



Vocational Secondary Education Chinese Language Teaching: Integrating Psychological Content for Holistic Development

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Abstract. As educational reform continues to advance, Chinese language instruction in vocational secondary schools has transcended the mere imparting of linguistic and character knowledge, placing a stronger emphasis on the holistic development of students' comprehensive abilities. Psychology, being the scientific study of human mental processes and behaviors, holds immense value when incorporated in-to the Chinese curriculum of vocational secondary education. This paper delves into the essentiality, practical implications, and strategic approaches for integrating psychological content into Chinese language teaching within vocational secondary schools. It aspires to offer innovative perspectives and methodologies, thereby enriching the pedagogical landscape of Chinese language education in vocational secondary institutions.

Keywords: Vocational Chinese Language Teaching, Psychology, Comprehensive Quality, Teaching Reform

1 Introduction

Vocational secondary education, as an important part of vocational education, aims to cultivate skilled technical personnel with certain skills and psychological quality. Chinese language teaching, as a basic course in vocational secondary education, bears the responsibility of cultivating students' language expression, thinking development, and cultural literacy. The integration of psychology can provide more diverse teaching content and methods for vocational secondary language teaching, helping to enhance students' psychological quality and promote their all-round development^[1].

2 The Necessity of Integrating Psychological Content into Vocational Secondary Chinese Language Teaching

2.1 Promote the Psychological Health Development of Students

Junior and senior vocational students are at a critical stage of psychological development and face pressure from academic studies, employment, and interpersonal relationships. The integration of psychology content can help students understand themselves^[2], adjust their emotions, and establish good interpersonal relationships, thereby promoting their psychological healthy development.

2.2 Enhance the Effectiveness of Language Teaching

The application of psychological principles, such as cognitive psychology and developmental psychology, in language teaching can help teachers better understand the cognitive development level and learning needs of students, thus enabling them to design more suitable teaching plans.

2.3 Develop Students' Comprehensive Qualities

The integration of psychological content can not only enhance students' literacy skills, but also cultivate their critical thinking, creative thinking, and problem-solving abilities, laying a solid foundation for their future careers.

3 Practical Significance of Psychological Content Integration into Vocational Secondary School Chinese Teaching

3.1 Promoting Students' Self-awareness

The integration of psychological content helps students better understand themselves, clarify their strengths and weaknesses, and provide direction for their personal development. In conventional Chinese teaching for vocational secondary school students, the following strategies can be adopted to enhance students' self-awareness.

For example, setting clear language learning goals can help students understand their abilities and interests, and better plan their learning tasks. Providing opportunities for self-evaluation encourages students to reflect and evaluate their learning process in a timely manner. Students can assess their language learning situation by taking surveys, participating in group discussions, or evaluating themselves. This can help them understand their strengths and weaknesses. Guiding students to engage in meta-cognition can help them understand their thinking processes, including their learning strategies and problem-solving methods. By encouraging students to think and discuss how they learn and solve problems, you can promote their understanding and awareness of their own thinking processes. Strengthening the awareness of autonomous learning can help students overcome difficulties with enough perseverance

when faced with difficulties at the cognitive level. Teachers should guide students to view learning as a means of self-improvement, adjust their learning schedule from an inner perspective, and monitor their learning motivation.

Just considering the uniqueness of language classrooms, teachers should leverage the uniqueness of language textbooks to optimize the psychological atmosphere in the classroom. Teachers should pay attention to students' psychological experiences and create a positive and upward-oriented classroom atmosphere. By interacting with students in a friendly manner, teachers can build a closer relationship with students and make them feel respected and loved.

In middle school Chinese teaching, many textbooks contain related psychological teaching content [3]. Therefore, psychological teaching can be fully utilized in Chinese teaching during the process. While imparting knowledge, teachers should constantly guide students and subliminally teach psychological content. By displaying photos of successful people, teachers can guide students to think about their own strengths and potential, and allow students to freely express their thoughts and opinions, helping students enhance their self-awareness and emphasize that everyone has their own strengths and potential. As long as they are discovered and utilized, they can realize their own value and promote the all-round development of students.

3.2 Enhance Students' Emotional Experiences

Through emotional resonance and psychological inspiration from literary works, and through classroom stories and case analyses, teachers can guide students to empathize with the characters in the stories, and through emotional resonance, students can better understand and apply. In the content exploration and discussion session, students can be divided into groups to find the most effective descriptions that express Gu Youliang's emotions. They can then share their findings. For example, they can discuss how Gu Youliang expressed his deep love for his family through memories of everyday life, and how this emotion reflects his sense of loyalty [4]. Through the author's descriptions of his emotions in the text, students can also be guided to understand the value of "sincerity" and feel the author's sadness over the decline of his family and his deep affection for his hometown and loved ones. Emphasis should be placed on Gu Youliang's optimistic attitude in adversity and his pursuit of ideals, as well as how he expressed his emotions and values through literature.

In the exploration process, it is important to connect the values in the text to students' real lives, so that they can pay attention to the deep emotions in their own lives and consciously cultivate the ability to appreciate the beauty of human emotions in the subtle gestures of those around them. Through this, they can learn to express emotions sincerely and responsibly, and enhance their moral cultivation. They should also pay attention to their relationships with themselves and others, including parent-child relationships, teacher-student relationships, and peer relationships, and think about how to form and practice their own emotions and values in daily life. Encourage students to set personal goals and cultivate their sense of loyalty and responsibility.

3.3 Enhancing Students' Problem-Handling Ability

Teachers should integrate mental health education into language teaching in a subtle way. Through vivid and imaginative situational teaching, they can enhance students' ability to cope with difficulties and setbacks and help them shape a positive outlook on life while learning. The application of psychological principles can help students think from multiple angles when facing problems and improve their problem-solving ability.

"The misfortune of the poet is the great fortune of poetry," the ancient poetic texts selected for the curriculum are mostly written by authors who have experienced hardships. It is often the personal hardships and misfortunes of poets that can inspire them to express profound emotions and creative ideas, thus creating touching poetic works. This phenomenon is not uncommon in literary history, and many great poets and writers have created timeless works after experiencing setbacks and hardships in life. Therefore, when learning these classic ancient poetic texts, we should pay attention to the literary knowledge of the authors' experiences and backgrounds, and by teaching literary knowledge and reading works, we can guide students to have a deeper sympathy and understanding of the poet's personal experiences and emotions, thus enhancing their understanding of human nature; we can guide students to learn historical and cultural lessons, understand the living conditions and emotional world of people of different times. Personal misfortunes and challenges can often serve as catalysts for growth and creativity, and students can improve their ability to face adversity to some extent by understanding the poet's deeper understanding and appreciation of life in difficult circumstances.

For example, when teaching Su Shi's "The Ode to the Red Cliffs,"^[5] we can ask questions such as "What are the emotional changes expressed in Su Shi's 'The Ode to the Red Cliffs'?" to guide students to think about the emotional fluctuations in the text^[6]. We can then briefly introduce Su Shi's life background, especially his exile to Huangzhou, and his psychological state at that time.

In the exploration and discussion of the text content, we can use group discussion methods to let students find the most vivid descriptions that best reflect Su Shi's emotional changes, and share the results of their discussion. For example, we can discuss how Su Shi Language teaching can repeatedly utilize such literary knowledge of poets and writers to instruct students and educate them to become people with a sense of life, capable of facing and dealing with their own emotions, cultivating their healthy values and personalities.

3.4 Enhance Students' Sense of Responsibility

Emphasize text reading and emotional experience, cultivate students' positive emotions, enhance the collective positive emotions, and guide students to become responsible individuals. Psychology believes that sense of responsibility is a broad, general, and long-term motivation for students' learning. In Chinese language teaching, teachers should respect students' interests and hobbies, grant them autonomy, and take the students as the main body, encourage them to actively choose and explore, center on

meeting students' needs, motivations, and interests, and let them raise questions about life and social reality and choose and determine the theme activities.

Chinese language teaching should consciously draw on the sense of responsibility in the texts. Teachers should understand the characters of students in the process of Chinese language teaching, inspire them to acquire knowledge from numerous books, develop their thinking and understand human affairs, understand the author's views from the language of the book, improve their ideological from reading excellent works, and enhance their moral cultivation by increasing their social experience.

Taking "The Biography of Liang Qi and Bian Xiangliu" as an example [7], to enhance students' sense of responsibility, the following points can be paid attention to:

When introducing and presenting the background, questions can be raised: "Why has the story of Liang Qi and Bian Xiangliu been passed down till now?" To guide students to think about the characters' quality in the article. Then, a brief introduction of Sima Qian's life background and his psychological state and emotional experience when creating this article can be given.

Emphasize the acquisition of the sense of responsibility in the text during the reading of the text. When guiding students to read independently, encourage them to find the most vivid descriptions of Liang Qi and Bian Xiangliu's emotional changes and characters through repeated reading, and share and discuss the results. For example, discuss how Bian Xiangliu handled the event of "returning the jade to Zhao" with wisdom and courage, and how Liang Qi changed from initial pride to being willing to admit mistakes and correct them.

In the process of assigning homework and conducting extracurricular expansion activities, it is necessary to guide students to connect the values presented in the text with their real life, and encourage them to think about how to practice these values in their daily lives. We should also encourage students to maintain a positive attitude and seek solutions when facing difficulties and challenges, just like Lian Po and Lin Xiangru did, and become people with a sense of responsibility.

4 Strategies for Integrating Psychological Content into Vocational High School Chinese Language Teaching

4.1 Integrate Psychology and Language Teaching Content

In language teaching, teachers can select relevant psychological principles and apply them to the teaching content, such as analyzing characters' psychology through literary works and guiding students to experience emotions and conduct psychological analysis.

4.2 Create a Scenario and Engage in Role-Playing

By creating scenarios and role-playing, students can experience different roles and emotions in a simulated context, thereby deepening their understanding of the text and grasp of characters' psychology.

4.3 Utilizing the Psychodrama Method, Guide Students in Role-Playing

Psychodrama^[8] as a teaching tool allows students to experience and express complex emotions through performance, promoting emotional expression and enhancement of psychological adaptability.

4.4 Interdisciplinary Teaching, Building Multi-Dimensional Learning Experiences

Introducing psychological knowledge into vocational secondary school Chinese language teaching and constructing interdisciplinary learning experiences can promote the comprehensive development of students' emotions, scientific literacy, and mental health.

5 Conclusion

The integration of psychological content provides new ideas and methods for vocational secondary school Chinese language teaching, helping to enhance students' Chinese literacy and psychological quality and promote their comprehensive development. In future teaching practice, teachers should actively explore the points of convergence between psychology and Chinese language teaching, innovate teaching methods, and contribute to cultivating high-quality technical and applied personnel.

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