

Explore the effective teaching implementation strategies under the characteristics of the Chinese language education major in technical colleges

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Abstract: Technical schools are playing an increasingly important role in China's education system. As an important base for cultivating high-quality skilled talents, the quality of education in technical schools is directly related to the development of society and economy. In recent years, Chinese language education in technical schools has gradually drawn attention, especially in terms of how to improve teaching effectiveness and innovate teaching methods. Exploring more effective teaching implementation strategies has become an important topic in current educational research. This paper, through a multi-faceted analysis of current Chinese language teaching in technical schools and in combination with the predicaments and challenges in actual teaching, proposes corresponding improvement strategies, aiming to provide theoretical support and practical guidance for the reform and development of Chinese language education in technical schools.

Keywords: Technical Schools; Chinese Language Education; Humanistic Literacy; Teaching

Introduction:

As one of the basic courses in technical schools, Chinese language education not only undertakes the task of developing students' language skills, but also aims to carry forward and promote Chinese culture and improve students' overall quality. However, in practice, due to the fact that most of the students in technical schools have a background of secondary vocational education, their subject foundation is weak, and the curriculum and teaching methods are relatively simple, the current student group in technical schools mainly focuses on skills training, and Chinese as a basic course is often regarded as a secondary course, with relatively low attention from teachers and students. Secondly, due to the common problems of weak foundation and lack of interest among students in technical schools, the traditional Chinese language teaching model is difficult to stimulate students' enthusiasm and initiative in learning. Under such circumstances, how to implement effective Chinese language education in technical schools to promote the all-round development of students in terms of language ability, thinking ability, cultural cognition, etc. has become an urgent problem to be solved.

1. The Necessity of teaching innovation under the characteristics of the Chinese Language Education major in technical colleges

With the rapid development of vocational education in China, technical schools have become the main battlefield for cultivating skilled talents. In this context, Chinese language education, as an important course in technical schools, undertakes multiple tasks of enhancing students' cultural literacy, language expression ability and professional quality. In response to the current social demands and student characteristics, the traditional Chinese language teaching model has exposed some deficiencies and urgently needs teaching innovation.

Traditional Chinese education focuses on explaining knowledge points and exam-oriented education, neglecting the combination of students and vocational skills. Today, society demands more than just professional skills. It also requires students to have good communication skills, teamwork spirit and problem-solving abilities. Chinese language education must shift from merely imparting knowledge to cultivating abilities and improving qualities, focusing on students' career development needs and innovating teaching methods to enhance students' language application skills and career competitiveness.

With the rapid development of information technology, traditional Chinese language teaching methods seem somewhat lagging behind. Modern educational concepts emphasize "student-centeredness" and focus on students' autonomous learning, inquiry-based learning and cooperative learning. However, in many technical schools, Chinese language teaching still adopts the traditional lecture-based model, and the teaching content and methods lack flexibility and interactivity, failing to fully motivate students' enthusiasm for learning. In the information

age, with the help of modern educational technologies such as multimedia and the Internet, the interactivity and interest of teaching can be greatly enhanced, providing students with a more diverse learning experience. The integration of technology not only broadens the teaching content, but also enhances the interactivity of the classroom and students' sense of participation, thereby increasing students' interest in learning and hands-on ability. Compared with students in regular colleges and universities, most students in technical colleges have a stronger sense of practice. However, Chinese language courses are often regarded as a more "theoretical" subject, and students have less interest in it. In order to stimulate students' interest and motivation in learning, the teaching content needs to be close to reality, incorporate social materials and professional elements, and make Chinese language education both academic and practical

2. Problems in teaching under the professional characteristics of Chinese language education in technical colleges

2.1 The improvement of professional skills is not obvious enough

In the Chinese language education of technical schools, the development of professional skills is a core goal. The current Chinese language teaching often focuses on the imparting of traditional language knowledge and literary literacy, lacking a close integration with students' future vocational skills. The "knowledge-based" teaching model makes Chinese language education fail to fully exert its potential in developing students' professional skills.

Most of the students in technical schools are future technical talents, and their main task is to master certain technical skills to meet the demands of the rapidly developing industry. As a basic course, the teaching content of Chinese education is not highly integrated with students' professional courses and vocational skills. Many Chinese language teachers focus too much on basic language knowledge, classical prose and literary works, and lack the awareness of integrating Chinese language knowledge with students' vocational skills requirements. As a result, although students acquire a great deal of language knowledge, it is difficult for them to apply it to their actual work, leading to an insignificant improvement in their professional skills.

2.2 Students' awareness and ability of learning are insufficient

Due to the large proportion of technical courses, Chinese language courses are regarded as "minor subjects" in the eyes of many students. Therefore, students' interest and motivation in learning Chinese language subjects are generally low, which directly affects students' learning awareness and ability. Moreover, in the traditional education system, many students enter technical schools with the mentality of "dealing with" exams and graduation. There is a lack of motivation for active learning of the subject. Due to the lack of clear vocational and technical application scenarios in Chinese language courses, students feel that Chinese is only a basic subject, and the main purpose of learning it is to pass exams rather than skills used in actual work. The exam-oriented mentality and lack of interest in learning seriously affect students' enthusiasm for learning.

Because many students in technical schools have relatively weak basic education in middle school and lack the cultivation of self-study and critical thinking, their learning ability in the Chinese subject is often low when they enter technical schools. Especially in language comprehension, writing expression, and thinking training, students often find it difficult and lack confidence, not only in Chinese classes but also in other subjects, creating a vicious cycle of insufficient academic confidence.

2.3 The integration of teaching and informatization is not strong enough

Under the background of modern education, information-based teaching has become an important trend in educational reform. However, in the Chinese language education of technical schools, the integration of teaching and informatization is still insufficient, and the role of information technology in teaching has not been fully utilized. Chinese language teachers in technical schools are relatively lagging behind in the application of information-based teaching tools, lacking sufficient technical ability and awareness. Despite the significant application prospects of information technology in modern education, many Chinese language teachers' understanding and application of information-based teaching are still in their infancy. Teachers generally tend to rely on traditional methods such as blackboards, textbooks and expla-

nations for teaching, and fail to effectively utilize modern teaching tools such as multimedia technology, Internet platforms and educational application software.

In many technical schools' Chinese classes, the teaching content is rather monotonous and mainly relies on textbooks and traditional teaching materials. Although information-based teaching methods can provide students with abundant learning resources and diverse learning methods, in practice, teachers do not make full use of online resources, online courses, interactive platforms and other tools to expand classroom content and enhance students' learning experience.

3. Effective teaching implementation strategies under the Characteristics of the Chinese Language Education major in Technical colleges

3.1 Improve the teaching level of teachers with the “optimization goal”

In the language education of technical schools, in order to ensure that students can acquire effective skills in language learning, teachers need to clarify teaching objectives and constantly optimize teaching methods to improve teaching quality and the overall quality of students. Optimizing the objectives means clarifying the key and difficult points of the teaching content so that teachers can make precise teaching designs based on students' needs. Chinese education is not only about imparting knowledge, but also about cultivating students' abilities. In technical schools, teachers should set reasonable teaching objectives based on students' career development needs. For example, in addition to imparting basic language and literary knowledge, teachers should also focus on the practical application of language, such as the development of workplace skills like communication and written expression. Teachers' goals should not only be limited to the completion of classroom teaching content, but also include the improvement of students' professional skills and the enhancement of their social adaptability.

Students in technical colleges are mostly skilled talents with a focus on technology. The goal of their Chinese language learning is not only to take exams but also to enhance their competitiveness in the workplace. Teachers should pay attention to the cultivation of students' professional qualities and focus on developing students' workplace writing, oral expression and communication and collaboration skills. Teachers need to set reasonable goals in the teaching process. For example, through project-based learning, case analysis, workplace simulation, etc., students should be able to apply the language knowledge they have learned to their actual work and enhance their practical ability.

3.2 Enhance students' learning ability through “interest cultivation”

Interest is the best catalyst for learning, but students in technical schools generally lack a strong interest in the subject of Chinese. How to stimulate students' interest in learning through effective teaching strategies and thereby enhance their learning ability is the key point in the current reform of Chinese education. Students in technical schools are mainly trained in vocational skills. Chinese language education should be closely integrated with their professional courses. Teachers can introduce real working scenarios into Chinese language teaching, such as through professional cases, industry news, technological developments and other materials, so that students can feel the connection between Chinese language knowledge and actual work in their learning and enhance their interest in the Chinese language subject. For example, teachers can conduct writing training based on students' future career roles, allowing them to simulate situations such as report writing, email communication, and client reception in the workplace, so that students can recognize the promoting effect of language knowledge on their careers and thereby stimulate their interest in learning.

Innovation in teaching methods is also an important means of enhancing students' interest. By adopting an interactive and participatory teaching model, teachers can stimulate students' enthusiasm and enhance their initiative in learning. Teachers can enable students to learn in an active classroom atmosphere through activities such as group discussions, debate competitions, and role-playing, and acquire knowledge through interaction. Students can not only learn Chinese language knowledge, but also improve professional skills such as teamwork and communication skills, thereby enhancing students' motivation to learn.

3.3 Promote the innovation of teaching models with “Internet Plus”

In the information age, the application of “Internet Plus” makes it possible to innovate the teaching model of Chinese. The deep integration of the Internet and Chinese teaching can, to a large extent, effectively break through the limitations of traditional classroom teaching, provide students with more diversified learning methods and resources, and improve learning outcomes.

Based on the implementation of the “Internet Plus” model, students have access to a wider range of information such as literary works, online lectures, video courses, and online discussions. Adopting flexible learning methods not only enriches the teaching content but also enables students to choose learning materials that suit them independently. “Internet Plus” can greatly enhance the interactivity and sense of participation in Chinese teaching. Through online classes, interactive discussions, virtual experiments and other forms, students can have more in-depth communication and interaction with teachers and classmates, enhancing the vitality and interest of the classroom. For example, teachers can use online platforms to conduct group discussions, online assessments, course feedback and other activities to keep track of students’ learning progress in a timely manner and adjust teaching content and methods based on students’ feedback. Interactive learning methods can enhance students’ sense of participation in learning and stimulate their interest in learning. In addition, “Internet Plus” can also promote the personalized development of the Chinese language education model. Combined with big data analysis, teachers can develop personalized learning plans for students based on their learning data and performance to help them overcome difficulties in learning and improve learning outcomes.

3.4 Enrich classroom teaching content with “social materials”

In the Chinese language teaching of technical schools, the use of social materials to enrich the teaching content can not only enhance the practical significance of Chinese language teaching, but also help students closely integrate the knowledge they have learned with social life and improve their overall quality and vocational ability.

In technical schools, the majority of students will engage in technical work in the future, and the traditional Chinese teaching content sometimes seems disconnected from students’ career development. By introducing social materials such as social hotspots, current affairs news, industry trends, etc., the classroom content can be more closely related to the students’ living and working environment. For example, teachers can guide students to explore the practical application of Chinese language in areas such as official document writing, report writing, and media dissemination by analyzing the current technological progress, business development, and social issues in society. This not only enhances the students’ sense of reality in learning but also helps them recognize the importance of Chinese as a basic subject to their careers.

In addition to this, by integrating social issues and real-life cases into teaching, teachers can guide students to analyze moral issues, environmental issues or labor relations in society, which can improve students’ language expression skills and enhance their sense of social responsibility and humanistic care to the greatest extent. By discussing these social topics, students can better understand the impact of social changes on their personal career development, thereby enhancing their social adaptability and overall quality.

3.5 Expand the depth of teaching with “emotional care”

In technical schools, students’ emotional needs are often overlooked. Chinese language teachers need to pay attention to emotional care in teaching. Teachers can not only improve students’ learning experience, but also help students develop positive and healthy psychological qualities and improve their overall quality. In particular, students in technical schools come from different social backgrounds and have diverse family and social experiences, which may lead to problems such as insufficient motivation and low self-confidence. Through the care and guidance of teachers, students’ sense of identity and belonging to the Chinese language subject can be enhanced.

Students in technical schools often face choices in career planning and life direction, and the Chinese language course provides a platform for in-depth thinking about personal ideals, social responsibilities, and the meaning of life. By focusing on students’ emotional needs, through the appreciation of classic literary works and the exploration of life philosophy, teachers can help students establish correct values and outlooks on life, thereby stimulating their motivation to pursue personal and professional development. In addition, emotional care can help students regulate their psychological stress and enhance their resilience. Students in technical schools often face multiple challenges

such as academic pressure and employment pressure. Emotional care can be an important support for students' psychological adjustment. Teachers can help students relieve stress and form a healthy mindset by conducting emotional education activities, organizing psychological counseling, etc. Emotional care not only helps students better cope with the challenges in their studies, It can also facilitate students' psychological adaptation in their future careers.

Conclusion

To sum up, the Chinese language education in technical colleges should transform from the traditional model of knowledge transmission to the model of ability development and professional quality improvement. Teaching innovation is not only necessary for improving students' language ability, but also the key to adapting to the needs of social development and promoting the all-round development of students. By optimizing teaching objectives, enhancing students' interest in learning, integrating information technology and paying attention to students' emotional needs, Chinese language education in technical schools will be able to better serve students' career development.

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