

Teaching Practice of Applied Writing in Higher Vocational Colleges

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ABSTRACT. Starting from the fact that the traditional practical writing in higher vocational colleges mostly adopts the teacher-centered teaching mode, this paper analyses many disadvantages of this teaching mode, which makes it difficult for students to improve their writing ability because they lose their autonomy, initiative and enthusiasm in learning. The interaction between writing theory and practice, the interaction between applied writing classes and related courses, the interaction between languages, and the interaction between teaching subjects. In the whole process of constructing “interactive teaching mode”, we must rely on “online applied writing teaching platform” to deepen the teaching reform. In practice teaching, we should explore the shortcomings of students in listening and evaluation teaching, so as to make students have more opportunities to participate in practical teaching and become the main body of learning, improving their learning interest and applied writing ability.

KEYWORDS: Higher vocational colleges, Applied writing class, Teaching practice

1. Introduction

In the current information society, due to the fact that various materials or documents are often written to transmit information or exchange ideas in work and life, great importance is attached to the ability of applied writing. In order to meet the requirements of the society for the ability of applied writing, at present, applied writing courses are basically offered in all kinds of colleges and universities at all levels [1]. With the continuous development of modern society and the quickening pace of life, the importance of applied writing has become increasingly prominent. However, the teaching quality of this course has been difficult to improve and many higher vocational students feel boring. Applied writing is not as intuitive, vivid, interesting and pleasant as literary works. Therefore, there is a general lack of interest in applied writing among students in higher vocational colleges. The learning effect is not good and the writing ability is generally poor [2]. This requires that students in higher vocational colleges must master certain practical abilities and the level of applied writing is an embodiment of their professional skills. Therefore, applied writing course is an important part of higher vocational education and plays an important role. The author believes that the current situation of the applied writing course in colleges and universities is not optimistic and its status is not stable. There are still many problems in the applied writing course. However, many colleges and universities are stuck in a “dilemma” in which teachers are unwilling to teach and students are unwilling to learn [3]. In this regard, the author believes that in order to change the situation of high consumption and low efficiency in practical writing courses, the characteristic of strong practicality in applied writing must be actively explored, which is the fundamental way for the teaching of this course to get out of the current dilemma.

2. The Current Situation of Applied Writing Teaching in Higher Vocational Colleges

2.1 Higher Vocational College Students Have Poor Foundation and Weak Foundation

Most of the students in higher vocational colleges come from candidates below three batches of undergraduate courses (a few are two batches of undergraduate courses), and some candidates enter higher vocational colleges from vocational secondary schools or vocational high schools. Researchers generally believe that applied writing is no longer just a theoretical course and knowledge course, but a practical course and a skill course. It requires teachers to have both solid theoretical knowledge and rich practical experience. But this is not the case. At present, most of the applied writing teachers in higher vocational colleges are from Chinese majors, who have not systematically studied applied writing and lack practical experience. After entering higher vocational colleges, the basic knowledge is not solid enough, learning autonomy, enthusiasm and self-discipline are not strong. In writing, it is often manifested as the words do not reach the meaning, there is nothing to say, mispronounced words are frequent, writing format is chaotic, etc.,

which brings certain difficulties to higher vocational teaching. Traditional practical writing teaching is a kind of teaching that is divorced from students' cognitive law and learning sequence. Students lose the right to develop their perceptual knowledge and self-conscious judgment ability, and do not experience the joy of learning success, thus they feel that learning is boring [4]. Therefore, it is inevitable that teachers are unable to do their best in teaching, and it is difficult to delve deeply into teaching materials. especially for some professional and applied styles, teachers themselves are not clear. how can they guide students? How to make up the gap, arouse the enthusiasm and interest of higher vocational students in writing, improve the teaching quality and ensure the teaching effect are the key and difficult points in higher vocational applied writing teaching.

2.2 Applied Writing Tends to Be Marginalized in Higher Vocational Colleges and Its Position is Not Prominent Enough

Applied writing course is basically a public basic course in all higher vocational colleges, which is in a weak position compared with other public basic courses. Because it is neither like English, which has passed the national examination, nor like mathematics, which has a final examination, it is not as active as sports. For example, practical business writing should cultivate students' ability to collect and process information. Practical writing for investigation and analysis should cultivate students' abilities of investigation and research, organization and planning, communication and teamwork. At the same time, influenced by the changes in communication methods such as mobile phones and the rapid development of the network, although students generally believe that the key to improving writing level is to accumulate more and observe frequently at ordinary times, few people accumulate materials for writing through extracurricular text reading [5]. In this kind of teaching, students passively accept knowledge, perceptual knowledge is long-term shelved, can only be rote learning, and then according to the established inherent pattern to hard set, and then to prove in practice, finally is to use the senses to sense and judge. For a long time, students have a deep-rooted idea that English is more important than national language, and the subject of study often ignores the examination course of applied writing. Most higher vocational colleges often set up one to two semesters of applied writing with few hours per week, which makes it difficult to achieve the ideal teaching effect. The students' neglect of evaluation and correction also shows that they have not formed good writing habits and need to further cultivate and enhance their writing awareness.

2.3 The Difference of Higher Vocational Students' Cognition on Practical Writing

The first difference is that practical writing is equivalent to Chinese class in senior high school. After many years of traditional Chinese teaching, argumentative writing, narrative writing and other exam-oriented compositions, vocational students have undergone a lot of training before entering the school. When to start the layout with examples, including words and sentences, has formed a certain set of thinking. This kind of teaching method and mode seems perfect on the surface, but there are many drawbacks behind this perfection. The main body position of the students is ignored. The whole teaching process is dominated by teachers. The students become listening machines and lack interaction between teachers and students. This is like watering the tree crown first and then the trunk, while the roots cannot absorb water. This kind of "teaching" and "learning" inverted teaching situation will inevitably lead to a decline in students' interest in learning and affect the teaching effect. The second difference is that the content of practical writing is irrelevant and useless. Due to the lack of social experience and work experience, I cannot really realize the practical value of practical writing in my work, but I think it is far less important than English and professional courses. The writing level of practical writing is not only one of the standards to measure one's ability, but also reflects to a great extent the quality and efficiency of management departments or units in handling daily business work. In the talent market competition, practical writing ability has also become an important aspect for employers to measure the quality of talents [6].

3. Analysis on Practical Teaching of Applied Writing Course in Higher Vocational Colleges

3.1 The Teaching of Practical Writing Must Be Combined with the Second Classroom in the School

The teaching of practical writing must be organically integrated with various forms of writing in the second classroom activities in order to reflect the practical characteristics of the course. Campus is actually a small society in which every teacher, student and worker are members. Therefore, it is necessary to constantly remind students of the importance of practical writing and improve their understanding of practical writing. Teachers should guide students to pay attention to campus life, such as reading practical writing related to students on the publicity column. Therefore, what to write and how to write in the writing process should be considered from the readers' requirements and psychology, and then conceived and written. Put forward the most commonly used practical writing for employment in this major. The teacher adjusted the teaching content according to the students' interview results, taking the scripts

commonly used by the future professional post group as the key teaching content, and the scripts never used as the secondary content or self-study content. In addition, teachers can also cooperate with teachers in other classes to carry out class-to-class speech competition, debate competition, essay competition, various celebrations and other activities, so that students can obtain full perceptual knowledge in the practice of the second class. In the teaching of applied writing, teachers should teach with passion, try to do a good job of demonstration and guidance, and stimulate students' learning enthusiasm through emotional communication between teachers and students [7].

3.2 The Teaching of Practical Writing Should Be Combined with the Second Classroom Outside School

The teaching practice of practical writing should also be integrated with the second classroom outside school so as to bring the teaching effect into full play. Therefore, we should not only let students go out of the classroom, but also let them go out of the school gate and transfer the classroom to the society, so that students can feel the atmosphere of the times with their own hearts. Only by making students feel cordial and convincing to the teachers from the heart, can the resonance between teachers and students occur. Practical writing is an applied subject with humanistic spirit. It is very necessary and possible to establish a teaching atmosphere in which situations blend in teaching [8]. In the simulated writing training, the author often trains students in this kind of transposition thinking. For example, in the writing of the official document meeting notice, the first step in thinking of the reader is why the meeting is held, and the second step in thinking is to think of what meeting the reader will think of. For example, students can go deep into local enterprises and institutions, institutions or take advantage of the internship activities carried out by the college, so that students can have an in-depth understanding of the nature of work, operation and future development trends of various enterprises and institutions, institutions and organizations. Let students interview senior brothers and sisters who have graduated, not only to understand the application of applied writing in the future, but also to know the working conditions of professional post groups in advance. The teacher's teaching goal will naturally change into the student's learning goal. Students will actively, actively, vigorously and passionately study, and then accept the teacher's instruction and guidance with sincerity, so that students will get harmonious and perfect development in emotion, will, character, moral character and aesthetic taste.

3.3 Practical Writing Teaching Should Be Combined with Quality Education and Thinking Training

First of all, from the perspective of quality education, ideological education must be carried out in the process of writing. Only in this way can students' confidence in writing practical writing be stimulated. In the teaching of applied writing, teachers should pay attention to explaining theoretical knowledge in combination with model analysis, combining model analysis with analysis of basic theoretical knowledge and writing training, so as to make theoretical knowledge teaching reliable, avoid the disadvantage of "air-to-air" and deepen students' understanding of practical writing theory [9]. In this way, when arranging the structure and content of the meeting notice from the perspective of readers' thinking, the official document meeting the needs of the recipients will be written. This reflects both the active thinking of the author and the reading thinking of the readers, making the arrangement of the structure and content of the meeting notice both practical and scientific. For example, when teaching "summary", I used the analysis of the experience of the college entrance examination as a typical case for the students to discuss, and many students showed a feeling of inferiority. However, I encouraged it through encouraging language to make the students understand that the college entrance examination is not the end of life. Besides teachers can collect more practical writings commonly used by enterprises, they can also give full play to students' subjective initiative and let students actively collect practical writings related to future employment and real life as sick articles and examples in the classroom, so that students can really participate in the classroom.

In addition, according to the needs of quality education, attention should also be paid to stimulating students' enthusiasm for practical writing. Interest is the motive force of learning, and practical writing is the weakness of most vocational college students. In the analysis of model texts, teachers should clarify the structural features and layout of the texts through the analysis of specific model texts. If you talk about the chapter of "theme", you can teach how to refine the theme through the analysis of the model text, and then explain its characteristics and writing requirements. In teaching, the author pays special attention to finding a writing environment in contact with the society, introducing students into it, and cultivating students' ability to simulate writing. Most of the time, the applied writing class is conducted in the classroom, and the social practice environment is relatively small, while the applied writing class is highly operational. Let students collect practical writing in the same language in the publicity column on campus, various newspapers and magazines, internet and other channels. At the same time, the collected practical writing and the group members assigned in advance will be studied and the examples will be analyzed. The new concept of contemporary quality education emphasizes that teachers must cultivate students' interest in learning and arouse their enthusiasm in teaching. The important link to achieve this goal is to reduce the burden on students and the psychological burden on their writing in high school. It can reproduce some things and phenomena involved in the teaching content and the change process that students cannot directly perceive in real life. It provides students with rich

perceptual materials in a short period of time, improves the efficiency of information transmission, and is helpful for students' skill training.

Secondly, from the perspective of thinking training, teachers should not pay too much attention to the analysis of the text format in teaching, but should use the guidance method to create a warm and harmonious teaching situation, pay attention to cultivate their innovative thinking and agility of thinking, so as to improve their conception level. In the traditional teaching of applied writing, “cramming” teaching is full of classes. This teaching method not only ignores students' subjective initiative and objective needs in learning, but also often makes teachers' work get twice the result with half the effort and cannot achieve the expected goal. In the writing process, students should be instructed to pay attention to the internal logic of the preceding applied style and the following applied style, pay attention to their causal relationship, and pay attention to the continuity of their cohesion process. For example, before learning announcements, arrange students to collect different types of announcements. The students in each group showed their enthusiasm and collected no less than 30 notices through the Internet, magazines and campus publicity boards, while the units that issued the notices included government agencies, enterprises and institutions. This kind of training can improve students' ability to find, raise and solve problems in practical writing, and can further cultivate their innovative thinking ability and divergent thinking ability. Teachers should make detailed corrections, analyze the existing problems, or combine teaching with individual counseling. Some exercises, such as notification, seem simple, but it is not easy to write or correct them accurately and appropriately. This kind of training can enable students to have a clear understanding and grasp of the whole process of knowledge formation, and have an overall grasp of the systematic nature of knowledge. They can pay attention to the internal logic during the writing process and lay a foundation for improving their writing ability.

4. Conclusion

To sum up, the teaching of practical writing in higher vocational colleges must fully realize that higher vocational education is a kind of terminal education with strong practicality and application. How to stimulate students' interest in learning and improve students' practical writing ability is an urgent problem for teachers of applied writing in higher vocational colleges. There are no great cultural differences in some nonverbal behaviors expressing inner feelings, but there are great cross-cultural differences in the objects, time, place and manner of expression. The author believes that the reform of teaching mode of applied writing course should be based on strengthening quality education and gradually improving students' writing skills. This requires practical teaching of writing knowledge. Pay attention to the interaction between teachers and students and the mutual benefits of teaching. Pay attention to promoting students' knowledge innovation and ability improvement. Therefore, practical writing teaching in higher vocational colleges must be practical. Only in this way can it conform to the development trend of higher vocational education, enable students to master the true meaning of practical writing and obtain good teaching effect. We firmly believe that as long as we keep pace with the times and innovate, the applied writing course will definitely play a more active role in the training of talents in higher vocational colleges.

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