

# *A Study on the Training Mechanism of Students' Chinese Core literacy in Vocational Colleges*

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**Keywords:** vocational colleges; Chinese; core ability; training mechanism.

**Abstract:** Based on the new curriculum standard, teachers should not only transfer theoretical basic knowledge for students, but also attach importance to quality education, so as to promote students' comprehensive ability on the basis of receiving knowledge. This requires Chinese teachers to summarize and innovate based on the objectives of Chinese teaching, and to promote the effective improvement of students' Chinese core ability in an all-round way. Based on this, this paper mainly analyzes the shortcomings of the core ability in Chinese teaching for vocational college students, puts forward some effective training strategies and formulate feasible teaching design.

## **1. The development situation of the Core ability in Chinese Teaching in Vocational Colleges.**

### **1.1. Students' inadequate learning autonomy**

At present, most vocational college students do not attach importance to Chinese learning, but as far as Chinese teachers are concerned, the serious lack of student autonomy will directly lead to a direct decline in their learning ability, thus losing the enthusiasm and interest in Chinese learning. Chinese has its own uniqueness, that is, it is a time-consuming and low efficient subject. Therefore, there will be no significance for students to spend much time on Chinese learning, which leads to the students' wrong understanding of Chinese teaching. Students feel that the primary task of Chinese learning is accumulation. However, in fact, there is no positive correlation between the effort and reward in Chinese learning. So in the long run, students will gradually lose interest in Chinese and there will form a vicious circle. In this way, the target of students' core ability training is even more difficult to reach.

### **1.2. Immobile language learning models**

The development of ability in Chinese teaching in vocational colleges mainly includes two aspects: students' learning and life. However, at present, Chinese learning is becoming more and more stylized, which makes students' self-expression ability relatively poor. Moreover, during Chinese teaching, boredom is becoming more and more prominent. teachers in vocational colleges attach too much importance to the transfer of the content of Chinese textbooks in Chinese teaching, and will not extend, resulting in the lack of students' divergent thinking and extracurricular ability. As a result, students' learning ability is seriously reduced, and the development of core

ability is not in place. Therefore, it will only lead to Chinese teaching in vocational colleges in a fixed mode for a long time, and will also affect the way students learn language. In the long run, students will lose interest in Chinese learning, resulting in difficult progress in Chinese teaching in secondary vocational schools.

### **1.3. Difficult in Chinese teaching getting into students' daily lives.**

In real life, many things are closely related to Chinese. In this big classroom of life, students can learn all kinds of Chinese abilities, but our country is still in the examination-oriented education system at present. Therefore, teachers generally assess students' Chinese learning ability and level through scores, seriously ignoring the important role of life, which will naturally limit the improvement of students' core literacy. For example, in blackboard writing, students can not only learn Chinese skills, but also get material from life. In reading comprehension, when students solve problems, they should also be based on the perspective of real life, which is closely related to real life. Therefore, for Chinese teachers in vocational colleges, Chinese teaching should not only significantly improve students' learning ability, but also attach importance to the development of students' Chinese core ability.

## **2. The training Mechanism of students' Chinese Core ability in Vocational Colleges.**

### **2.1. Actively guide students to develop and inherit excellent national culture.**

In the process of Chinese teaching in vocational colleges, in order to strengthen the cultivation of core literacy, teachers should actively guide students to develop and inherit excellent national culture. Most of the students in secondary vocational colleges are not very interested in national culture. Teachers should realize the significance of the organic combination of traditional and modern characteristics of national culture, and urge students to feel the breadth and depth of national culture. In the process of learning and living, we should actively carry forward and inherit the excellent national culture and establish good national self-confidence.

### **2.2. Improve students' aesthetic and creative ability.**

Aesthetic and creative ability is an important part of the development of Chinese core ability. Teachers should be good at taking effective measures to improve students' aesthetic ability and creativity in Chinese teaching, so that students' soul and spirit can be sublimated. In the study process, students and the author should form a strong resonance and excavate the human materials existing in the article in-depth to help students form a healthy attitude towards life and aesthetic taste. As far as aesthetic and creative objects have text emotion, meaning, language and other aspects, teachers should promote these aesthetic objects to be reflected in students' minds, and promote students to form a good divergent thinking ability.

### **2.3. From a system to summarize and accumulate knowledge.**

For students, we should help students in knowledge summary and accumulation, based on the point of view of knowledge reserve. From the students' point of view, how to summarize and accumulate knowledge, the key lies in the preparation of knowledge accumulation notes, and constantly expand the knowledge and theoretical system. The accumulation of notes also needs to be reviewed over and over again on a regular basis, only in this way can we realize the true sense of learning from the past and getting something new. In addition, for students, more recitation is also a

way of accumulation. In our life, there will also be the experience from reciting, from this point, it is found that the verses recited are still fresh in memory. Therefore, this is the practical significance of accumulation and summary work. Only by repeated recitation, regular accumulation and summary, can we consolidate the knowledge, so as to promote the students' cultural level to be significantly improved.

#### **2.4. Encourage students to engage in extensive reading.**

Various forms of reading, that is, in-class reading, extracurricular reading, personalized reading. As far as Chinese teaching is concerned, Chinese teachers must set up Chinese reading courses reasonably through teaching research in order to help students develop good reading habits and lay a solid reading foundation. In addition, teachers should also pay attention to students' intensive reading in classroom, and textbook content is an important carrier of intensive reading, which can promote students to infiltrate culture into their hearts by intensive reading. Teachers also need to combine in-class reading with extracurricular reading to promote students to do targeted, scientific and extensive reading after intensive reading in class, which is helpful for students to expand their knowledge system. At the same time, teachers should also advocate personalized reading, so as to promote students to realize personalized and targeted reading on their own characteristics and needs.

#### **2.5. Attach importance to improving students' expression ability.**

During teaching, teachers should further improve students' cultural knowledge level based on the way of classical literature reading and classical culture learning. In addition, teachers should also use this learning process to improve students' language expression ability and written expression ability. Therefore, teachers should clarify the practical significance of cognitive expression ability to students' follow-up comprehensive development, and urge students to exercise and cultivate their expression ability in classroom teaching. Teachers can help students learn to express accurately in the form of questions, or improve students' written expression ability by setting up small homework in class.

### **3. Chinese Teaching Design based on the development of Core Ability.**

Take Autumn of the Old Capital as an example to carry on the teaching design analysis.

#### **3.1. Cultivating language Construction and Application Literacy based on speculate.**

In the teaching process of the Autumn of the Old Capital, in the initial stage of the class, the teacher guides the students to hold the discussion closely, that is, why the capital is not the ancient capital and why it is not the autumn of Peiping, as can be seen from the interpretation of the reference books. There is no special meaning in the title, but combined with the text, its deep meaning can be enriched. Through speculation, students can understand that the capital is not just a place, but it combines the author's deep thoughts, together with a strong cultural heritage. And autumn tells the writing content, combined with the capital shows the integration of natural landscape and human landscape, to achieve situational blending, to express the yearning and nostalgia for the autumn of the old capital, and then acquire the feelings and lonely character of the author contained in the text. As far as the interpretation of Autumn of the Old Capital is concerned, there are many terms worthy of deep speculation and taste, which require teachers to actively guide students and explain them in detail, grasp the key languages of the text, and go deep into the text on

the basis of understanding the instrumental semantics to fully understand the humanistic semantics. Through the use of rich language practice in classroom teaching, students' language construction and application literacy can be improved.

### **3.2. Cultivation of thinking development and improvement of literacy based on questioning and questioning.**

In the teaching design of "Autumn of the Old Capital", the progressive questioning mode is used to deepen the design of the people, things, scenery, emotion and reason in the text, and to guide the students to make a detailed analysis in-depth, so as to deeply understand the main purpose of the article. First of all, the article begins with a detailed description of the reason from Qingdao to Peiping is to enjoy the autumn of the old capital, and what is the autumn taste? Secondly, what words can be used to describe the autumn flavor of the capital in detail? Thirdly, how to show the quietness and desolateness of autumn in capital in detail? Finally, what are the differences between the autumn of the South and the the North? These problems deepen layer by layer, connect with each other, and guide the students to deepen their thinking. After the discussion and analysis of the text, the students' thinking development and ability can be improved.

### **3.3. Cultivation of Aesthetic appreciation and Creative Ability based on situational appreciation.**

*Autumn of the Old Capital* has a unique style, which belongs to lyric prose, which describes the color, artistic conception and posture of autumn in Peiping. As far as these unique artistic conception is concerned, teachers use the integration of mood, environment and charm to carry out aesthetic experience teaching. First of all, in order to appreciate the autumn scenery of the old capital, two main problems should be designed in the initial part of the appreciation of the text, that is, how to express the autumn of the old capital, and what aspects are shown in the autumn of the clean and sad old capital. Then encourage students to name the poetic picture. This stage realizes the full mobilization of the students' vision, smell, hearing, touch, and help the students to feel the picture beauty of the text in an all-round way, and realizes the primary aesthetic experience. Secondly, mood in this passage help students to experience the autumn species of the old capital hidden feelings. At this stage, the teacher should introduce the basic situation and creative background of the author in detail, on this basis, guide the students to feel the language of the article, so as to realize the emotion that the author wants to express in the text. Teachers can give some rewritten words and the original text for comparative analysis, in order to deepen the students' emotional experience. Third, charm, deep experience of the autumn beauty of the old capital. Combined with the poems of expressing sad autumn feelings in ancient China, we can guide the students to explore the relationship between literati and autumn deeply in order to understand the feelings of sad autumn. On the basis of this, it is clearly tell students to change their reading perception into written perception, so as to enhance their aesthetic and emotional experience, so as to realize the high-level aesthetic experience.

### **3.4. Cultivating cultural inheritance and understanding ability based on the combination of Reading and Writing.**

There is such a description in *the Autumn of the Capital*: however, in China, there is an idiom of an autumn scholar in the text, and there are very common reading books such as Ouyangzi's *Autumn Sound* and Su Dongpo's *Song of the Red Cliff*, and so on, so I feel that the Chinese literati have a very deep relationship with autumn. For this description, teachers issue *Autumn Sound* and

*Song of the Red Cliff* to students before class, urge students to design problems in class, and discuss them. First of all, what kind of feelings have been expressed by Ouyang Xiu's *Autumn Sound* and Su Shi's *Song of the Red Cliff* for autumn? Secondly, why is the relationship between Chinese literati and autumn so close? Thirdly, is the author's emotion so sad or just praise autumn? After the class, the students are required to collect the poems and essays they have studied, collect the famous works about the appreciation of autumn, change the feeling of reading into writing, and then exchange the experience in the class.

#### 4. Conclusion

To sum up, in the process of Chinese teaching, it is of great practical significance to cultivate students' good Chinese core ability. This requires teachers to give full play to the advantage of Chinese teaching, in teaching practice, change the role, so that students can improve the ability of language application in the process of expression. Students can also improve their innovative thinking through communication. As for the learning of students, the content of teaching materials is fundamental, teachers should actively guide students to dig deep into the connotation, to help students form personalized aesthetic ability. These abilities are an important part of Chinese core ability. Only by comprehensively improving students' language application, innovative thinking and aesthetic ability, can we fundamentally achieve the goal of cultivating students' Chinese core ability.

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