Research on the Problems and Countermeasures in the Teaching Process of Chinese Speed Recording Course

Jie Yang[1], Jing Yang[2]

[1] Yunnan Jiaotong College, Kunming, Yunnan, 650500, China

[2] Agricultural Bank of China Limited by Share Ltd Yunnan branch Kunming, Yunnan 650500, China

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Abstract: Speed recording has been widely used in the social development of modern information technology. There is a huge potential demand in the market. It is precisely because of the demand for fast-track talents in the society that many colleges and universities have opened Chinese language courses. However, because the development of the fast-tracking industry is not long, and the time for entering the school is short, there is a single teaching method and boring teaching content in the teaching process. In addition, the school has a unified teaching plan and the students are outside the classroom. There is not much time for training, and finally the students' learning effect is not satisfactory. If you want to improve the teaching effect and make the students' learning effective, you must change the existing teaching status.

1. Introduction

With the continuous development of new technologies, there has been a new method of quickly recording such fast recording sounds, and a new profession has emerged, which is a fast-tracking practitioner. It happens to be a new and emerging industry. There is a growing demand for talents in this profession in the local community, which requires a large number of employees.

The Chinese Speed Recording Course is a very practical skill course. It is based on the Chinese Pinyin and uses the principle of multi-key hitting. It uses a special Yawei speed recording keyboard to achieve an average speed of 240 words per minute. Quickly enter text. Therefore, many industries and enterprises need to apply this skill to speed recording, but the acquisition of quick-recording skills is not available at a glance. It takes a long time to train, and in this process, students have to spend a lot of time and energy. There must be endurance, perseverance, and perseverance.

As many vocational colleges have seized this opportunity to open a speed course, but after several years of teaching, colleges and universities will have the following problems: the teaching method is single, the teaching content is boring, the teacher strength is weak, etc. The final teaching effect is not ideal. This article is mainly to elaborate on the problems encountered in the process of Chinese quick-track teaching and how to break through two major aspects in the teaching process.

2. Problems in the Teaching Process of Chinese Quick Recording

2.1 Students Lack Perseverance.

The teaching of Chinese speed recording is different from other purely theoretical professional courses. The purely theoretical course is mainly based on teacher teaching, while the teaching of quick-recording courses only teaches 30% -40%, 60%-70% of the teaching. Students need to practice on their own, and the whole process of learning requires a lot of practical skills for students. Students should repeatedly hit vocodes, rhyme codes, Chinese characters, articles, etc. on the quick-recording keyboard. In addition to the study time in the classroom, the rest of the day must take at least 3 to 5 hours to practice and practice time. Long and boring, this is difficult for many students to stick to.

2.2 The Teaching Mode Is Single.

The Chinese speed recording course is not long in the school, but the teaching methods, teaching modes, and teaching methods are not perfect. Many teachers follow the teaching mode of the textbook, and do not add some content to supplement the boring teaching content, which leads to the original tasteless. The quick-recording lesson makes students feel boring and boring, and this is a practical course that requires students to have strong hands-on ability. Therefore, teachers should spend more time and thoughts in the teaching process to make a set of effective ones.

Chinese speed recording is a very practical course. Students need to spend a lot of time to practice and cooperate with extracurricular training. At this time, teachers must improve their teaching methods so that students can make full use of the extracurricular time to learn. Many times, with the in-depth study of the course, students will inevitably fail to keep up, learn badly, and will not be able to get in. Gradually, students will not progress, and naturally they will not be able to raise interest in learning. In the long run, students will be seriously attacked [1-2].

2.3 The Teacher Is Weak.

At present, the teachers of the Chinese quick-recording class mainly come from the following two aspects: one is to hire experienced teachers to teach classes outside the school; the other is that the original professional teachers have been transformed through post-training. The first type of quick-recording teachers is experienced, but it is difficult to retain them because the salary is not very high. The second type is a teacher who has been transformed. Because of the short training time and lack of practical experience in Chinese speed recording, the overall knowledge is difficult to control in the teaching process.

2.4 The Training of Quick-Record Talents Lacks A Complete Set of Talent Training Programs.

Industry and enterprises have high requirements for the comprehensive recording of talents. They must not only have the ability to input text at high speed, but also have the ability to organize language, observe and write. There are still some problems in the actual teaching process. For example, some colleges only pay attention to improving students' quick-recording skills, but neglect the cultivation of students' comprehensive abilities. Some institutions only emphasize one-sidedly stressing students to work harder and practice more. It takes more time to neglect the need to have the correct method for quick recording training, in order to achieve twice the result with half the effort. Therefore, when formulating talent training programs for students, schools should fully consider many factors, such as good teaching methods, clear learning objectives, detailed task decomposition, and reasonable speed-up methods. Only in this way can we ensure that teaching has something to do.

3. The Countermeasures in the Teaching Process of Chinese Quick Record Class

Chinese speed recording is a very practical course. If you want to achieve good teaching results, you can improve the teaching process of the quick recording course from the following aspects to achieve a good teaching effect.

3.1 Stimulating Students' Interest in Learning.

Chinese speed recording should combine the course characteristics, course orientation, course nature, etc. of this course, and communicate with students in the first class. Through the video recording, the live video of the quick recording conference or the opportunity to record the teacher enters the classroom to give guidance to the students and demonstrates the skills of the quick-recording on-site. Of course, it can also introduce the current employment situation of the quick-recording and the positioning of the quick-recording skills in the profession, through various explanations, demonstrations, and exercises. Let students have a comprehensive understanding of the quick record, mention the students' interest in the quick record learning, and realize that quick recording is a very important skill.

3.2 Innovative Teaching Mode.

The introduction of Chinese speed recording courses in schools is different from training institutions. There are the following problems in the school's quick-track courses: less class hours, shorter student study time, and insufficient extra-curricular practice time. Quick recording can be divided according to the speed of entry: 140 words / minute (speed recorder), 180 words / minute (speed recorder), 220 words / minute (advanced speed recorder), in order to let students practice results, teachers It is necessary to improve the teaching methods and innovative teaching modes. Only in this way can we obtain satisfactory teaching results. Chinese speed recording is a boring and boring course. In the process of teaching, teachers must constantly innovate the teaching mode, and according to the teaching method of "teaching students according to their aptitude", they should adopt different levels of teaching for different levels of students, which is conducive to improving students' learning.

Students are strictly required from the beginning of the course, including: sitting posture, fingering, etc., and correcting the students one by one, giving detailed explanations, and letting students develop a good sitting posture and fingering from the beginning, which is conducive to improving students.

Because the school has a strict teaching plan, it is impossible to change the teaching plan and arrange more class hours. Therefore, teachers can use the extra-curricular time or weekend time to open the computer room to the students for training, in order to make up for the less time spent in the class. When conditions permit, hire a quick-recorder to conduct on-the-spot drills and answer questions. At the same time, the school can also jointly teach with the fast-track training institutions and quick-recording shorthand companies to create more quick-track training for students.

Chinese speed recording is a relatively boring course. If a single teaching method is adopted in teaching, students' interest in learning is not high, so it is necessary to improve the interest of the quick-tracking course. For example, 21 vocal codes in the textbook can be used. The rhyme code, 4 specific syllable codes, 7 compatible codes, etc. are rearranged and combined to make the students understand the memory easily; for some difficult words, sort them out and let the students repeatedly hit the exercises; organize the students to carry out When watching or listening to training, you should choose more different types of real life, and have some interesting content; teachers can also carry out classroom quick-track competitions to test the effectiveness of student learning, so that students can be promoted. Through these methods, we will stimulate students' enthusiasm for learning and enhance the fun of the course [3].

3.3 Emotional Communication Methods.

The study of Chinese speed recording is a very long and boring learning process, and students will inevitably have bored and anxious negative emotions during this learning process. Learning to record will encounter many bottlenecks and obstacles. Most of the time, it will be difficult to improve the practice speed anyway. There is no progress at all. At this time, as a teacher, in addition to teaching methods, students must also be mentally motivated. Emotional guidance, care and encouragement, more students to enlighten, open solutions, timely help students to cross the bottleneck, successfully overcome the restless learning mentality, help them adjust from the mentality, help students to build confidence in the predicament.

In order to cultivate high-level talents, the school should combine the needs of the industry and enterprises for talents when formulating the talent training plan. In practice teaching, we will continue to sum up and explore the training plan suitable for the speed record talents, and the theoretical teaching and practical operation. In combination, the talent training program is continuous, continuous, and long-lasting, so that the fast-tracking talents trained can keep up with the pace of the times and meet the needs of social development [1].

Chinese speed recording is a long-running and practical course. Many schools do not have a corresponding teacher team or many teachers who are half-way to study when they open this course. They are not born in the class. They are not very versed in the overall grasp of the professor's quick-track courses, so it is difficult to improve the quality of teaching in order to have

breakthrough teaching progress.

As an institution, it is necessary to send the Chinese speed-recorded teachers to regular study and training to improve the professional level and business literacy of Chinese quick-record teachers; and often send quick-record teachers to participate in exchange meetings and seminars of industry, enterprises and other organizations. It is also necessary to encourage classroom teachers to participate in scientific research projects, to promote the teaching of Chinese fast-track courses through scientific research, and to find suitable teaching methods and teaching methods; of course, it is also possible to introduce some experienced quick-recorders to participate in teaching. During the event, these quick-recorders have rich practical experience and can teach students the experience, methods and skills in the face of the actual meeting environment, so that students not only have a solid theoretical foundation, but also have practical experience, so that It can greatly improve the teaching quality of Chinese fast-track courses, and at the same time solve the current situation of weak teachers.

Chinese Speed Record is a very practical and practical course. It can't rely solely on classroom teaching and extracurricular exercises. It also needs to actively cooperate with off-campus shorthand recording companies (companies) to form a school-enterprise cooperative teaching mechanism to enable students to be cold. During the summer vacation, after-school time or internship period, the internship training of short-selling and quick-recording companies, the training experience of the company will be of great benefit to promote students' skillful quick-recording skills.

The school has established a cooperation mechanism with the shorthand quick-recording company and the quick-recording training institution to introduce the quick-recording experts into the school and introduce the classroom, so that the experts of the industry and enterprises can participate in the Chinese fast-track teaching work of the school and participate in the specific classroom teaching and teachers. In the training, this can not only improve the speed recording skills for students to guide and help, but also improve the quality of Chinese fast-track courses, which can be described as two-fold.

4. Conclusion

The teaching process of Chinese speed recording class is monotonous, repetitive and tedious, and the teaching process is long, which will make students feel bored with this boring course. The teaching effect will be degraded over time, and the students' learning results are not outstanding. In the face of such a situation, Chinese fast-track courses should continuously innovate teaching methods, expand the faculty by multiple channels, and explore a set of effective teaching modes suitable for Chinese fast-track courses, which are always based on the specific teaching process. At any time, the teaching methods, teaching modes and personnel training programs are adjusted to adapt to the teaching progress, so that the students' Chinese speed recording level is improved.

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