
On the Application of Blended Teaching Mode in Chinese Language Teaching in Vocational Schools

Songbai Liu, Jiayu Xin

Harbin Institute of Technology

Abstract: With the advent of the information age, more and more information technology is being applied in education and teaching. Although online teaching mode has achieved initial results, due to its single teaching method, communication and feedback between teachers and students are insufficient, making it difficult to achieve the expected learning effect. The hybrid teaching model, which combines the advantages of online and offline teaching, has emerged and has been welcomed by many teachers and students. How to better implement the blended online and offline teaching mode has become an urgent problem to be solved at this stage. Based on the analysis of the advantages of blended teaching in vocational Chinese language teaching, this paper explores the strategies for applying blended teaching mode in vocational Chinese language teaching, in order to provide reference and inspiration for relevant teachers.

Keywords: blended learning mode; Secondary vocational school; teaching of language and literature

The blended learning model refers to the organic integration of online and offline teaching methods, and is a new teaching model that has emerged with the development of modern technology. It can provide more materials and vitality for teaching activities, and its value and role in teaching activities are very significant. Integrating blended learning into vocational Chinese language teaching will further promote the overall development of Chinese language teaching. Therefore, teachers can construct a comprehensive and optimized teaching system based on the blended learning model according to the actual situation and teaching needs of students. By constructing a comprehensive and optimized blended learning model, students can be provided with more flexible and diverse learning methods, supporting the optimization and enhancement of teaching activities.

1. Advantages of blended teaching in vocational Chinese language

The application of blended learning mode in vocational Chinese language teaching has obvious advantages. From the perspective of student development, the organic integration of online and offline teaching has changed the structure of Chinese language courses, establishing the subject position of students in Chinese language teaching. Students can not only have equal communication and interaction with teachers and students in the classroom, but also seek help in a timely manner and obtain inspiration to solve problems encountered during the learning process before and after class. Through this model, students can enhance their innovation awareness and self-learning ability. From the perspective of the development of Chinese language teaching, blended learning has changed the traditional form of Chinese language teaching, increased the content of online teaching, not only expanded the scope of Chinese language teaching, but also allowed students to access richer learning resources. This has invisibly improved the language curriculum system and promoted the reform of vocational Chinese language teaching. In addition to the advantages of the above two aspects, blended learning has also to some extent helped the development of vocational education, opened up a new path for vocational education, and promoted the professional development and improvement of professional abilities of secondary vocational teachers.

2. Effective strategies for blended teaching of Chinese language in vocational schools

2.1 Goal leadership and design of blended learning plans

Clear goals are the fundamental elements of subject teaching. Usually, both the teaching behavior of teachers and the learning behavior of students should revolve around the goals. If the goals are vague and vague, then the direction of teaching and learning behavior is also unclear, making it difficult to achieve good results. On the basis of a correct understanding of the guiding and directional values of goals, teachers should combine elements such as the curriculum standards of vocational Chinese language and the cognitive level of vocational students to design a blended

learning plan. Starting from the similarities and differences between online and offline teaching, teachers should accurately position teaching goals, so that every behavior and action of teachers and students can revolve around the goals, ensuring the smooth operation of blended learning plans and achieving the established results. Starting from the overarching goal, teachers should also integrate the goal into every teaching measure, dividing the big goal into small goals with strong execution ability. For example, in response to the initiative of "applying micro course resources in the import process", teachers can position their goal as "generating learning interest and clarifying course content inspired by micro course videos", highlighting the value of micro course videos and demonstrating the goals that should be achieved in the import process. By analogy, starting from the various stages and stages of blended learning, teachers should sequentially set big and small goals, so that students can engage in purposeful, directional, and quality learning activities driven by these goals, fully reflecting the role of blended learning in vocational Chinese language teaching.

2.2 Resource development and creation of blended learning systems

Blended learning is a product of modern technology, which requires a certain amount of resources as a carrier to highlight its function and value. In this regard, teachers should aim to create a comprehensive blended learning system, carry out resource development work, and enrich the resources and materials of the blended learning system from both online and offline perspectives, so that students can have a variety of learning materials, reflecting the true role of the teaching system.

Online - Developing network resources. The importance of online platforms cannot be ignored in creating a comprehensive and optimized blended learning system. Only with a diverse and considerable amount of online resources can Chinese language course teaching be more diverse and innovative. In the process of developing resources, teachers should focus on developing online resources. Based on the content, objectives, and teaching suggestions of vocational Chinese courses, they should collect various types of online resources such as pictures, film and television clips, micro lesson videos, and MOOCs from multiple platforms and channels. They should divide them into different sections according to their attributes, units, and other basic units, and upload them to online platforms as teaching and self-learning resources for Chinese courses. Using online reserves as carriers, they can add teaching materials to Chinese teaching, allowing students to obtain rich materials in blended learning. Furthermore, the development and utilization of online resources cannot be separated from the joint efforts of students. Teachers should start from the social attributes of vocational school students and utilize their high familiarity with online resources

By treating students as developers and users of resources, we encourage them to actively collect, identify, and integrate resources, find the connection between online resources and Chinese language courses, and upload them to online platforms under the name of the class. This can distinguish whether students have the ability to collect and integrate information, and also allow them to directly access learning materials. This plays an undeniable role in improving students' information literacy and their ability to explore learning resources independently.

Offline - Developing school-based resources. In order to fully activate the hidden functions and values of blended learning, teachers should develop school-based resources according to the requirements of offline teaching, make full use of various props and materials such as books, venues, and broadcasts within the school, and combine them with the content of Chinese language courses. For example, using a series of audio recordings of updated texts on campus broadcasts, fully utilizing tangible and intangible resources within the campus, building a sustainable school-based offline resource platform, and providing a continuous source of resource support for Chinese language teaching. In addition, the development of school-based resources should prioritize teaching materials, based on the actual situation of students in the school, the fundamental needs of vocational education, and professional growth paths. The development and compilation of school-based Chinese language textbooks should integrate basic Chinese teaching content with the actual situation of the school, ensuring that the textbooks can match the career development paths of students from different majors. This will enable students to obtain the source and motivation for career development in the process

of learning Chinese knowledge and appreciating Chinese elements, and encourage them to continuously improve their abilities in reading comprehension, applied writing, oral communication, and other aspects in the school-based curriculum resource system. With the increasing abundance of offline school-based resources, students living and learning in an environment full of Chinese elements will naturally develop interest in learning and develop Chinese literacy. This not only reflects the value of blended learning, but also broadens the development path of vocational Chinese teaching.

3. Conclusion

In vocational Chinese language teaching, the application of blended learning mode can not only provide new ideas and methods for vocational Chinese language teaching, but also enable teachers to effectively expand the space of knowledge teaching in teaching. In this regard, teachers can continuously optimize the application of blended learning in vocational Chinese language teaching through goal leadership, resource development, situational orientation, and task driven methods, combined with various effective measures, bringing more innovation and vitality to vocational Chinese language teaching, and laying a solid foundation for students' learning and career development.

Reference:

[1] Sun Yang. Research on Promoting the Integrated Construction of the Use of Ideological and Political Textbooks in Primary, Secondary and Primary Schools [D]. Jilin Agricultural University, 2022.

[2] Wang Ying. Exploring the Integration Strategy of Mental Health Education and Moral Education in Primary and Secondary Schools [J]. Selected Chinese Loosening Pages (Teacher's Edition), 2024 (05): 190-192.