Reform of Chinese Teaching Mode of Higher Vocational Education
Based on Professional Competence

Congying Sha
Dalian Vocational & Technical College
116035

Key words: professional ability; higher vocational Chinese; teaching mode

Abstract: Nowadays with the constant reform of education, higher vocational colleges have also done a lot of exploration in Chinese teaching. We know that the vocational colleges have their particularity of the cultivation of students due to the particularity of their schools. So the education of the school must combine discipline and occupation, and aim at cultivating students' vocational ability. The author analyzes and discusses the present situation of Chinese teaching in higher vocational colleges, and puts forward some measures of how to carry out Chinese teaching with the aim at vocational ability.

1. Problems Existing in Chinese Teaching in Higher Vocational Education

1.1 Misunderstanding the Orientation of Higher Vocational Colleges, Neglect the Students' Language Teaching

The teaching goal and the fundamental task of higher education institutions are to cultivate high-tech application-oriented professionals. From this we can see the importance of technical applicability and ability to students in higher vocational colleges. Therefore, in many higher vocational colleges, the two aspects of technical applicability and ability are regarded as the most important and even the only basis for education and teaching. So there are some problems of curriculum setting such as deviations from the concept of curriculum design - professional skills, courses account for the overwhelming majority, while courses on other aspects are rare and not valued. Even if there are other courses, most of them are electives and are accessories that cannot attract enough attention to students. For Chinese courses, some higher vocational schools either do not directly open this course. The schools that set up this course is generally offered courses of "college Chinese" or "applied write", and there is no corresponding vocational ability training course system. [1]

1.2 Single Teaching Mode, Limit the Cultivation of Students' Professional Ability

In the current practice of many higher vocational Chinese classroom teachings, teachers occupy the dominant position, lack effective interaction with students, reducing the efficiency of classroom teaching and cracking down on the enthusiasm and autonomy of student learning. [2] Nowadays, the most adopted mode of education adopted by teachers in higher vocational Chinese classrooms is "transfer-to-receive teaching mode". Nowadays, in higher vocational Chinese classrooms, teachers often impart unilaterally the knowledge to make students harder to accept as many teachers expect that the students can learn the knowledge of the textbooks through their own teaching. The teaching of the teachers is simply to teach and teach. This is a great drawback that exists on the actual teaching of the higher vocational Chinese teaching. And in the process of teaching, the teacher tends to take the textbook as the center and only pays attention to the teaching of the textbook knowledge. This kind of teaching mode will severely limit the students' autonomy in their play and hinder their cultivation and development. Because students once accustomed to unilaterally only accepting the teacher instilling knowledge, not to learn to think independently, will be dependent on the process of learning, not to take the initiative to explore, but to enjoy cramming learning own convenience. Through this teaching method, teachers have taken teaching tasks as their own teaching objectives. They no longer pay attention to the students' professional ability and the training of independent
self-awareness, which will lead to the students' dependence on the future career development, will limit the students' professional ability development.

1.3 School Philosophy is Behind, Cannot Help Students Establish a Sense of Inquiry

At present, with the continuous development of education reform, education increasingly emphasizes the development of students as the mainstay, students as the mainstay, teachers as the leading factor, giving full play to students' initiative and promoting students' growth and success as the starting point of education. The author of the survey found that in the actual process of teaching Chinese, teachers teaching philosophy there are some deviations. They often regard their students as the ultimate goal of language education by acquiring Chinese knowledge and strengthening intellectual training. They value their mastery of Chinese knowledge and value their academic performance. In many vocational colleges, they place too much emphasis on technical disciplines, the cultivation of abilities has led to the frustration of Chinese teachers in teaching. They only pay attention to whether they finish the course or not, whether they are mastering or not. In this classroom learning mode, it is very difficult to help students to establish the learning consciousness of inquiry. What we mean by inquiry learning is a positive learning process, which mainly refers to students' learning ways to explore problems of their own course. [2] This way of studying is a very important aspect of cultivating a student's professional ability. From the current teaching concept of higher vocational Chinese classroom and students' learning methods, teachers can not effectively take students as the main body of the class and cannot train their students to establish the habit of active learning and active exploration, which is hard to establish students' inquiry awareness. It can not fully develop the professional ability of students.

1.4 Students Develop Poor Awareness of Learning, Ignoring Classroom Cooperation

Cooperative learning is a kind of teaching strategy that takes the exchange and interaction between students and students as the main orientation. Through cooperative learning, students' interests in learning and cooperation can be raised, and their exchange and cooperation can be promoted so as to help them to develop their thinking and enhance innovation. Awareness, but also to promote the cultivation of interpersonal relationships of students and the development of independent personality of students, and these roles are of great significance of the cultivation of students' professional competence. However, in the current language learning process of higher vocational classrooms, teachers do not pay attention to cultivating students' cooperative learning methods. In the classroom, each individual is often an independent individual. There is no awareness of interaction and cooperation between students and students, answering questions students can not think and learn better through teamwork and other means, which will lead students to think from an individual perspective, rather than a team view, it will limit their professional ability - the cultivation of cooperative ability.

2. Reform Strategy of Chinese Teaching Mode of Higher Vocational Education Based on Professional Competence

Through the analysis of the existing problems of the teaching of Chinese language in higher vocational colleges, we can see that it is extremely important to change the teaching methods of Chinese in higher vocational schools and emphasize the professional ability of students in the teaching of Chinese in higher vocational schools. Therefore, the author proposes the following countermeasures:

2.1 Teachers Should Change Their Teaching Ideas and Improve Their Own Quality

Nikolay Gavrilovich Chernyshevsky said "teachers should make students into a kind of person, what should be their own", teachers want to help students develop professional ability, we must first have their own professional ability, there must be constant exercise. In the process of actual teaching, this awareness is gradually passed on and released to the students. Under the subtle influence of this kind of consciousness, the students can naturally pay attention to develop their own
career’s ability. For this reason, in the process of their own practical teaching, Chinese teachers of higher vocational schools should change the traditional teaching methods and teaching concepts. According to the requirements of the new curriculum standard, all Chinese teachers should regard the development of students as the main body, students as the main body of the classroom and teachers play a leading role in teaching knowledge in classroom teaching, teachers should pay attention to students' understanding and comprehension, not only teach, not blindly teach for the realization of their own teaching objectives, they need to pay attention to the mastery of student knowledge, pay attention to the interaction with students, pay attention to the cultivation of student autonomy, but also keep in mind the vocational education and training of students particularity, we should pay attention to the actual teaching, the occupation and knowledge linked together.

2.2 Mobilize Students' Interest in Learning, Stimulate Students Learning Desire

Active learning and self-exploration are two important aspects of vocational skills. Therefore, in order to cultivate students' professional ability in Chinese teaching in higher vocational schools, we must stimulate students' desires to explore the learning initiative. A key to inquiry learning is "exploration", which refers to the awareness and ability to discover problems and want to solve them. In the actual teaching process, Chinese teachers in higher vocational schools should help students learn to explore and want to explore. Therefore, it is necessary to pay attention to the mobilization and development of students' interest in learning. In Chinese classroom teaching, the teachers of higher vocational schools can combine these contents of the knowledge of the students’ textbooks through the contact with the actual life, including the students' real life, the modern society, the hot issues of politics and the development of science and technology, to create a suitable teaching situation as well as students learn the good situation, enhance students experience and insights, stimulate students interest in learning, and want to explore the desire for learning.

2.3 Create a Relaxed and Free Class Atmosphere and Cultivate Students' Awareness of Cooperation

The sense of cooperation is one of the most important aspects of occupational competence. In the front, the author also mentioned the effect of cooperative learning on students. Therefore, in the Chinese class of higher vocational education, teachers should fully create a relaxed and free class atmosphere for the students, give them free space for development and stimulate their willingness to cooperate. In Chinese classroom teaching, teachers can let students discuss problems and solve problems of the form of group cooperation so that under such learning methods, they can show themselves with courage, enhance the enthusiasm for learning, and enhance their sense of team and collective honor sense, develop their professional ability, lay the foundation for their future career development.

2.4 Build a Reasonable Curriculum System, Highlight Vocational Training

In the process of Chinese teaching in higher vocational colleges, teachers should pay attention to the specialties of higher vocational colleges. They should emphasize the pertinence of subjects in teaching so as to adapt themselves to occupational positions. Therefore, teachers can construct a reasonable teaching system and set them rationally curriculum, integration and selection of teaching content, and Chinese teachers also have to practice the business, keep abreast of job requirements, directly select the first-line information to conduct teaching, develop students' professional ability.

3. Conclusion

To sum up, Chinese teachers in higher vocational schools should recognize the particularity of cultivating students in higher vocational colleges. In the process of practical teaching, they should constantly explore and improve teaching methods and cultivate students' professional ability.
References
