

Existing Problems and Countermeasures of Chinese Teaching in Higher Vocational Colleges

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Abstract: China's higher vocational education has achieved considerable development. Higher vocational colleges are oriented to employment and have trained many technical talents for the society. However, the current situation of Chinese education in higher vocational colleges is not optimistic. This paper follows the research idea of “discovering problems--analysing problems--solving problems”, and analyzes the outstanding problems in Chinese teaching in higher vocational colleges, and finds the reasons for this, then explores the corresponding countermeasures.

1. Introduction

Language is a cultural basic course in vocational schools. The quality of Chinese teaching is directly related to students' understanding of professional theoretical knowledge and determines the realization of school training objectives. In many vocational schools, there are embarrassing situations in which students can't understand, can't say, can't read, and can't write. Students' language skills and writing skills are very low, not to mention that they can be written clearly and insightfully. Professional papers. These high-level students will soon be eliminated by the society when they step out of the school. Therefore, we must pay attention to the importance of Chinese curriculum in higher vocational education [1]. In the process of Chinese classroom teaching, we attach great importance to the cultivation of students' humanities quality, strengthen students' understanding of the importance of Chinese learning, and make Chinese curriculum play in the whole higher vocational education. In order to solve the problems existing in the current Chinese language teaching in vocational schools, we should take effective measures to improve the quality of teaching, give full play to the basic tools of the language, serve the professional courses, and serve the growth of students.

2. The necessity of opening a language course in higher vocational colleges

From the perspective of the nature of running a school, China's higher vocational education goal is not only to provide the society with a skilled social labor force, but to strengthen the cultural quality of students and cultivate excellent talents for all-round development on the basis of cultivating professional skills. In other words, as an outstanding high-level graduate, in addition to having a high level of professional ability, it must also have good moral cultivation, excellent cultural knowledge, good psychological quality and strong social life skills [1]. In order to meet the basic requirements of the training objectives of higher vocational education in China, language ability and language cultural quality are also within the scope of training objectives. At present, there are many excellent higher vocational graduates who have strong practical ability and superb professional skills, but they can only be discouraged for some jobs that require a higher level of education. In order to avoid this situation as much as possible, it is necessary to open a vocational language course.

From the degree of social demand for talents, the main level of work of higher vocational graduates in the future is the front line of production, service or management. It belongs to the middle and lower levels of these fields and is responsible for some professional skills work throughout the work process. In the middle position, it is a bridge for understanding between the upper and lower levels. It is necessary to pass the orders of the superiors to the lower levels. It is also necessary to report the work of the lower levels to the superiors [2]. Therefore, in order to make the students better adapt to the future working environment, at work. Among them, you can have your own place. In

addition to requiring students to have excellent professional skills, students must also have a high level of communication, communication, writing, organizational control and leadership skills, and language skills. To master these abilities, learning a language course is crucial. Therefore, language courses must be offered in higher vocational education.

3. Problems of chinese teaching in higher vocational colleges

In response to the situation of Chinese language education, Professor Zheng Shiling, an academician of the Chinese Academy of Sciences, conducted a survey. The result was surprising: in China, students spent twice as much time learning English as they did in elementary school. There are as many, and it is obviously more time to study English in high school than to learn Chinese, but many universities do not learn Chinese at all or only learn English or other foreign languages [2].

Throughout today's higher vocational colleges, the Chinese curriculum has formed an embarrassing situation of “schools are reluctant to open, students are unwilling to learn, teachers are not willing to teach”, and schools, teachers, and students interact and interact with each other.

3.1 The school is reluctant to open language classes.

In recent years, in order to pursue employment rate and win in the competition, all higher vocational colleges have strengthened the cultivation of students' professional ability and increased the training of students' practical ability. Professional courses with strong practical and applied skills are established around employment. As one of the most important basic courses, the university language has been reduced by many vocational colleges in terms of class time compression and enhanced training ability due to its own “marginalization” characteristics. Some schools even do not open “university”. The language course is taught in the form of writing or elective [2]. At the same time, due to the poor foundation of the students, many teachers are reluctant to go to this course, which makes the importance of this course gradually decline, and the school is even more reluctant to open this course.

3.2 Teachers are not willing to teach.

A teacher who is full of enthusiasm can't save a school that is unwilling to open, and students are unwilling to learn. The high-level language is caught in such a “difficult situation.” Higher vocational colleges are reluctant to offer Chinese language courses, which is considered to be of little help to employment. This also gives teachers the illusion: “Does your own majors have no social value?” In fact, this is also a lot of students in literature and history. The question that is being considered, what can the liberal arts major bring to the society and others? Let me not discuss this issue. The student base of higher vocational colleges is inherently weak, and teachers may not be able to arouse their interest in class [3]. Therefore, the enthusiasm for class is not great. This is a kind of disrespect for teachers, and teachers are not motivated to see students. The enthusiasm for nature classes will also diminish, and in the end may not be willing to go to this course. As a result, Chinese teachers are not paid attention to in school, and students do not listen carefully during class. As a result, young teachers who have been passionate and passionate have become more and more “lazy” over time.

3.3 Students are not willing to learn.

Higher vocational students are basically students who have lost from the college entrance examination. Their own foundation is relatively poor. Coupled with the failure of the college entrance examination, they have caused a certain blow to them. They feel that they can hardly catch up with the students of other universities [3]. In addition, from the perspective of the commonality of college students, many students regard language as an examination tool. Once they enter the university, they begin to dislike this course. They think it is boring and boring. Time does not bring much substantial benefits to yourself [1]. The purpose of the students in higher vocational colleges is to go to a good job, so the study of professional courses is put in the first place. They also do not consider the long-term influence of language learning, and they do not realize the huge improvement of their comprehensive quality. significance. At the same time, because higher vocational colleges are mostly

science and engineering colleges, the school has not paid much attention to it, and it has also caused a kind of contempt for students.

4. The main reason for the dilemma of Chinese teaching in higher vocational colleges

4.1 The ignorance or even neglect of the higher vocational language within the education system

In order to win in the competition and improve their employment rate and popularity, higher vocational colleges need to put professional courses first. Therefore, many higher vocational colleges compress college English classes on the grounds of insufficient class hours and enhanced practical ability. Teaching courses such as Applied Writing and Literary Appreciation are not taught in the “University Language” course, and even some institutions directly cancel the university language [4].

Although in 2007 the Department of Higher Education of the Ministry of Education made recommendations to universities across the country: Chinese language classes were offered to all college students. However, there are not many vocational colleges that actually offer language courses. Students in higher vocational colleges are in school for three years, and they still have to practice in the last year. Therefore, the time for actually attending school is only two years. In order to train students into professional and skilled talents, higher vocational colleges have to increase the teaching of professional courses. The compression must be the literature and history courses that they think are not important.

4.2 National policies do not pay enough attention to language teaching

People are now talking more about the country’s increasing emphasis on language, and English has become less important. This is the current status quo, so what was it like before? In fact, we can see from this reform plan that the education of the native language of the language was not very important. In the past, in order to integrate into the world, the students were learning English in a swarm. Even now, students are desperately trying to study abroad. IELTS and TOEFL test training, I have not heard of any special training for students to learn Chinese, such as the training of Chinese knowledge [4]. Language is basically in a state of neglect. Although in the college entrance examination, the scores of Chinese and English are the same, the emphasis on language is obviously not as good as that in English. The English is much more than the language of tutoring. It can be seen that the country the policy does not pay much attention to Chinese teaching.

4.3 The difference in teacher level

Teachers in higher vocational colleges are basically divided into three categories: old teachers with strong qualifications, young and middle-aged teachers with strong academic ability, and young teachers who have just graduated. The old teachers are too old, and the knowledge they learn is far from the present. They pay more attention to the grasp of the basic knowledge of Chinese. They don’t know that it is the most painful and unwilling part of the students’ knowledge. The profoundness of the old teachers determines them. The generation gap between the students and the students is getting bigger and bigger [5]. The focus of young and middle-aged teachers is mainly on academic research. The enthusiasm for the course has not begun to teach, most of the time is “self-entertainment”, relying on personality charm to attract students’ attention. Some young teachers are basically born in the Chinese language department. They don’t know much about the current situation of higher vocational colleges [5]. They simply instill literary knowledge into students and cause the boring curriculum. The enthusiasm of the young teachers was very high, but after a few lessons, the “fire of enthusiasm” was also ruined, and finally became a boring course lacking vitality.

4.4 The student base is weak

The students in higher vocational colleges are basically from the college entrance examination candidates, most of them are students with weak foundations in high school. Some of them are candidates who have lost college entrance examinations, and some are from secondary school students. The basic weakness is naturally not to mention. And the metaphor. Many of them even have

the phenomenon that Pinyin does not, does not know Chinese characters, appears in a pile of typos in writing, and does not understand the class completely [6]. Therefore, after entering the higher vocational colleges, the lack of attention of the school leads the lecturers to pay no attention to the Chinese curriculum. It is useless to mix the days, and it is useless in any lesson. This way, the students will not understand, and the teacher does not teach seriously. If students do not have to listen, the language teaching in higher vocational colleges can only fall into a worse and worse situation.

5. Specific countermeasures for the reform of Chinese teaching in higher vocational colleges

5.1 Flexible and varied teaching methods

In the curriculum arrangement of higher vocational colleges, the class time of “College Chinese” has been compressed repeatedly, giving way to professional courses. At this time, the class should be used reasonably, and the content should be divided into different sections and topics, with literary works as the foundation. It is covered with a “small villa” that is relevant to the theme of the times, hotspots of the times, and students' interest. In this process, students' enthusiasm is fully mobilized, and students are encouraged to take the stage to give lectures and practice, and to mobilize the students' enthusiasm [6].

Secondly, teachers should give flexible lectures according to the situation of different majors when teaching different students, and embody the characteristics of different professions in the teaching process. Never use a teaching plan from the past to the future, from the liberal arts major. When it comes to science and engineering majors, the phenomenon of “the case is in hand, going all over the world” must be reformed [5]. American psychologist bruno once said that the best way to make students interested in a subject is to make it known that the subject is worth learning.

Finally, some colleges and universities set up university language as a basic course, some open public courses, and some even elective courses. Usually, a class of one or two hundred people is mixed with several majors to set up university language. The characteristics of each major cannot be It is highlighted that the level of students naturally cannot be improved. Therefore, it is necessary to set up university language courses according to different situations of different majors, and not to put all the students together to carry out the education of the big classes.

5.2 Breaking the tradition of editing textbooks

For a long time, the language courses of higher vocational colleges used the textbook “College Chinese”, which has its advantages, but it is not particularly suitable for vocational students who pay attention to professional skills, more specifically can not meet the specific needs of higher vocational colleges and different professions, the so-called “specific analysis of specific issues”, there is a gap between the particularity of higher vocational colleges and the universality of textbooks, so it should be written differently professional textbooks to make up for this gap [6].

5.3 Breaking the single evaluation system

At present, the evaluation system of Chinese language courses in higher vocational colleges is basically a half of the course to write a small essay. At the end of the semester, the class teacher will take the test papers for the examination. The final scores will be added by the two parts according to a certain proportion, or some less responsible teachers directly ask students to submit a final course paper as a total score [7]. However, this kind of evaluation method can only examine the basic learning situation of students to a certain extent, and can not comprehensively measure the overall quality of students.

Therefore, the evaluation methods of higher vocational colleges should pay attention to daily assessment. Each lesson needs students to discuss and exchange, evaluate these situations, and put them into the final evaluation. And the scores of writing the papers and exams are only included as part of the students' total scores. The performances and practical activities of the classes are included in the scope of the assessment. This is also an act that cannot mobilize the classroom atmosphere.

Students can be fully evaluated for their ability to speak, read, and write, and their evaluation of students is relatively fair and equitable.

5.4 Enhancing the level of teachers and creating a “double-type” team

On the one hand, in order to improve the level of Chinese language teachers in higher vocational colleges, young teachers should be encouraged to pursue master's or even doctoral degrees. At the same time, academic exchanges and discussions should be held regularly. Different teachers can be arranged regularly for training, and some young teachers will be selected to participate in backbone training and short-distance short-term seminars to discuss the special circumstances of higher vocational students and to study the exact plan [7]. And everyone is a peer, communication is more targeted, not only for the students, but also for the teachers themselves is a very important opportunity to improve their ability and quality, such a seminar should be more.

On the other hand, in order to improve the quality of vocational students, we can consider cooperating with enterprises to create a “double-type” teacher team. In short, it is a teacher in the school, a teacher in the enterprise, and of course this enterprise must be a counterpart to the major. In this way, the teachers in the school are biased towards the theory, the teachers in the enterprise are biased towards practice, and the two-pronged approach is not difficult to ensure the improvement of students' abilities and literacy.

6. Summary

Although the status quo of Chinese teaching in higher vocational colleges is indeed not optimistic, in fact, the situation is not so bad. The teaching of higher vocational Chinese has not progressed to the point of “a mess”, but the reform of higher vocational Chinese teaching is imperative. Social, school, teachers, and individual students are responsible for this. Under the new situation, higher vocational Chinese teaching should be reformed in terms of teaching methods, Chinese textbooks, assessment methods, and teachers' teams, and challenge traditional educational concepts. Only in this way can we improve and invigorate Chinese teaching in higher vocational schools and realize the opening. The purpose and purpose of the language course can better explore the potential of students and give play to their subjective initiative.

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