

Reform of Secretary Practice Teaching in Chinese Language and Literature Major

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Abstract

Practical teaching is not only an important part of applied undergraduate teaching, but also an important link to cultivate students' innovative spirit, practical ability and social adaptability. However, for a long time, undergraduate teaching has been attaching more importance to theory than practice, and attaching more importance to knowledge impartation than ability cultivation. Practice teaching has not received due attention. In order to change this situation, the practice teaching of Chinese language and literature needs to construct and practice a "trinity" integrated practice teaching system. This is of great significance to the cultivation of innovative talents, social development, local economic construction and the construction and development of Chinese language and literature.

Keywords

Practical Teaching; Major in Chinese Language and Literature; Integrality.

1. Introduction

A remarkable feature of university education in the 21st century is to emphasize practical teaching, strengthen practical education and attach importance to the cultivation of students' innovative ability. In order to meet the needs of talent training for the current national educational development and social economic development, the reform of practical teaching is also being deepened, emphasizing "integrating the cultivation of students' innovative spirit and practical ability into the whole process of talent training, and building an innovative practical education system that conforms to the objectives of talent training." The major of Chinese language and literature has a long history and profound professional foundation. However, with the deepening development of educational reform in colleges and universities in recent years, especially the emphasis on the cultivation of innovative practical talents, the development of Chinese language and literature is also facing a transformation problem, that is, from the emphasis on theory and practice in the past to the direction of strengthening the cultivation of innovative practical talents. In order to successfully complete this transformation, and also to implement the ideas and concepts of practical teaching reform into specific teaching practices, and really change the previous teaching concepts of valuing theory over practice, valuing knowledge imparts over ability cultivation, the author believes that it is urgent to change the existing problems and deficiencies in the current practical teaching of Chinese language and literature. Explore and build a "trinity" integrated practice teaching system.

2. Existing Problems and Deficiencies in Practical Teaching of Chinese Language and Literature

Practical teaching is an important part of applied undergraduate teaching, and also an important link to cultivate students' innovative spirit, practical ability and social adaptability. The so-called practical teaching refers to the teaching activities organized in a planned way to acquire perceptual knowledge, train basic skills and cultivate practical ability according to the

requirements of professional training objectives. It usually includes such basic forms as productive labor, skill training, experiments, internships, course papers (design), graduation papers (design), visits, surveys, second classroom activities and social practice." First of all, teachers and students have insufficient cognition of the importance of practical teaching. They do not realize the importance of practical teaching for the cultivation of innovative talents. For example, when it comes to practical teaching, many teachers think that it is the training course or experimental course of higher vocational colleges and engineering colleges, and the general liberal arts colleges, especially the Chinese language and literature majors, seem to be dispensated. Students also think that practical activities are just free activities. Many students just point a finger at the beginning of the activities and then let go and deal with them passively. Practical teaching is often a formality and a formality. Secondly, teachers' professional practical knowledge, skills and techniques are insufficient. Teachers who undertake practical teaching work are directly graduated from colleges and universities to work in colleges and universities, and have been engaged in pure theoretical professional learning and research, most of them have not really participated in social practice activities, not to speak of professional skills, technical experience, and most of the scientific research is confined to some pure literary topics, lack of correlation with the development of local culture and economy. As a result, practical teaching lacks specific planning and pertinence, the practical content is vague, which differs too much from the students' psychological expectations, and the students lack the passion and interest in practice, are at a loss, and slack off from class[1].

3. Objective and Conception of Practice Teaching Reform of Chinese Language and Literature Specialty

In order to change the above situation of practical teaching, we should attach importance to and strengthen practical teaching activities. Firstly, in terms of teaching content, we should realize the trinity of theoretical teaching, practical training and innovative ability. That is, practical training and ability cultivation run through theoretical teaching, theoretical guidance and ability improvement are infused into practical training, and theoretical guidance and summary are implemented in the process of innovation ability cultivation. Theoretical teaching and practical training are two important wings of undergraduate teaching. Theoretical teaching mainly imparts professional theoretical knowledge, while practical training is an important link to test, apply and consolidate theoretical knowledge, as well as an important activity to cultivate and train students' innovation ability. And any theory is derived from practice, and in turn guides practice, and improves in practice. Secondly, in the connection of teaching, it is necessary to realize the trinity of knowledge imparting, ability cultivation and society[2]. That is to say, in the connection of various links within practice teaching, on the premise of cultivating high-quality and innovative talents, knowledge imparting, ability cultivation and social needs should be integrated into one, focusing on the combination of learning and thinking, unity of knowledge and practice, and individualized teaching. Therefore, in the reform of practice teaching, attention should be paid to the combination of knowledge imparting, ability cultivation and social needs in the connection of internal teaching links.

Thirdly, in terms of teacher-student interaction, professional construction, practical training and scientific research innovation should be realized in one. It will integrate teachers' scientific research activities, practical training content and students' independent innovation, and strive to "practice specialization, professional project". In other words, teachers carry out practical teaching with scientific research projects and absorb students into their own scientific research activities. In this way, scientific research achievements can enrich and enrich practical teaching content, scientific research practice can train and cultivate students' independent innovation ability, and teachers and students can teach and learn each other in scientific research activities,

jointly promote, improve scientific research ability and practical skills, and accumulate practical experience. At the same time, it can enrich and improve the teaching theory and promote the construction and development of the major of Chinese language and literature[3].

4. Specific Practices and Suggestions for Practical Teaching Reform of Chinese Language and Literature Specialty

The goal and idea of practical teaching reform mentioned above is actually a blueprint or plan of teaching reform. In order to truly realize the "trinity" integrated practical teaching system, specific implementation and attempts should be carried out from the following aspects.

First of all, from the aspect of undergraduate teaching content, we should deal with the cohesive relationship between classroom teaching content, practical teaching content and social development needs, so as to make the whole undergraduate teaching system carry on in one line. This not only involves the appropriate allocation of the proportion of theoretical lessons and practical lessons in the teaching training program, but also involves the specific design arrangement of teaching content, which requires changing the previous tendency of emphasizing classroom teaching over practical training, breaking the hard barrier between classroom teaching and practical teaching, and truly realizing the cultivation and training of practical ability throughout the course teaching. Theoretical guidance and improvement are infused into practical teaching. Secondly, from the aspect of the connection of each link of practical teaching, the teaching content should be truly connected in each link of practical teaching, such as short semester practical teaching, academic year paper, graduation practice and graduation thesis. In the past, short semester practice teaching, academic year paper, graduation practice and graduation thesis and other practical links in the teaching content are almost all irrelevant, do not involve each other (in addition to some academic year paper and graduation thesis in the topic of coherence). Thirdly, from the aspect of teacher-student interaction, it combines teachers' scientific research activities, students' ability cultivation and social development needs. On the one hand, teachers can choose some cross-boundary topics close to the secretary direction for research, such as the research on the cultivation mode of college students' innovation ability, the study on Suzhou regional culture, the study on the protection of historical and cultural celebrities and ancient villages, the cultural exploration and promotion of historic districts, the research on market economy and community culture, and the investigation of secretary's culture and history. In this way, Teachers can connect their scientific research with regional economic development. More importantly, teachers can apply their scientific research ideas and achievements to practical teaching to enrich and enrich the content of practical teaching. At the same time, they can also absorb students into their scientific research practice, and truly achieve the cultivation and training of students' scientific research ability and innovative spirit.

To sum up, the reform of practical teaching of Chinese language and literature major (secretary) is urgent and imperative. It has important theoretical and practical significance for the cultivation of innovative talents, or for the service of social development and local economic construction, or for the construction and development of Chinese language and literature major itself. [Shen Kaowen offering].

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