

Personality Education Research in Chinese Education in Vocational Colleges

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Abstract: Personality is the soul of human beings. Having a healthy personality is the foundation of one's body and development. As a basic compulsory course in vocational schools, Chinese has the value of personality education in terms of cognition, emotion, and will; at the same time, it has the meaning of personality education from the traditional perspective, the world and the subject itself; it can pass the language Teaching, to achieve the universality of the encyclopedia, the continuity of lifelong benefits, and the infectious personality goals of self-cultivation. However, such subjects are considered dispensable "chicken ribs" in vocational schools, "excluded" by schools, despised by language teachers, and abandoned by students. Therefore, Chinese teachers in vocational schools should put personality education on the agenda, and strive to create an atmosphere for school personality education. Based on the above reasons, this article uses a questionnaire survey to find out that 70% of students are generally interested in learning Chinese. We think it is okay to learn or not, that is, to be in an indifferent and silent attitude. Only 12% are interested in language, and only 10% express their preference.

1. Introduction

In today's career development, for students in vocational colleges, a good professional quality is the "golden key" to enter the company, and is the basis for career success. Personal life-long development. However, the effects of current vocational training are not satisfactory. The reason is the deviation of the professional talent training model. In recent years, the penetration of vocational quality education in higher education in our country has attracted much attention, but how to follow the laws of education in teaching, according to the actual needs of education goals, of course, infiltrate professional courses in Chinese teaching, find the correct courses and effective Methods, there is a lack of systematic research.

Chinese textbooks internalize the crystallization of national culture as a medium for students' humanistic background and personality education. Chinese textbooks contain colorful and beautiful articles. The content of these Chinese textbooks matches the content of a sound personality. It not only involves the language of the article. The words, sentences and expressions of the form itself, but also involve thoughts and emotions other than the language form. For the students of vocational colleges, they can improve their body and mind and cultivate their sentiment. Different experts on personality education in Chinese education of vocational colleges have put forward their own opinions. Chen proposed that the so-called personality education is an education that focuses on developing the psychological quality of the educated. The purpose of personality education is to enable the educated to form a sound and increasingly perfect personality, unify and coordinate knowledge, feelings, and intentions, and establish a complete and sound psychological structure [1]. Zhang believes that logical thinking factors in Chinese teaching help to optimize the cognitive structure of students' personality; ethical and moral factors in Chinese teaching help to transform the ethical structure of students' personality; aesthetic factors in Chinese teaching help to optimize Aesthetic structure in student personality [2]. Jiang feels that Chinese personality education is diffused in Chinese teaching. Specifically, it is the activities that Chinese teachers consciously and systematically carry out the training of Chinese language ability combined with Chinese knowledge to guide students to form healthy psychological quality, correct aesthetic taste, and shape students' healthy character [3]. "

On the basis of understanding the weak personality education of students in vocational schools, this article pays full attention to personality education, raises the humanity of Chinese to the level of personality education, changes the outdated concepts of language teachers in vocational schools, improves teaching methods, and enhances the effectiveness of personality education. Sex. Only in this way can the Chinese subjects influence the personality development of students in a subtle way, and enable them to benefit from the personality power formed at this stage throughout their lives.

2. Method

2.1 Personality Education

The so-called personality education refers to the coordinated development of the educated's knowledge, emotions and behaviors as the main content, the formation of a healthy personality as the primary goal, and the coordination of different educational methods to promote personality development and other school education measures. Jointly promote the overall development of the quality of the educated. Personality education is a scientific method of education. This kind of education should include two aspects: teachers' guidance and students' positive self-internalization. Teacher guidance is very important. It is necessary to respect students' free will and personal dignity as the basis to help students raise awareness, pursue success, and increase the sense of value of self-improvement, but this process cannot incite violent passivity [4]. The active self-internalization of students refers to the psychological characteristics that students can actively produce instead of being imposed by external forces. Students can actively participate in activities, receive selective information and needs from the outside world, so that they can continuously adjust their cognitive structure, continuously enrich and develop their abilities and personality knowledge, and gradually develop a consciously perfect personality. This perfect personality includes stable life beliefs, good ideological and moral character, positive work enthusiasm, tolerant life attitude, excellent innovation ability and strong sense of social responsibility [5].

2.2 Chinese Personality Education

Personality education in Chinese teaching in higher vocational education refers to the educational activities that teachers consciously carry out in the process of imparting Chinese knowledge and cultivating Chinese students' skills, and systematically educating students to shape healthy personality. Under the guidance of Chinese educators, this activity is an activity for teachers and students to create healthy personality in the process of learning Chinese knowledge and skills. The cultivation of Chinese personality is carried out in the process of Chinese teaching. Teachers should not only guide students to learn necessary cultural knowledge, but also help students to form a healthy personality. There is a beautiful aesthetic taste in this learning process. The cultivation of Chinese personality in higher vocational colleges should combine the physical and mental development of students with the laws of language teaching, emphasizing the "goodness" of morality and confirming the "truth" of knowledge; emphasizing the "strong" ability and pursuing the "beauty" of emotion[6]. A healthy personality education that truly forms a unified and coordinated intelligent structure, moral structure, aesthetic structure and innovative structure. Cultivating students' healthy personality is not only the need of individual development, but also the prerequisite for better realization of Chinese teaching goals. Language is the unity of "wen" and "dao", the unity of organization and human nature. Many articles in Chinese textbooks have strong emotions from the author, some are enthusiastic and innocent, some are elegant in form, some are exciting, some are provocative and will never be remembered. Enable students to cultivate emotions and activate thinking in the process of reading and studying books, so as to achieve educational goals. Cultivate students' healthy personality. This is the essence and theme of Chinese teaching [7].

2.3 Chinese Teaching Must Promote Student Personality Development

The ultimate goal of school education is to cultivate the personality of students and cultivate talents with sound personality for the society, that is, to develop personality with the help of the

spiritual wealth and cultural value created by human beings, and to shape people with comprehensive development of morality, morality, intelligence and physicality. This goal of the school must be achieved through subject teaching. Discipline is a main form of teaching that promotes the smooth realization of teaching goals and teaching content; the wide range of disciplines not only reflects the requirements of modern society, but is also the product of historical development, including the accumulation of human culture [8]. Thematic education seems to be the main form of teaching for the overall formation and development of all teenagers' personalities. Promoting the development of students' personality is an inevitable requirement for the development of Chinese, and it is also an inevitable requirement for Chinese to realize its own value. Language is the highest expression of human nature. It is the most direct symbolic world and the most important cultural environment for mankind. It directly shapes human cultural psychology. Learning Chinese means learning to be a man, and teaching Chinese means teaching and educating people[9]. A competent Chinese teacher should use noble thoughts and noble customs to "explain Taoism by writing", "reflecting writing by Taoism", and "combining writing and Taoism". The emotions contained in the text stimulate students' hearts and use I have lost my emotions and works. The emotions of the students stimulate the coordination of the students, let the emotions complete the conflicting aesthetic experience, let the students raise the height of personality in the spiritual wandering, and let them learn to look at life correctly, judge life, and understand the ordinary. Only in this way can the organic value and humanistic value of Chinese problems be truly reflected, and the value and importance of Chinese teaching can be truly implemented [10].

3. Experiment

3.1 Literature Research Method

After reading a lot of literature on high school Chinese teaching and personality education, I further thought about the literature in the process of writing the thesis, and collected materials that are valuable to myself.

3.2 Questionnaire Survey Method

In order to more truly understand the status quo of personality education in Chinese teaching in vocational colleges, a questionnaire was developed using the questionnaire. And collect effective data through certain dissemination of online social platforms, after rigorous screening, select 100 effective questionnaire survey data, and analyze.

4. Discussion

4.1 Problems of Students in Language Learning

First, learning Chinese is obviously different from middle school Chinese teaching in terms of teaching content, teaching goals, and teaching objects. Therefore, college Chinese teaching practice should be different from middle and high school Chinese teaching. The teaching methods of most language teachers are very simple, mainly based on teacher's explanation, analysis and induction. Teaching is solidified in a fixed teaching model such as problem solving, time background, author introduction, paragraph division, text analysis, and induction center. With clichés, straightforward narratives and lack of teaching passion, students are more often in a passive state in their learning.

Second, the repetition of teaching content is also the distress of students. The arrangement of the content of college Chinese and the content of the Chinese course in high school are often repetitive, and there are many ancient works and few modern works, which makes students interested in studying. After all, the students of higher vocational colleges have a low level of language proficiency and lack the ability to understand ancient Chinese. The college language is mainly based on ancient Chinese, which makes them worry a lot when they study. Therefore, the above two reasons cause students not only to be unable to exert their own subjective initiative, but also to feel bored and distressed in learning. To this end, the Vocational and Technical College was selected

for investigation and research.

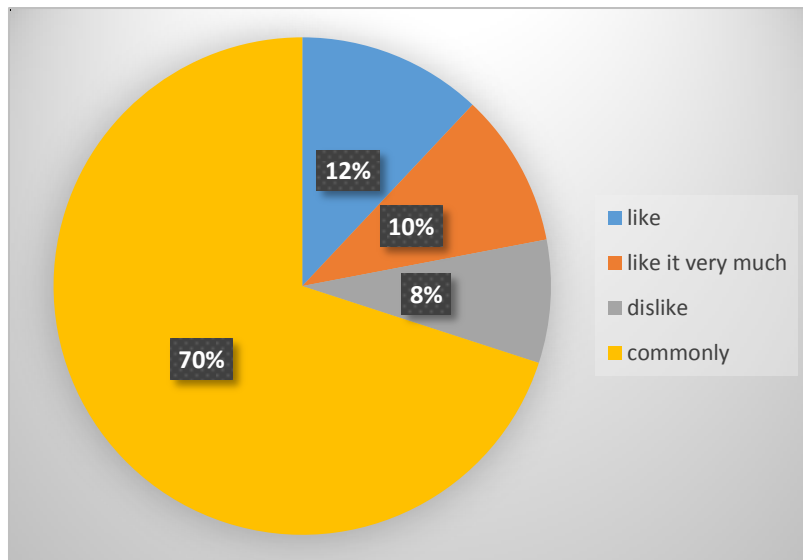


Figure 1. X Attitude of Vocational and Technical College to Chinese

In this survey, 100 copies of the questionnaire were issued and 100 copies were recovered. After effective statistics, this figure was obtained. It can be seen from Figure 1 that 70% of the students are generally interested in learning Chinese and think that it is okay to learn or not, which means they are in an indifferent and silent attitude. Only 12% are interested in language, and only 10% express their preference. Although our education has always been in contact with Chinese since we were young, it is precisely for this reason that many people think that after going to university, it is not necessary to learn Chinese, and they have also learned a lot during so many years of Chinese learning.

4.2 From the Perspective of Teaching Goals, Personality Education Has not Been Paid Attention to

Personality education is an important content of Chinese teaching and the ultimate goal of Chinese teaching. But this is hardly reflected in our Chinese teaching process, nor is it included in the classroom teaching goals. These teaching goals only reflect that it is sufficient to only focus on guiding students to accumulate Chinese knowledge and practice basic Chinese skills in the teaching process, but it also includes training Chinese skills and infiltrating a little moral education. However, teaching goals do not reflect the content and goals of personal education, which will inevitably lead teachers to ignore the important educational role of personality education in teaching.

Table 1. Survey Map of the Emphasis On Chinese Personality Education in Higher Vocational Education at This Stage

Do you think Chinese Personality Education in higher vocational education has been paid attention to at this stage?(N=100)			
option	hear nothing of	No	Yes
Number of people	25	50	25

From the questions in Table 1, it can be seen that the influence of the survey object on the academic performance of Chinese teaching in higher vocational education is still relatively heavy. At the same time, thinking on the other side can show that people expect a comprehensive quality for higher vocational education and teaching. The requirements of development, and the Chinese teaching in high schools at this stage has not yet reached people's requirements, and personality education has not been paid attention to.

4.3 The Embarrassing Position of Chinese Teaching

Chinese subjects are in a very awkward position in vocational schools. Shallow people think that

Chinese courses are optional in vocational schools. From the perspective of the school, whether the language course is opened or not, and whether the language subject is emphasized or not, first of all is not related to the quality of the source of students, because after all, students choose the school's professional advantages, and the students do not care whether the language course is opened or not. The quality of Chinese teaching cannot attract good students; secondly, it has nothing to do with the employment situation of the school. Schools can only attract students if they do a good job of employment, and doing a good job of employment undoubtedly needs to strengthen professional courses, and reducing the time of cultural courses and filling them into professional courses has become a means usually used by vocational schools. In the eyes of students, during the school study period, Chinese is equivalent to a supplementary course, as long as they pass the final exam of each semester, it does not affect graduation; Chinese will not be an indicator of career choice, and no company will examine the language of students. Basic skills, it is not as good as a skill class; after you set foot on the job, you don't need language any more. The key to a good job future depends on your professional ability, not to mention that the language cannot be integrated with the professional and cannot be served.

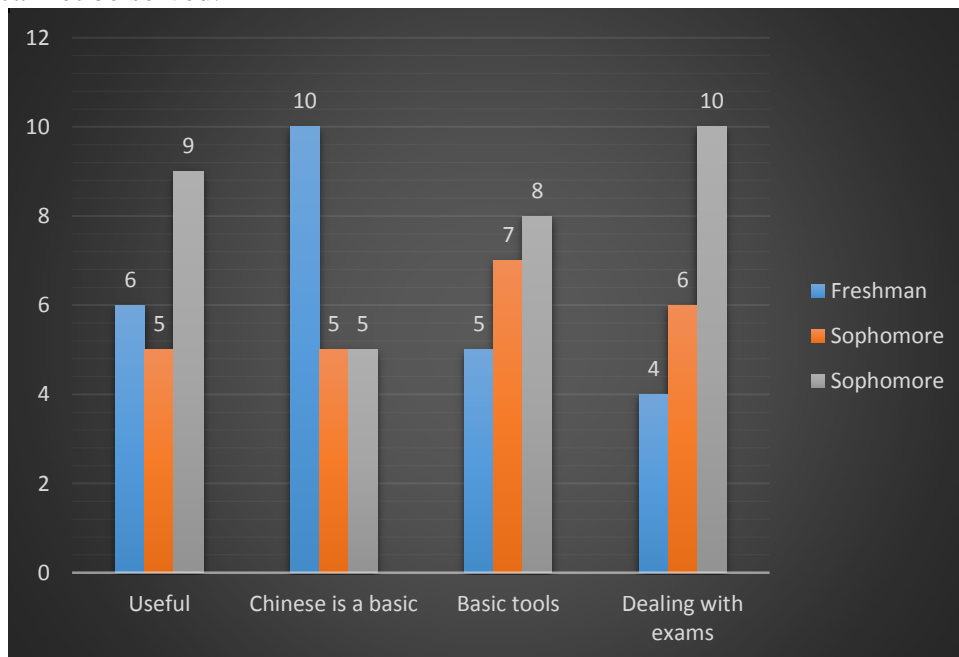


Figure 2. A survey of students' attitude towards learning Chinese

As can be seen from Figure 2, many students think that learning Chinese is more just to cope with the examination, especially for the junior students who are about to graduate. In their eyes, as long as Chinese has passed, they can get a diploma. Chinese is in such an awkward situation. Chinese curriculum reform has not been carried out in many vocational schools. At last, Chinese has become the "castle in the air" in vocational schools, and the reduction of Chinese courses has become its inevitable fate. Some schools have reduced Chinese courses to four or even two classes a week, and some have eliminated Chinese courses. Chinese subjects have lost their due "place" in vocational schools.

4.4 Teaching has no Characteristics and Is Derailed From Majors

Chinese teaching in vocational schools should focus on the language and text curriculum, pay attention to the combination of the instrumental and humanistic nature of the language subject, and pay attention to the further improvement of students' basic language skills, and let students develop the habit of lifelong learning. The promotion of humanistic literacy and training of high-quality talents. Under this premise, the language teaching of vocational schools has one more task that is not available in ordinary middle schools, which is to integrate Chinese courses with professional courses, so that Chinese can serve for the improvement of professional ability and become a distinctive language teaching. Realize the powerful functions of Chinese in vocational schools. At present, there are two status quo of Chinese teaching in our vocational schools worthy of attention.

First, it only focuses on instrumentality and has become a training base for professional courses. For example, some vocational schools have added eloquence and speech courses to students' skill courses. Although these courses are set up from a good starting point, they can play a great role in improving students' expression and communication skills; however, in the specific implementation In the process, this kind of skill class is often just superficial, meaningless. Second, Chinese teaching completely follows the teaching mode of primary and secondary schools, deviating from majors, and has no characteristics of vocational schools. No matter what kind of situation it is, the humanity of Chinese is thrown out of the sky. Therefore, as first-line Chinese teachers in vocational schools, we should seriously study the syllabus, research textbooks, carry out curriculum reforms, and find a way to integrate Chinese and professional courses, and give full play to its instrumental and humanistic functions, so that Chinese courses become what society wants, schools need, and students need courses.

5. Conclusion

Personality education is the most difficult to implement in Chinese teaching, the slowest to be effective, and the easiest to be ignored. Personality education is a major subject of vocational education in the new era. To change the current situation of student personality education in Chinese teaching in vocational schools, it is necessary to start with the school, Chinese teachers and students, and jointly explore the way of personality education. Vocational schools are the places where education and teaching are implemented, and school leaders are the real leaders of education and teaching. Only when personality education attracts their attention can it be put on the strategic agenda. Chinese teachers are the specific implementers of personality education in vocational schools. They should study the changes in education and teaching concepts, the improvement of their own quality, the innovation of teaching methods, the diversification of teaching evaluation methods, etc., and they should have strong operability, practical value and effectiveness. In this way, we insist on taking personality education as one of our important responsibilities. And students are the implementation targets of personality education in vocational schools. Only when they regard the improvement of personality literacy as their spontaneous requirement, the effect of personality education will be significant, and personality education can be implemented smoothly.

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