

Predicament and Countermeasure of College Chinese Teaching in Higher Vocational Colleges

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Abstract: College Chinese is an important part of Humanities in Higher Vocational colleges. The development of College Chinese course can fundamentally improve college students' reading ability and language expression ability. However, at present, there are many problems in College Chinese teaching in Higher Vocational colleges, such as backward teaching concepts, unreasonable curriculum settings and uneven quality of students. These problems make it difficult for higher vocational colleges to guarantee the quality of Chinese teaching and seriously restrict the innovation and development of Chinese curriculum in Higher Vocational colleges. Therefore, this paper makes an analysis of the predicament of Chinese teaching in Higher Vocational Colleges at the present stage, and puts forward corresponding countermeasures.

1. Introduction

College Chinese, as a public basic course for non-Chinese majors in Higher Vocational colleges, plays a very important role in improving students' ability of language expression and understanding. It is not only the key link of quality education for college students, but also shoulders the mission of promoting Chinese traditional culture. Therefore, we need to solve the problems in College Chinese teaching in Higher Vocational Colleges in time, and promote the reform and innovation of College Chinese teaching in Higher Vocational colleges.

2. The Position and Function of College Chinese in Higher Vocational Colleges

2.1 The Position of College Chinese in Higher Vocational Colleges

At present, the teaching resources of higher vocational colleges are relatively scarce, and there is no energy and funds to promote the construction and development of Humanities in Higher Vocational colleges. Therefore, as a public basic course, College Chinese plays an important role in the process of humanistic quality education in Higher Vocational colleges. Language is a comprehensive subject with instrumental and basic characteristics. It can fully guide students to establish correct values and shape sound personality. It is an effective way to realize humanistic quality education in Higher Vocational colleges.

2.2 Functions of College Chinese in Higher Vocational Colleges

As a public basic course, the main function of College Chinese is to improve students' ability of expression and understanding, and to promote the development and promotion of students' professional skills. The training mode of higher vocational colleges aims at improving students' employment ability and expanding their employment space. Therefore, it is particularly important to cultivate students' comprehensive ability. Only students have the ability to work in the same position. The ability to adapt can better complete the role change and shorten the transition period. As a tool discipline, Chinese plays an important role in the process of people's life and work. With the rapid development of society, enterprises have put forward higher requirements for employee's ability. Only with certain professional skills can no longer meet the needs of enterprises. Good social skills and communication skills become essential skills in the workplace. For example, in your work, you have a good idea or suggestion, you need to persuade the leader to adopt the

suggestion, or communicate with colleagues in different departments, etc. All these work need to be carried out with the help of the application of the tool discipline of Chinese. Therefore, it is very important to attach importance to the development of College Chinese in Higher Vocational colleges.

College Chinese can improve college students' language expression ability, adaptability and writing ability. In addition, it can help students form correct outlook on life, world outlook and values, strengthen students' moral construction imperceptibly, combine life ideal with the future and destiny of the country and nation, cultivate college students' patriotism, and enhance national pride and confidence.

3. The Dilemma of College Chinese Teaching in Higher Vocational Colleges

3.1 Lack of pertinence in textbooks

At the present stage, many higher vocational colleges adopt the language teaching materials of ordinary colleges, lacking pertinence in the use of the textbooks, and there is not a set of textbooks completely applicable to the language teaching of Higher Vocational colleges. Some higher vocational colleges even do not offer the course of College language. Most vocational colleges think that there is not much relationship between College Chinese and professional skills training. The choice of College Chinese textbooks will naturally not affect the quality of Chinese teaching, and it is not necessary to spend too much energy. But they neglect the importance of Chinese textbooks in Chinese teaching in Higher Vocational colleges. The instrumentality and humanism of College Chinese textbooks directly determine students' acceptance of this course.

3.2 The orientation of curriculum is ambiguous

In the talent training programs of many higher vocational colleges, the orientation of College Chinese curriculum is relatively vague. The curriculum settings of different schools and departments are different, and there is no uniform standard. Some higher vocational colleges even keep public courses such as ideological and political education, English and so on under the pretext of short educational system and heavy tasks. In addition, some higher vocational colleges have offered College Chinese courses, but the quality of the courses is difficult to guarantee. Most of the courses are elective courses and large courses, and the number of hours is small, basically once a week, which makes college Chinese teaching mere formality and unable to achieve the corresponding teaching objectives.

In addition, the ambiguous orientation of College Chinese in higher vocational colleges is mainly due to the influence of the environment of Higher Vocational colleges. At present, the teaching and research of higher vocational colleges are in a relatively closed state. There is almost no communication between different schools, and few teaching seminars are carried out. The enthusiasm of teachers in teaching is low, and in many cases they are helpless and unable to solve the problem of teaching. In the process of the problems, therefore, vocational college teachers seldom think about the problems of college language curriculum itself. In addition, the neglect of the school makes the university language curriculum more marginal. Some schools regard it as an examination course, which leads to the decline of students' attention to it, and even feel that it is dispensable.

3.3 Solidification of Teaching Model

Most vocational colleges still use the method of junior and senior high school Chinese teaching when they carry out college Chinese teaching activities. Teachers mainly teach Chinese in class. Teachers publicize subjects according to texts and students take notes mechanically, which turns higher vocational education into high school education. There is no good interaction between teachers and students. The classroom atmosphere is dull and it is difficult to arouse students' initiative to study independently. . At the same time, the subject of Chinese accompanies every student through elementary, junior and senior high schools. Compared with the study of

professional courses, Chinese course is difficult to attract students' interest. Therefore, higher vocational colleges should actively promote the innovation and reform of College Chinese teaching mode.

3.4 Weak Teachers

At present, many higher vocational colleges do not have full-time Chinese teacher team. Most of the teachers in higher vocational colleges are new teachers and retired old teachers, and even some administrators or counselors teach on their behalf. The unprofessional and unstable teaching team is a true portrayal of the current higher vocational college Chinese teacher team. The weakness of teachers makes it impossible for higher vocational colleges to guarantee the coherence and systematicness of College Chinese teaching. Compared with many professional teachers, due to the neglect of school leaders and students, over time, Chinese teachers lose interest in teaching, and classes become mechanical tasks, and the only motive force is to complete class hours and obtain class fees. As a result, College Chinese teaching in higher vocational colleges has come to a dead end. The innovation and reform of College Chinese teaching in higher vocational colleges are far from being realized.

3.5 The attitude of students is not correct enough.

The predicament of Chinese teaching in higher vocational colleges also includes the problems of students themselves. For many students, they feel that it is necessary to spend a lot of time to learn professional skills, while they will feel a waste of time in learning Chinese and English. They think that learning Chinese will not bring substantive help to future life and work. This misunderstanding makes college students ignore the importance of College Chinese learning. They sleep in class, read after-school books or read other books. The phenomenon that students learn other professional courses is everywhere. This neglect of humanistic quality education is not advisable. Pragmatism and utilitarianism prevail in today's society. Many students have prejudices against Chinese, history, philosophy and other disciplines, which seriously hinders the development of College Chinese teaching in Higher Vocational colleges. Therefore, higher vocational colleges urgently need to change students' learning attitude.

4. Measures to Improve the Dilemma of College Chinese Teaching in Higher Vocational Colleges

4.1 Compiling Textbooks Suitable for Chinese Teaching in Higher Vocational Colleges

At present, higher vocational colleges need to solve the problem of Chinese textbooks first. When compiling textbooks, higher vocational colleges should follow three basic principles: first, they need to proceed from the characteristics of Chinese disciplines; secondly, they need to compile textbooks according to the actual needs of students' training in Higher Vocational colleges; lastly, the characteristics of students are analyzed. On the basis of following the above-mentioned basic principles, we should make clear the goal, compile College Chinese textbooks that are really suitable for students in Higher Vocational colleges, realize the unity of humanism and instrumentality, and strengthen the relationship between College Chinese and professional skills.

In the process of compiling Chinese textbooks in Higher Vocational colleges, we should highlight the core concept of "people-oriented", strengthen students' humanistic quality education, so that students can establish correct values and enhance their personal moral accomplishment in the process of learning Chinese. Therefore, in the content selection of textbooks, in addition to some classics, we can also choose some best-selling books at home and abroad as well as some articles of modern and contemporary writers as the content of textbooks, because these works can better reflect the way of thinking of contemporary people. According to the characteristics of students in Higher Vocational colleges, in the process of compiling textbooks, we should also choose more articles with the spirit of the times, through the guidance of values, enhance students' sense of social responsibility in Higher Vocational colleges, and cultivate students' spirit of loving their posts and

devoting themselves to their work. In addition, the cultivation of oral communicative competence should be taken as the focus of textbook compilation, so as to improve students' Putonghua level and communicative competence, so that students in higher vocational colleges can better adapt to future jobs.

4.2 Define the Orientation of Chinese Course in Higher Vocational Colleges

In order to better carry out college Chinese teaching in Higher Vocational colleges, the first problem to be solved is the positioning of College Chinese course in Higher Vocational colleges. Language as an independent tool discipline, although it can provide help for the study of other disciplines, it must not be regarded as a subsidiary of other disciplines. School leaders should be fully aware of the importance of developing college language courses, improve the quality of courses on the basis of guaranteeing class hours, take the employment needs of students in Higher Vocational Colleges as the starting point, and make full use of the language course. The superiority of the subject, realizing the unity of humanism and instrumentality, determines a person's language expression ability and understanding ability. Only when students in higher vocational colleges have better understanding ability, can they learn and master professional skills better. Therefore, it is very necessary for higher vocational colleges to set up college Chinese course. To define the orientation of College Chinese course in higher vocational colleges is an important link in running college Chinese teaching well.

4.3 Promoting the Reform and Innovation of Teaching Model

The main reason why college Chinese is not popular in higher vocational colleges is the solidification of teaching mode. For students, due to long-term study, the subject of Chinese has lost its attraction. From the course content to the teaching method are invariable. Therefore, in order to improve the attractiveness of College Chinese course in Higher Vocational colleges, major higher vocational colleges should actively promote the teaching mode. Reform and innovation. Firstly, teachers should change the traditional teacher-centered teaching mode and take students as the center of classroom teaching. At the same time, teachers should make full use of multimedia and other equipment to carry out vocational situational teaching in combination with the training program of students in Higher Vocational colleges, so that students can truly participate in classroom learning. Teachers can also organize students to discuss and communicate according to the content of the textbook. Through the guidance of students, they can cultivate their ability to think actively and fully express their ideas. In addition, we can hold some debates and speech contests regularly, which can not only improve students' innovative and expressive abilities, but also strengthen students' sense of teamwork.

4.4 Strengthening Teacher Team Building

The weakness of teachers is the direct reason for the poor quality of Chinese teaching in Higher Vocational colleges. Higher vocational colleges need to strengthen the construction of teachers' team, provide more opportunities for Chinese teachers to continue learning, organize regular training for Chinese teachers, set up a certain incentive mechanism, encourage Chinese teachers to innovate in teaching methods, and constantly improve their professional competence. In addition, cooperative relations should be established between different colleges and universities, teaching exchanges and seminars should be held regularly, and teaching methods should be constantly updated and improved according to the development status of Higher Vocational Colleges and the characteristics of students, so as to fundamentally improve the quality of College Chinese teaching in Higher Vocational colleges.

4.5 Changing Students' Learning Attitudes

In the process of carrying out teaching activities, College Chinese teachers in higher vocational colleges should pay attention to guiding students to attach importance to the study of College Chinese and fully realize the importance of learning Chinese. By organizing students to participate in social and cultural activities, students can truly realize their shortcomings, fully understand the

importance of humanistic quality education, correct students' learning attitude and good learning attitude are the key to improve learning effect. Only by changing the learning attitude of students in Higher Vocational colleges, can the university language curriculum give full play to its advantages and improve the language of students in Higher Vocational colleges. Literary competence.

5. Conclusion

To sum up, it is very necessary for higher vocational colleges to carry out college Chinese course. Although, at the present stage, College Chinese teaching in higher vocational colleges is facing various difficulties. However, as long as students change their traditional concepts, correct learning attitudes, the leaders and teachers of Higher Vocational Colleges fundamentally recognize the importance of College Chinese curriculum, and actively promote the reform and innovation of College Chinese teaching in Higher Vocational colleges, the quality of College Chinese teaching in higher vocational colleges can achieve a leap forward. The reform and innovation of College Chinese teaching in higher vocational colleges is a process that needs to be explored continuously. It needs the joint efforts of all colleges and universities, so as to realize the deepening reform of College Chinese teaching in Higher Vocational Colleges and improve the comprehensive quality of students in Higher Vocational colleges.

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