

Analysis of Teaching Approaches of Practical Writing in Teachers' Colleges Based on Communicative Context

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Keywords: Communicative Context; Practical Writing; Teaching Method

Abstract: In higher vocational colleges, practical writing is an important course in the teaching system. It is also an important skill that a higher vocational student should master. It is also one of the core of training high-skilled talents and humanistic quality. Practical writing ability plays a good role in improving students' practical ability in Higher Vocational colleges. Higher vocational colleges are important places for training high-quality applied talents. In order to better promote the employment of graduates, it is necessary to comprehensively strengthen the cultivation of students' practical writing skills and application ability. However, the traditional educational concept has certain defects and deficiencies. Higher vocational colleges should change their teaching concept in time, innovate teaching methods, and effectively improve students' practical writing ability.

1. Introduction

We often use the application text in daily life. In addition to blessing text messages, consumer reviews and other written expressions, in fact, in many oral expressions, the ability to apply writing is used. Applied writing is a basic course in higher vocational colleges, and it is also a basic ability for higher vocational students to take various examinations and enhance social communication [1]. However, in the process of teaching, it is found that due to the programmatic nature of the application and the plainness and simplicity of the language, it is very different from the narrative and other styles. In addition, our students have a poor basic language writing and lack of necessary social practice. Writing teaching has achieved new development and new direction from stylistic writing to process writing and then to communicative context writing [2]. It should be said that context provides a dynamic behavior for both parties to repair, adjust and confirm the meaning and purpose of communication [3]. In the teaching of practical writing in higher vocational colleges, the communicative context teaching method can effectively improve the teaching effect of the course, enhance the students' theoretical quality, operation ability and judgment ability, and promote the improvement of students' good practical writing level.

2. The Theoretical Basis of Communicative Context Writing

2.1 Elements of communicative context writing

The situation solves the problem of “what to write”. The situation is the condition for the discussion to be developed around the topic. A topic can contain multiple situations, that is, you can talk about the same topic in different situations [4]. This kind of writing view holds that “the composition is a word into a word, a product is a sentence, a sentence is a segment, and a product is a piece of text” comprehensive language training, so the use of linguistics and article knowledge to teach writing. It is not difficult to see that context is nothing more than internal context and external context. Internal context refers to our knowledge of language, while external context refers to our knowledge and cognitive system of the world. Situations determine the task of writing and the content of writing. For example, “Our Campus” as the topic, we should consider the context in which to talk about “Our Campus”. It pays close attention to the “writing result”. The standard for weighing articles mainly depends on whether the “written article” is “correct in words, proper in clauses, complete in structure and correct in theme”. Its core knowledge is the center, materials,

structure, expression, etc. In fact, context is far more than a static parameter. Context is a kind of behavior. Context not only helps to understand the meaning of things, but also endows discourse with real pragmatic meaning and makes it a real pragmatic behavior.

2.2 The relationship between writing elements in communicative context

There are two situations between topic and situation: one is to set the topic first, and set the situation according to the topic. One is the first situation, the situation produces the topic. "Topics" is just a category of discussion. Its essence is a kind of instructional, textual, and passive text production. This kind of teaching that focuses on the "writing results" seems simple and real. It goes without saying that the context makes the Abstract sentence meaning concrete into the contextual meaning, that is, the communicative meaning [5]. What kind of "situation" is the topic being developed? This is actually very important. The topic defines the scope for communication and provides a broader space for speech. However, this space is still relatively large and has many possibilities. Meaning construction and communication activities for specific contexts based on communicative purposes. The understanding of words in verbal communication will certainly involve the contextualization of speech acts, that is, to put speech acts into immediate context to understand and recognize them, especially in conversation analysis [6]. Generally speaking, once a situation is defined, it has certainty, but the purpose has a variety of possibilities, that is, under the same situation, a variety of different purposes can be generated. Based on communicative writing, readers are no longer passive recipients of articles, but active interlocutors, meaning constructors and article collaborators who communicate with authors. In this case, verbal communicators use the same words to express the same things and not to refer to the same things.

3. Current Situation of Practical Writing Teaching in Higher Vocational Colleges

Most higher vocational colleges regard practical writing as one of the basic courses offered by departments, but practical writing has always been squeezed by various specialized courses in schools and the class hours have been reduced repeatedly. It is essentially an Abstract thinking training course. Students are easy to feel boring in the learning process and look good at writing. There are format templates and model texts, but writing is still considered difficult [7]. The teaching of communicative context writing needs the support of the theory of communicative context writing, and the teaching under the guidance of the theory is not blind, so it is scientific. Some of them only interspersed some of the language in the university language class, nor did they become a system, which could not meet the needs of students of different majors, so that the application writing class could not receive the attention it deserved. The usual application of the textbook teaching is due to the fact that the students are not aware of its purpose, and even the students who are prepared to study hard are also tired. The traditional teaching process is based on the traditional view of knowledge. The economic and cultural development of a society will produce corresponding philosophical thoughts and educational thoughts and views of knowledge. The differences of educational thoughts and views of knowledge also reflect different educational systems and different specific teaching methods. Thus, the scope of practical writing is very wide, covering almost all aspects related to educational activities.

At present, students in vocational schools have poor writing ability in Chinese literacy, especially in practical writing. Many students are not aware of the nature and function of this course. Learning seems to be to ensure attendance and to cope with the exam. Some students in the major encounter writing difficulties in learning, and often download the corresponding content through the network. Therefore, it is necessary to grasp the elements of communicative context writing and its relationship, as well as the related content of writing consciousness that needs to be cultivated. Through the situation, the role consciousness of students' writing can be strengthened, the contextual requirements of applied writing can be better grasped, the pertinence can be enhanced, and the writing quality can be improved [8]. In the process of learning, many students are different from the different professions, and they are psychologically afraid of writing. I don't know where to start, I don't know what to write, and generally reflect the application of the text to understand, but

it is wrong to write. The strengthening of professional skills has led to the squeezing and weakening of non-professional technology [9]. Vocational colleges attach great importance to professional skills. In order to give professional skills more time, space and energy, they artificially compress the education of basic subjects and even ban them. In view of the above problems, the author believes that as a very practical course, teachers should change the way students think, and combine the three methods of speaking, reading and training to form a combination of writing skills and theoretical knowledge.

4. Teaching Method of Practical Writing for Teachers' Specialty in Higher Vocational Colleges

4.1 Clear positioning method

In higher vocational colleges, all classroom teaching activities are carried out around the goal of professional talent training [10]. For high-level applied writing, it is a very strong skill-based practical course. In teaching, the goal is the predetermined teaching effect. If the teaching does not have a clear and measurable target control, it will not achieve the intended teaching objectives. Higher vocational students often lack the strong need for written writing because of their specific living conditions and level of understanding. Students increase their knowledge in thinking, and the spark of their thinking needs teachers to ignite. Therefore, every time I teach a language, I will design some interesting questions, create problem situations, arouse students' curiosity, and introduce students into situations related to the questions raised. Practical writing is a highly practical course, and requires students to practice conscientiously and practice repeatedly in order to improve. If only the forced practice of chanting sutras by small monks, it will not produce very high results. When teaching, teachers must grasp the degree, adopt heuristic teaching methods, actively arouse students' interest in learning, and let students actively participate in the classroom. This requires changing students' thinking habits and making them have strict logical analysis ability. To change students' passive learning state into active learning, so that the teaching process is close to and higher than the teaching materials, students can better grasp the requirements and characteristics of practical writing in various styles.

4.2 Goal management

With the right understanding and attitude, the next question is to adopt the appropriate methods and measures. My approach is to aim at the phenomenon that students generally lack practical experience and feel that there is no content to write. In terms of teaching content arrangement, the writing styles that are more closely related to university life, such as business documents, are advanced. Students are required to complete the task according to the relevant requirements of the teacher. This makes the students need to analyze the task more actively and understand the knowledge and skills needed to complete the task. This stimulates the students' strong desire for knowledge and quickly enters the country. Teachers can use lyric prose to compare with reports to guide students to understand the practicality and simplicity of the written language. Then take "survey report" as an important project in the middle of learning, and complete it one by one. Finally, summarize the course learning with "summary" stylistic exercises, which requires that we really summarize our learning experience and effect. Compare similar styles of writing, such as notices and announcements, reports and instructions, summaries and job reports, so that students can understand their differences in comparison. This kind of writing requires students to use real language ability to complete based on the real context, of course, they also acquire real writing skills.

4.3 Case teaching

Case teaching is a way of using various teaching examples to train students in writing. The practical application process of the case teaching method is that the teacher collects and organizes the writing materials of the application text according to his own practical experience, and carries

out certain processing to make it become the teaching content that meets the requirements of classroom teaching. This teaching method breaks the teaching mode based on the teacher's speech, fully reflects the student's main position in the teaching process, and maximizes the initiative of the students to think about the problem and the enthusiasm of learning. Teachers must repeatedly explain complex and boring writing skills and knowledge, only need to give timely instructions to students, and students will actively learn "necessary" knowledge in the process of completing the task, greatly mobilizing students' learning initiative. Such examples are sensitive and easy to understand, which can eliminate their fear of writing. The teaching knowledge points extracted from practice can be better combined with real life, thus providing a platform for students to combine theory with practice. Case analysis, as an important method of teaching, can strengthen the connection between theory and practice, improve the ability to analyze and solve problems synthetically by using the theory learned, promote the interaction between teachers and students, and achieve the mutual benefit of teaching. Through case teaching, specific task situations are set up for students, which advocates the unity of students' learning and practice, and promotes the transformation of students' theoretical knowledge to practical ability.

4.4 Situational teaching

Situational teaching refers to a teaching mode in which teachers create certain real application situations for students in the teaching process according to actual working experience or using certain materials for reference. It is an essential part of today's education to train students' ability to face the challenge, strengthen practical exercises and enhance actual combat experience. For this reason, when I was teaching practical writing, I paid special attention to simulation training, put forward various assumptions and predictions as much as possible, and carried out imaginary exercises. In the task design, it should focus on the professional training objectives. For higher vocational students, the cultivation of applied writing ability is to better promote their employment. Therefore, in the target setting, it is necessary to use cover letter, competitive words, resumes, etc. The Lord provides a good foundation for students to seek employment in the future. From learning theory to hands-on writing, students have a big step in the middle. Teachers' demonstration writing can play a guiding role. The real situation includes a hygienic rectification activity in the name of the student union according to the hygienic condition of the student canteen, or a record of the class meeting, or a poster or a brief introduction in some student activities. This practical training method is not mechanical training, but combined with persuasion education, based on the necessary moral awareness. That is to make students fully aware of the significance of practical exercise and have the requirement of conscious exercise.

4.5 Online teaching method

Compared with traditional teaching, online teaching has its unparalleled superiority. Online teaching is a teaching method that connects teachers and students through computer networks and uses computer communication technology and multimedia technology to communicate. Through the application of computer network technology, it can effectively broaden the scope of the classroom, effectively combine the teaching in the classroom with the practice exercises outside the classroom, and can greatly enrich the teaching resources by using the network. Let the students explore as much as possible. For example, in the introduction, in order to enable students to better understand practical writing, a project has been set up for students to discuss the difference between practical writing and literary works. Therefore, it is necessary to sum up the problems found in the teaching process of practical writing, and to determine that the students' ability to express two kinds of characters, namely, generalization ability and deduction ability, should be mainly exercised. Higher vocational colleges can use the campus network to set up a special section for practical writing and training on the network platform, so that students can study relevant contents on the internet independently according to their spare time. In this process, students not only learn knowledge, exercise the ability to collect and analyze data, but also learn writing skills. More importantly, this kind of survey report has strong adaptability. Through the communication of network platform, the communication between teachers and students can break through the

limitations of time and space. In the process of using the network platform for learning, students also improve their ability to find and summarize information.

5. Conclusion

To sum up, the teaching of Applied Writing for normal college students in higher vocational colleges has an important impact on their future development. Higher vocational colleges should attach importance to the importance of teaching, actively change teaching concepts and innovate teaching methods. The teaching of practical writing tends to be formalistic and dull. How to stimulate and motivate students' interest and enthusiasm in self-conscious learning needs our continuous efforts and exploration. In teaching, teachers should combine a variety of teaching methods to improve students' writing ability and accumulate necessary capital for students' future employment. Dynamic understanding of context can not only enhance our understanding of meaning, but also enable us to context. Have a deeper understanding, more consciously grasp the context, and better implement the communicative intentions. "Communicative Context Writing" is a scientific theory that solves the problem of writing teaching in China, and is the development direction of the theory and practice of writing education in China.

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