

Social Demand Oriented Reform of College Chinese Teaching in Higher Vocational Colleges

Taking Yunnan Open University as an Example*

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Abstract—College Chinese is an important course in the implementation of humanistic quality. It undertakes the historical mission of imparting language skills, shaping humanistic spirit, cultivating aesthetic ability and inheriting national culture. The level of Chinese language is an important indication of whether a student has comprehensive quality and can better adapt to social needs or not. Therefore for the course of College Chinese, it is necessary to get rid of the single and fixed thinking and create a teaching model adaptable to the needs of the society and suitable for cultivating the humanistic quality of students in higher vocational colleges.

Keywords—social demand; higher vocational colleges; College Chinese; teaching reform

I. INTRODUCTION

College Chinese is a basic course in colleges and universities. In many schools, this course is set as a public compulsory or elective course in non-Chinese major. Its level is higher than that of Chinese course than of Chinese course in primary and secondary schools. Therefore, its course orientation should highlight its own characteristics. In addition to meeting the basic humanity and mother tongue requirements, higher vocational colleges should also explore a teaching mode adapting to the social demands, meeting occupational demand and suitable for cultivating humanistic quality of students in higher vocational colleges in terms of teaching objectives, teaching content and means.

II. ENRICHING AND IMPROVING THE "FIRST CLASSROOM"

A. Confirming the Course Objectives According to the Characteristics of Students

The College Chinese course of higher vocational colleges focuses on providing language literature education for students, aiming at improving students' reading appreciation ability, aesthetic ability, language competence and self-learning ability. The first three abilities are involved in many studies. Even in the notification about the "13th Five-year Development Plan for the National Language and Literature Business" printed by the Ministry of Education issued in

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December 2016, it was again clearly stated that "Secondary and higher vocational schools are promoted to set up language related courses to improve students' language appreciation, speaking and written expression abilities and comprehensively improve students' Chinese quality and language skills." [1]

The self-learning ability mentioned means that no matter what kind of knowledge is learned, it is necessary to have a certain language quality as Chinese is the foundation of all disciplines. Learning Chinese can help learner to accurately understand the master and apply written materials or teaching content. If a person cannot understand the teaching materials and cannot understand what the teacher said, he/she may not available to learn smoothly, let alone self-learning. However, with rapid changes of the times, people are needed to maintain a state of continuous learning. A good Chinese foundation is the basis of learning and also a powerful guarantee for students to continue to learn and make improvement after graduation. Therefore in formulating the course objectives, it is necessary to pay attention to cultivation and improvement of students' self-learning ability which is also an important guarantee for students to adapt to social needs.

B. Flexibly Arranging the Course Content in Combination with Occupational Demand

Higher vocational colleges mainly target to cultivate skilled and practical (applied) talents, emphasizing that students should be adaptive to economic and social development, meet market demand and can directly serve the front line of production. Therefore as an important humanistic quality course, the content of College Chinese should be flexibly arranged in combination with the occupational demand.

Teaching materials is the basis for learning the course, but the teacher should not be constrained by the textbook but can appropriately select articles related to the student's profession, students' interest or of regional characteristics as the teaching content. In specific teaching process, it is also possible to guide students to write practical writings applicable to their respective majors. For instance, students majored in tourism management may write a tour guide presentation; students majored in urban construction may

write a feasibility study report; students majored in food biotechnology may write a food analysis report; and students of secretary major may write a work plan and so on. Getting the originally unified teaching content screened according to the majors studied and avoiding universal application, not only help to mobilize the enthusiasm of students to learn, change the Chinese "weariness" caused by the exam-oriented education for many years, but also can effectively promote the integration of general education courses and professional courses to cultivate students' both humanistic quality and professional level.

C. Implementing Diversified Teaching Methods Based on the Course Content

From the Lecture Room, logic thinking and the successful experience of many famous teachers and famous classes, it is not difficult to see that the classroom teaching mode mainly taught by teachers is still remarkably effective in the teaching of liberal arts. However, this traditional teacher-centered teaching mode in which teacher speaks in combination with blackboard and students listen to in most times of the class is also widely criticized due to its single and rigid pattern. Therefore, the implementation of a diversified classroom teaching model is of great significance in animating classroom atmosphere, mobilizing learning enthusiasm, promoting mutual improvement in teaching and learning and improving teaching effectiveness. The following gives some specific practices that can be referenced:

1) *Incorporating modern education methods into the teaching*: As Internet technology continuously matures, multi-media teaching is no longer a new thing. Like many colleges and universities, all classrooms of higher education in Yunnan Open University have also been fully provided with multi-media. It is of great benefit for animating teaching atmosphere and enhancing teaching interest by applying multi-media teaching method appropriately and making or introducing in excellent courseware to enrich and improve the Chinese teaching classroom. In addition, applying WeChat, QQ, online courses and other means to answer questions, express opinions and make comment on articles is also an effective means to strengthen the interaction between teachers and students, give full play to the individuality of students and achieve educational fairness.

2) *Implementing the "system of five minutes before class"*: The "system of five minutes before class" is to do oral expression exercises to develop students' oral expression skills. Specifically, they can make subject talk, reading, self introduction and introduce their hometown and so on in combination with the course content or professional demand. In each class, it is applicable to take 5 minutes to let students fully demonstrate themselves and do oral expression exercises to effectively compensate for the insufficient expression of students in the teaching process. It is conducive to cultivating students' ability to boldly express themselves in public places, enhancing their self-confidence and courage and improving their expression skills.

Regrettably, the class hour of College Chinese courses in higher vocational colleges is limited, many students participate in the class and even the class is provided to many classes of students, the "system of five minutes before class" is difficult to be implemented on all students.

3) *Reciting poem*: After making an investigation and statistics on higher vocational students in Yunnan Open University by offering them nearly 300 questionnaires, it is found that more than 80% of students believe that poem reciting is very necessary in College Chinese course. However, there are many students and many poems to be recited and the class hour is limited. It is difficult for all students to recite in front of teacher or write from memory in a concentrated time. It is suggested to assign in the first class the articles to be recited and let students go to see the teacher to recite the articles one by one in a concentrated time at the end of the semester. The articles to be recited will be written on several cards previously prepared by the teacher. Each card may contain two or three articles. Students can temporarily select a card to recite the corresponding articles and the reciting result will be counted in the usual results. This approach can both save time and achieve evaluation effect.

4) *Adjusting the teaching methods according to the course content*: The course content of College Chinese is basically designed with three modules such as text interpretation, writing and oral practice. Although there are many similarities among the three modules, they are quite different in nature, content and objectives and other aspects. Hence, it is needed to make adjustment at any time during the teaching process. For example, text interpretation may be more provided by teacher while writing and oral practice may be more done by student. In text interpretation, the texts are divided into poems, prose, novels and dramas according to the literary forms; the teaching methods of poems and prose should be distinguished from novels and dramas. If conditioned, it is even possible to arrange several teachers with different professional backgrounds to give special lectures to the same class of students or invite experts in relevant fields to involve in the teaching of specific course content. For instance, teacher majored in literature may teach text interpretation, teacher proficient in writing may teach writing skill of practical writing and teacher proficient in oral communication may teach oral expression skills so as to optimize teacher resources and enhance the exchange and learning among teachers. By constantly adjusting the teaching methods based on the course content, it is available to effectively avoid the problems of single teaching mode, dull teaching, low interest in learning and quiet classroom atmosphere.

III. VIGOROUSLY DEVELOPING THE "SECOND CLASSROOM"

The "First Classroom" is the basis of learning. However, it is obviously unrealistic to improve the humanistic quality

of students just by the 32 classes in each semester. It is also necessary to organically combine with the "Second Classroom" or extracurricular learning and practice. This approach can be attempted in the following aspects:

A. Issuing a Book List and Writing Reading Notes

Issuing book list is a very common way in college classrooms. It is an effective supplement to textbooks and course content. It is conducive to expanding the learning content, broadening horizons and stimulating learning initiative. Moreover, writing reading notes can also help students to improve their written expression ability and aesthetic appreciation ability. It is suggested to issue a book, film or documentary list in the first week of a semester (100 pieces in total) and students can freely choose 10-20 pieces from them and write corresponding reading notes. The literary form and number of reading notes are not limited, but the reading note must be written based on students' real feeling. The reading notes will be checked once respectively in the middle and at the end of the semester and the checking result will be included in the usual results.

B. Arrangement and Performance of Novels and Dramas or Reading of Poems

The class hour of College Chinese is always short. In Yunnan Open University, this course is provided with 2 class hours per week (32 class hours in total). Except that in period of final review and examination, shorter class hours are remained. Moreover, novel dramas occupy a large extent. The classroom teaching can only make a certain interpretation on the text, while using extracurricular time to arrange and perform novels, dramas or poem reciting can effectively alleviate the contradiction between less class hour and many course contents and help to improve learning interest and deepen understanding. With respect to specific contents of performances and readings, it is possible to select the articles in the textbooks, such as "Romance of the Western Chamber" (Bidding A Friend Farewell), "Peony Pavilion" (The lady's Schoolroom), "I Am a Small River", "Answer", "Handcart", etc. or choose other excellent articles than that in textbooks such as "Thunderstorm", "Tea House", "Dead Water", "Farewell to Cambridge", "Believe the Future" and so on. If the effect is ideal, it is permitted to participate in or organize a formal performance or a recital competition. Students participating in the event will be provided with additional score on the basis of their performance and the score will be counted into their usual results.

C. Combining with School Association Activities

Association is an important supplement and support for the classroom content. It encourages and organizes students to participate in literary societies, publish articles, even self-build associations, create publications, and record the result in their usual results. This has a significant effect on stimulating students' learning motivation and improving their writing ability and organizing ability. At present in Yunnan Open University, the associations closely related to the College Chinese are Star Leaf Literature Society and the

Jinkouxuan Speech Association. The two associations may organize activities from time to time. Star Leaf Literature Society has also created the publications "Star Leaf" (annual) and has teachers guide relevant work. In 2017, the Adult Education College also established a speech association which has teachers to give specialized technical guidance. Other associations such as Yiwei Lianfeng Research Society although mainly advocate a culture of an honest and clean government, they may hold reading exchange meeting every week and hold reading summary report meeting and get excellent book review compiled into a collection at the end of the year. This can positively promote improving students' reading and writing abilities; while the Mandarin association helps students to accurately pronounce and improve their oral expression skills.

D. Actively Submitting Manuscripts and Participating in Competitions

Improving students' written ability is an important objective of the College Chinese course. In addition to getting more contact with and appreciating excellent works in and out of class and summing up their writing techniques, the most important way is to write and practice frequently. On this basis, school can student to actively submit manuscripts to the newspapers and magazines and magazines in and out of the school and participate in articles soliciting contest by giving additional score counted in students' usual results to praise for their adopted or awarded articles.

E. Introducing Regional Culture into the Classroom

Students can be guided to collect or write articles about Yunnan or their hometowns and share it with people around them. Getting regional culture resources introduced into teaching resource and incorporated into the course teaching based on actual teaching situation is an effective measure for improving higher vocational students' occupational humanistic quality. In detail, teacher may ask students in form of homework to collect and look up the literature on their hometown, such as local chronicles, local writers' works, to understand the hometown culture. More importantly, in the current decline of genealogy and genealogy culture, this way can help young students to find themselves in the vast universe and the magnificent Chinese civilization, understand themselves and further find the place where they can settle down and get on their pursuits. At the same time, excellent related articles can be shared with other students in the "five minutes before class", or by using QQ group and WeChat group of the class.

In addition, most higher-vocational students of Yunnan Open University come from Yunnan. Teachers can also take some works of famous writers in Yunnan, such as Yu Jian, Xia Tianmin, Nie Le, Luroo Dijj, etc., or articles with regional characteristics of Yunnan (such as Sun Ranweng's "Long Chinese antithetical couplets about Daganlou Storied Building" and Shen Congwen's "See Cloud in Yunnan") as the teaching content to enhance students' understanding of the local culture.

IV. CONCLUSION

The main purpose of higher vocational education is not only to make students become professional talents with professional knowledge, but also to make them become comprehensive social people with comprehensive quality. In actual work, they should love their work, dedicate in their work, work carefully, cooperate with others and be motivated. This is also a soft power that determines whether a worker can adapt to social and professional needs or not. As a humanistic attainment course to improve the soft power of higher vocational students, College Chinese course must strive to overcome external deficiencies, abandon its own shortcomings, be guided by social needs and based on the professional and special characteristics of students and reform the single and old teaching mode and evaluation method not suitable for students' development provided that college students' comprehensive quality is cultivated. This is to finally change the less learning interest, inflexible teaching method, old teaching pattern and other problems existing in College Chinese for long term, effectively improve students' Chinese proficiency and humanistic quality and quickly and better adapt to the social development and professional demands.

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