

# Innovative Strategies of Chinese Teaching in Applied Undergraduate Universities

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**Abstract:** With the popularization of higher education, applied undergraduate colleges and universities take undergraduate education as the main body and cultivate high-level applied talents as the ultimate goal. The applied undergraduate colleges and universities in our country train undergraduate applied talents, not theoretical talents. College Chinese is a public basic course in undergraduate colleges and universities. It is an important auxiliary course with good professional core ability. In order to promote the formation of the educational system framework of applied undergraduate colleges and promote the progress of socialism, 20 questions were designed in five aspects. Only the respondents can choose the way to answer the questions. The recovery rate of the questionnaire is 90%. In the process of the development of applied undergraduate colleges, we can meet the needs of the new era.

## 1. Introduction

Under the environment of global economic integration, the goal of education is to attach importance to the growth of students, to their personality, to their innovation and to their life. The development of higher education must conform to the requirements of the times, train high-quality talents in the new era from the current social reality, and train multi-level talents according to the requirements of different posts and different types of work. The application-oriented undergraduate colleges should aim at cultivating high-level applied talents.

The innovative strategies of Chinese course teaching in applied undergraduate universities have attracted the interest of many experts and have been studied by many teams. For example, some teams have explored the causes of Chinese curriculum problems from three aspects: learning consciousness, learning theory and learning environment, and revealed the practical problems in the course of college Chinese curriculum reform, such as curriculum opening, teaching mode, curriculum cooperation, etc. Some focus on the research of college Chinese teaching strategies[1],for example, Zhu Yuan's teaching strategy of college Chinese under the crisis of mother tongue, starting from the practical problems of domestic mother tongue crisis, combining students' interest in learning and subjective needs, realizes the reform of teaching methods in the process of college Chinese teaching, and infuses new blood into the college Chinese classroom[2].Some teams find that vocational ability training is one of the effective methods to solve the contradictions in college Chinese teaching, such as vague orientation, unclear goal, outdated teaching idea, backward means and single evaluation[3], another research direction is the reform of Chinese teaching in colleges and universities based on the goal of vocational ability training, such as Li Jia's "research on Chinese teaching reform in higher vocational colleges based on vocational comprehensive ability ", which puts forward the use of teaching methods such as group discussion, special discussion, famous teacher lecture, knowledge contest and so on according to the characteristics of students, establishes the process assessment method, strengthens the construction of professional teachers, and provides all-round guarantee for the cultivation of comprehensive talents with high vocational ability[4].Others found that college students should

have seven development categories, and a considerable number of institutions of higher learning affected the development of students in seven abilities, namely, the development of abilities, emotional management, the development of mature interpersonal relationships, the establishment of identity, the purpose of development and the development of integration[5].After that, Jones&Kwan studied the expectations of college students in the evaluation of college students' experience and concluded that the equipment of professional knowledge and skills can prepare for the future career, broaden their horizons and personal development, and achieve success in a competitive environment[6].A number of teams, on the platform of W Chinese proficiency test, reflect on the current Chinese teaching in colleges and universities, and propose to reform Chinese teaching in colleges and universities from the perspective of improving the ability of professional Chinese, such as Liu Bi-lan of Nanjing Yingtian vocational and technical college. In "vocational Chinese-tomorrow ", the emergence of professional Chinese has brought vitality and hope for the development of Chinese in higher vocational colleges; based on the importance of vocational language ability to higher vocational students in the era of knowledge economy, Shi Xinggu of Zhejiang normal university analyzes the curriculum construction, teaching strategy and evaluation mechanism of vocational language ability, and advocates that vocational language teaching should cultivate students' vocational language ability[7].Although their research results are very rich, but there are still some shortcomings.

In the course of the formation of the research ideas, this paper draws lessons from the previous research results, combines with the practice of college Chinese teaching in recent years, based on the role of college Chinese teaching in the process of cultivating students' core competence studies applied undergraduate schools, investigates the problems of contemporary college students' professional ability, and puts forward the strategies of improving students' professional core competence.

## **2. Method**

### ***2.1 Applied Undergraduate***

At present, the types of higher education in our country mainly include research universities, teaching and research universities, applied undergraduate universities and vocational universities. The applied undergraduate courses are compared with the other three courses. Higher vocational colleges mainly train skilled talents, teaching and research universities train teaching and scientific research talents, research universities mainly train scientific research talents, and applied undergraduate talents train high-tech applied talents who are good at management, production, service and management in order to adapt to the development of regional economy and society; construct the curriculum system and teaching content training plan, attach importance to the cultivation of college students' technical application and management ability. The orientation of applied undergraduate course is applied technology, that is, to serve the local economic and social development, to train the applied advanced professional technical skills talents with industry background, comprehensive technical skills and engineering practice ability as the main goal of higher education institutions. The talents trained in applied undergraduate courses should not only have a certain professional theoretical basis, but also have strong social practice ability and comprehensive quality. At the same time, talent training should reflect the professional theory of talents and the application of talents. Applied undergraduate colleges and universities are also the inevitable result of deepening the educational reform in the process of higher education from elite education to popular education. The composition of applied undergraduate mainly includes three historical backgrounds, the first kind of new undergraduate colleges and universities. The third is applied undergraduate. Most of the applied undergraduate colleges and universities belong to the

two or three batches of the college entrance examination. According to the requirements of deepening the education reform in an all-round way, more than 700 colleges and universities in China have gradually changed to applied universities, and the new transformation of ordinary colleges and universities accounts for 58% of the total number of colleges and universities. However, these colleges and universities have been upgraded from one or more majors to undergraduate courses after the expansion of colleges and universities. In order to strive for space for development and highlight the characteristics of the major and advantages, they have put forward the strategy of cultivating applied talents. Develop applied technology research, serve regional economy and society, and gradually obtain social recognition[8].

## ***2.2 University Language***

Chinese culture has a long history and is extensive and profound. College Chinese is a subject which integrates human language teaching and instrumental learning, shoulders the cultivation of students' listening, speaking, reading and writing ability, and also undertakes the cultivation of students' humanistic literacy. Put aside the "university", we first talk about the concept of "language", in the book "answer Wanlin letter" wrote "at that time the same meaning, that oral as "language", written as "text", text in the language, can not be biased, so the words ." The course of "Chinese" is determined when the national unified Chinese textbook is published. It is the main idea of the editor. The main idea of the editor points out that "what is said is the language, what is written is the article, the article according to the language," language" can not be separated from "text"." In class, the author of "answer Wanlin letter" once asked the students what is "language", what is "text", students answer unanimously," language "is" language "," text "is" text, literature "," shuo wen jie zi "explanation: speaker, also; writer, also. These explanations of "Chinese" tell us that "Chinese" is the basic tool for people to communicate, study and work, but we should know more that "Chinese" is actually an important tool for people to improve their moral quality. As educators of Chinese subjects, we should not only cultivate students' most basic Chinese literacy, but also improve students' humanistic quality. Xu Zhongyu pointed out : " college Chinese course is a cultural quality education course offered by ordinary college students, such as directed literature (except Chinese language and literature major), science, industry, agriculture, medicine, finance and economics, politics and law, foreign language, art, education, etc. College Chinese is a very comprehensive course, through Chinese teaching to let students understand the truth of the Chinese people. Such core courses and systems engineering cover most of the disciplines at the university level in pedagogy, psychology, literature, aesthetics, writing and the arts[9].

## ***2.3 Connotation of Innovation***

The word "innovation" first appeared in Latin, and its original intention was to build new ideas on the basis of breaking through traditional ways of thinking and to use existing knowledge and matter to improve or create new things, methods, elements, paths, environments in a particular environment, and finally to achieve beneficial results. Innovation is divided into narrow sense and broad sense. Innovation in a broad sense has three meanings: first, to renew and change the content of old things; second, to create new things; third, to change, and to break through old things in a narrow sense. Create new things on this basis. In essence, innovation is the external manifestation of innovative thinking, and innovation is a breakthrough social practice activity. It not only embodies the subjective initiative of human beings, but also shows the unique cognitive and practical ability of human beings. Schumpeter, a famous western economist, believes that innovation is "building new production functions", which introduces the "new combination" of factors of production and production conditions into unprecedented production systems. Schumpeter's innovation theory holds that "innovation includes the development and control of products, technologies, processes, organizations and markets by entrepreneurs ." Drucker, the master of management, inherited and developed Schumpeter's innovative idea that innovation not only refers to technological innovation, but also includes five aspects: strategic innovation,

conceptual innovation and organizational innovation. He also pointed out that innovation is an activity that strengthens resources, that innovation can change resource output, transform resources into wealth, and promote economic and social development. Innovation is the idea of changing products and services to create new values for customers[10].

### 3. Experiment

#### 3.1 Source of Experimental Data

In the course of the formation of the research ideas, this paper draws lessons from the previous research results, combines the practice of college Chinese teaching in recent years, and based on a certain school, investigates the problems existing in the professional ability of contemporary college students. The strategies of improving students' professional core ability and enhancing students' professional competitiveness are put forward.

#### 3.2 Experimental Design

First of all, in many studies, from the perspective of vocational ability, a large number of research on the function of college Chinese education, there are still some researchers involved in higher vocational colleges of college Chinese vocational ability research, applied undergraduate colleges of college Chinese vocational research is relatively few, with applied undergraduate colleges as the background, systematic study of applied undergraduate colleges in college Chinese teaching problems, put forward of college Chinese in improving the professional ability of applied undergraduate students; secondly, the part of improving students' professional ability in college Chinese teaching strategy mainly follows the action-oriented policy and puts forward some suggestions on the reform of teaching materials and the perfection of teaching resources. This paper mainly uses the literature method, the comparison method and the questionnaire method, this survey takes a certain college as the survey object, altogether 300 questionnaires, the questionnaire altogether designed 5 aspects 20 questions, the question type is basically single choice, only the respondents can choose the way to answer the question.

### 4. Result

#### 4.1 The Present Situation and Problems of Chinese Course in Applied Undergraduate Colleges Are Analyzed

In recent years, with the strengthening of state intervention, marginalized "college Chinese" courses have been paid more and more attention by colleges and universities. However, we should still face some local colleges and universities "college Chinese" curriculum teaching status has not been improved, as shown in Table 1 below.

**Table 1.** Analysis of the status and problems of university language courses

Teacher perspective	Most applied undergraduate colleges and universities have weak teachers, unbalanced teachers, age structure, professional title structure and academic structure which can not meet the reasonable requirements
Student perspective	Student levels vary

As can be seen from Table , at present, the present situation of college Chinese courses in applied undergraduate colleges and universities mainly presents the following: first, from the teacher's point of view, most applied undergraduate colleges and universities have weak teachers,

unsTable teaching staff, age structure, professional title structure and academic structure can not meet reasonable requirements, some schools have only one or two language teachers, and even some schools use external languages directly, which results in many university language teaching and research departments can not be formed, and occasionally one or two language teachers can only be sent to other teaching and research departments; second, from the point of view of students, the current level of students in applied undergraduate colleges (especially private) is uneven, and the language level in middle schools is often low. Through two teaching exercises, we can find that many students' basic knowledge of Chinese is very weak, oral and written. This article has carried on the test in the teaching, some students even one of the most basic leave note is not standard, from the graduation thesis colleague mouth understands these students in the graduation thesis writing process often also appears the question, the grammar error rate reaches 90. At the same time, the development of science and technology has also brought some diseases of the times. With the wide use of new online communication platforms such as WeChat and Weibo, the emergence of these new language communication activities has greatly changed the form of Chinese. Network language has become the fashion and popularity of college students, some non-standard languages are violently impacting orthodoxy.

#### 4.2 Investigation and Analysis on the Role of College Chinese in Applied Undergraduate Colleges on Students' Professional Ability

From the analysis of curriculum objectives, in the survey of teachers and students, it clearly reflects the attitude, learning towards Chinese curriculum, learning status and their understanding of the curriculum. This paper also examines which abilities students think have been improved in Chinese curriculum, as shown in Figure 1 below.

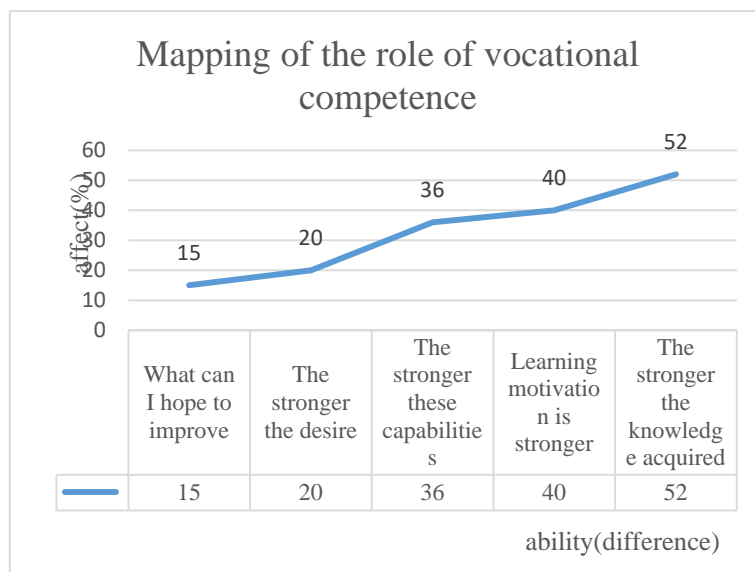


Figure 1. Mapping of the role of professional competence

The survey data show that the stronger the students want to improve their ability, the stronger the desire, that is, the stronger the learning motivation, the stronger the knowledge ability. Students' ability to acquire Chinese courses is very different, that is, students' needs are very different.

#### 4.3 Analysis on the Evaluation System of Teachers' Teaching Ability

First, the activity is the necessary condition of the ability, the ability is always reflected in the activity, is the psychological characteristic of the control activity smoothly, the ability manifests in the certain activity smooth completion and the activity efficiency and the quality; second, the ability

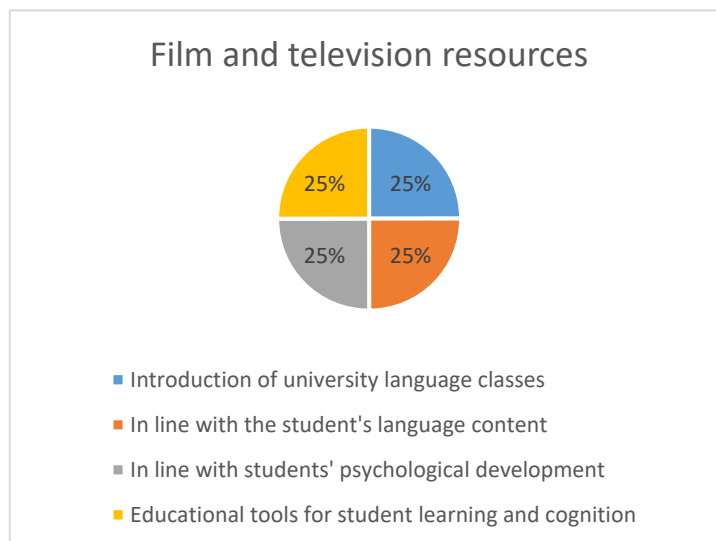
must be based on knowledge; third, ability is not equal to skill, skill is the ability of individual to control action and perform an activity through practice a certain activity ability performance, it plays the control function in the certain movement, but be applied to the activity and whether the skill can be transferred depends on the ability; fifth, activity is the foundation of ability and the high level of ability. When a person can combine all kinds of abilities and complete an activity well, it shows that he has some talents,as shown in Table 2 below.

**Table 2.** Evaluation system of teachers' teaching ability

First	Activity is a necessary condition for capacity
Second	Capacity must be knowledge-based
Third	Ability is not equal to skill
Fourth	One is by mastering the way Second, affected by the degree of mastery Third, the degree of application
fifth	Activities are the basis of capacity

**4.4 Analysis on the Innovation of Introducing Film and Television Resources into College Chinese Teaching**

Film and television resources are a special form of art. If we give up the attitude of learning to watch film and television resources, then the purpose of making film and television resources to serve Chinese teaching will no longer exist. It will affect our teaching order, as shown in Figure 2.



**Figure 2.** Innovative research on the introduction of film and television resources into college Chinese teaching

According to the above Figure, when introducing film and television resources into college Chinese classes, they must conform to students' Chinese content, must conform to students' psychological development, and regard film and television resources as educational tools to promote students' learning and cognition.

## 5. Conclusion

Applied undergraduate colleges and universities are the main position for the popularization of higher education and the cultivation of high-quality applied talents in China. This is the mission of the rapid development of economy and society in the information age to applied undergraduate colleges and universities. Chinese teaching in such colleges and universities can only serve this requirement, cultivate students' professional ability and improve students' professional accomplishment in the process of imparting Chinese knowledge. Therefore, both teachers and students must pay full attention to college Chinese teaching. Give full play to the role of Chinese in cultivating and promoting students' professional ability. As a public basic course, college Chinese curriculum has a strong instrumental and humanistic nature, involving a wide range of knowledge. In addition, the teaching conditions and equipment of each school are different, and the training objectives of different schools are also different. There are some shortcomings in the research process of this paper, which need to be further improved. The end of this paper does not mean the end of the research. In the future teaching, this paper will continue to pay attention to the role of college Chinese curriculum in the cultivation of students' professional ability.

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