

Research on Core Literacy Cultivation and Reform of Chinese Curriculum in Higher Vocational Education

Bian Xun^{1, a}, Zhao Jinwen²

¹Henan Institute of Economics and Trade, Zhengzhou, Henan450000, China

²Inner Mongolia University for Nationalities, Tongliao City, Inner Mongolia, 028000, China

^abianxunzz@126.com

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Abstract: When the reform of the combination of core literacy and language courses for higher vocational college students is implemented, most parents and students, as well as school leaders and teachers, think that the sooner the better. Through a series of surveys and interviews, most students and teachers believe that it is most effective to cultivate professional core literacy in practice. In fact, in the study of Chinese language courses, we can learn a lot of core literacy, but because of the individual differences of students, the core literacy that some students can receive is also very different, which requires the core literacy to be truly moved. In class.

1. Introduction

Under the general trend of contemporary cultural education, the educational concepts and methods of vocational colleges have always been a hot spot for many parents and leaders [1]. The results of surveys conducted by teachers and graduates of many higher vocational colleges across the country show that the turnover rate of graduates from higher vocational colleges is far greater than that of graduates from ordinary higher education institutions. Students in the school need to strengthen their professional core literacy in order to enhance their competitiveness in the workplace. In order to enable the comprehensive development and upgrading of vocational colleges across the country, we have to proceed from the fundamentals, carry out reforms and explorations of the curriculum of higher vocational colleges, and cultivate the core literacy of students in all aspects.

2. Current status and problems of professional core literacy cultivation

At present, in the major vocational colleges, the problem of students' core literacy cultivation has gradually been paid attention to by others. To improve the employment rate of higher vocational graduates, it is necessary to improve the core literacy of students. Most vocational colleges may ignore At this point, students and teachers are limited to the teaching content of textbooks. There is no breakthrough in learning content. Learning for learning, losing the purpose and essence of real learning, and being nurtured by most higher vocational colleges has led many school leaders. And teachers can't figure out how to link core literacy and curriculum to the problem. In response to this problem, we began to explore the reform of higher vocational Chinese courses [2].

2.1 Current status of professional core literacy cultivation

Under the attention of the majority of parents and leaders, we conducted research on several major recruitment websites. Through the analysis of the recruitment information of major recruitment websites, we found that different companies and employers have professional qualities for job seekers. The requirements are not the same. After the big data integration, let's take a look at the importance attached to the labels of job seekers by major companies and employers. The top ones are: loyalty to the company, and whether it is responsible. Execution, learning ability, innovation ability, language communication and expression ability, teamwork ability. Therefore, we need to add these

qualities to the curriculum for the professional quality of higher vocational students.

2.2 What problems exist in the process of professional quality cultivation?

In the process of professional quality cultivation, most of the higher vocational colleges are in a difficult position. How to link the core literacy of the students to the curriculum, in fact, carefully study the research process and results, we can easily find that many professional core literacy is the language. The upgrades and sublimation we can get in the course. For example: language communication skills and expression skills, these are the most basic and difficult to learn in the process of learning the language. So how do you get students to acquire these abilities during the learning process of the language course? How teachers can subtly reform the curriculum, how students accurately accept the cultivation of core literacy in the Chinese curriculum is the two major problems in the current professional literacy cultivation process.

2.3 The importance of the cultivation of core literacy to higher vocational graduates

For example, in fact, there are a lot of graduate students who can't find a job. Of course, don't be discouraged. There are also many graduates of ordinary higher vocational colleges who are mixed in the big business companies. People are puzzled. What is the cause of this? In addition to mastering personal work skills, graduates with better professional core literacy can often stand out among many job seekers. Don't think that this is a big problem. In fact, in an interview, the interviewer can get much more information from a few conversations with you than you want. You may expose yourself if you are not careful. Defects in professional core literacy lead to your repeated failures, showing how important it is to have a good professional core literacy [3].

3. How to cultivate the core literacy of vocational students

When the reform of the combination of core literacy and language courses for higher vocational college students is implemented, most parents and students, as well as school leaders and teachers, think that the sooner the better. Through a series of surveys and interviews, most students and teachers believe that it is most effective to cultivate professional core literacy in practice. In addition, most of the enterprise companies are more likely to see the internship experience and actual execution ability of the graduates. However, according to the current survey status, the students of higher vocational colleges may find it difficult to adapt to the work after they join the job, because the higher vocational colleges There are still many shortcomings in the cultivation of professional skills and core literacy. We have put forward several major directions to cultivate the core literacy of vocational students.

3.1 Finding ways to cultivate core literacy of higher vocational students

In the search for the core literacy of higher vocational students, we start from the most important core literacy of the most lacking vocational college graduates, including language organization expressive ability and language communication ability. In life, we are not difficult to find. Some people may be slightly lacking in language expression and communication. It may be said that there is a bunch of no focus, so that others can not really understand the meaning they want to express. In fact, this is in Chinese. The abbreviations we have learned in the course are similar to the expansion sentences. We can shorten the sentences and lengthen the sentences without changing the meaning of the original sentences. It seems to be a very simple primary school language topic, but many people put them into life practice. Why can't it be done? In addition to mathematics, language is also inconsistent. The knowledge we have learned is not to memorize the exams. We must use the knowledge and skills we have learned to enrich ourselves and improve our life practice skills. We will really learn what we have learned in books. The application of life and work comes.

3.2 Bringing the cultivation of core literacy into the classroom

In fact, in the study of Chinese language courses, we can learn a lot of core literacy, but because of

the individual differences of students, the core literacy that some students can receive is also very different, which requires the core literacy to be truly moved. In class [4]. Through some daily courses, we will increase the interactive learning mode of mutual cooperation between some students. This will not only improve the teamwork ability of higher vocational students, but also improve students' language expression and communication skills. The core literacy embodied in the Chinese curriculum is magnified and absorbed, so that the cultivation of core literacy is truly integrated into the language classroom of higher vocational students.

3.3 Improve and improve the level of teachers in higher vocational colleges

The level of teachers in higher vocational colleges is a crucial link in bringing the core literacy training to the implementation of the Chinese curriculum reform [5]. For a long time, the faculty level of higher vocational colleges has been questioned a lot. The education level of higher vocational colleges is also an important concern of many parents and educational leaders. Therefore, teachers who teach in higher vocational colleges need to make educated usability advice when developing a core literacy program. Teachers need to have a high level of professional ethics and professionalism in order to develop a language course that is more suitable for students in higher vocational colleges. It has a good core of professionalism to encourage students to get out of school and better integrate into society.

4. Explore the connotation and implementation of the core literacy of Chinese curriculum

Let us learn the combination of the use of language and the practice of life-related practice is the language, the basic characteristics of the Chinese curriculum is humanity and instrumentality [6]. The core literacy of the Chinese curriculum includes four main parts: the construction and application of our language, the development and promotion of logical thinking, the creative ability and the inheritance of culture. Among them, the use of language construction is the most important part of the core literacy of the language, and it is also the most basic level of the core literacy of the language. The development of language and the development of logical thinking are interdependent. Language is to let us have aesthetic ability and The basis of creative ability, we always say that the text is the carrier of culture, then the text is also a vital part of the core literacy of the language. When we learn the language, it is the process of cultural acquisition [7]. As long as we understand the connotation of the core literacy of the Chinese curriculum, we can grasp the important strategy of cultivating the core literacy of higher vocational students.

4.1 Using Chinese language teaching materials to conduct variable training for students

In the traditional Chinese language courses, most of the teachers and students of higher vocational schools are mainly based on the extensive reading of texts and the traditional mode taught by teachers. This often neglects the true meaning and training of the Chinese curriculum. Most of the language articles we have studied involve responsibility, selfless dedication, patriotism, and moral cultivation. If only the teacher's lectures and analysis enable the higher vocational students to passively accept the idea of accepting the article center, but the students do not really explore and understand the article itself, then the main purpose of communicating the core literacy is difficult to penetrate the students' hearts. Not to mention the desire to achieve the cultivation of students' core literacy. Therefore, teachers should break the traditional teaching philosophy, take the students to really listen to the true feelings, add some teamwork team communication links in the course, and learn more in practice, so as to achieve the cultivation of core literacy in practice.

4.2 How to carry out variant training to improve core literacy

In the article "My Faith" by Madame Curie, the content and theme of the article are clear. If the teacher takes the students to repeatedly chew the sentence of the article, then this class is a failure course, too rigid teaching mode will make the course uninteresting [8]. But if we let the students find out what they really want to express in the article, students can access the information on their own,

they can freely discuss it in groups, and finally publish their own understanding and opinions on the whole article, and finally integrate it by teachers. The students' opinions are explained in detail, and the students have more communication and communication, which can effectively train the logical thinking ability, language organization ability and language expression ability of the higher vocational students. Such classroom variant training can not only enable higher vocational students to better understand and memorize the meaning of the article, but also improve the core literacy of the students in a subtle way.

4.3 Rapid improvement of core literacy in the Chinese curriculum

Creativity in professional core literacy is also one of the more important factors. We all know that the most common scores in Chinese papers are essays. Writing is just a major difficulty in Chinese teaching, because the materials we are learning now are There is no writing curriculum design, which makes the high-level students do not have a knowledge of the writing system. In some schools, the teachers take the college entrance examination composition and the books bought in the bookstore, so that the students can memorize and harden. These coping exams may be useful, but they don't really develop the students' writing skills. Students don't have the interest to write, let alone improve their writing skills, and how can they improve their creativity? In fact, as long as we carefully analyze the articles in the book, understand the construction framework of the article, and then exert the imagination and creativity of the students, then writing is no longer a major difficulty in the language curriculum, and it can also be used in articles. Situational deduction and writing, improve the writing ability while training students' creativity. In addition to the common essays in the basic Chinese curriculum, we can also increase the perception of the film, the feeling of reading the book, the experience of the outing, the weekly survey of the surrounding environment, etc. to increase the diversity of writing, from more different perspectives, multi-faceted Enhance the creativity of students to achieve the goal of improving their core literacy in the language curriculum.

5. Conclusion

The above major points are the conclusions of the core literacy cultivation and the reform of the Chinese language curriculum in higher vocational schools. The reform of the Chinese curriculum in higher vocational colleges to nurture and enhance the core literacy of students is not only in line with the needs of the education era, but also It is for the students of higher vocational colleges to have a good professional quality to lay the foundation on the day when they step out of the campus and enter the society. On the other hand, our Chinese culture is profound and profound, and the carrier of cultural inheritance is the language and characters. Through this inquiry to inform the Chinese curriculum, we hope to stimulate the students' love for the language, thus forming a Chinese feeling, so that the core literacy of the Chinese curriculum will be cultivated. It can achieve better results and is more conducive to the growth and development of higher vocational students. In short, starting from the actual situation and the characteristics of the students themselves, the core literacy is implemented in the higher vocational Chinese curriculum. As long as we continuously improve our professionalism and professional skills, and grasp the ways and strategies of actively exploring the core of cultivating students' core literacy, we can cultivate a generation of students with excellent core literacy.

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