

## Practical Research on Situational Language Teaching Model in Secondary Vocational Schools

Ni Liqin

Jiangsu Huishan Secondary Vocational College, Jiangsu, China

**Keywords:** Secondary vocational Chinese, Situational teaching, Teaching mode, Practical research.

**Abstract:** Situational teaching mode plays an important role in teaching. It can effectively stimulate students' enthusiasm for learning Chinese, cultivate students' humanistic quality and improve the overall teaching effect. At present, there are three main problems in the situational teaching mode of Chinese in secondary vocational schools: the neglect of students' interest in teaching programs, the lack of deep understanding of teaching methods by teachers and the limitation of teaching locations in the classroom. Under this background, it is of great significance to study the situational teaching mode of Chinese in Vocational schools. On the basis of in-depth analysis of the existing problems in language teaching in secondary vocational schools, this paper puts forward some suggestions, such as creating language situations, setting up questioning situations, building communication situations and setting up performance situations, in order to further improve the level of language teaching in secondary vocational schools.

### 1. Research background

#### 1.1 Literature review

The rapid development of knowledge economy modernization promotes the reform of Chinese teaching in secondary vocational schools. Situational teaching method is to break the dull and monotonous language classroom, to stimulate students' interest in learning, and to master the basic knowledge of language in a relaxed and happy atmosphere. Gong Yichen believes that teachers can dig out the emotional factors of students' empathy with the characters' emotions through innovative situational teaching mode in Chinese teaching in secondary vocational schools. Putting students into the plot of the article, students can deeply explore the original intention of the characters' behavior in combination with the emotions of the characters in the article, so that they can acquire more basic knowledge of language and improve their language communication ability (Gong, 2015). Zhang Aijun put forward that situational teaching mode can relieve students' academic pressure and make students no longer feel bored. Students do not exclude learning Chinese knowledge, so as to effectively improve the efficiency of learning Chinese knowledge. However, the application of situational teaching is not simple, and the happy situational teaching classroom constructed by some teachers is difficult to play its due role in teaching. If the teaching plan can not be diversified on the basis of focusing on teaching content, the teaching efficiency will be relatively low (Zhang, 2017). Li Le thinks about how to improve students' cultural quality education under the circumstance of the marginalization of Chinese curriculum in secondary vocational schools. Chinese teaching should be combined with advanced educational concepts. It is urgent to innovate Chinese teaching mode. Situational teaching mode is the best teaching plan at present (Li, 2017). Combining constructivism and situational teaching theory, Qian and Sheng put forward a new definition of situational teaching mode of Chinese in secondary vocational schools, and pondered on the factors of construction, the composition of structure and the ideological and operational steps of situational creation (Qian, 2015). Chen Qin found that situational teaching can create a good relationship between teachers and students, stimulate students' interest in learning, and improve students' ability of reading, speaking and writing. Stimulate the imagination of secondary vocational students, let them develop good habits of self-learning, and further promote the positive development of language teaching in secondary vocational schools (Chen, 2012). Wang Xuliang believes that

situational teaching mode greatly promotes the development of Chinese education reform in secondary vocational schools in China. At present, under the strong demand of the new curriculum reform, many secondary vocational schools adopt situational teaching mode reform to stimulate students' learning enthusiasm (Wang, 2016). Jingbo analyzed how to set up intuitive, vivid and curious situational teaching in Chinese teaching in secondary vocational schools from three aspects: linking with the reality of life, using multimedia technology and guiding students to question, so as to promote further visualization, vividness and concretization of Chinese teaching (Jing, 2014). Zhong Jianfang believes that situational teaching mode plays an important role in the process of Chinese teaching. It can arouse students' strong enthusiasm for learning, enhance students' Chinese thinking ability and cultivate students' humanistic accomplishment, and help to improve teaching effect and students' comprehensive Chinese accomplishment (Zhong, 2016).

## **1.2 Purpose of research**

Situational teaching mode can fully stimulate students' learning enthusiasm, enhance students' autonomous learning and research ability, so that teaching and learning can achieve further unity. Establish specific situations to enhance students' life experience and mobilize their thinking and language to express their desires (Xue, 2011). The process of social and economic development has put forward higher requirements for the competence and quality of skilled workers. The traditional Chinese teaching mode in secondary vocational schools can not meet the new situation of vocational education (Zhang and Jia, 2014). Chinese situational teaching in secondary vocational schools only shows the nature of tools and cumbersome teaching, but does not show the humanization of situational teaching. Teachers deliberately imitate situational teaching and neglect the transmission effect of teaching content, resulting in low humanistic literacy of students. Secondary vocational Chinese still pays attention to the assessment model of academic achievement, which seriously hinders the development of students' language ability and stifles their enthusiasm for learning Chinese. Under this teaching background, the humanized application of situational teaching is imperative.

## **2. Problems in situational chinese teaching in secondary vocational schools**

### **2.1 Teaching program ignores student interest**

The important condition to stimulate students' interest in learning is to let them feel that they are really involved in the application of knowledge. When students not only understand Chinese knowledge but also know themselves, they will have a real interest in learning Chinese knowledge. The ultimate goal of Chinese situational teaching mode in secondary vocational schools is to cultivate students' interest in learning and enhance students' initiative to think independently. However, the actual situation of teaching is that it is difficult for students to realize their own learning ideas and not be considered as the main body of teaching plan making. From the perspective of vocational school students, on the one hand, the basic knowledge of Chinese is poor, they do not actively learn Chinese knowledge, and even refuse to learn Chinese knowledge for fear of reciting texts. On the other hand, students have utilitarian ideas, only want to learn specific skills and knowledge, do not want to learn ideological culture and cultivate personality-related knowledge. From the perspective of Vocational teachers, first, some teachers teach in order to complete the teaching arrangement, seldom considering the direction of students' interest, nor understanding the real language level of students, and the prepared situational curriculum has subjective preference. Secondly, students passively accept the difficult or very simple situational teaching, which is not conducive to students' learning of teaching content, and the teaching effect is naturally poor. Thirdly, some teachers cater to the rich form of situational teaching mode and create an active atmosphere in Chinese classroom. Students are emotional in class, but they have not learned the main idea of the article. Student learning is to establish a knowledge structure system spontaneously, instead of simply memorizing, reciting and dictating Chinese knowledge. It should be a process of integrating new knowledge with old knowledge.

## **2.2 Teachers do not have a deep understanding of teaching methods**

Situational teaching mode is divided into life, nature and art education mode. Among them, the mode of art education is embodied in the form of auditory, visual and tactile receptions through the use of text-related materials. Most secondary vocational school teachers think they are skilled in using situational teaching methods, but in fact, they only use multimedia to broadcast text-related knowledge. For example, when explaining brilliant sketches and dramas, the teachers only play movie clips, so that students can understand the main idea of the article through the film clips, ignoring the students' study of textbooks. Students only experience the pleasure of watching movies for a while, but they don't really learn the basic knowledge and writing skills they need to master. Some teachers also use situational teaching in the form of performances. Students can easily misinterpret the characters' intentions by deducing their stories without understanding their personalities. These teaching behaviors are not deep understanding of situational teaching. In the actual teaching activities of Chinese in secondary vocational schools, the form and content of situational teaching are simplified. Teachers should use pictures to explain prose texts and appropriate background music to recite poetry for poetry texts. Although this fixed situational teaching mode is richer in form than traditional teaching methods, its substantive teaching content has not changed. The teaching form should serve the teaching content. At present, the teaching form of Chinese situational teaching in secondary vocational schools is greater than the teaching content, which is a great misunderstanding of the situational teaching mode.

## **2.3 The teaching place is confined to the classroom**

Language teaching mode should be to give a variety of information and resources to assist language learning, rather than to provide teaching situations. The main purpose of Chinese teaching information and resource allocation should be to help students acquire what materials they need to learn. Teachers should understand the ways and means of collecting relevant information and guide students how to use it. Some teachers only teach Chinese knowledge to improve students' examination results, but they do not realize that the important task of Chinese teaching is to let students learn to speak and write. Such teaching separates Chinese knowledge from real life and loses the fundamental intention of Chinese teaching. Chinese education in life is not deliberately done education, from the perspective of education itself, experience is to personally perceive some things, experience the profound meaning and test the learning effect of knowledge. Life is the best situational classroom for language teachers in secondary vocational schools. Teachers should leave the classroom and lead students to experience nature and society. Teachers should break through the limitation of classroom space and strengthen the relationship between Chinese knowledge and life, so as to achieve excellent teaching results.

## **3. The future development countermeasures of chinese situational teaching**

### **3.1 Create Chinese situation to arouse students' enthusiasm**

Teachers, combined with advanced multimedia facilities, set up attractive language teaching scenarios so that each student can join in language learning. Multimedia facilities can display diverse plots, stimulate students' sense organs such as hearing, vision and touch, and form profound language learning and memory. Expanding the way for students to learn Chinese knowledge, students can choose the way they are interested in to acquire new knowledge. Traditional teaching mode relies on the expression of text and the exchange of information between teachers. The author describes scenes such as quiet environment, melon and fruit, and spectacular waterfalls, which require students to imagine by themselves. It is difficult for students to grasp the designated atmosphere, which makes it difficult for them to understand the article profoundly. Using multimedia to create the situation described in the article, students can feel the atmosphere, plot and environment described in the text by watching videos and reading the text with music. In a strong art expression classroom, students can develop more realistic imagination, deeply understand the beauty of the author's words and context, and accurately grasp the author's inner feelings to

understand the meaning he wants to express. In this rich mode of information transmission, students will not only actively learn Chinese knowledge, but also experience the author's joys, sorrows and sorrows in writing through superficial words. Because of the creation of Chinese situational teaching, students can broaden their horizons and open their minds, and at the same time enhance their literary creativity.

### **3.2 Set up questioning situations and mobilize students to cooperate in research**

When students learn Chinese, they should find problems where there is no doubt. If they solve the problems they find, they will make progress in learning. For the staff who teach students to learn, when teaching students knowledge, they should inspire their exploratory spirit and design problems where there is no doubt. Design questions are like small stones thrown into the lake to arouse students'curiosity in the form of a circle of ripples and lead them to study the answers of the questions independently. Students can quickly grasp the character, relationship and plot of some texts, and there is no doubt about the texts themselves. However, in fact, students still have something to explore. Teachers should ask students questions at this time to arouse students'thinking. At the same time, let the students discuss the answers to the questions in groups, and further study the content of the article. Students may extend their imagination to explore the answers to the stories, which also helps to cultivate students'divergent thinking.

### **3.3 The construction of communication situation stimulates students to express their desire**

Situations such as situational play, content debate and exchange of ideas can be set up in Chinese teaching to stimulate students'desire to exchange their inner thoughts and perceptions. Teachers should have a heart of design to create links that allow students to express themselves and collide with other people's thoughts. Teachers can set up problems that can guide students to think independently and stimulate students'thirst for knowledge and enthusiasm for learning. Use interlocking questions to guide students to dig deeper into the article's ideological intentions and generate ideas that they want to exchange their newly discovered ideas. Teachers can also find time for students to strengthen their language expression and emotional communication skills, such as standing on the stage to tell stories or express their views on a hot news. Teachers can take out some drama texts and let students assign roles in groups and deduce them publicly. The ultimate goal of Chinese learning is to learn to speak and write, and more exercise of students'expressive ability will also improve students' writing ability. For the same article, teachers can combine modern authoritative works to carry out comparative teaching, so that students can actively think about the content of the text and the reasons for the plot. Use this kind of situation communication to stimulate students'interest in communicating ideas and self-expression.

### **3.4 Set up performance situation to arouse classroom atmosphere**

Secondary vocational school students' thinking is relatively jumping off. If students' thinking is limited to the scope of language knowledge learning, it is difficult to meet the needs of students in learning Chinese. In the classroom, students inevitably have to engage in conversations, make difficulties and so on, and slack learning Chinese knowledge. Teachers fail to motivate students to acquire knowledge independently, which leads to students failing to appreciate the pleasure of language learning. Therefore, teachers can combine with students to perform the plot of the text, lead students to play a suiTable creative imagination, deduce the original plot of the text. When students perform the characters in the original text, they should accurately restore the characters' personality characteristics and shape the real characters. When students come out as characters in the article, they will feel the same experience and enter the inner world of the characters. Such textbook performances can help students to clearly analyze the characters' personality and feelings, and deeply understand the characters' behavior. Students can be more happy for the happiness of the characters and sad for the sadness of the characters through their own interpretation of the life of the characters. This kind of performance situational teaching can mobilize the classroom atmosphere and improve the teaching effect of Chinese in secondary vocational schools.

#### 4. Conclusion

Although there are many kinds of situational language teaching modes in secondary vocational schools, as a teaching system, we can find the inherent laws and operating procedures of situational language teaching. The implementation of situational teaching of Chinese in secondary vocational schools, on the one hand, teachers according to the requirements of classroom learning, promote the trend of curriculum activities. On the other hand, students can increase the classroom activity of situational teaching according to their own learning preferences. According to the progress of the plot of the article, the Chinese classroom aims to create a series of situations, activate the classroom atmosphere, stimulate students' participation in the classroom, and make the whole classroom teaching always have students' emotional thoughts. Teachers guide students to further develop self-conscious and correct language thinking, and step by step deepen self-study of language and build language knowledge system, improve the overall effect of language teaching in secondary vocational schools.

#### References

- [1] Gong Y.C.(2015) Practical Research on Situational Language Teaching Model in Secondary Vocational Schools . Modern Chinese (Teaching Research Edition), 7 (20), 92-93.
- [2] Zhang A.J.(2017) Happy Classroom Construction in Situational Language Teaching in Secondary Vocational Schools . Wencun Journal, 6 (21),52-53.
- [3] Li L.(2017) Advantages and Practice of Situational Teaching Mode in Chinese Teaching of Secondary Technical School . Scientific Chinese, 6 (23),39-40.
- [4] Qian S.(2015) Reflections on the Situational Language Teaching Model in Secondary Vocational Schools . China Vocational and Technical Education, 23 (15),78-80.
- [5] Chen Q.(2012) Research on Situational Teaching Strategies of Chinese Language Network in Secondary Vocational Schools . Art and Science Navigation, 12 (22),16-17.
- [6] Wang X.L.(2016) Practical Research on Chinese Teaching Model in Secondary Vocational Schools Based on Participatory Concept . New Curriculum (II), 2 (6),150-150.
- [7] Jing B.(2014) Skillfully Using Situational Teaching to Achieve Excellent Classroom --- On the Strategies of Developing Situational Chinese Teaching in Vocational Colleges . The Way to Success in Composition (II), 6 (26), 57-57.
- [8] Zhong J.F.(2016) The Importance and Development Strategy of Situational Language Teaching Model in Senior High School . Knowledge Window (Teacher Edition), 7 (33),22-22.
- [9] Xue H.Y.(2011) A Brief Analysis of the Construction of Situational Language Teaching Model . Examination Weekly, 35 (87), 25-27.
- [10] Zhang L., Jia F.Y.(2014) Innovative Practice Research on Chinese Classroom Teaching Model in Secondary Vocational Schools . Ten Years of Prose, 10(19),105-105.