

Current Status and Challenges in China General Language Education Teaching in Vocational Colleges— Problem Analysis and Countermeasure Research

Xiaoying Zhang

Bortala Vocational and Technical College, Bole, 833400, China

Keywords: Vocational colleges in Xinjiang, China general language, education teaching, problem analysis, countermeasure research

Abstract: This paper explores the current status and challenges of China general language education in vocational colleges in Xinjiang, China. The research identifies key issues at the institutional level, including insufficient curriculum for China language courses, lack of specialized teaching staff, weak instructional targeting, and a less conducive learning environment. At the student level, challenges include inadequate awareness of China language proficiency, low self-demands, insufficient daily practice, and a lack of learning skills. In response to these issues, the paper proposes countermeasures, such as improving teaching standards, increasing the certification rate for Mandarin proficiency, integrating traditional cultural activities to foster a positive learning atmosphere, enhancing students' awareness of language abilities, clarifying learning objectives and requirements, intensifying daily practice, and cultivating learning skills. These measures aim to enhance educational quality and meet societal demands.

1. Introduction

With the development of the socio-economic landscape and increased international exchanges, vocational colleges in Xinjiang are facing unique opportunities and challenges in the realm of China general language education. China language proficiency plays a crucial role in promoting regional economic and social development as well as enhancing international communication capabilities. However, current challenges in Xinjiang's vocational colleges, such as varying teaching quality and uneven distribution of teaching staff, significantly impede the improvement of educational quality and the development of student capabilities. This paper, through a comprehensive analysis of these challenges and considering the significant role of China language proficiency in contemporary society, explores effective strategies to address these issues. The goal is to provide practical guidance for improving the quality and level of China general language education in vocational colleges in Xinjiang, aligning with societal development needs and international trends.

2. Problem Analysis

2.1. Institutional Issues

2.1.1. Insufficient Setting of China General Language Courses

Vocational colleges in Xinjiang exhibit noticeable deficiencies in the setting of China general language courses, manifested in two main aspects. Firstly, Mandarin courses overly emphasize exam-oriented skills and obtaining Mandarin proficiency certificates, focusing primarily on pronunciation, short text reading, and language expression, neglecting practical language application and deep understanding. This bias may result in students lacking practical communication skills. Secondly, elective courses on cultural topics, while based on outstanding Chinese traditional culture to stimulate interest and enrich cultural heritage, fall short in effectively integrating these courses with China general language education, failing to fully utilize cultural resources to enhance language learning outcomes.[1] Therefore, the institution needs to comprehensively assess and adjust the structure of China general language courses. This involves enriching Mandarin course content to go beyond exam skills and prioritize enhancing students' practical language application abilities. Additionally, leveraging outstanding Chinese traditional cultural resources should be incorporated into language education to not only impart language knowledge but also strengthen students' cultural understanding and application capabilities. Such course adjustments will help students comprehensively improve language skills while enriching their cultural knowledge and understanding, laying a solid foundation for their overall development.[2]

2.1.2. Challenge of Insufficient Specialized Teaching Staff

Another challenge faced by institutions is the insufficient availability of specialized teaching staff. Some teachers may lack professional knowledge in China general language teaching and the latest language teaching concepts, making it challenging to meet students' diverse learning needs, thereby affecting teaching quality. The key to addressing this issue lies in enhancing professional training for teachers, ensuring they are well-versed in the latest language teaching trends and technologies, thereby elevating their professional competence to better address students' learning requirements.

2.1.3. Lack of Targeted Instruction

Insufficient targeted instruction is a significant issue in China general language education in Xinjiang's vocational colleges. The current teaching arrangements fail to effectively consider the differences in students' China language abilities, resulting in varying teaching effectiveness, impacting students' grades and interest in the subject. Given the diverse levels of students' China language abilities, implementing a tiered teaching strategy is essential. Specifically, the institution should develop teaching plans based on students' actual China language proficiency levels. This tiered teaching approach ensures that each student learns in an environment aligned with their proficiency level, effectively enhancing their language skills. However, the key challenge in implementing this strategy lies in the current lack of teaching staff and insufficient professional training. Therefore, the institution also needs to intensify teacher training, enhance teachers' professional skills and teaching methods, ensuring the effective implementation of tiered teaching. Through these measures, the institution can improve the specificity and effectiveness of teaching, better meeting the learning needs of different students.[3]

2.1.4. Lack of a Strong Learning Atmosphere for China General Language

The lack of a strong learning atmosphere for China general language is a current challenge for institutions. A deficient positive language learning atmosphere may lead students to lose interest in language learning, reducing their motivation for autonomous learning. To address this issue, the institution can create a vibrant learning atmosphere by organizing diverse language learning activities, such as language corners, thematic speeches, and language and cultural festivals. Additionally, by establishing language learning communities and providing avenues for subject competitions, the institution can stimulate students' initiative and enthusiasm for learning, thereby promoting the study and inheritance of China general language.[4]

2.2. Student Issues

2.2.1. Lack of Awareness in Enhancing China General Language Proficiency

To address the insufficient awareness among students regarding the importance of China general language proficiency, the institution needs to implement effective measures to enhance students' understanding of its significance in their professional development. While students may already have a certain level of understanding, further efforts are needed to deepen their awareness of the role China general language plays in enhancing their professional and personal comprehensive competence.[5] The institution can achieve this by organizing special lectures and career planning activities, helping students understand the applications and value of China general language in various professional fields. Furthermore, inviting successful individuals who have applied language skills in their careers to share their experiences can visually demonstrate the positive impact of mastering China general language on career success. By closely integrating China general language with actual occupational demands, the institution can not only increase students' awareness of its importance but also motivate them to actively engage in language learning, thereby laying a solid foundation for their future careers.[6]

2.2.2. Low Self-Demands in Language Proficiency

A pressing issue to be addressed is the low self-demands of students in enhancing China general language proficiency. Many students may not have set clear goals and plans for improving Mandarin proficiency, leading to a lack of motivation and a sense of urgency in the learning process, affecting learning outcomes. To tackle this challenge, the institution can establish learning plans and counseling services specifically for improving Mandarin proficiency. In particular, the institution can formulate detailed plans for enhancing Mandarin proficiency, such as setting goals for participating in Mandarin tests 2-3 times per semester during the three-year course of study. Based on proficiency levels, the institution can plan for achieving Level 3B in the first semester of the freshman year, Level 3A in the second semester, and targeting Level 2B throughout the sophomore year. For high-achieving students, encouragement can be given to aim for Level 2A or even Level 1B. By setting such phased goals, the institution not only helps students clarify specific steps for improving Mandarin proficiency but also stimulates their initiative and self-awareness in learning. Simultaneously, guiding students to recognize the importance of mastering China general language for their future careers and personal development can raise their expectations and demands for improving Mandarin proficiency.

2.2.3. Insufficient Daily Practice and Application

A common challenge among students is the lack of sufficient daily practice in language learning, primarily demonstrated by an over-reliance on classroom learning and limited practical language use

outside of classes. This phenomenon results in a disconnect between theory and practice, affecting students' language proficiency improvement. To address this problem, the institution can encourage students to apply China general language in daily communication through the establishment of practical learning tasks. Additionally, organizing language corners, field internships, and similar activities can provide more real-world application scenarios, igniting students' interest and encouraging them to actively participate in daily practice. Such practices contribute to strengthening students' practical language application abilities, enhancing their language intuition, and improving their expression skills.

2.2.4. Lack of Learning Skills Targeted at Individual Issues

A prevalent issue among students in China general language learning is the lack of learning skills targeted at individual issues. This is mainly reflected in the absence of effective learning methods and time management skills, constraining their learning effectiveness. To address this problem, the institution can conduct training and counseling on learning methods, assisting students in establishing scientific learning plans and methods. Additionally, encouraging students to actively reflect on and summarize their learning experiences can cultivate their problem-solving abilities. By providing guidance on learning skills, the institution can help students better cope with the challenges they encounter in China general language learning, improving learning outcomes.

3. Countermeasure Study

3.1. Institutional Countermeasures

3.1.1. Enhancing Educational and Teaching Quality

To improve educational and teaching quality, the institution can develop a comprehensive teacher training plan. This plan should cover aspects such as language teaching theories, modern educational technologies, diversified assessment methods, ensuring that teachers receive relevant training at different stages. By offering courses at different levels and in various professional fields, the institution can meet the personalized needs of teachers. For instance, teachers lacking advanced knowledge of educational technologies can undergo training on digital teaching tools and online learning platforms. Those in need of enhancing language teaching theory can participate in specialized language teaching theory seminars.

Regular teaching observations and interactive exchange mechanisms will further strengthen the effectiveness of teacher training. The institution can establish an organic platform, providing teachers the opportunity to personally experience the excellent teaching practices of their colleagues. By creating a dedicated teaching interaction platform, teachers can share their teaching experiences, methods, and resources, facilitating the sharing and inheritance of experiences. Through these measures, the institution can comprehensively enhance teacher training, ensuring that teachers closely follow the latest trends in educational development in both theory and practice. This, in turn, will elevate overall teaching quality, better meeting the needs of China general language education in vocational colleges in Xinjiang.

3.1.2. Increasing Mandarin Proficiency Certificate Attainment

To improve students' Mandarin proficiency certificate attainment, specific measures need to be taken by both the institution and students. At the institutional level, innovative teaching methods are essential. Teachers can integrate modern educational technologies, such as interactive software and multimedia tools, to enhance teaching effectiveness and students' practical application abilities.

Additionally, the curriculum should be more closely aligned with real-life situations, enhancing classroom interaction to allow students to apply their knowledge in practical contexts.

Moreover, the institution should innovate the extracurricular Mandarin practice modes. By organizing Mandarin speech competitions, simulated scenario dialogues, and other diverse activities, students can be encouraged to actively use Mandarin in daily life, thereby improving their oral expression skills. Utilizing information technology to support the organization and implementation of Mandarin tests, such as simulating tests on online platforms, can provide students with more opportunities for self-testing, with ample Mandarin test registrations to ensure students have sufficient opportunities for reference.

At the student level, active participation in Mandarin tests is crucial for improving Mandarin proficiency. Students should actively register for and participate in Mandarin tests as a means of assessing their self-learning achievements. Additionally, students need to develop detailed Mandarin learning plans, establish clear learning goals, and adjust them based on individual proficiency levels. By participating in simulated tests, utilizing online learning resources, and other means, students can enhance their Mandarin proficiency in a more targeted manner.

In summary, through collaborative efforts at both the institutional and student levels, not only can the attainment of Mandarin proficiency certificates be effectively improved, but students' understanding and application abilities of China general language will also be deepened, laying a solid foundation for their future development.

3.1.3. Creating a Rich Learning Atmosphere through Activities Related to Chinese Traditional Culture

By organizing activities related to outstanding Chinese traditional culture, the institution will create a more enriching learning experience for students. Literary lectures, calligraphy competitions, and ancient poetry contests will become essential means of stimulating students' strong interest in language and literature. These cultural activities are not just for meeting the requirements of the curriculum but are also aimed at enhancing students' subject interests and cultural literacy.

In literary lectures, students can listen to professionals share the charm and practical applications of language and literature, expanding their understanding of language learning. Calligraphy competitions provide students with opportunities to showcase their calligraphy skills, allowing them to gain a deeper understanding and experience the beauty of linguistic art. Ancient poetry contests aim to spark students' interest in ancient culture and, at the same time, improve their language expression skills.

Such cultural activities are not mere extensions of a single subject but provide students with a comprehensive learning experience. Through active participation in these activities, students will be more motivated to engage in language learning, forming a profound understanding and application of China general language. In this rich learning atmosphere, students' language abilities will be comprehensively enhanced, fostering their love for and inheritance of Chinese traditional culture.

3.2. Student Countermeasures

3.2.1. Increasing Awareness of China General Language Proficiency

To enhance students' awareness of China general language proficiency, the institution can organize various activities. Firstly, special lectures and symposiums can be conducted, inviting language experts to share the importance and practical applications of language. Through case analyses by experts, students will have a deeper understanding of the positive impact of China general language proficiency on career development. Such activities will broaden students' horizons, making them

realize the crucial role of language proficiency in different professional fields.

Additionally, the institution can organize diverse language practice activities to provide students with practical application scenarios. Through participation in various language practices, students will apply their knowledge in real-life situations, enhancing their language abilities. These activities may include simulated business negotiations, language exchange corners, and public speaking competitions, stimulating students' initiative and improving their practical language application abilities. Through these initiatives, the institution will better guide students to recognize the importance of language proficiency, motivating them to be more proactive and goal-oriented in their learning processes.

3.2.2. Establishing Clear Learning Goals and Requirements

To ensure that students benefit from their learning experiences, the institution should encourage and guide students in establishing clear learning goals and requirements. Through the development of personal learning plans, students will have the opportunity to define their learning directions and goals. The institution can provide guidance and assistance, helping students formulate learning goals that align with their interests and career plans. This will make students more targeted in their learning, enhancing the effectiveness of their studies.

In the process of setting learning goals, students should consider their interests, hobbies, professional development directions, and career plans. The institution can provide relevant resources and information to help students better understand the characteristics of different fields of study and career prospects, enabling them to determine learning goals more clearly. Through the formulation of personalized learning goals, students will be more motivated and goal-oriented, contributing to improved academic performance and potential development.

3.2.3. Strengthening Daily Practice and Application

To promote students' daily practice and application of China general language proficiency, the institution can implement a language learning group system. By establishing groups, students can motivate and collaborate with each other in a team atmosphere, sharing learning experiences and methods. The group system helps cultivate students' initiative in learning and a spirit of teamwork, enhancing learning outcomes.

Additionally, the institution can design practical cases, guiding students to apply their language knowledge in real-life situations. Through practical exercises, students can gain a deeper understanding and mastery of language skills, improving their ability to use language in practical scenarios. The design of practical cases should be closely related to students' daily lives and career needs, enabling them to better transform learned knowledge into practical skills.

Furthermore, the institution can make full use of online learning platforms, providing a variety of rich language learning resources, including online courses, instructional videos, and language learning applications. Through online platforms, students can engage in learning and practice anytime, anywhere, enhancing the convenience and flexibility of their learning. Through these measures, the institution will offer students more diverse and practical learning pathways, promoting the comprehensive development of their China general language proficiency.

4. Implementation Effect Evaluation

4.1. Establishment of Evaluation Indicator System

The establishment of a scientifically sound evaluation indicator system is crucial for the implementation of the reform strategies for China general language education in vocational colleges

in Xinjiang. This indicator system should cover multiple aspects to comprehensively assess the actual effects of educational reform.

In terms of teaching quality, we focus on academic performance, teaching satisfaction, and course completion rates. Academic performance directly reflects the core aspect of teaching quality, while teaching satisfaction and course completion rates provide a comprehensive assessment of teaching effectiveness from the perspectives of both students and teachers. These indicators will enable us to understand students' academic performance, satisfaction with teaching, and participation in courses under the new teaching model.

Regarding students' overall competencies, we examine developments in language proficiency, innovative capabilities, and teamwork. This helps us gain a comprehensive understanding of students' growth and progress in different aspects, allowing for a better assessment of the impact of educational reform on their overall competencies.

In terms of the teaching faculty, we focus on the participation and effectiveness of teacher training. The effectiveness of teacher training directly relates to educational quality, and evaluating the actual participation and outcomes of teacher training allows for a better understanding of the training needs and improvement potential of the teaching faculty.

Through this scientifically designed evaluation indicator system, we will be able to objectively understand the actual effects of the reform strategies for China general language education in vocational colleges in Xinjiang. This will provide robust data support for future adjustments and improvements, promoting the enhancement of educational quality and the comprehensive development of students.

4.2. Collection of Relevant Data

In the process of implementing the reform strategies, timely and accurate collection of relevant data is crucial to ensure the reliability of the evaluation. Various methods can be employed for data collection, including student surveys, teaching observation records, and course completion statistics, to obtain both quantitative and qualitative data. Such diversity helps in gaining a comprehensive understanding of the actual effects of the reform.

Student surveys are an effective means of directly obtaining student feedback, and conducting regular surveys allows us to understand the degree of student acceptance and satisfaction with the new teaching model. Teaching observation records objectively assess teachers' performance in actual classrooms, including teaching proficiency and student interaction. Additionally, through course completion statistics, we can understand students' learning progress and enthusiasm in the new courses.

To ensure the comprehensiveness of the data, considerations should be given to inclusivity from different perspectives. Including views from students, teachers, and management provides more comprehensive information, helping us better understand the actual impacts of the reform on various stakeholders. Periodic data collection is key to ensuring continuous improvement in educational reform. Regular data collection helps in promptly identifying issues for quick adjustments and optimizations. This periodic data collection also assists in tracking the dynamic changes in educational reform, allowing for better adaptation to long-term trends. Through these measures, we can establish a comprehensive and robust data support system, ensuring that the implementation of the strategies is based on ample and reliable information.

4.3. Analysis of Evaluation Results

In-depth analysis of the effects of strategy implementation is a crucial step to ensure the reliability of the evaluation. Attention should be focused on both long-term and short-term effects, identifying

potential issues and proposing improvement recommendations.

By comparing data at different time points and among different groups, we can identify potential differences and trends. This comparison helps in gaining a comprehensive understanding of the trajectory of educational reform changes, providing guidance for further optimization. Statistical analysis and qualitative research will provide a more scientific evaluation report to present a comprehensive picture of the implementation of the strategies.

The in-depth analysis of evaluation results will enable us to better understand the impact of reform measures on students, teachers, and the entire school system. In the analysis, we will identify areas that have made significant progress and areas that require more attention and adjustments. This helps in forming concrete, targeted recommendations, providing strategic guidance for the subsequent development of China general language education in vocational colleges in Xinjiang. Through scientific analysis, we will be able to offer more effective suggestions for reform, promoting continuous improvement in educational quality.

5. Conclusion

This study, through analyzing the issues and strategies of China general language education in vocational colleges in Xinjiang, aims to improve educational quality and cultivate applied talents that meet societal needs. Implementing these strategies, especially the comprehensive efforts at the school and student levels, not only addresses current challenges but also nurtures individuals with strong language skills and cultural literacy. This is of significant importance in promoting cultural exchange, enriching the diverse culture of Xinjiang, and advancing the development of vocational skilled talents to higher levels, contributing to the comprehensive development of the local socio-economic environment.

References

- [1] Qing Jue. *China's China general language policy and China construction*[J]. *Journal of Northwest Normal University (Social Sciences)*. 2023, 60(04): 5-13.
- [2] Lei Fuying. *Cultivating the "responsibility field" of China general language education in ethnic universities*[J]. *Chinese China Education*. 2023(06): 38-41.
- [3] Cai Hongmei. *Research on the China general language proficiency of preschool teachers in ethnic areas*[J]. *Qinghai Ethnic Studies*. 2023, 34(02): 110-117.
- [4] Aiziguli Maimaiti. *Research on the construction of informationized resources in China general language education in vocational colleges in Xinjiang: A case study of Kizilsu Kirghiz Vocational and Technical School*[J]. *Journal of Jiangsu Vocational and Technical College of Economics and Trade*. 2019(04): 86-88.
- [5] Zhang Yi. *Research on teaching methods of China general language education in vocational colleges in Xinjiang*[J]. *Science and Technology Information*. 2020, 18(20): 148-149+152.
- [6] Li Li. *Exploration of the application of online resources in China general language education*[J]. *Comparative Studies in Cultural Innovation*. 2021, 5(15): 147-150.