

Teaching Research on Practical Writing of College Chinese

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Abstract: College Chinese is a basic subject, and practical writing is an important content in college Chinese teaching. At present, many enterprises will put forward specific requirements for students' practical writing ability in the recruitment process, requiring college students to have corresponding practical writing ability, and some enterprises will set practical writing as one of the evaluation indexes of talent quality. Therefore, in the College Chinese teaching, we should consciously improve the students' practical writing ability, carry out more practical writing training, and play an important role in consolidating the students' professional knowledge, as well as their subsequent employment and career development. This paper mainly discusses the teaching of practical writing in College Chinese teaching.

1. The Significance of Improving College Students' Practical Writing Ability

Practical writing is different from general literary creation with certain fictional meaning. Practical writing is non-fictional and has more direct and stronger purpose. Practical writing is widely used in our daily life and work. It not only requires standardized format, but also requires strong refinement, pertinence and functionality in content. Therefore, the requirements for a person's writing ability, communication ability, problem analysis ability, and independent thinking ability are relatively high. Therefore, improving the writing ability of the applied text is an important way to improve the comprehensive quality of college students. In the process of teaching, the teacher should consciously strengthen the training of applied writing, clarify the goal of applying writing, and combine the actual situation of college students to formulate specific teaching tasks from the aspects of learning and job employment. For example, when students write academic papers, dissertations and research reports, teachers should consciously improve the standardization of academic writing and students' academic literacy through practical training. When students are employed after graduation, practical writing can help them better adapt to their jobs. There are various forms of practical writing, including notices, contracts, messages, business loans, reminders, etc. Through practical writing training, students can improve their ability to write business letters, write standard scientific and technological reports and other documents. If they are engaged in administrative positions, they can also calmly deal with such work as writing meeting minutes, drafting rules and regulations, and drafting notices and documents. Therefore, it is of great practical significance to improve students' practical writing ability in college Chinese teaching.

2. General Principles of Practical Writing Teaching

Practical writing is essentially different from other literary creations, so the teaching of practical writing should follow the following two principles:

2.1 The principle of both specificity and generality

Practical writing is very rich in style. Different practical writing is used in different scopes. It can be said that the scope of practical writing can cover all the existing professions. Therefore, the principle of combining generality and specificity is proposed for the nature of practical writing. In the specific teaching of practical writing, many kinds of writing reflect strong professionalism, such as judicial documents, financial documents, etc., which are limited by the industry and the scope of use, reflecting obvious professional characteristics. Such documents generally belong to special

practical writing. There are also many other practical writings that are used across industries and occupations, such as various investigation reports, administrative posts and epidemiological posts. For example, the articles of association, documents and references of organizations are all common practical writings. It is precisely because the application text is divided into two categories: versatility and specificity. Therefore, the teaching of college Chinese applied writing should take into account these two characteristics. Teachers must implement special and universal integration in the setting of teaching content, and also need to consider students' professional and professional education goals promote the advancement of students' comprehensive application skills.

2.2 The principle of giving consideration to practicality and sufficiency

The teaching content of practical writing covers a wide range, but the teaching time of the course is very limited. If teachers want to complete the established teaching tasks and achieve the teaching objectives within the limited classroom time, they must follow the principle of giving consideration to practicability and sufficiency in the teaching process. Practical principles refers to the integration of practical writing techniques that students need to master according to their specific majors and future employment orientation, focusing mainly on the practical value of practical writing. Analyze whether the practical writing can be frequently used in the future career or industry, and whether it can help students solve the specific problems in the post practice. For example, the administrative document is a common style of practical writing used by Party and government officials. Therefore, students of this kind of major should strengthen the writing training of administrative document. In determining the teaching objectives, it is necessary to use the student's major as an important basis for setting up the curriculum, and fully implement the practical principles of applied text teaching. The principle of sufficiency refers to strengthening the preference for teaching content and grasping the importance of teaching on a practical basis. There is an inseparable relationship between the use and the common use. When the teacher determines the teaching objectives, it is necessary to make clear that “enough” is the restriction or elimination of “practical”. In the application of the text teaching, it truly reflects the unity of professional training objectives and professional positions.

3. Teaching Strategies of Practical Writing in College Chinese

In the specific practical writing teaching, the following measures can be taken to improve the teaching effect:

3.1 Grasp stylistic differences and optimize teaching methods

In daily teaching, many teachers will first explain the writing format when teaching practical writing, requiring students to be proficient in various languages and formats. However, there are various forms of practical writing. It is not only difficult for students to learn by rote, but also easy to make students weary of learning, which cannot guarantee the quality of practical writing teaching. Therefore, teachers should accurately grasp the stylistic differences between different practical writings and continuously optimize teaching methods so as to improve students' interest in learning and guide students to master scientific learning methods. Most of the inspiration of practical writing comes from living elements and reading materials, so to write a good practical writing, we must accumulate a certain amount of reading. Teachers should consciously expand students' reading ability, strictly urge students to strengthen reading training, and when students carry out extended reading, consciously integrate practical knowledge, and strengthen the training of practical writing skills. Encourage students to treat life with a positive attitude, be good at discovering the beauty of life and feeling the beauty of life, and transfer these feelings to the practical writing, strengthen the concept of practical writing, improve students' creative ability, so as to improve students' practical writing level. In the teaching process, the teacher can consciously integrate into the “living” teaching case and further practice the teaching philosophy of “life education”. Based on the professional development needs of students, we help students to choose the style and concept of the culture and style, and improve the students' ability to “see the big and small”. Guide students to incorporate the real events experienced in life into the writing of the language, find the creative

inspiration in time, clarify the direction of the application of the text, and create excellent application texts. The idea of life-oriented education is to require teachers to combine Chinese teaching materials with practical problems in life, to find teaching elements that are conducive to students' thinking and learning from life, and to integrate them reasonably into Chinese classroom education, so that students can feel the interest of “diversified” classroom, achieve an effective mode of combination of situations, and give full play to the effectiveness of life education.

3.2 Practical writing teaching should be integrated with students' professional knowledge

Practical writing has a wide range of contents, involving all walks of life. College teachers should combine with their majors and pay attention to practicality in practical writing teaching. First of all, in addition to teaching general basic knowledge, we should do a good job in preparing lessons for teaching, especially when explaining examples. We should determine the teaching priorities of different majors and teach according to the languages that the majors should choose to master, so that the teaching of practical writing can be closely combined with the majors. Secondly, teachers can use situational teaching methods to teach students, such as application styles such as request and reply, letter and reply, plan and summary, indictment and reply, etc., so that different students can play different roles in the company and authorize them respectively. The teacher provides writing materials, and asks the students to write in three styles, i.e. asking for instructions, reporting and approving according to their responsibilities and authorities. Then they change their positions and write again. Finally, they explain the problems in writing. This kind of teaching method can enable students to change roles in training, not only to remember the writing format and skills, but also to experience the different roles and influence on the writing content and language, so that students can realize the practicability and importance of practical writing. Finally, extra-curricular extension training should be further strengthened. The teaching content of practical writing is wide, but the class hours are relatively few. As practical writing has strong reality, it is still lacking only in classroom learning and training, and cannot guarantee the effectiveness of practical writing teaching. Therefore, in this realistic situation, students can truly experience the application of practical writing in society by strengthening extracurricular extension training.

3.3 To avoid misunderstanding in practical writing teaching

In the actual teaching process, many students will fall into the erroneous zone of practical writing. They believe that format is more important than content, imitation is more important than originality, and examination results are more important than usual. Many students think that the most important thing in practical writing is format specification, but practical writing, like other styles, its fundamental purpose is application. Although format specification is required to have positive significance at the beginning stage, with the further development of learning, practical writing also requires concise content and strong pertinence. And in practical writing, many students have developed the habit of paying more attention to imitation than to original. In some special situations and stages, imitation is necessary. But in most cases, if we only focus on the imitation format and expression sentence pattern, it will also violate the original intention of practical writing teaching. In addition, under the influence of exam oriented education for a long time, from primary school to university, exam is the decisive factor to evaluate a student's academic performance, and all exam scores are the product of standard answers, which seriously limits the development of students' innovation ability. The writing of the application text should avoid entering the above misunderstandings, and always emphasize the “practical” characteristics of the application text, and guide students not to be overwhelmed by the format of the application text. The assessment process allows students to solve real problems or situational patterns; exam questions are no longer limited to test papers. For example, students can write resumes for students, and teachers can send resumes to recruiting units inside and outside the school, or simulate the form of job fairs, or organize resumes and other activities. This form of assessment is not only required for students to complete assessment tasks, but also It allows students to directly test their learning outcomes. Students are encouraged to be original in the examination process, and the examination answers can be more diversified and open. The teacher's answer to the examination paper is only a “grading standard”,

and the examination results are no longer only scores, but a grading system instead of the only standard answer. One-off examination has the advantages of high efficiency and easy operation, but it is easy to solidify students' thinking. The writing of practical writing should be strengthened by combining daily exercises with examination results so as to improve students' attention and their writing ability. For example, the author has introduced a variety of assessment modes in the latest semester, such as resume competition, simulated job hunting, and optional tasks after class. Each class has a designated task bonus link, and students can participate in daily learning seriously. In the final exam, after completing the bonus task, the students' performance is better than that of the ordinary class in all assessment contents involving ability knowledge points.

4. Conclusion

In a word, College Chinese practical writing teaching can not only improve students' writing ability, but also improve their employment ability and core competitiveness. In the specific teaching process, teachers should consciously combine students' professional needs, professional needs and interests, set teaching objectives in a targeted way, enrich teaching contents and teaching forms, enable students to fully realize the importance of practical writing and fully mobilize their learning enthusiasm, thus improving the teaching effect of practical writing.

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