

Research on the Relationship between Chinese Teaching and Quality Education in Higher Vocational Colleges

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Abstract: The traditional examination-oriented education mode, which has existed for a long time in China, shows obvious disadvantages in the actual education process. With the continuous development of social education cognition in recent years, modern quality-oriented education has been applied to many stages of education in China and highly valued by educators. Quality-oriented education has become an inevitable demand for the development of education in the new era. Strengthening students' quality-oriented education when carrying out Chinese teaching in higher vocational colleges is not only helpful for students to acquire better Chinese creation ability and language application ability, but also can help students to obtain all-round development in the learning process. In this way, students can apply their majors into the society, which is of great significance for the overall improvement of China's higher vocational education.

With the continuous development of modern economy and society, we need a large number of high-quality professional talents. In order to meet the needs of the talent market in the new situation, higher vocational colleges are constantly expanding their recruitment scale. However, it is worth noting that, despite various advanced teaching concepts introduced in the teaching in higher vocational colleges, the Chinese teaching in higher vocational colleges is still lagging behind. There are many difficulties in the process of development, which have a great impact on the sustainable and healthy development of higher vocational colleges in China. In order to effectively solve the difficulties and cultivate high-skilled application-oriented professionals as far as possible, educators need to analyze the problems existing in the Chinese teaching activities of higher vocational colleges and research corresponding solutions. In this way, we can meet the needs of Chinese teaching in higher vocational colleges and improve the quality of Chinese teaching in higher vocational colleges as much as possible.

1. Difficulties in the Combination of Chinese Teaching and Vocational Quality Education in Higher Vocational Colleges

1.1 Insufficient Attention to Chinese Teaching Activity

To improve the employment rate and graduation rate, higher vocational colleges mainly focus on professional courses in the course arrangement. Many leaders of higher vocational colleges lack sufficient cognition of Chinese teaching. Many students and teachers believe that Chinese teaching is only limited to primary schools, and subsequent Chinese teaching will not have a great impact on their work and life, leading to a low level of implementation of Chinese teaching in higher vocational colleges.

1.2 Obsolete Teaching Plan of Vocational Quality Education in Higher Vocational Colleges

At present, higher vocational colleges in China comply with the requirements of quality education, with upgrading and reforming their teaching activities. However, many higher vocational colleges fail to adapt to the requirements in terms of their vocational quality and the teaching

philosophy of Chinese course teachers. Chinese teaching of these colleges still stays on simple theoretical indoctrination and preaching. Students are not enthusiastic to this Chinese teaching. As for teaching research, most teachers do not study Chinese teaching as a special teaching system.

1.3 Poor Pertinence of Chinese Teaching in Higher Vocational Colleges to Vocational Quality

At present, higher vocational colleges use the national unified Chinese course materials, which involve rich contents but are abstract and complex. The unified materials are difficult for higher vocational students who are weak in basic knowledge and lack learning ability. Therefore, teachers need to explain the complex knowledge repeatedly to students, which leads to a great increase in teachers' workload. In addition, most colleges take students' professional skills as the main training direction when they carry out the training of professional quality, without good pertinence. As a result, despite the optimization by teachers to Chinese teaching, the connection to vocational quality is insufficient. The coordination between students' professional accomplishment and Chinese teaching is poor, which makes it impossible to carry out effective further training.

1.4 Poor Relevance of Chinese Quality to Employment

With the constant change of modern talent market, enterprises pay more attention to students' skills and Chinese quality when recruiting personnel. But in the short-term assessment, enterprises cannot determine the language quality level of higher vocational students in a short time. In this context, although enterprises have a certain demand for Chinese, they will not waste more time and energy on the evaluation of students' Chinese theory in order to ensure the inclusion of talents.

2. Element Analysis of the Integration of Chinese Teaching in Higher Vocational Colleges and Vocational Accomplishment Education

Adhering to the systematic Chinese teaching principle in higher vocational colleges is determined by its own characteristics in the process of Chinese teaching. Chinese teaching is complex system, which contains many basic elements such as subject, content, and method. For teachers, the elements of teaching mainly include teaching objectives, teaching plans and teaching mechanisms.

In addition, if teachers in higher vocational colleges do not carry out Chinese teaching activities in accordance with the systematic teaching system, the teaching quality will be affected. Generally speaking, Chinese teaching is closely related to students' learning stage. The factors and contents involved are extremely complex. Only by applying the principle of systematization in the process of teaching can students' thought change with cohesion among each stage. Teachers need to follow the principle of systematization and recognize the individuality and difference of students, so that students can obtain different teaching conditions and environment in the learning process. In this way, teachers are able to adapt to the personalized characteristics of students and cultivate students' Chinese quality and aesthetic ability.

Adhering to the systematic Chinese teaching principle in higher vocational colleges is determined by its own complexity and inalienability. For students in higher vocational colleges, the elements of Chinese teaching include theoretical education, Chinese education, and Chinese teaching. In order to ensure the quality of Chinese teaching, it is necessary to analyze the whole and the part and make clear the guiding ideology.

3. Countermeasures for Systematic Chinese Teaching in Higher Vocational Colleges

3.1 Strengthen Students' Ideological Guidance

It is a very important goal of Chinese teaching and quality-oriented education to guide students' thoughts when carrying out Chinese teaching in higher vocational colleges. Teachers should realize the importance of quality education. They can guide students' thoughts by the mining of excellent cultural resources and cultivate students' independent learning ability and thinking ability. Teachers should realize that students are the main body of teaching activities when they are carrying out

modern Chinese teaching in higher vocational colleges. In the whole classroom teaching activities, students should be the real subject of the classroom. In this way, students' subjective consciousness is cultivated and their learning interest and thinking enthusiasm are further promoted. On this basis, some teaching cases about the traditional Chinese system can be added, so that students' learning ability and Chinese aesthetic ability can be cultivated. Moreover, excellent Chinese teaching materials can also stimulate students' national pride and effectively improve their Chinese level and comprehensive quality.

3.2 Creating a Good Teaching Atmosphere

The establishment of teaching atmosphere is very important for modern education. And modern teachers also think that the teaching atmosphere is essential for the development of teaching work. Good teaching atmosphere can not only make teaching activities more smoothly, but also effectively improve teaching efficiency and play the effect of recessive education. Students are able to absorb knowledge subtly in the whole learning atmosphere, with their perception of knowledge and understanding ability being improved. Especially in modern Chinese teaching, teachers need to pay attention to the creation of Chinese teaching atmosphere. Modern multimedia technology can be applied in the learning process, so that students can be fully guided and inspired to understand the rational Chinese knowledge with their perceptual knowledge, i.e. to integrate new knowledge into their own ideas. In this way, students' thinking ability and consciousness can be changed and all-round Chinese quality-oriented education can be realized. The school can reward advanced educators, improve the admittance system of teachers, and establish a scientific assessment mechanism for teachers' ethics as far as possible. In this way, teachers can play their own role as a guide in teaching activities and set good examples for students. Through this kind of teaching activity, the communication between teachers and students can be promoted, and students' learning enthusiasm can be greatly improved.

3.3 Grasp the Main Characteristics of Students in the Integration of Chinese Teaching and Vocational Quality Education in Higher Vocational Colleges

In order to improve the Chinese teaching quality of students, higher vocational colleges need to make clear the difficulties in teaching Chinese courses when strengthening the promotion of soft power such as Chinese courses. Teachers also need to grasp as many opportunities as possible to benefit the Chinese language industry. On the one hand, teachers need to guide students with knowledge; on the other hand, teachers also need to guide students to understand various behaviors and habits of Chinese teaching in higher vocational colleges. In practical teaching activities, teachers need to maintain the balance between Chinese teaching and professional accomplishment. In general, Chinese teaching does not play a very important role in students' career planning, but can enable students to establish their own views of Chinese and communication in the learning process, so that students can acquire complete communication skills. In the process of Chinese teaching, teachers need to carry out innovative quality-oriented education in teaching means, which is closely related to real life. Only in this way can the quality of quality-oriented education be improved. In traditional Chinese teaching, too much emphasis is placed on theoretical knowledge, which lacks appeal to students.

4. Conclusion

For the optimization of modern campus culture, it is necessary to establish a healthy and elegant campus culture, improve the Chinese teaching links in higher vocational colleges as far as possible, identify the effective links and powerful carriers, and establish a perfect teaching system. Cultural construction, social culture as the dominant, shall be established in Chinese cultural activities as the main body of the campus activities, and campus spiritual civilization as the carrier, vigorously carry forward the patriotic love the campus spirit, so that higher vocational Chinese teaching system is more complete. In this way, our talent market will be full of more comprehensive high quality talents, to contribute to our socialist construction.

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