacy

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Abstract: How to cultivate students' "Chinese core quality" is an important topic that every Chinese teacher must study. On the basis of summarizing the concept and connotation of core literacy, this paper analyzes the existing problems of Chinese reading teaching in higher vocational colleges, and puts forward the strategies of Chinese reading teaching in higher vocational colleges under the background of core literacy.

1. Introduction

With the continuous development of education, the curriculum teaching reform in higher vocational colleges has gradually realized to strengthen the cultivation of students' core quality. The importance of. It is not difficult to find that college Chinese is a subject of comprehensive education for students in all courses, and a basic course to improve the cultural quality of vocational students, which plays an important role in the quality training of vocational talents. [1] Among them, the teaching of reading in college Chinese course is of great significance to the cultivation of the inner spirit, the shaping of healthy personality and the cultivation of innovative thinking of higher vocational students. Therefore, it is necessary to study the teaching of Chinese reading in higher vocational colleges under the background of core literacy, so as to understand the existing problems of Chinese reading in higher vocational college students, and based on this, put forward the teaching strategies of Chinese reading in higher vocational college students.

2. Overview of Core Literacy

Core literacy is an effective way to test students' learning ability and teachers' teaching ability. Reading is a complex mental activity unique to human beings. It is not only a basic practice for readers to acquire knowledge, but also an important way to inherit a long history and culture, improve humanistic accumulation, and have a healthy aesthetic value orientation. [2] In today's multi-cultural society, reading can not only cultivate students' logical thinking consciousness, but also stimulate their spirit of exploration. Through reading, students can not only acquire knowledge and understand the value of learning, but also examine and reflect on their own learning state. Through reading, we can not only feel a strong sense of patriotism from the author or the hero, but also see their acceptance of cultural diversity and difference. [3] In a word, reading plays a very important role in the process of improving the quality of talent training. Reading has become the most basic and important way of learning and living for students. It can not only help students acquire knowledge, experience various cultures, exercise skills, but also get spiritual cultivation.

3. There are Problems in the Teaching of Chinese Reading in Higher Vocational Colleges

3.1. Reading Purpose

Due to the relatively weak Chinese foundation, most vocational students are not interested in

Chinese learning, and they can hardly raise their spirits in reading. Naturally, they do not pay enough attention to reading activities. Even if there are some higher vocational students to read, there is also an obvious utilitarian. According to the survey, most vocational students read in order to cope with homework and exams, and only "read" when the teacher asked them to read, and this "reading" is just a passing glance. To understand the vocational students reading is to kill time, they do not plan for the future, feel very confused about the future, and then into the world of "reading", their reading, mainly through the network to read more popular, entertainment articles and news, so as to kill time.

3.2. Reading Methods

After investigation found that about 92% of the major of higher vocational students, by means of digital reading every day, the mobile phone handset for mobile reading, this way of reading is convenient, but also has certain drawbacks, through mobile phone reading or network reading, first of all, the reader's reading time is fragmented, fragments using time to obtain knowledge, such a reading is difficult to form a complete system of knowledge, [4]not to mention the knowledge for restructuring and build again in the future. Secondly, through the digital terminal way of reading, so that reading more stay in the visual or auditory level, it is difficult to be called the real sense of reading. In addition, the digital reading method increases the information capacity, but also increases the difficulty of information selection, in the actual reading choice of vocational students tend to be entertainment.

3.3. Reading Time

According to the survey, it is difficult to guarantee the reading time for vocational students. From the perspective of curriculum arrangement, vocational students have little time to read in class. They have two Chinese classes every week. In addition to the teachers' teaching and the necessary homework, students have little time to read and think in class. [5]However, their extracurricular time is more, but not fully utilized, even if there is assigned extracurricular reading homework, because there is no follow-up inspection feedback, ultimately most of it is nothing, reading time is difficult to ensure, a lot of extracurricular reading time is wasted in this way.

3.4. Reading Materials

According to the survey, most higher vocational colleges do not offer reading courses, and reading teaching relies on college Chinese teaching, while college Chinese courses are only offered for one academic year in most schools. Students usually read online free resources through the network platform, and in a variety of free reading resources tend to novels, beauty, fashion, leisure and other entertainment text. Obviously, the reading capacity and reading time of vocational students are very limited, and the reading materials are seriously insufficient.

4. Chinese Reading Teaching Strategies in Higher Vocational Colleges under the Guidance of core Literacy

4.1. Change Teachers' Teaching Concepts and Improve their Quality

Chinese reading teaching in higher vocational colleges based on the perspective of core literacy requires teachers to have a correct and in-depth understanding of the core literacy, and realize the importance of enhancing students' core literacy in the teaching of Chinese reading in higher vocational colleges to promote the overall improvement of students' humanistic literacy and comprehensive literacy. In the process of teaching Chinese reading in higher vocational colleges, teachers should actively explore the teaching strategies of Chinese reading and guide students to

participate in the teaching activities of reading, [6]so as to promote the all-round development of students' literature and humanity. This requires teachers to realize their important role as the leading teacher of Chinese reading teaching. Before classroom teaching, teachers must take the initiative to improve their professional quality through various forms. Only teachers constantly improve their reading and appreciation quality, so that in the teaching of Chinese reading in higher vocational colleges can infiltrate the training objectives and teaching concepts of reading teaching, stimulate the enthusiasm of students to participate in the teaching of reading, so as to better train and improve students' reading ability and humanistic quality.

4.2. Integrate Reading Texts to Improve Perception

According to the characteristics of students' majors, teachers should guide students to improve their reading ability, so as to constantly improve their comprehension ability, acquire useful information, and apply the language knowledge learned in Chinese reading to the learning of professional skills, so as to promote the overall improvement of comprehensive literacy. Therefore, in the teaching of Chinese reading in higher vocational colleges, teachers should integrate the text resources of Chinese reading teaching before teaching, and divide the Chinese reading materials into a complete reading system based on text style before class. In the classroom teaching of reading teaching, teachers can focus on explaining some words that are not easy to understand, and then ask students to combine their own knowledge to interact with the teacher to learn knowledge. [7]Teachers can consciously organize these texts into a knowledge network to carry out reading teaching, so that students can connect relevant knowledge in the process of reading, so as to improve their perceptual ability.

4.3. Teacher-student Interaction Improves Chinese reading Ability

Teachers should fully consider students' interest and enthusiasm in reading teaching when designing teaching plans. Because students in higher vocational colleges are more active than those in ordinary colleges, they are slightly deficient in knowledge and ability. Therefore, teachers should pay attention to this feature in the teaching of Chinese reading, and study the teaching methods of reading. In the teaching of Chinese reading, teachers can effectively improve students' reading ability by organizing students to interact and exchange opinions in the interactive communication, and can apply Chinese reading skills in the actual professional knowledge learning and life. For example, in the study of "broken chapter" this lesson, the professor can lead the students to discuss: "broken chapter" is a love poem? Why is that? Guide the students to think and discuss with each other, and speak out their own views. In this way, students can not only have a deeper understanding of the poem, but also understand the philosophy behind it. In the process of discussion and communication, it can help students broaden their horizons and make them think more deeply about problems. In the process of discussion, students can also gradually develop good innovation ability and Chinese thinking ability, laying a foundation for students to continuously improve their Chinese reading ability.[8]

4.4. Improve the Practical Ability by Combining the Reading with the Specialty

The teaching of Chinese reading in higher vocational colleges often ignores the differences among students of various majors in higher vocational colleges, and focuses on improving students' reading ability in the teaching of reading, which often leads to the slow improvement of students' reading knowledge ability and unsatisfactory classroom teaching effect. In higher vocational colleges, there are auto majors, architecture majors, and rail transit majors. Students of different majors have different situations and different interests. Taking the reading teaching of students

majoring in tourism as an example, teachers should realize that students' professional curriculum setting and students' cognition of some scenic spots such as mountains and rivers in China may be far beyond teachers' cognition. In the process of reading teaching, teachers can closely combine students' professional knowledge, so that students can use their own professional eyes to look at some of the Chinese landscape description, patriotic reading materials. On the one hand, it can make students associate Chinese reading with professional knowledge learning, on the other hand, it can also arouse students' emotional resonance, so as to cultivate students' patriotic feelings.

5. Conclusion

In a word, under the background of the era of core literacy, the Chinese reading education in higher vocational colleges should build a reading curriculum system based on a large number of recommended books to help higher vocational students establish a correct reading concept and develop good reading habits. At the same time, reading experience platform should be used to rapidly improve their reading ability.

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