

Research on the Implementation Strategy of the Professional Teaching Reform of “Speech and Eloquence” in Higher Vocational Colleges

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Abstract: This paper summarizes the current teaching implementation and curriculum reform of the course “Speech and Eloquence” in higher vocational colleges, it is pointed out that the course of “Speech and Eloquence” should break through the mindset of the traditional curriculum, we should focus on the cultivation of core vocational abilities, incorporate it into the core professional curriculum system, and implement professional teaching reforms. Based on reorganizing the course goals, the authors put forward specific implementation strategies.

1. Introduction

The author of this paper has been on a temporary job in the Department of mechanical and electrical engineering of Lanzhou Vocational Technical College from September 2018 to March 2019. During this period, in order to continuously improve the quality of higher vocational education personnel training and optimize the curriculum system, part of the work of the author is to work with other colleagues to carry out research on the related teaching reform of the public basic course “Speech and Eloquence”. After fully understanding the reality of the course and the college's expectations of the course, the author combined with the existing research foundation of the teachers in this course group, formed some judgments and thoughts on the professional teaching reform of the “Speech and Eloquence” course in higher vocational colleges.

2. Position in the Professional Curriculum System

How to describe the orientation of the lecture and eloquence course? Generally speaking, everyone will recognize the expression of “Speech and Eloquence as a public basic course serving professional courses.” In recent years, a great number of teachers who have carried out the teaching and research of this course have put forward the opinion that this course should be tilted towards and close to professionalization. But the author feels that the current research is still conservative. The course is of great significance, and the ability of students' eloquence expression should run through the entire training process, so we should weaken the positioning differences and division between public basic courses and professional courses. As for the specific curriculum positioning, it can still belong to the public basic courses. As for the specific curriculum positioning, it can still belong to the public basic course. We can distinguish different majors within the scope of the public basic course for related teaching reform and development; we can also directly integrate speech and eloquence into the professional curriculum training category according to the actual situation of the school. I prefer the latter. The most critical issue of the reform is how to reflect “professionalism, practicality, pertinence and practicality of teaching content”. Everything should focus on personnel training services. If the specific implementation mode of the curriculum is limited by the attributes of the curriculum, it is an upside-down, and the fallacy is far from perfect.

From a professional perspective, the course positioning description of the “Speech and Eloquence” course in the curriculum system can be adjusted as follows, taking the Department of Mechanical and Electrical Engineering of Lanzhou Vocational Technical College as an example. The “Speech and Eloquence” course is a core literacy course for cultivating students' oral and

expression skills in the related professional fields of electromechanics. After studying the course, students can understand the basic theories of speech and eloquence, and master the general rules and basic skills of language expression; Through the training of eloquence, students can flexibly use standardized communication languages in different environments of working in the mechanical and electrical industry to carry out daily communication, job search, handover of tasks, design scheme exchanges, project exchanges, work reporting and other practices; At the same time, it trains students' good psychological quality and professional quality, and lays a solid foundation for students to enter the workplace and the future of social life.

3. Rethinking the Curriculum Goals

Combining the author's analysis of the course nature of "Speech and Eloquence" and the positioning of the "professional core literacy course", the goal adjustment of this course can be transformed from training to adapt to common types of communication and expression skills to general and professional situations. From the perspective of ability, the course should help students to master the pronunciation parts and methods of Mandarin, and accurately use Mandarin pronunciation methods for oral expression; learn to choose the appropriate tone according to different situations; Exercise students to be able to use natural posture and language to express personal emotions, especially positive emotions, and actively assist language communication; Students can accurately express their views and opinions in different situations, have a professional speaking style, and can correct the situation after judging the situation when there are differences in communication. Help students have basic reading and information refining skills. They can quickly refine core content and perspectives while reading, and clarify their purpose. Able to collect relevant information around a theme, form words and organize language to communicate, and be able to reflect and improve in time.

In terms of emotional considerations, combined with the learning process and practical process of the course, students should recognize that eloquence is of great significance to their careers and general social life, With a positive psychological quality, he can take the initiative to overcome the fear of speaking in social situations, especially in the face of the public, be firm and confident, and speak boldly. Promote them to form a sense of active participation, cultivate their ability to communicate with others, and develop a team spirit of cooperation and hard work, form a kind of conscious awareness, that is, to actively improve the self-expression ability and professional expression ability, and then continuously improve personal professional literacy.

4. Current Dilemma of Professional Curriculum Reform

4.1 Teachers Should Have High Teaching Expertise

The humanistic theory that proposed by pedagogic researchers represented by Maslow and Rogers holds that everyone has the potential to learn, it emphasizes that teaching should be student-centered, to help students build a perfect personality, and to fully realize themselves as the main goal.^[1]

The constructivist learning theory proposed by Vygotsky, Piaget, and Bruner argues that learning is not forced acceptance, but the learner actively engages in the learning process when facing new knowledge, and then completes the construction of knowledge.^[2] At this time, the teacher is an environmental element in the process of constructing knowledge by the learner and plays an important role in promoting it.

In 2003, Zhao Zhiqun's book "New Concepts in Vocational Education and Training Learning" pointed out that "the essence of a systematic process is the development of knowledge that gradually accumulates knowledge through work behavior, and gradually deepens the core from the peripheral structure to help students acquire knowledge."

The research of the above scholars has emphasized that the subjectivity of students must be emphasized in the teaching process, and the principle of teaching students according to their

aptitude must be followed. The extremely prominent practical characteristics and difficulty of the course of “Speech and Eloquence” require teachers to sensitively grasp the students' cognitive levels, current levels, psychological conditions, and even key issues in their family background and even in their growth process; It is necessary to design practical tasks that are rich in layers, targeted, practical, and consistent with the regular pattern of talent training; Teachers need profound knowledge; Teachers need to have profound knowledge, excellent speech skills and eloquence, and at the same time, they must constantly meet challenges, improve their practical skills, and have the ability to organize different classes. However, under the current educational environment, full-time lecturing teachers in vocational colleges usually lack effective practice environments and training opportunities, and their professional competence structure is relatively single.

4.2 Curriculum Needs to Form an Interdisciplinary and Multidisciplinary Teaching Team, Which Impacts the Existing Teaching Management System.

A careful study of the formation of the teaching team reveals another problem in the reform of the “Speech and Eloquence” to the major professional courses. To achieve the connection between public basic courses and professional courses, effective organization and arrangement of teaching, mutual trust and communication between teachers, and administrative intervention at the school level are required, there are also many issues related to curriculum reform, evaluation models and conclusions, performance identification, etc., which cannot be led and decided by the teacher alone.

4.3 Different Learning Foundations for Students

It can be said that students of higher vocational colleges have received systematic Chinese teaching and speak Mandarin. However, students in faraway areas, especially ethnic minority areas, generally suffer from a lack of appropriate contexts to practice Mandarin, and they lack continuous and increasingly difficult opportunities to practice. Therefore, the learning foundation of some students is weak. At the same time, the ability to express and communicate is not achieved overnight. The lack of understanding of the importance of eloquence may have a great relationship with the personal growth process. It is a comprehensive reflection of factors such as personality, knowledge accumulation, moral cognition, and psychological quality. The social environment and age determine that students have limited knowledge. ^[3] From a professional perspective, they also lack effective knowledge of the major.

These difficulties will lead to a lot of uncontrollability and randomness in the implementation of course tasks, and various related radiation problems will be caused by the main task at any time. This requires teachers to recognize these problems in a timely manner and be able to quickly judge and then provide corresponding feedback.

5. Implementation Strategies of Professional Curriculum Reform

5.1 The Training of Professional Quality is Synchronized with the Professional Reform of Teaching Content

The professional reform of the teaching content of the “Speech and Eloquence” course should follow the principle of synchronization with professional quality training. It can be considered in the second grade of higher vocational majors, or the course can be divided into progressive stages throughout the student's entire academic process. Easy to difficult, task level from low to high, integrate professional ethics, professional etiquette, use of Mandarin, and professional occasion communication into the teaching process. Oriented by goals, projects, and tasks, combined with the content of the course has a strong practical advantage, the teaching content is reasonably organized, and the professionalization of the course content is given priority.

5.2 Diverse Curriculum Teaching Expressions

Because the lecture content of “Speech and Eloquence” covers a wide range, the advantage of this course is that the course teaching carrier or expression can be very rich and flexible. Teachers should break through traditional course teaching concepts, use modern multimedia teaching

methods, and flexibly design courses Manifestations. Good teaching requires contextualized teaching and social interaction, transforming the teacher's single teaching into guidance and assistance, passing the learning initiative to students, and promoting the cultivation of students' ability to learn actively. For example, teachers can organize miniature debates, short drama simulations, or sketches to observe whether learners are able to express spoken language proficiently; the training of professional communication and expression skills is more suitable for the simulation of work situations. For students majoring in mechanical and electrical engineering, future communication in the workplace may be the processing methods of specific parts, parameter measurement, quality inspection, or job interviews, job reports, product introductions, and so on. These tasks can be divided into different detailed scenarios.

5.3 Achieve Ideological Education and Cultural Education

The professional curriculum should be incorporated into an important part of the school's moral education system. Lanzhou Vocational Technical College has done a lot of work on this. For example, organizing activities such as “one minute of ideological and political education”, “one minute of expressive ability”, and “Lanzhou Vocational Technical College Lecture Hall”, among which “one minute of ideological political education” is a one-minute ideological and political education conducted by teachers in each class, able to integrate traditional culture and ideological and political education into daily education. There are also “Hundred Classics and 100 Must-Read Books” of the Double Hundred Project, student groups sponsoring school publications, inviting famous professors from across the province, cultural celebrities, and corporate elites to give lectures to students. The author has also learned the practices of other vocational colleges, such as Haikou Tourism Vocational College. Its College etiquette cultivation has formed a brand.

5.4 Leveraging the Advantages of School-Enterprise Cooperation in the Course

The salient feature of teaching in higher vocational colleges is vocational, employment-oriented, and educators need to closely integrate teaching links with school-enterprise cooperation, such as hiring corporate personnel to jointly develop curriculum teaching cases, demonstrate the curriculum, and participate in curriculum evaluation, organize lectures, organize students to visit corporate sites, and even observe corporate communication activities up close. Experience corporate culture, familiar with the language environment, language characteristics, and common communication content of the company.

5.5 Focusing on the Assessment of the Learning Process and Implement Multiple Evaluations

To avoid the singularity of the assessment of the curriculum, flexible and diverse methods should be adopted, focusing on the assessment of the learning process, and formulating a targeted and operable assessment plan that meets the needs of the job. The teaching implementation and evaluation plan should fully introduce the different opinions of enterprise-related trainers, enterprise technical experts, professional teachers in the school, industry experts, speech and eloquence teaching elites under the school-enterprise cooperation model. Design an open, easy-to-implement, and motivating evaluation plan. ^[4]

5.6 Combining Campus Cultural Activities to Enhance Learning Effect

Relevant school departments may organize related competitions or coordinate with other school competitions, and use the competition as the extension and assessment link of teaching and count it into the curriculum assessment. At the same time, the course promotion work can be done by using modern technical means such as school broadcasts, competitions, large-screen projection and other platforms to perform school-wide rolling broadcasts of outstanding assignments, stimulate students' interest in learning, increase course attention, and form on campus Use Mandarin, Etiquette, and Effective Expression. For outstanding students, can recommend participating in various related competitions.

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