

The professional characteristics of Chinese language education in secondary vocational schools and the implementation strategies of professional teaching

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Abstract: As an important part of China's vocational education system, secondary vocational education shoulders the responsibility of cultivating high-quality, practical technical talents for society. In modern society, with the all-round development of technology and the transformation and upgrading of the industrial structure, enterprises' demand for technical talents is constantly increasing, requiring students not only to have solid professional skills, but also certain comprehensive qualities, including language expression, communication ability and cross-disciplinary collaboration ability, making Chinese language education in secondary vocational schools particularly important. Chinese language courses are not only part of basic education, but also an indispensable ability for students in their future careers. This article aims to explore the professional characteristics, existing problems and effective teaching strategies of Chinese language education in secondary vocational schools, comprehensively enhance the integration of curriculum content and vocational skills, innovate teaching methods and improve teachers' teaching abilities, etc., to promote the reform and development of Chinese language education in secondary vocational schools, and provide theoretical support and practical guidance for cultivating high-quality technical and skilled talents that meet the needs of future social development.

Keywords: Secondary Vocational Education; Chinese Language Education; Professional Teaching

Preface

With the rapid development of Chinese society and the continuous reform of the education system, the training of skilled workers has become an important guarantee for the country's economic development and social progress. As a core institution for cultivating high-quality applied technical talents, the quality of education in secondary vocational schools directly affects the development level of the industry and the demand for technical talents in society. Chinese language education, as a fundamental subject in the curriculum system of secondary vocational schools, undertakes the task of improving students' overall quality and cultivating their language and thinking abilities. At present, the professional characteristics and teaching implementation of Chinese language education in secondary vocational schools still face many challenges. The "National Vocational Education Reform Implementation Plan" mentions "strengthening the cultivation of core competencies in vocational colleges", which provides a clear direction for Chinese language teaching in secondary vocational schools. The four core competencies - language ability, thinking ability, cultural literacy and learning ability - are the core requirements of the current new round of Chinese curriculum reform and also the training goals mentioned in the national policy documents. Chinese language education should be closely integrated with these core competencies to enhance students' overall quality through classroom teaching, extracurricular practice and integration with professional courses. In policy documents such as the Outline of the Medium and Long-Term Education Reform and Development Plan (2010-2020), it is explicitly stated that efforts should be made to promote the reform and improvement of vocational education, especially to strengthen cultural literacy education and comprehensive ability cultivation in vocational colleges, and enhance students' innovation ability and vocational adaptability. The status and role of Chinese language education in secondary vocational schools have become increasingly prominent. Chinese language education is not only the teaching content of basic subjects, but also involves improving students' core competencies such as language expression ability, professional communication ability and social adaptability.

1. Professional characteristics of Chinese language education in secondary vocational schools and requirements for talent cultivation

In traditional Chinese language teaching, students mainly study knowledge such as literature and language art. However, in secondary

vocational schools, Chinese language teaching focuses more on the practical application of language in technical occupations. Technical students need to have the ability to understand professional books, write technical documents and communicate effectively with team members. The content of Chinese language courses should be designed around the future career needs of students. To cultivate students' ability to solve practical problems through language expression, language skills in the workplace not only include fluency in daily communication, but also the ability to communicate efficiently in complex technical environments. Chinese language teaching in secondary vocational schools should help students understand and master technical terms related to their major and train their ability to write professional reports, operation manuals and other workplace documents. Chinese language education also needs to strengthen students' logical thinking and analytical skills and help them express themselves clearly and accurately when facing complex problems.

With the increasing demand for technical talents in modern society, in addition to mastering basic professional skills, students also need to have certain cross-disciplinary communication skills. Chinese language education in secondary vocational schools should not only teach basic language knowledge, but also focus on cultivating students' ability to obtain and analyze information and improve their comprehensive ability to solve practical problems.

2. Problems in the professional teaching of Chinese language education in secondary vocational schools

2.1 The teaching content is disconnected from professional requirements

Traditional Chinese language education focuses more on literary classics, basic language knowledge and cultural literacy, and the relevant content is somewhat different from the actual job requirements of technical students in the industry in the future. Students often learn more theoretical knowledge such as literary appreciation and ancient poetry and prose, which can improve students' language ability. But it is not in line with the requirements that students will need to use language to express, communicate and solve practical technical problems in the future. Many Chinese language courses in secondary vocational schools lack explanations and training of texts closely related to students' future work, such as technical literature, professional reports, and operation manuals. Classical Chinese and ancient poetry that students learn in the classroom, although they play a certain role in developing language expression ability and cultural literacy, However, it does not directly improve the professional document writing skills and industry communication skills that students need in their careers.

In addition, the current arrangement of Chinese language courses in secondary vocational schools often fails to update the course content in accordance with the development of the industry and technological progress. Some of the courses are still stuck in the traditional language learning framework and fail to incorporate the latest language expressions related to technology, information and the Internet in a timely manner. In the modern workplace, technicians not only need to be proficient in professional terms, but also need to know practical skills such as how to write project reports, make work plans, and communicate with team members and clients.

2.2 The teaching methods are monotonous and lack interactivity

At present, there is a widespread problem of monotonous teaching methods and lack of interactivity in Chinese language teaching in secondary vocational schools, especially in traditional classroom teaching where teachers have strong dominance and students' participation is low. This teaching model restricts students' thinking activity and language expression ability to a certain extent. Especially in technical colleges, students usually focus more on practical operation and lack interest and motivation in literary literacy. The single teaching method fails to stimulate students' enthusiasm for learning and is difficult to cultivate students' innovative thinking and language application ability.

Traditional Chinese language education in secondary vocational schools is mainly lecture-based, and teachers often complete teaching tasks by explaining knowledge points and analyzing the content of teaching materials. Although this approach can help students understand basic Chinese language knowledge, it lacks interactivity and practicality. Students tend to passively accept knowledge and lack interaction with teachers and classmates, which is detrimental to the development of language ability and overall quality, especially in Chinese language courses, the lack of cultivation of students' language expression, emotional expression and thinking collision makes it impossible for students to get sufficient language practice and skill improvement in the classroom. At the same time, traditional teaching methods have failed to make

full use of modern information technology and have ignored the application of modern educational tools such as the Internet and artificial intelligence. Especially in the context of the rapid development of information technology, digital and interactive teaching methods are gradually becoming the trend. Chinese education in secondary vocational schools needs to rely on new educational technology means to stimulate students' interest in learning and classroom participation. However, the limitations of rigid teaching methods and interactive teaching strategies have led to the actual teaching quality in secondary vocational schools being restricted by multiple factors.

2.3 Inadequate professional competence and teaching ability of teachers

Many Chinese language teachers in secondary vocational schools mainly focus on basic language education, lacking in-depth understanding of technical vocational education and accurate grasp of industry demands. In classroom teaching, teachers tend to focus on imparting basic Chinese language knowledge, while neglecting the teaching content that combines language with vocational skills and professional knowledge. This makes it impossible for students to experience the organic connection between language learning and career development in the classroom, which affects their enthusiasm for learning and the improvement of their practical abilities.

On the one hand, many Chinese language teachers also lack innovation in teaching methods. They still rely on the traditional lecture-based teaching approach and fail to make full use of modern educational technologies and information tools for classroom teaching. This single teaching method fails to meet the diverse learning needs of students, especially for vocational school students. The lack of interactivity and participation makes it difficult to stimulate students' interest in learning, affecting the classroom effect and the improvement of students' language ability. On the other hand, Chinese language teachers in secondary vocational schools, while imparting language knowledge, often lack understanding of students' professional fields and fail to deeply integrate Chinese language education with vocational education.

3. Effective strategies for professional teaching of Chinese education in secondary vocational schools

3.1 Enhance the integration of curriculum content with vocational skills

In Chinese language education in secondary vocational schools, the integration of curriculum content and vocational skills is the key to improving teaching quality and the overall quality of students. Students in secondary vocational schools aim to master professional skills, and the traditional teaching content of Chinese education is often disconnected from vocational skills, which can easily lead to a lack of interest in Chinese learning. Therefore, emphasizing the integration of Chinese language courses and vocational skills is of great significance for stimulating students' motivation to learn, improving their language expression ability and enhancing their employability. With the continuous development of the technology industry, students not only need to have a good basic language ability, but also need to master language skills closely related to their major, such as reading and writing technical literature, compiling operation manuals, and writing project reports, etc. Chinese language courses in secondary vocational schools need to be organically combined with professional skills to help students lay a solid foundation for their future careers. According to the latest outline of "The Theory of Chinese Curriculum and Instruction", the four core competencies of Chinese education - language ability, thinking ability, cultural literacy and learning ability - should run through the entire curriculum design and teaching process. In fact, in secondary vocational schools, the first thing to do is to closely integrate these core competencies with professional requirements. Language ability is not only the ability of students to express and communicate in daily life, but also the ability to understand professional literature in technical work, write reports and express themselves in cross-professional communication. Teachers should introduce text content related to students' occupations into the classroom in combination with actual cases in the technical field, so that students can exercise their language application ability in the actual technical context. For example, in the language teaching of the electrical engineering major, relevant electrical drawing instructions, equipment operation manuals, etc. can be included to help students understand and master the terms and expressions related to their major while learning the language.

3.2 Innovate teaching methods and focus on the development of students' practical abilities

At present, many secondary vocational schools' Chinese language teaching still adopts the traditional lecture-based teaching mode, lacking the cultivation of students' practical application ability and creative thinking. Secondary vocational schools must promote the im-

provement of students' language ability and professional quality by innovating teaching methods and focusing on the cultivation of students' practical ability.

On the one hand, case teaching, task-driven teaching and problem-based teaching (PBL) can be introduced into Chinese language courses in secondary vocational schools. For example, teachers can have students analyze and discuss industry cases, design tasks based on actual work scenarios, and have students engage in activities such as role-playing, problem discussion, and report writing in the classroom, so that students can exercise their language skills and problem-solving abilities in real situations. This teaching method can not only improve students' language expression skills, It can also enhance students' ability to analyze and solve problems. On the other hand, online teaching platforms, virtual LABS and multimedia resources can greatly enrich teaching content and provide students with more opportunities for self-study. Teachers can use these modern technological tools to implement the flipped classroom model, allowing students to self-study basic knowledge through videos, materials, etc. before class. In the classroom, students can enhance their practical and applied abilities by engaging in in-depth thinking and problem-solving through activities such as discussions and practical operations. In addition, the introduction of materials such as social hotspots and current affairs news is also an important means of innovative teaching methods. Teachers can use current social hotspots or industry news to organize students to discuss or give speeches on related topics. This not only increases students' understanding of society and industry, but also helps students communicate and express themselves more freely in their actual work. On this basis, teachers can use AI technology for language interaction training, and students can further improve their language application skills through conversations with AI, simulated situations, etc.

3.3 Enhance the professional level of teachers and strengthen the cultivation of teaching ability

At present, many Chinese language teachers in secondary vocational schools are facing many challenges in the teaching process, including lagging update of teaching content, monotonous teaching methods and disconnection from the development of the industry. Improving teachers' professional level and teaching ability is the fundamental way to improve the quality of Chinese language teaching. With the continuous development of society and technology, Chinese language teachers need to constantly update their knowledge reserves. They should not only have a solid foundation in linguistics, but also understand the industry knowledge related to the students' major. Schools can organize teachers to participate in industry training, academic exchanges, continuing education and other activities, and encourage teachers to participate more in practice and research in the professional field. To enhance the comprehensive quality of interdisciplinary knowledge. Teachers need to master a variety of teaching methods to meet the learning needs of different students and changes in the teaching environment. They need to fully innovate teaching methods so that they can stimulate students' interest in learning and creativity. In the current context of Internet + education, Chinese language teachers should be good at using information technology and multimedia means to create rich classroom resources and interactive platforms. Specifically, teachers can use online platforms to have online discussions with students, supplement the curriculum with materials such as short videos, and enhance the efficiency and interactivity of classroom teaching through methods such as flipped classrooms. A teacher's teaching ability is not only reflected in classroom teaching, but also in comprehensive abilities such as subject-based education, language skills development, and interdisciplinary collaboration. Chinese language teachers in secondary vocational schools should have strong educational management skills and teamwork abilities, be able to design curriculum content and carry out teaching activities in collaboration with teachers of other subjects. Teachers also need to pay attention to the cultivation of students' emotional development, professional qualities and practical application abilities, and become guides and mentors for students' career development.

Conclusion

To sum up, Chinese language education in secondary vocational schools needs to be closely integrated with the requirements of vocational skills training, especially with the actual needs of students' majors. It should not only impart basic language skills, but also cultivate students' ability to apply language in professional Settings. At present, there are problems in Chinese education such as the disconnection between teaching content and professional needs, the lack of interactivity in teaching methods, and the insufficiency of teachers' professional quality and teaching ability. These problems need to be addressed by innovating teaching methods and enhancing teachers' ability. The in-

novative teaching methods should focus on the cultivation of classroom practical ability and utilize modern information technology means such as the Internet and AI technology. To enhance students' language application skills and innovative thinking, teachers need to constantly update their professional knowledge, master diversified teaching methods, focus on integrating with professional courses, improve classroom interaction, and enhance students' practical and comprehensive abilities. Chinese education in secondary vocational schools should be achieved through the integration of content and skills, the innovation of teaching methods, and the improvement of teachers' abilities. To achieve the goal of cultivating high-quality, skilled talents with comprehensive qualities.

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