

The Application of Literary Theory Teaching in the Language of Higher Vocational Colleges

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Abstract: With the in-depth reform of the work of the Ministry of Education, many colleges and universities in higher vocational colleges in China have paid more attention to the “people-oriented” teaching concept, and have conducted a more comprehensive examination of the current teaching methods and contents of university Chinese, in order to actively respond to the times. And the market demand for talents, this paper will mainly start from the analysis of the current teaching situation of college Chinese language, discuss the problems existing in the current teaching, and analyze the application of literary theory teaching in the teaching process.

1. Introduction

With the influence of teaching trends, college language gradually presents the state of “white-hot” teaching. Compared with professional disciplines, many colleges and universities have not been included in one of the important teaching contents. Such teaching situation may affect the lack of knowledge of literary knowledge in today's era, and this loses the teaching significance of Chinese teaching. Therefore, in the face of such a teaching gap, higher vocational colleges should actively change the concept and mode of college Chinese teaching, and adopt effective literary theory teaching methods according to students' personality characteristics and actual needs, and gradually infiltrate literature into students.

2. The importance of literary theory teaching in the language of higher vocational colleges

2.1 Literary activity requirements

One of the important reasons for the development of literary theory teaching is to guide students to understand the literary activities, and to organically link the works of Chinese literature, the writers and the responding world and the attracting readers, and to penetrate and understand each other. When guiding students to learn a certain work, the purpose of learning not only includes the accumulation of literary knowledge, but more importantly, it establishes a tacit understanding with the writer, and can analyze the background of the creation at the time according to the literary content, as well as a deeper atmosphere and environment. In this way, in the way of perceiving the social scene at that time, while analyzing the literary works, the reader can also feel the delicate emotions and hidden meanings that the author wants to express.

2.2 The teaching needs of literary theory

The setting of the college Chinese language is not unfounded. According to the lack of students' character and ideological spirit in this period, the rich literary theory teaching is needed to nourish and edify students' baptism of thought and soul. The university period is an important stage for students to accumulate knowledge and further enhance themselves. Therefore, the teaching needs of literary theory in college Chinese classrooms are very urgent. In the process of college Chinese teaching, teachers often guide students from the art of writing and The structure of the article and other aspects to try to understand and understand the subject and theme of writing, such teaching

methods have an important positive effect on the cultivation of students' language literacy.

3. The problems faced by current Chinese language teaching in higher vocational colleges

3.1 Less attention from schools and teachers, and the poor teaching effect

Under the background of the development of education in China, China's education model is flawed. Students receive high-pressure education in high school and learn a lot of knowledge in a very short period of time, which leads to extreme relaxation after entering university. The university should have a deep understanding of knowledge and a high degree of understanding. For this phenomenon, the school must have certain deficiencies in the system. Due to the influence of traditional ideological education, the university's requirements for students are reduced. The teachers only follow the outline of the teaching and briefly describe the contents of the class. There is no further testing of the student's mastery. Due to the university's time, the students' time is relatively relaxed, there is not too much academic pressure, and it is also due to short teaching time. This has led to the students not being able to master the content of the class. Due to the limitation of teaching level, the education is not balanced, so that the teaching content of different schools varies widely. In the classroom, the teacher told me that the students are only passive learning knowledge. Due to the influence of the time course factors, this leads to the large capacity in the classroom, and the students are not well accepted. The goal of education is biased here, resulting in the hollowness of the overall content of education, which has a great impact on the quality of teaching. The goal of teaching cannot be guaranteed. In the overall situation of college students in China, they lack the goal of struggle. They are not able to concentrate on the classroom. They are interfered by too many electronic products, and the situation and effect of learning are not ideal.

3.2 Textbooks updated at a faster rate and studied superficially

Some surveys on the situation of Chinese language education in higher vocational colleges show that in order to comply with the development trend of the times, the content and composition of the textbooks of the university language have been adjusted several times. The Ministry of Education and the directors of the colleges and universities have conducted textbooks on the language used by the university. A total of four updates, but the difference between the revised textbook versions is not very large; the content is slightly different, the main difference is in the layout of the textbook. Influenced by the classics of ancient traditional literature, the Chinese language textbooks have more references to this part of the content, and the proportion is larger. However, there will be a lack of introduction to today's current affairs hotspots, and the layout of some modern excellent literary works. It is not particularly sufficient. This may affect the connection between Chinese learning and practical life applications for students in higher vocational colleges. There may be a sense of distance between Chinese literature classics. This is not conducive to students' positive interest in the language of the university, and the textbooks are updated many times, which is not conducive to students to conduct in-depth research on a certain textbook.

3.3 The weak strength of teachers and the uneven level of teachers

Compared with the professional knowledge instructors of vocational colleges, university Chinese teachers do not need so-called professional skills, they only need to teach textbook content, and even some college language courses are also taught by non-professional teachers. The lack of attention is very serious and hinders the development of language teaching. This phenomenon is very common. Even in many schools, Chinese teachers and English teachers are treated in some vocational colleges with professional teachers, which lead to some language teachers who are not willing to engage in the teaching of this major.

4. Measures to realize the teaching of literary theory in the language of higher vocational colleges

In view of the current situation of Chinese language teaching in higher vocational colleges, the following will be a comprehensive study of these issues, and some of the author's ignorance:

4.1 Improving the importance of college Chinese teaching in higher vocational colleges

In the first ten years of the beginning of this century, China's educational institutions have held a seminar on curriculum reform on Chinese teaching in higher education institutions. During the meeting, the language teaching career of higher vocational colleges was also highly valued. At the meeting, many discussions were held according to the current situation and development prospects of language education in higher vocational colleges, such as the construction of teaching staff and the configuration of teaching hardware facilities. And the organizing committee of the conference also held a special discussion on these issues. The importance attached to this educational undertaking is self-evident. The information conveyed by this meeting represents the importance of Chinese education. The literary theory knowledge is comprehensive for one person. If other things are skills, it is just a means to survive. After mastering, you can better provide material guarantees. Then the language is the soul of the growth and development of college students. On the other hand, language is the most fundamental cultural carrier of the Chinese nation. When we neglect our own civilization, such a situation is very dangerous and it is also worthy of people's vigilance.

4.2 Transforming the teaching concept of adapting to contemporary society as soon as possible

In contemporary development, our teaching objectives in college Chinese teaching can no longer be simple to teach Chinese knowledge, but have a deeper and farther impact on students' learning ability and consciousness. The language of higher vocational colleges should infect every teacher and student through more excellent works, impress their souls, make use of the unique advantages of university language, better improve students' quality taste and cultural accomplishment, and play a real role in education. In the teaching work, we need to follow the training objectives and teaching requirements. We must understand why we should open this course and confirm the educational concept.

4.3 Building a scientific literary theory

The concept of literary theory is more profound than the language generally involved in our education system. The scientificization of literary theory has high requirements for the language foundation of researchers and learners. Therefore, the primary task in the process of promoting literary theory teaching is Lay a solid foundation in the language and ensures the students' language skills. In order to achieve this goal, students should first be trained to a certain extent in their ability to grasp the style of the article, so that students can deeply explore the true connotation of literary works, including the appreciation and analysis of ancient Chinese, from shallow to deep, through a word, a The words are in one sentence and one paragraph. In this process, the students' literary skills are naturally improved in a gradual and orderly manner. For a literary work, students can not only understand the true connotation of the article with the words and straightforward language. The author of the work, as well as the background of the creation, the creative environment, and the purpose of creation, all deepens our connotation of this work. After a certain period of exercise, the literary foundation of the students will definitely be fundamentally improved. On this basis, how to further improve the literary literacy becomes the next problem for teachers and students. As a large-scale language system, the Chinese language subject carries the historical accumulation of the Chinese nation for thousands of years. Another interpretation of improving literary literacy is becoming more and more profound. Teachers should actively guide students to expand their knowledge, learn Chinese knowledge extensively, and constantly improve their cultural heritage. They also continuously accumulate experience for the literary theory teaching of vocational colleges and universities, and promote the construction of the education system.

4.4 Highlighting the educational characteristics of higher vocational colleges

For students of higher vocational colleges, students' language skills, learning level, comprehension and enthusiasm for learning may not be high in undergraduate institutions. Therefore, Chinese textbooks for higher vocational colleges must adapt to the contemporary situation and cannot be blindly paying attention to the appreciation of ancient articles, not paying attention to modern articles, not only attaching importance to the appreciation of works, not paying attention to the cultivation of reading cultural ability, but also to the characteristics of the main body of learning, combined with the current form of social talent demand, in the present and even the future, students' language skills, self-expression, and eloquence speech will all be important factors in measuring their success. Therefore, the selection of learning materials that can meet the requirements of students in many aspects is of great strategic significance for the cultivation of Chinese language quality during the school.

4.5 Changing the current teaching methods and improving students' interest in learning Chinese

Use the profession as the direction to determine the teaching content related to the Chinese course. The higher vocational education in our country mainly focuses on the education of students' actual professional level. It is often necessary to require students to master the necessary knowledge of the majors they have studied, but it ignores the cultivation of students' internal literary literacy. The meaning of language is not only endorsement and literacy, more importantly, the literary theory knowledge of Chinese can penetrate into all aspects of life, which can greatly improve the enthusiasm of students and the practicality of knowledge, and lay a solid language for the formation of students' core literacy and the cultivation of cultural connotation.

4.6 Preparing for adequate teaching

The content of college Chinese is deeper and wider, ranging from ancient literary works thousands of years ago to excellent Western classical literature. At the same time, the students' ability to accept and think has also developed to a new height different from the past. At this time, the language teaching is far from being the same as before. Simply instilling the contents of the textbooks, the educators must first take responsibility and do well. At present, the content of "College Chinese" applied by our education system focuses on classical Chinese, and there are also some Western novels and classical literature. For the teaching of ancient Chinese, teachers should carry out research on the teaching model based on the study of Chinese culture, extract the characteristics of the times contained in the ancient texts, and combine with the current background of the times, so that students can understand the content of the learning more deeply.

4.7 Creating more ways to explore educational innovation

In the field of language education in vocational colleges, teachers should actively make appropriate classroom innovations, improve the original teaching model, create a high-quality teaching environment for students and teachers, and enhance the fun of the classroom so that they can. It is good to stimulate students' enthusiasm for learning Chinese. The teacher organized some literary exchange activities, adhered to the principle of birth, and made the students become the protagonists of the activities. Carrying out the second class is also an innovative way of teaching mode. We can put the venue of literature teaching in places with cultural connotations such as historical museums, historical sites and historical sites, so that the text on paper can be stereoscopic and the distant civilization can be reproduced in front of us. . These initiatives on teaching model innovation will add to the colorful classrooms, improve the classroom integration of students, and effectively improve the teaching effect.

5. Conclusion

In summary, the teaching of literary theory has important educational significance in the field of Chinese teaching in vocational colleges. Carrying out the teaching of literary theory focuses on the combination of theory and practice, taking theory as the practical program, and taking practical results as the standard for testing theory. In the process of promoting the teaching activities, the literary theory will be merged, and the literary theory teaching content with more cultural connotation will be extracted, and the barriers of empty theory will be jumped out, the practicality of literary theory will be effectively improved, and the literary theory teaching will achieve real results.

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