

Resource Types and Value Realization of Vocational Cognitive Education in Senior Chinese Textbooks

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Abstract

In senior high school, Chinese is a very important course. Vocational cognition is one of the tasks for the overall development of ordinary high school students. The unified edition of Chinese textbooks for senior high schools has rich resources for vocational cognitive education, and many items directly or indirectly reflect professional roles, professional ideas and other contents. In the process of teaching implementation, Chinese teachers can start with target design, student learning guidance, teaching evaluation and other links, effectively use the professional cognitive resources in textbooks, and play the role of Chinese in professional cognitive education. This paper studies the resource types and value realization of vocational cognitive education in high school Chinese textbooks, and then provides reference and reference for classroom teaching practice of front-line Chinese teachers.

Keywords

Chinese Textbooks; Occupational Cognition; Educational Resources.

1. Introduction

The application of large unit teaching mode is suitable for quality education, integrating scattered knowledge, which is conducive to students' mastering the systematic nature of Chinese knowledge, and unconsciously forms a positive learning mode, thus promoting the development of students' Chinese core literacy.

2. Get ready to realize integrated teaching design

In order to form an overall knowledge system and improve the quality of education in the large unit teaching of high school Chinese, we must make full preparations before class, make full use of the content of textbooks, integrate teaching resources, and divide the categories of major modules, so as to promote the effective development of teaching. First of all, there are two types of Chinese textbooks in high schools: one is compulsory courses, and the other is optional courses. A compulsory course, for example, aims to improve language skills and cultural quality, which is the foundation of education. It should set the course as the basic requirement of the course, follow the basic principles of comprehensiveness, development and foundation, and prepare a large unit course according to the specific requirements of the course. The compulsory textbooks are used to interpret the teaching of large units and appreciate the text, so as to cultivate students' language ability, knowledge application ability and cultural inheritance ability, laying a solid foundation for the healthy development of students. Secondly, the course content and textbooks are classified. In the classroom teaching of large units, teachers should clearly grasp the selection of teaching materials and formulate corresponding teaching plans and schemes, so that students can skillfully use the language and forms of expression of various styles under the guidance of teachers.

3. When reading the textbook, you should feel the different rhythms and rhythms of poetry

This further developed the PEP textbook's attention to poetry rhythm when reading. On this basis, the unified edition of teaching materials requires that imagination and artistic conception should be felt on the basis of reading aloud. Based on this, students start from the activity of reading aloud to appreciate poetry from the inner spiritual level. Students can experience the poet's spiritual world, form their own unique emotional experience, enrich their own spiritual world, so that they can establish a correct world outlook, outlook on life and values. This is also the embodiment of the humanity of Chinese courses in the textbooks.

4. Reasonably use the extended reading aid system

The extended reading aid system is a further extension of the text content, which is concentrated in the "learning resources" column in the activity unit and the extracurricular reading of ancient poetry. For example, the Chinese learning activity set in Unit 8 of Compulsory Volume I of Senior One with the theme of "word accumulation and word interpretation" can train students to give play to the expressive force of language, accurately understand the meaning of words, be able to compare and analyze words, and at the same time train students to be able to flexibly and accurately select and use words according to their own needs. In addition, in the column of "Learning Resources", this section provides vocabulary related resources, such as "language evolution", supplement to "word meaning" knowledge, and relevant information about vocabulary extracted from other famous works. These materials are all expanded around the content of the text. When teachers use this part of content, they should not separate it from the content of the text. They should connect this part of content with the text. Through expanded knowledge, students can deepen their understanding of the content of the text, so that students can form a complete knowledge structure of the content of the text.

5. Guide students to participate in diversified practical activities

Practice is the main way to deepen ideas, internalize professionalism and form professional ability. The goal of vocational cognitive education needs students to participate in various practical activities in order to effectively achieve. The required courses and elective courses in the Unified Edition of Chinese textbooks for senior high schools are composed of learning task groups, which provides a very large space for students to participate in the design. Teachers can combine the vocational education elements contained in each task group to carry out targeted thematic learning activities. The learning task group takes autonomous, cooperative and exploratory learning as the main learning mode, which is very important for the understanding of professional concept and spirit as well as the promotion of professional ability. Even though the task group itself has no direct connection with vocational education or it is difficult to find the connection point, the thinking ability and cooperation ability that have been improved in the process of independent learning are necessary for modern workers. Therefore, the learning of each task group is related to the achievement of vocational education goals. Teachers can consciously provide thinking themes related to vocational education, set clear goals for students, urge students to conscientiously complete task groups, fully participate in them, and gradually learn to think about life and plan life. For example, according to the requirements of the curriculum standards, the learning purpose of "Learning Task Group 1: Reading and Discussion of the Whole Book" is to "form a correct world outlook, outlook on life and values". Among them, it must include the perception of professional concept and professionalism. In practice, the common way to implement this task group is for students to submit their impressions of reading the required number of words. Students often use the way

of writing is to extract articles, simple summary, but also a few will simply write about their feelings. Taking the reading of the whole book *A Dream of Red Mansions* as an example, most students can interpret the text, summarize the plot, language and theme of the novel, and basically achieve the learning goal of reading the text, grasping its ideological content, and sorting out the summary of the content. However, few students can connect personal experience to deeply think about the world outlook, outlook on life, and values in the book. Therefore, in the process of teaching implementation, teachers need to propose clear teaching goals and guide students to think, discuss and communicate, so that they can not only study the text in depth, but also improve their own quality of life

6. Reasonable use of illustration reading aid system

Illustrations are a different category in the reading aid system. Compared with the reading aid system for words such as notes, the content of illustrations is more intuitive. The illustrations selected in textbooks are carefully selected according to the content of the text. While helping students understand the content of the text, they will also convey the connotation of literary works. For example, in the lesson "Oh, Xiangxue", there is a picture of a rural girl, so that students can feel the innocence and simplicity of Xiangxue in the vivid picture. Therefore, students should link the content of the text with the illustrations in the learning process, understand the content of the text according to the content shown in the pictures, and avoid deviation in the understanding of the content.

7. Epilogue

In a word, the unified edition of Chinese textbooks provides a relatively rich space for vocational cognitive education. Teachers' effective development and utilization in the teaching process can not only enhance students' core literacy in Chinese, but also help to cultivate students' professional concepts and abilities. As a teacher, we should fully develop the ancient poetry reading aid system for lesson preparation and teaching, so as to achieve mutual benefit between teaching and learning. As a student, we should also make clear the value of the reading aid system and use it to improve our learning ability.

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