

How to Enhance Students' Humanistic Quality in Chinese Language and Literature Education in Higher Vocational Colleges

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Abstract: As a subject of language and literature, Chinese language and literature is greatly crucial in guiding students to form correct values and quality connotation. Therefore, in Chinese language and literature education, teachers should focus on not only the explanation of theoretical knowledge, but also the cultivation and promotion of students' humanistic quality. This paper briefly expounds the difficulties faced by the teaching activities in the education of Chinese language and literature, and discusses how to effectively enhance the teaching quality and the humanistic quality of students.

1. Introduction

Chinese language and literature is the humanities subject with the widest range of contents in the curriculum of colleges, and also a crucial professional course, which is greatly crucial to the formation and progress of students' humanistic quality^[1]. In the context of the high popularity of quality education, teachers should not only ensure that students can fully recognize and master the basic knowledge of Chinese language and literature, but also provide effective guidance to students, so that students can deeply feel the charm of national culture in learning, learn from the national spirit, and then effectively enhance the humanistic quality, laying a good foundation for their future progress.

2. Predicament Faced by Chinese Language and Literature Education in Higher Vocational Colleges

2.1 Insufficient Emphasis on the Cultivation of Humanistic Quality

In the past Chinese language and literature education in colleges, most teachers regarded Chinese language as a basic tool teaching subject, and taught students some scattered knowledge points with strong application. Although this can enhance the instant application performance of Chinese language and literature, it is not conducive to students' deepening recognition, and it is also unable to use the humanistic spirit contained in Chinese language and literature to enhance students' humanistic quality. In addition, the explanation of theoretical knowledge not only does not meet the needs of personnel training in the current education field, but also reduces students' interest in learning Chinese language and literature education and enthusiasm for classroom participation to a certain degree^[2]. Some Chinese language and literature teachers in colleges overemphasize the humanistic quality, and then neglect the communication and interaction with students, which leads to the students' conflict, rebellious psychology, etc. Finally, Chinese language and literature education stays at the level of representation, and the classroom effect is unsatisfactory, which is not conducive to the formation and progress of students' humanistic quality.

2.2 Lack of Personality Education

From the analysis of the current situation of education and teaching in colleges, although some students have strong practical skills, they lack a certain degree of professionalism in their actual

work. After entering the society, they have poor ability to distinguish right from wrong. All these problems are caused by the failure of students to receive good personality education in school. Especially in recent years, owing to the constant innovation and progress of information technology in China, students began to use the Internet for learning, entertainment and social networking^[3]. They are more vulnerable to the impact of bad information, ideological deviation, and even some students have distorted values. Some students also gradually exposed mental health problems. This is not only not conducive to the overall progress of students, but also becomes an uncertain factor endangering social stability as students enter the society. The above problems need to be highly valued by teachers. They should fully use the positive ideas contained in Chinese language and literature to guide students in a positive way, enhance their humanistic quality, strengthen their ability to adapt to society, and promote students to become a person of value to society.

2.3 Lack of Life Belief Education

Graduation equals unemployment is a statement that the society ridicules the popularization of quality education at this stage, which mainly shows the remarkable achievements of deepening reform in the current education field in China. However, most higher vocational students will be confused and upset during their actual learning and after graduation, which to some degree reflects the lack of life beliefs^[4]. The main aim of some students coming to higher vocational colleges to study is to obtain a diploma. This wrong idea, coupled with the lack of guidance of teachers' life beliefs, leads to students' full pessimism about the future. In fact, ideological guidance should not only rely on ideological and political education, but also the Chinese language and literature education has certain ideological education value. Teachers should fully tap the spiritual and ideological content of Chinese language and literature education, keep pace with the times, and let students form a clear self-awareness in the learning process to find the direction of struggle. However, the current Chinese language and literature education in colleges only provides guidance for students' life beliefs on the surface, and does not touch the core content, thus leading to students' confusion.

3. Strategies for Improving Students' Humanistic Quality in Higher Vocational Chinese Language and Literature Education

3.1 Innovate Teaching Contents and Methods

In the past Chinese language and literature education activities in colleges, most teachers used theoretical knowledge to explain their teaching activities and relied too much on books and textbooks, which led to the lack of innovation in Chinese language and literature education. In addition, teachers were unable to update the teaching mode in time, and their educational thinking was solidified, which not only failed to achieve good educational results, but also reduced students' interest in learning and enthusiasm for classroom participation to a certain degree. In order to solve this problem, teachers should innovate teaching content and methods, bring students a new sense of classroom experience, and then mobilize students' interest in learning, attract students' attention, and lay the educational foundation for enhancing students' humanistic quality. First of all, teachers should reasonably analyze the problems in current teaching, optimize teaching plans, and actively use information technology to enrich teaching resources. It is also necessary to combine teaching objectives, and on the basis of mastering the characteristics of different majors, delete unnecessary abstract content, so as to enhance teaching quality^[5]. Secondly, teachers should also innovate the teaching methods by modern information technology, such as micro class, MOOC, flipped class, etc., to enhance the effectiveness of teaching. By using modern information technology to innovate teaching methods, abstract knowledge and humanistic thoughts contained in Chinese language and literature education can be embodied. It is convenient for students to deepen their recognition and grasp, and it can also enhance the interest of teaching activities and create a good humanistic environment, which is greatly crucial to enhance students' humanistic quality.

3.2 Strengthen the Education of Students' Personality

Because the social experience of vocational college students is less and they are in the critical stage of the formation and progress of their outlook on life, world outlook and values, their life beliefs are relatively vague and their psychological quality is poor. Once encountering problems, they often choose to escape. Faced with this problem, teachers should attach great importance to it. In order to enhance students' humanistic quality in Chinese language and literature education, we should first ensure that students have healthy psychology and sound personality. Therefore, in the actual Chinese language and literature education, teachers should reasonably design teaching plans, organically combine theoretical knowledge with practical activities, and push students to enhance their humanistic quality through language expression skills while learning Chinese language and literature knowledge. First, teachers should strengthen interaction with students in Chinese language and literature education, encourage students, always adhere to the principle of "encouragement first, guidance second", affirm students' progress, thereby enhancing students' self-confidence, strengthening their ability to resist setbacks, and promoting students to have firm willpower. In this way, after entering the society in the future, students will maintain a positive and optimistic attitude even if they encounter difficulties and setbacks. Secondly, teachers should also deeply explore the content of humanistic quality in Chinese language and literature education, develop practical activities, and provide students with self-expression opportunities in combination with their learning needs^[6]. For instance, speech contests and debate contests can be held to effectively enhance students' humanistic quality.

3.3 Create a Good Humanistic Environment for Students

The environment affects and shapes people. A good humanistic environment can effectively enhance students' humanistic quality. In the actual Chinese language and literature education in colleges, teachers should break the limited thinking that teaching activities are only carried out in the classroom, and encourage students to organize and establish Chinese language and literature associations, poetry associations, etc. This can not only inspire students' interest in learning Chinese language and literature through diversified practice forms, but also push students to apply Chinese language and literature knowledge in communication and interaction^[7]. Moreover, teachers can guide students to create poems or recite poems, which can not only optimize the teaching atmosphere, but also enable students to truly feel the artistic charm and contemporary value of Chinese language and literature. To sum up, creating a good humanistic environment for students is conducive to enhancing students' humanistic quality.

3.4 Enhance Teachers' Professional Quality

From the perspective of teachers, if colleges want to enhance students' humanistic quality in Chinese language and literature education, they must enhance teachers' professional quality. Putting forward humanistic quality education requirements for Chinese language and literature teachers can not only enhance teachers' teaching professionalism, but also facilitate teachers to effectively transmit their humanistic spirit and ideas to students, thereby enhancing the quality of Chinese language and literature education. First of all, colleges should build an education and teaching management system, incorporate teachers' humanistic quality, teaching ability, scientific research ability, etc. into the teaching assessment system, and link them with teachers' salaries. In this way, teachers' ability and learning motivation can be effectively stimulated, and then the quality of Chinese language and literature education can be enhanced. Secondly, colleges should also strengthen the construction of the teaching staff of Chinese language and literature education, build a high-quality and strong teaching team by developing educational and educational training activities and recruiting professional talents, and conduct regular training and assessment. Finally, from the perspective of schools, colleges should also update their management concepts, create a good literary environment and learning atmosphere for students, develop campus activities, strengthen the construction of campus culture, and then enhance the humanistic quality of students.

4. Conclusion

To sum up, in the Chinese language and literature education, teachers should fully focus on the significance and value of fostering students' humanistic quality, innovate teaching content and methods, create a good humanistic environment, and let students form correct values under the influence of national culture and spirit. Teachers should also enhance their professional quality, explain more professional knowledge to students, and convey the knowledge about humanistic quality to students, so as to enhance students' humanistic quality and push students' better progress.

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