

Exploring the Ways to Improve the Effectiveness of Chinese Practical Writing in Higher Vocational Colleges by Means of Informatization

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Abstract: Practical writing is an important part of Chinese teaching in higher vocational schools, and it is also a writing ability that higher vocational students must master. But in the actual teaching process, the teaching method of practical writing is often not innovative enough, the classroom atmosphere is dull, and the teaching efficiency is low. Nowadays, with the continuous development of information technology, the reform of traditional teaching methods in higher vocational colleges is imperative. Practical writing, as a basic course, affects students' future growth and development. Therefore, how to fully tap the advantages of information-based teaching and effectively apply it to teaching practice has become an important task that needs to be studied and explored in the teaching of practical writing in higher vocational colleges. In order to ensure the teaching quality in the process of Chinese teaching in higher vocational colleges, we should constantly innovate the path of information-based teaching, improve the quality and efficiency of students' Chinese learning, and promote the improvement of students' Chinese core literacy and cultural accomplishment.

1. Introduction

Practical writing in higher vocational colleges is a writing course that is specially developed to deal with the needs of real work and daily life. It is related to the professional knowledge of other disciplines. In addition to requiring students to have basic writing skills, they also need to use comprehensive language skills. , And even verbal communication skills [1]. Take the writing of special letters in daily documents as an example. Like other practical articles in daily life, there are countless templates for reference. Although the theory systematizes the knowledge fragments, or supplements it with case studies, it cannot bring the knowledge to life and is within reach [2]. In the process of Chinese teaching in higher vocational colleges, we should first clarify the teaching goal, and in the process of Chinese teaching in higher vocational colleges, we should take cultivating students' cultural cultivation, Chinese connotation and ideological and political education as the teaching goal, so as to ensure the quality and professional skills of Contemporary College students [3]. In the process of Higher Vocational Chinese teaching, we should give full play to the advantages of information-based teaching, so that students can accept more high-quality essence of Chinese teaching content. The primary task of information teaching is teaching design [4].

The mixed teaching centered on students' "learning" is constructed by information-based instructional design. Students complete the transfer and deepening of knowledge in online and offline situation creation and transformation, and let students experience applied writing in teachers' help construction and students' self-construction. Do a good job in information teaching design, so that the teaching of practical writing in higher vocational colleges can gain real vitality and vigor [5]. This article uses information technology to improve the effectiveness of higher vocational Chinese practical writing, participates in the teaching design of information technology, has set teaching goals, but does not take the teaching goals as the ultimate goal, but analyzes and selects the current teaching goals in the process of achieving the teaching goals. The basic concepts, basic methods, and basic processes of learning are used as the "topic" of the current learning activity, and then a kind of meaning construction is built around the topic.

2. Problems in the Information Teaching of Practical Writing in Higher Vocational Colleges

As a basic course, the teaching schedule of applied writing is less than that of professional class. Some majors even cancel the course. In the past, the course of students' quality has been marginalized in teaching structure, and its important function is weakened accordingly. Moreover, this practical course requires teachers to explain and analyze them with typical cases when teaching. However, the cases in the current textbooks are either too old or not suitable for students of different majors. Therefore, teachers will find it difficult in the teaching process [6]. At present, the teaching methods of most vocational colleges are single and solidified. Although most teachers have introduced information technology, courseware teaching and multimedia video teaching are generally adopted, and students' interest is not high. At the same time, in order to save manpower and financial resources, teaching in large classes is still the most basic teaching method, and teachers have no way to guide students according to different majors and different needs, which makes it difficult to improve the teaching quality of practical writing [7].

Vocational students are not very interested in practical writing. Generally speaking, writing is of little practical significance. It is not only complicated, but also boring. It is bored and difficult to write in the learning process. In addition, the practical writing practice of higher vocational students lacks effectiveness, usually just In order to complete the tasks assigned by teachers without realizing the practical importance of practical writing and the role of applied writing in the future career, the teaching of applied writing in higher vocational colleges has fallen into a vicious circle.

One of the main reasons for students' lack of enthusiasm is that the teaching of applied literature is not clear. The teacher talks about this course in a normal language, and the teaching process is too serious and passionate. As a student who has been indoctrinated, of course, he has no interest. Practical writing pays attention to daily accumulation, but the evaluation standard for college students is still based on the examination, Most students learn the practical writing course by evaluating the teacher's main ideas before the exam. But compared with other colleges and universities, the quality of higher education students is poor, the basic knowledge of students is not perfect, so it is particularly important to improve the practical quality of students. Stimulate students' learning enthusiasm instead of instilling education.

In the process of Chinese teaching in higher vocational colleges, because Chinese teachers don't pay enough attention to it, they know that in the study stage of higher vocational colleges, they should constantly learn to improve their professional skills, and Chinese should be the main direction of students' high school study. Under such a wrong teaching concept, students have gradually lost interest in learning Chinese in higher vocational colleges. In addition, teachers' inflexible and single teaching methods have better influenced students' motivation and enthusiasm in Chinese learning. In the process of Chinese teaching in higher vocational colleges, teachers adopt information teaching methods, which not only effectively reduces the pressure of oral lectures, but also reduces the pressure of preparing lessons. In the process of information-based teaching, the vision of Chinese teaching has been well expanded, and the teaching methods are diversified in the process of information-based Chinese teaching.

3. Improve the Effectiveness of Chinese Practical Writing in Higher Vocational Colleges

Network-based applied literature teaching is student applied literature and teaching activities carried out through the campus network. It uses the computer network as the platform and environment for applied literature activities, and uses the rich writing resources of the network for learning, so as to realize the paperless submission of applied literature on the computer network. , Paperless performance, as well as online communication, evaluation and feedback, and the use of the Internet to archive electronic portfolio management for applied writing teaching, and implement open, procedural, and diversified evaluations of academic performance, so as to encourage students to be in the online context Give full play to its resource advantages and realize the meaning construction of practical writing through collaboration and communication. Compared with conventional composition teaching, the difference in form recognition is shown in Table 1:

Table 1 Differences in The Form of Traditional Application Texts and Network Application Texts

Form Project	Media	Generate	Expression	Submit	Final result	Forms of art
Traditional Practical Writing	Paper	Written language	Write with a pen, etc	Manual delivery by class representative	Composition book	Simple text, often writing is not standard, writing is not neat
Network practical writing	Network	Web Text	Input with keyboard, etc	Personal network upload	Electronic works collection	Can link to multimedia works of art, page situational, personalized

The differences in teaching process are shown in Table 2:

Table 2 Process Difference Between Traditional Application Text and Network Application Text

Form Process	Layout	reference	draft	Modification	Existing writings	And over	correct	Exchange ; communicate	Evaluate	Preserve
Traditional Practical Writing	Teacher proposition and student review	Limited sample essays are inconvenient	Can only write on paper and pen	Not easy to apply	You need to copy it again if you change it into the text	Unified delivery of class representatives	Teachers move mountains and students ignore them	Regular short-term individual communication	Teacher-oriented feedback is insufficient	It is inconvenient to save
Network practical writing	Students' independent writing teacher supervises and guides	Rich sample text, filter on demand	Both paper and computer	It's very quick to delete and replace	It's very convenient to change into a text	Personal online upload at any time	Show students easy to participate in	Long-term and extensive communication at any time	Student-oriented and people-oriented	Read the results at any time

Practical writing is an independent form of writing, which is different from literary creation. Its essential feature is that it has practical value. In the practical writing teaching of higher vocational colleges, we should fully highlight the practical principles and professional principles of practical writing, so that students' professional quality and ability can be effectively improved. Reasonable choice of language, for daily life and work in the use of more common practical language, must not be ignored. Such as plan, summary, graduation thesis, application letter, investigation report, document, etc., these are basic documents, which will become the foundation for students to learn professional documents. Reasonable choice of cases, in our teaching materials, examples are relatively few and outdated. When teachers teach examples, most of them only pay attention to the explanation of the format, and students do not really understand the substantive characteristics of examples, which will make students lack of interest in the original vivid examples. Therefore, it is necessary to choose new and typical examples, endow them with distinctive literary talent and reduce the preaching color, so as to arouse students' emotional resonance.

Pay attention to the main body status of students, take this as the core, and combine students' professional reality and personal expertise to highlight the professional characteristics of practical writing teaching, which requires special design of teaching content. Integrate applied writing teaching and professional disciplines, optimize the modular content of teaching, strengthen students' understanding and mastery of various languages, and form a joint force for vocational education. Integrating applied literature teaching and professional "genre" modules, this is mainly manifested

in the rational arrangement of the chapters before and after the order, and the design of the relevant writing modular teaching content.

In the network environment, the “situation explanation” practical teaching mode of multimedia teaching refers to the introduction of multimedia computer and large screen projection system as teaching media and teaching means into the network classroom in the traditional classroom teaching dominated by teachers. The mode is shown in Figure 1:

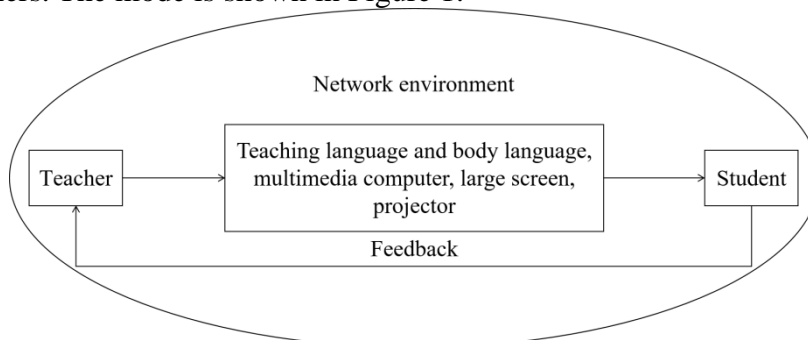


Fig.1 “Situation One Explanation” Composition Teaching Mode

By creating learning situations and setting different scenes, teachers guide students to learn to collect materials, extract useful information from materials, analyze and comprehensively extract key points, and then form articles to participate in experience activities. Of course, in practice teaching, teachers can adopt different classroom teaching methods according to the characteristics of students and majors. Because the cultural foundation of higher vocational students is relatively weak, and some students only pay attention to majors and neglect culture, teachers should always implement the principle of “conciseness, practicality, brains and hands-on” when formulating teaching plans for practical writing, and try their best to simplify complexity and make it easier. Make students realize that practical writing is really useful, is one of the basic skills necessary for study, life and future work, and must be mastered. At the same time, when teachers organize specific teaching activities and carry out all teaching interactions, they should combine students’ actual learning conditions, take students as the main body, guide students to exert their innovative spirit, give full play to their own creativity, and learn to do it spontaneously and independently. A series of practical writing procedures to master this basic skill. On the basis of practice, teachers should promptly comment on students’ work, point out deficiencies, and summarize issues that should be paid attention to when writing. This kind of learning process from perceptual cognition, practical writing to finding problems, and then practicing writing is the truly effective way of teaching practical writing.

4. Conclusions

With the needs of practical language training in higher vocational colleges, practical writing, as a very important position for schools, society and students, is also an important way to connect with “humanities”. In the future, practical writing teachers should go out of the cognitive misunderstanding, adjust according to the students of different majors and abilities, constantly explore and try, truly realize the perfect integration of practical writing teaching and information technology, and change the marginalization status of practical writing course in higher vocational colleges. The teaching of practical writing in higher vocational colleges should take the students as the main body, take the students' major as the benchmark, construct and optimize the teaching mode, adopt efficient training methods, highlight the practicality of the writing content, and drive the task, so as to realize “doing in learning, learning by doing”, and comprehensively improve the students' practical writing literacy and ability. Informatization means make the practical writing classroom show three-dimensional, changing from static teaching design to dynamic information design, and using information teaching means such as fast classroom, video, cloud document, micro-class, internet and audio to construct mixed teaching to break the traditional teaching barriers. In the past,

teachers were limited to teaching materials in the classroom, but now they can easily flip the classroom online and offline. From traditional teaching plan compilation to network and resource design. From the real classroom to the information classroom, teachers set up a platform, students sing opera, study in groups and evaluate each other, so that students can break through the difficulties in learning, learn to learn, learn to innovate and improve their comprehensive quality.

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