

# **Research on the Integration of Practical Writing Skills Training and Humanistic Quality Education in Higher Vocational Colleges**

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**Abstract:** The common problem in higher vocational colleges is that they lay particular stress on the cultivation of students' professional skills, and the cultivation of students' practical writing skills in teaching is too single, which leads to the lack of students' humanism. Ignoring the education of students' humanistic quality is not conducive to the improvement of students' comprehensive quality. To promote the quality education of students in an all-round way, this paper analyzes the relationship between the cultivation of practical writing skills in higher vocational education and humanistic quality education, and explores the integration of the two, in order to cultivate more comprehensive high-quality talents for the socialist modernization in the new era.

## **1. Introduction**

For a long time, the foothold of higher vocational education in China lies in vocational education. Therefore, in the actual teaching work, the importance of special vocational technology is consciously emphasized. Even over-exaggerated the role of vocational education in the role of students, at this point, industry experts have long done research and analysis, and criticized. Our country has been advocating quality education, which means that while improving students' professional skills, we should pay attention to the cultivation of their comprehensive qualities. The humanistic quality education of students cannot be ignored. Practical writing is applied writing, mainly to solve practical problems. Integrating humanistic quality education into the training of practical writing skills of vocational students can guide and promote them to understand the knowledge and social life of history, literature, politics, law, art, philosophy, religion, morality and language, and broaden their horizons. Combining with social reality, practical writing training can help to improve their comprehensive quality.

## **2. The Present Situation of Integration of Practical Writing Skills and Humanistic Quality Education in Higher Vocational Colleges**

### **2.1 The inadequate importance to the education of students' humanistic quality**

Higher vocational schools are still biased in the issue of educational orientation. It is obvious that the emphasis on students' humanistic quality education is seriously insufficient, which is inextricably linked with the original intention of higher vocational schools [1]. The so-called "higher vocational" is "professional technology", which reflects to a certain extent that higher vocational schools are schools dedicated to vocational and technical education. Therefore, the standpoint of education is to carry out vocational and technical education for students, while others are ignored. However, the "school" should give priority to educating people, "ten years of trees, a hundred years of trees". As a school, we should get rid of this wrong educational idea of simply teaching vocational technology as soon as possible and realize the national quality education plan in a fundamental sense. What we need is not only a skilled person, but also a person with sound thinking. We should base our work on being a man. Mr. Lu Xun once said, "Everything is done after a man has stood up!" Everyone who succeeds should bear the brunt of "adults".

## **2.2 The cultivation of a single practical writing skill leads to the lack of Humanism**

The present situation of writing course in higher vocational schools is that the training methods of practical writing skills for students are too single in teaching, which leads to the lack of humanism of students, which is mainly manifested in the following aspects:

Teachers do not have reasonable and high-quality teaching design, and the utilization rate of classroom is low.

From the teacher's point of view, the problems existing in the practical writing class of students are mainly manifested in the fact that the teacher does not have a detailed teaching design, and the emphasis of practical writing teaching is too strong and too single. There are many reasons for this problem. It can be said that teachers are also affected by the environment of Higher Vocational schools. Over time, they pay less attention to cultural courses and pay more attention to technical courses. Teachers do not have reasonable and high-quality teaching design, which directly leads to the inefficiency of classroom use. Teachers lack modern information technology means in organizing curriculum learning. Simply teach knowledge, rather than guide students to collect, sort out and summarize knowledge. There is no practical writing situation design, students practice after the assignment, and lack of cooperative learning and communication. All of these indicate that the design of teaching content and methods is unscientific and unreasonable. Because the cultivation of students' practical writing skills is too singular, the students' humanity is lacking. There is also a "scheduled time" situation, which should be corrected.

Students lack a correct understanding of practical writing courses

Students are not valued by the practical writing curriculum due to the influence of various aspects of the environment. The first is the school's teaching philosophy based on professional technology, followed by parents instilling the idea of "working by hand". Neither pays attention to education itself, but more about the future of students, or "money way." In this case, it is easy for students to ignore the important role of practical writing course, which is not conducive to the cultivation of their own humanistic quality.

It is difficult for students to choose textbooks that are suitable for their specialties and understand them, which leads to the lack of humanism among students.

Based on "Internet + education", it is difficult to adapt to the different needs of higher vocational colleges in different regions in combination with professional development of new forms of textbooks. The selection of teaching materials is unreasonable. Students can't learn the textbook content of practical writing courses from the perspective of professional learning needs. The motivation is not enough, and there is no interest in learning. Therefore, the classroom has no vitality and students' participation in learning is not high. Can't talk about fostering collaborative spirit through cooperative learning. The lack of humanity of students is also a matter of reason.

Solid-state learning ideas lead to a single training of practical writing skills

Because the teaching materials are not closely related to the actual practice, the teachers pay attention to the teaching of knowledge and the training of the format during the teaching, and the students feel boring. The classrooms that lead to practical writing classes are inefficient. Students can't understand from the professional needs and professional situations when practicing. In the long run, the learning habits developed by students are actually a solid learning idea, which leads to the cultivation of practical writing skills.

## **2.3 Problems between Vocational Skills Education and Humanistic Quality Education in Higher Vocational Schools**

There are sharp problems between vocational skill education and humanistic quality education in Higher Vocational Schools [3]. Vocational skill education should be combined with humanistic quality education. It can be said that the combination of the two is the overall content of education. While Improving Vocational skills, we should not neglect the education of humanistic quality. At present, the status quo of higher vocational education is based on vocational skills education, and humanistic quality education lacks due attention. Practical writing as a humanistic quality education course itself is rich in humanity. The two can't be separated. The link between practical writing

skills and humanistic quality education cannot be ignored. Practical writing requires knowledge of history, literature, politics, law, art, philosophy, religion, ethics, and language. It is necessary to improve human qualities. It is an indispensable part of the humanities field. Neglecting humanistic quality education, practical writing has also been neglected.

### **3. Discussion on the Integration of Practical Writing Skills and Humanities Quality Education in Higher Vocational Education**

#### **3.1 The relationship between practical writing and humanities quality in higher vocational education**

Writing requires a wealth of cultural knowledge. Without sufficient accumulation of cultural knowledge, the level of writing can not be improved. Humanistic quality includes all kinds of cultural knowledge, such as history, literature, politics, law, art, philosophy, religion, morality and language. That is to say, the cultivation of writing skills is related to and mutually reinforcing with humanistic quality education. To improve writing skills and improve writing skills, you need to constantly learn cultural knowledge.

#### **3.2 Teaching Approaches to the Integration of Practical Writing Skills and Humanistic Quality Education**

Because of the particularity of Higher Vocational school, it is different from other schools in curriculum arrangement. Vocational skill courses are science courses, while writing courses are liberal arts courses. It is a major course for improving students' humanistic quality education in addition to vocational skill courses.

Transforming the School Teaching Idea and Improving Teachers' and Students' Understanding of Practical Writing Course

Focus on training students' comprehensive quality and advocate quality education. Education should be directed towards the development of comprehensive talents. We should not lose watermelon and pick up sesame. For a person, vocational skill education and humanistic quality education are equally important. For example, after graduation, a student of a higher vocational school chooses his own job to do surveying work in a construction unit. The technical level is quite high, but the communication ability of the student is very low. When the leader inquires about the work, he always fails to follow the lead. And there are also problems in dealing with people and things. Over time, it caused dissatisfaction among colleagues. Finally, they had to resign to make a living. This shows that although vocational skills are important, if there is no humanistic quality as the basis, it will not be able to achieve all-round development, and similar situations will occur in the future. Therefore, we must change the teaching philosophy of the school, improve the understanding of teachers and students on vocational skills education and humanity quality education, and solve the problem that students cannot be comprehensively developed. In the end, after the students enter the society, they can carry out all aspects of development without being restricted by the environment.

Implementing humanistic quality education must start with education

Humanistic quality education should be carried out by means of education, and students' ideology should be instilled into the classroom. When inculcating humanistic quality education in the classroom, students are taught cultural knowledge (cultural knowledge here refers not only to professional skills, but also to cultural knowledge). In this way, students can be influenced by culture subtly, and then master, accumulate, strengthen classroom practice and consolidate after class, so as to improve students' practical writing skills. Improving the level of humanistic quality is a protracted battle, which can not be achieved overnight, so we should make unremitting efforts in this learning process. Only in this way can we achieve the desired results [4]. For example, teachers should constantly improve their self-cultural quality. In the classroom teaching, they must do a fine classroom design. They should have a purpose to lecture, do a good job in the classroom, and have a more concise language and a sense of humor. Grasp the rhythm of the classroom, let students

follow their own teaching ideas, and consciously learn. And carry out various forms of classroom exercises, let the students understand, to play the fun of cultural knowledge, so that students have a sense of accomplishment and have fun in the process of learning. After class, you should consolidate your knowledge and deepen your memory. Usually you should read more to achieve the purpose of accumulating knowledge. At the same time, practical writing situation training is carried out to find and solve problems from the perspective of work. Persistence will continue to integrate practical writing skills with humanistic quality education and promote each other.

Students should change their study habits and ways

Students should change their previous learning habits and methods, and make full use of information technology to conduct mixed online and offline learning. Give full play to subjective initiative to carry out independent learning and cooperative learning. Practice diligently, use diligently, accumulate more and use more. The so-called hard work means that students should change their lazy learning attitudes, rationally plan and use time, and usually turn over books, whether it is textbooks, extracurricular readings, and more knowledge, which will help students' knowledge accumulation. . Being diligent, it means that students should be able to develop their thinking and divergent considerations in the process of learning, and learn to use them in their daily lives.

### **3.3 Problems in integration**

There are still many problems in the integration of practical writing skills and humanistic quality education in Higher Vocational colleges, which are mainly manifested in teachers and students themselves, as well as in the process of education.

Teachers do not devote enough effort to practical writing courses for Vocational students, can not arrange students' learning content, and can not guide students to write with a goal. At present, due to the constraints of school curriculum arrangement, practical writing course can not achieve ideal results, and students' writing level is low. The main reason lies in the insufficient mastery and accumulation of cultural knowledge, the difficulty in improving students' humanistic quality, and the difficulty in integrating practical writing skills with humanistic quality education of Higher Vocational students [5].

Students' self-demand is low, and the initiative of humanistic quality education is relaxed, which limits the accumulation and mastery of cultural knowledge. Naturally, it is difficult for students to improve their practical writing skills, which leads to the difficulty in integrating practical writing skills with humanistic quality education.

The educational process is not meticulous, the lectures given by the teachers are too rough, and it is difficult to grasp the key points to explain, the classroom order is loose, and the expected classroom teaching effect cannot be achieved. Students do not have the motivation to learn, lack the spirit of self-exploration, do not know what they should master, and do not know what they need to master. This series of questions directly leads to the difficulty of improving the practical writing level of students. At the same time, humanistic quality education cannot be improved. It can be seen that there are problems in the development of the two, so it is difficult to integrate.

### **3.4 Solution strategy**

In view of the problems existing in the integration of practical writing skills and humanistic education of Higher Vocational students, we can put forward corresponding countermeasures.

First of all, teachers and students should improve their understanding of practical writing skills and humanistic quality education, scientifically carry out education and learning, improve teaching level and improve teaching efficiency.

Secondly, teachers should arrange class hours reasonably, increase classroom practice, pay attention to improving classroom efficiency, and strengthen and consolidate, deepen students' memory of what they have learned in class [6].

Finally, students should change their previous study habits and become accustomed to "listening" to "doing". Practice diligently, use diligently, accumulate more and use more.

In addition, we should improve the training of students' practical writing skills and strengthen the

accumulation of cultural knowledge so as to better integrate the two.

#### **4. Conclusion**

The common problem in higher vocational colleges is that they lay particular stress on the cultivation of students' professional skills and neglect the education of students' humanistic quality, which is not conducive to the improvement of students' comprehensive quality. The foothold of Higher Vocational Education in China lies in Vocational education. Therefore, in the actual teaching work, many vocational colleges for students practical writing skills training is too single, only emphasizing the importance of special vocational and technical skills, but not mentioning the humanities, which leads to the lack of humanistic quality education of students. The correct approach is to advocate quality education, cultivate comprehensive talents, and improve students' professional skills while paying attention to the cultivation of their comprehensive qualities and improving their humanities quality. Through analysis, the paper concludes that practical writing skills and humanistic quality education complement each other. And the relationship of mutual promotion, through mastering and accumulating a large amount of cultural knowledge, can improve the level of humanistic quality of students. Through the practice of the class and the post-class consolidation review, students can improve their practical writing skills. The two can be integrated with each other and promoted and improved in the process of continuous integration.

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