

Study on Chinese Curriculum Reform in Applied Colleges and Universities from the Perspective of Vocational Core Literacy Education

Ren Sha*

Ordos Institute of Technology, Ordos 017000, Inner Mongolia, China

**Author to whom correspondence should be addressed.*

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Abstract: Chinese courses in applied colleges and universities, different from the Chinese courses in higher vocational education and general undergraduate education, highlight the word “application” in teaching activities, dialectically and inclusively look at the relationship between “application” and “academic,” which can provide targeted support for the training of applied talents in higher technology. In the perspective of vocational core quality education, the reform of applied college Chinese curriculum should be carried out to further strengthen the connection between talent training and industry development needs, which is in line with the talent training orientation of applied colleges and universities and the talent needs of industry transformation and upgrading. Therefore, this paper first analyzes the specific content of the vocational core literacy of students in applied colleges and universities, and then proposes feasible course reform strategies based on the author’s practical experience.

Keywords: Vocational core literacy education; Applied colleges and universities; Chinese course; Reform

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1. Introduction

Application-oriented undergraduate colleges focus on the management, service, production and construction of advanced technology application-oriented talents training, which is significantly different from higher vocational colleges and ordinary undergraduate colleges in the orientation of talent training, requiring Chinese courses not only to serve the students’ learning of basic theoretical knowledge, but also to consider the needs of students to use the theoretical knowledge to innovate and practice. Teachers should proceed from the perspective of vocational core quality education, combine the historical and humanistic advantages of college Chinese courses, and constantly promote the reform of Chinese courses, enhance their applicability and practicability, so as to provide students with the required learning field for application-oriented talents.

2. The specific content of the vocational core quality of students in applied colleges and universities

2.1. Learning quality

With the awareness and ability of lifelong learning, students can keep pace with the era in their thinking, cognition and ability in their future career development, and avoid being “left behind” because they cannot keep up with the pace of development of the era. Therefore, learning literacy is an important part of the core vocational literacy of students in application-oriented colleges and universities ^[1]. When cultivating students’ learning quality in the Chinese courses of application-oriented colleges and universities, it is necessary to strengthen students’ awareness of innovation, enhance students’ attention to current affairs, and guide students to learn learning as the key, and guide them to explore the new model and new path of industry development by virtue of language knowledge, learning spirit, assiduously studying, cooperation and communication, so as to enter the workplace in the future. To lay a solid foundation for the realization of personal career development goals. At the same time, in order to shape the students’ consciousness of “never too old to learn,” teachers also need to improve the students’ personality quality and cultivate the students’ sense of social responsibility in the teaching of Chinese courses, so as to make them deeply realize the importance of learning to adapt to social development, maintain a positive attitude of being willing to learn and taking the initiative to learn, and explore a wide range of learning methods suitable for themselves ^[2].

2.2. Professional quality

Generally speaking, professional quality includes several key elements such as life safety awareness and self-identification awareness, which are the contents that students need to focus on and learn in the Chinese course learning of application-oriented colleges and universities. At the beginning of entering applied colleges and universities, students need to learn professional knowledge and vocational skills based on the existing theoretical knowledge system, improve personality quality, strengthen self-identification awareness, and actively participate in daily learning activities. In this process, on the one hand, students need to master all aspects of knowledge and skills required for professional development; on the other hand, they need to strengthen their satisfaction, career achievement, and enhance their legal awareness ^[3].

2.3. Career accomplishment

In the core vocational quality, career quality is an indispensable part, which mainly includes the ability of career adaptation, career development and planning, which is an important guarantee for students to adapt to industry development and achieve career development goals, and is also the focus of students’ learning process. In the learning stage of Chinese courses in application-oriented colleges and universities, students need to complete the transition from theoretical learning to the real society, and should make clear the internal connection between the quality of academic completion and career development, and make better preparation for career development by completing the learning task of Chinese courses ^[4]. Under normal circumstances, application-oriented colleges and universities will set up special career planning courses to guide students to analyze professional characteristics and their own career development needs, and make career plans based on them. However, it is far from enough to simply rely on this course to cultivate students’ career accomplishments and guide students to explore the path of career development. Teachers should attach importance to interdisciplinary teaching in the process of teaching Chinese courses in application-oriented colleges and universities, integrate the content of career planning courses and Chinese courses, and further strengthen students’ awareness of career planning.

This can encourage students to make scientific presets for the career development goals to be implemented at each stage, at the same time, under the guidance of career development goals, rationally plan course learning and career development paths, and purposefully exercise their social practice ability, professional ability and other abilities in the process of learning ^[5].

2.4. Information literacy

With the advent of the Internet era, information literacy has become a necessary quality for application-oriented college graduates, which mainly includes machine management, resource planning, and other abilities, and is the key for students to adapt to social life and industry development. In view of the current transformation and upgrading needs in various fields, application-oriented colleges and universities need to focus on cultivating application-oriented talents of advanced technology, so that students can master the qualities and skills needed to engage in related occupations, and help them gain a firm foothold in the future career development road. Therefore, information literacy should be included in the core vocational literacy of students in application-oriented colleges and universities. Teachers should consciously guide students to master intelligent and information means in combination with their major, and cultivate their ability to collect, process and apply information ^[6].

3. The teaching strategies of Chinese courses in application-oriented colleges and universities from the perspective of vocational core literacy education

3.1. Restructure college Chinese teaching objectives and highlight “application”

The teaching of Chinese courses in application-oriented colleges and universities needs to serve the training of application-oriented talents, and should pay attention to the important issue of students’ future employment. In order to cultivate students’ vocational core quality and promote students’ high-quality employment, teachers need to reconstruct college Chinese teaching objectives, integrate and highlight the word “application” in it, that is, to enhance students’ language ability and enhance students’ employment competition as the direction, further highlight the “combination of employment positions and humanistic quality, theoretical courses and students’ employment”. Explore a Chinese teaching model that takes into account students’ technical knowledge and basic knowledge learning needs, and promotes students’ humanistic quality and employment practice ability to be enhanced in both directions ^[7]. Specifically, from the perspective of vocational core literacy education, the teaching objectives of Chinese courses in application-oriented colleges and universities should include the following contents:

- (1) Knowledge teaching objectives, which mainly involve four aspects: historical knowledge, cultural knowledge, language and text, and classic reading. This means that college Chinese courses need to combine their own content characteristics and the talent training orientation of application-oriented colleges and universities, gradually implement knowledge education goals, and integrate the above four aspects relying on the process of teaching China’s 5,000 years of civilization, so as to highlight the humanistic characteristics of Chinese courses and speed up the cultivation of students’ humanistic qualities ^[8].
- (2) It is the goal of ability training. College Chinese courses under the vision of vocational core literacy education need to focus on the development of students’ overall ability, such as innovation ability, knowledge transfer ability, literary reading and appreciation ability, language application ability and so on.
- (3) The goal of integrating moral education into the curriculum. As an important carrier of moral education

in application-oriented colleges and universities, college Chinese curriculum needs to pay attention to the development of students' moral qualities, effectively spread humanistic spirit through various measures, exert the educational value of the curriculum, and promote the implementation of the fundamental task of cultivating morality and cultivating people.

Based on the above points, the Chinese course teaching in application-oriented colleges and universities from the perspective of vocational core quality education needs to achieve three goals, namely knowledge teaching, ability training and moral education, so as to provide various support for students to grow into application-oriented talents needed in the new era ^[9].

3.2. Taking into account basic learning and skill-based learning to improve the quality of personnel training

Different from other types of talent training, application-oriented talent training further emphasizes the applied attributes of teaching mode, requires teachers to unify students' basic learning and skill-based learning, organically integrate them into college Chinese teaching curriculum, and dynamically adjust the specific implementation process, so as to identify the "main axis" and "support" and complete the construction of teaching system. According to the needs of application-oriented talents training, teachers should construct a comprehensive teaching system with "basic knowledge as the main axis and skill knowledge as the support" from the perspective of vocational core quality education to create conditions for the all-round development of students' application ability ^[10]. This requires teachers to first highlight the employment-oriented teaching in college Chinese teaching and make dynamic adjustments to the actual teaching content ^[11]. In the construction of teaching content, college Chinese courses should not only pay attention to the enhancement of students' humanistic quality, but also pay attention to the cultivation of students' employment competitiveness, and take the path of employment-oriented teaching. Specifically, college Chinese courses should emphasize the application of knowledge, strengthen the teaching of language expression, appreciation of works and writing, and help students master various language abilities needed to adapt to the future career development environment.

Secondly, teachers should attach importance to the interdisciplinary teaching of college Chinese courses and professional courses to cultivate students' comprehensive application ability of knowledge of various disciplines, that is, based on the core vocational quality education, integrate the content of college Chinese courses and professional courses, and create a new "support point" of college Chinese courses for majors. Students of different majors and at different learning stages tend to have different demands for applied knowledge learning, so teachers should keep the dynamic adjustment of teaching content in interdisciplinary teaching. Finally, teachers need to optimize the various teaching modules of college Chinese courses according to the requirements of actual industry development. From the perspective of vocational core literacy education, college Chinese courses should aim at cultivating application-oriented talents with "knowledge + skill + high quality," adjust the ratio between theoretical knowledge teaching hours and practical teaching hours, and promote the "combination of science and practice" of college Chinese courses, and students' learning is linked ^[12].

3.3. Facing students' employment, innovative teaching implementation methods

The implementation of teaching objectives and plans requires teachers to carry out work practice based on appropriate teaching methods. Therefore, the reform of college Chinese curriculum from the perspective of vocational core literacy education should pay attention to the innovation of teaching implementation methods. Specifically, under the guidance of the "student-centered" teaching concept, teachers can highlight the "four

combinations” in college Chinese teaching, and then design learning tasks that meet the needs of students’ knowledge and skill application ability cultivation, to encourage them to explore independently under task-driven^[13]. This is a teaching method of “teaching, learning and doing together”, which can strengthen the combination of inside and outside school, in class and after class, learning and practice, teaching and learning, and improve the practicality of college Chinese teaching. Among them, the combination of in-school and off-campus requires students to break through the shackles of textbooks and go to society in the process of college Chinese learning, combining practice and experience to learn, understand and apply Chinese knowledge^[14]. The combination of in-class and after-class requires teachers to integrate online teaching and offline teaching through various information technology means, guide students to carry out innovative learning in combination with different knowledge applications, and improve knowledge application ability. The combination of learning and practice highlights the practical characteristics of college Chinese courses in application-oriented colleges and universities, and requires teachers to appropriately increase the proportion of practical teaching and complete the innovation of teaching methods through various modules such as the social practice module, the special skill module and business synthesis module. The combination of teaching and learning requires teachers to change their teaching ideas, carry out teaching work according to students’ learning needs, make the teaching methods fit the characteristics of students’ practical learning and independent learning, and provide corresponding channels for them to acquire knowledge and skills.

On this basis, teachers also need to strengthen the exploration of practical and directional teaching methods, to make the curriculum reform fit the needs of students’ career development and learning rules. Through the innovation of teaching methods, teachers promote the reform of college Chinese curriculum and enhance the directivity of its content, which is a response to the needs of students’ application ability training, vocational core quality and education development. Teachers can appropriately streamline the basic courses in the theoretical teaching of college Chinese to meet the standard of “sufficient,” and appropriately increase the practical teaching content, highlighting the characteristics of “being a person + skills + knowledge” in the training of talents in application-oriented colleges and universities, to provide a corresponding learning field for students to achieve all-round development and grow up to provide new people in the era^[15].

4. Conclusion

To sum up, combined with the talent training orientation of application-oriented colleges and universities, application-oriented college Chinese courses need to balance the relationship between “application” and “academic,” provide services for students to master the basic theoretical knowledge and the ability to use the theoretical knowledge to innovate and practice, and help them grow into application-oriented talents needed for the transformation and upgrading of various fields and seek a way to break the current situation. This requires teachers to pay attention to the connection between talent training and industry development needs, optimize teaching methods and contents from the perspective of vocational core literacy education, and accelerate curriculum reform by adopting different strategies such as restructuring college Chinese teaching objectives, integrating basic learning and skill-based learning, and innovating teaching implementation methods for students’ employment.

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