

## **Cultivation of Innovative Thinking in Chinese Education and Teaching in Higher Vocational Colleges**

Bo Jiao\*

Teacher's College, Beihua University, Jilin 132001, China

E-mail: 46360499@qq.com

\*Corresponding author

**Keywords:** Higher Vocational Colleges, Chinese Education, Innovative Thinking in Teaching, Cultivation Strategy

**Abstract:** Chinese education is of great importance in the teaching system of higher vocational education. It is not only an important way for vocational colleges to promote the development of students' core literacy and humanistic literacy, but also an important carrier for vocational colleges to develop innovative thinking. However, there are still a series of problems that are not conducive to the cultivation of innovative thinking in the teaching practice of Chinese education in higher vocational colleges. Based on the analysis of these problems, this paper discusses the scientific strategies for the cultivation of innovative thinking in Chinese education and teaching in higher vocational colleges, hoping to provide some references.

Innovative thinking is a kind of thinking ability that can get a new opinion about a specific problem or put forward a new concept and create a new image by analyzing, synthesizing, judging and reasoning existing knowledge, experience, and practical activities. [1] In the Internet era, the growing of information and knowledge is accelerating, making the ability of innovative thinking correspondingly become a core accomplishment in the process of personal growth and development. With the characteristics of divergent, comprehensiveness, and originality, innovative thinking is consistent with Chinese education. Therefore, Chinese education and teaching practice has become an important carrier for higher vocational colleges to develop innovative thinking. However, limited to a series of subjective and objective factors, there are still a series of factors that are not conducive to the cultivation of innovative thinking in the teaching practice of Chinese education in higher vocational colleges. It is necessary to make a comprehensive analysis of these problems and causes to adopt targeted strategies to improve the level and ability of cultivating innovative thinking in Chinese education and teaching practice.

### **1. Analysis of Problems Existing in the Cultivation of Innovative Thinking in Chinese Education and Teaching in Higher Vocational Colleges**

#### **1.1 Outdated Educational Concepts and Insufficient Innovative Consciousness of Teachers**

Teachers' educational concepts directly affect their judgments and behaviors in teaching. Only when teachers form a good sense of innovation and update their teaching ideas with the times can they carry out the training of innovative thinking effectively. [2] However, the educational concept of most higher vocational colleges at present is still outdated, with a wrong tendency to lay too much stress on science and engineering and fail to pay due attention to the liberal arts. As a result, it is difficult to realize the development of Chinese education and teaching. At the same time, teachers lack the consciousness and ability to develop innovative thinking simultaneously in the teaching process.

#### **1.2 Fixed Educational Mode and Unitary Teaching Method**

At present, higher vocational colleges still follow the fixed education mode with relatively unitary and simple teaching methods. Teachers often only impart theoretical knowledge to students

in a one-way linear way, which neither makes specific teaching plans according to students' actual cognitive and thinking characteristics, nor effectively organizes classroom interaction. As a result, Chinese classroom teaching atmosphere is extremely dull, which is difficult to mobilize students' initiative. It cannot effectively stimulate students' interest and enthusiasm in learning Chinese, nor can it effectively develop their innovative thinking.

### **1.3 Incomplete Curriculum System and Poor Curriculum Content**

At present, theoretical courses account for the majority, while practical courses and creative thinking courses are few in the curriculum system of Chinese education in higher vocational colleges. [3] In fact, practice is the source of innovation, as well as the final destination of innovation activities. Due to the lack of practical training, it is difficult for higher vocational colleges to effectively cultivate students' creative thinking. At the same time, in a small number of practical courses, there are also problems of unreasonable content selection and setting, which often focus on imitative training and deviating from the training direction of innovative thinking.

## **2. Specific Strategies of Cultivating Innovative Thinking in Chinese Education and Teaching in Higher Vocational Colleges**

### **2.1 Updating Teachers' Teaching Concepts and Improve Their Comprehensive Abilities**

Teachers are the executor of Chinese education in higher vocational colleges. The cultivation of innovative thinking in Chinese education and teaching depends largely on teachers' teaching plans and activities.[4] Therefore, in order to effectively cultivate students' innovative thinking in Chinese education and teaching, higher vocational colleges should first promote Chinese teachers to update their teaching concepts and enhance their awareness of innovative thinking training. Optimize the environment of Chinese education and teaching on the whole and promote teachers to design teaching plans combining the characteristics of innovative thinking, so as to give full play to the active role of teachers and improve the effectiveness of innovative thinking training. At the same time, higher vocational colleges should attach importance to innovative thinking training for Chinese teachers to enhance teachers' understanding of the link between training innovative thinking and Chinese teaching practice, help teachers master the methods to develop innovative thinking training scientifically, improve teachers' comprehensive teaching ability, and create good conditions for cultivating creative thinking.

### **2.2 Implementing the Concept of Student-Centered Education and Promoting the Development of Students' Personality**

Originality and divergent thinking are the important characteristics of innovative thinking. One of the important criterions to measure whether an idea is innovative is to its unique and divergent qualities.[5] In the practice of Chinese education, the best way to enhance the originality of students' ideas is to guide students to develop their unique personality, help students find their own advantages, and combine their own characteristics to develop independent thinking, instead of following the crowd blindly.[6] Therefore, Chinese teachers in higher vocational colleges should attach importance to the concept of student-centered education in teaching practice and regard students as the center and subject of Chinese education and teaching. Teachers should have a comprehensive understanding of students' personality characteristics, interests, and hobbies to promote students to achieve personalized development and help students form original and innovative ideas with personality. For example, when teaching literary theory, different students may have different cognition and understanding of the same school of literary theory. At this time, teachers should not simply show their attitude towards students' ideas, but instruct students' to understand the literary theory with specific text and promote students' to update their ideas in the analysis of the text, so as to promote personalized teaching with respecting students.

### **2.3 Introducing Innovative Teaching Methods and Give Play to the Principal Role of Students**

To cultivate students' innovative thinking in Chinese education practice, we must break through

the limitations of traditional one-way feeding teaching mode, focus on the introduction of innovative teaching methods, and construct innovative education in Chinese teaching mode, to create a better learning atmosphere for students, so as to shape and develop students' innovative thinking in a subtle way.[7] As the saying goes, there is law in teaching, but no fixed law in teaching. Therefore, teachers should pay attention to the specific Chinese teaching content and students' actual situation, flexibly choose teaching methods, and cultivate students' innovative thinking from different perspectives. For example, when teaching Song Poems, teachers can introduce situational teaching method. With the help of multimedia educational technology, they can show students the image and video materials related to the content of poem and play relevant musical works. It can effectively complete the situation creation, render the classroom teaching atmosphere, and mobilize the students to develop rich imagination and association in the situation, and guide and encourage students to publish their own personalized ideas. In this way, the students' understanding of the artistic conception of the poem can be enhanced, and the students' creative thinking ability can be formed in the process of active association and imagination.

#### **2.4 Carrying out Reading and Writing Practice Activities and Improve Students' Participation**

Practice is the source of innovation. Chinese teaching in higher vocational colleges must change the traditional teaching tendency of valuing theory over practice, and improve the emphasis on reading and writing practice. [8] To this end, higher vocational colleges should first improve the Chinese curriculum system and increase the proportion of practical courses in the overall curriculum. Besides, the curriculum should be optimized and innovative courses such as creative writing should be offered, so as to enhance the practicality of Chinese classroom teaching and enable students to carry out rich innovative practice training in the process of participating in classroom learning. In this way, teachers are able to help students lay a good foundation of Chinese and create good conditions for innovation activities of deeper level. Secondly, higher vocational colleges should pay attention to flexibly design and carry out Chinese reading and writing activities for Chinese major students. For example, hint fiction creation and masterwork review competitions can promote students to carry out independent learning, so as to broaden their Chinese horizon and increase their reading volume, prepare for innovative thinking activities and practices, and present and express their innovative ideas in the writing process.

#### **2.5 Strengthening Students' Critical Spirit and Guiding Students to Explore Independently**

Innovation is often based on questioning and criticism. It is an important process of creative thinking activity to challenge and criticize a certain argument and seek for evidence to prove one's innovative ideas. Therefore, Chinese teachers in higher vocational colleges should pay more attention to strengthen students' questioning and critical spirit and avoid students' tendency to worship textbooks and teachers. Teachers should guide students to record their own problems and confusion in the learning process, raise questions about specific arguments and expressions, and put forward their own innovative ideas. Then, teachers should encourage students to prove their views through independent research and inquiry to form innovative thinking in the process of inquiry and demonstration. During the above process, teachers could provide students with some inspiration. However, it is more important to push students to critically accept suggestions and to give play to their learning and exploratory subjectivity.

### **3. Conclusion**

Based on divergent, comprehensive, and unique characteristics of innovative thinking, Chinese education and teaching is an important carrier for higher vocational colleges to effectively cultivate students' innovative thinking. Currently, Chinese education and teaching is facing several problems in terms of creative thinking, including outdated teaching concepts, fixed teaching mode, and incomplete curriculum system. To solve these problems, higher vocational colleges should pay more attention to renewing teachers' teaching ideas, strengthening teachers' consciousness of

innovative thinking, and improving Chinese teachers' ability of cultivating students' innovative thinking simultaneously in teaching. Teachers should attach great importance to the implementation of the student-centered education concept in the teaching practice of Chinese education, so that students can obtain personalized development according to their characteristics and interests. Emphasis should be placed on introducing innovative teaching methods, reconstructing the teaching mode of Chinese education, and realizing the full mobilization of students' initiative in learning. In combination with specific Chinese education and teaching content, comprehensive reading and writing practice activities should be carried out to promote students to form innovative thinking through association and imagination in reading and writing practice. What's more, teachers should pay attention to strengthening students' critical questioning spirit and promoting students to deepen their cognition through independent exploration, so as to comprehensively enhance students' innovation consciousness and innovative thinking ability.

## References

- [1] Xiao Long, Chen Peng. From Production to Design: the Logical Turn of Practical Teaching in Higher Vocational Colleges from the Perspective of Innovative Ability Cultivation. *Chinese Vocational and Technical Education*, 2018,000(029):21-26.
- [2] Lei Shiping. Le Le. Value Orientation of Innovative Education in Higher Vocational Colleges under Innovation-Driven Strategy. *Vocational and Technical Education*, 2019,000(16):30-34.
- [3] Peng Feixia. Innovation and Entrepreneurship Education in Higer Vocational Colleges: Awakening of Potential, Empirical Research Based on Grounded Theory. *Chinese Vocational and Technical Education*, 2018,000(021):80-88.
- [4] Cao Yinghui. Research on the Integration of Innovation and Entrepreneurship Education and Professional Education in Higher vocational Colleges. *Education and Vocation*, 2018,000(019):65-69.
- [5] Chen Hua, Jia Wensheng, Zheng Yongjin. Innovation and Entrepreneurship Education in Higher Vocational Colleges: Rational Reflection and Mode Construction. *Research in Higher Education of Engineering*, 2018,169(02):170-175.
- [6] Wang Di. Strategies and Thoughts on Training Innovative Talents in Higher Vocational Colleges: A Case Study of Changchun Vocational and Technical College. *Vocational and Technical Education*, 2019,040(011):56-58.
- [7] Wang Yuliang. Innovation and Thinking of General Education in Higher Vocational Colleges. *Chinese Vocational and Technical Education*, 2018,000(31):49-53.
- [8] Zhang Xugang. Transformation and Fusion: Transformation and Transcendence Strategies of Innovation and Entrepreneurship Education in Higher Vocational Colleges. *Education and Vocation*, 2018,000(002):71-76.