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Exploration of Teaching-Reform Ideas of Ancient-Poetry Teaching in Secondary-Vocational Chinese From the Perspective of Educational Culturology

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Abstract: Ancient-poetry teaching in secondary-vocational Chinese from the perspective of educational culturology requires adherence to the precise orientation of culturally oriented education and closely follows the training objective of "cultural inheritance and participation", one of the core competencies of the secondary-vocational Chinese subject. It is necessary to build a student-centered extracurricular practice-activity platform oriented toward cultural inheritance, innovate learning modes for ancient poetry in secondary-vocational Chinese, organically integrate educational culturology, ancient-poetry teaching and professional-skill cultivation, transform simple mechanical knowledge transmission into cultural communication with rich cultural character, activate the internal vitality of ancient-poetry teaching and inject new impetus into secondary-vocational Chinese classrooms.

Keywords: Educational culturology; Secondary-vocational Chinese; Ancient-poetry teaching; Cultural inheritance

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1. Introduction

On December 21, 2022, the General Office of the Communist Party of China Central Committee and the General Office of the State Council issued the *Opinions on Deepening the Reform of the Construction of the Modern Vocational-Education System* [1], placing the promotion of high-quality development of modern vocational education in a more prominent position and further clarifying the reform direction of vocational education. Reforms in all aspects and links of the vocational-education system have become urgent. Against such a background, ancient-poetry teaching in secondary-vocational Chinese is also confronted with new challenges. "Cultural inheritance and participation" is one of the important core competencies of secondary-vocational Chinese [2]. Secondary-vocational Chinese teachers must possess sound traditional-cultural literacy and ancient-poetry teaching capabilities. On this basis, taking educational

culturology as the research perspective, this paper attempts to explore design concepts and strategies for integrating cultural elements into ancient-poetry teaching of secondary-vocational Chinese, so as to provide practical experience and teaching references for secondary-vocational Chinese teachers to guide teaching practice with relevant theories of educational culturology.

2. Practical significance and theoretical value of ancient-poetry teaching in secondary-vocational Chinese from the perspective of educational culturology

2.1. Practicing core socialist values and promoting fine traditional Chinese culture

The report to the 19th National Congress of the Communist Party of China pointed out that cultural confidence represents a more fundamental, deeper and more enduring force for the development of a country and a nation. We must adhere to Marxism, cultivate and practice core socialist values, continuously enhance the initiative and discourse power in the ideological domain, and promote the creative transformation and innovative development of fine traditional Chinese culture. The report to the 20th National Congress of the Communist Party of China further emphasized that "what we are engaged in is a great undertaking unprecedented in history. Only by upholding fundamental principles can we avoid losing our way and making subversive mistakes; only by pursuing innovation can we keep abreast of the times and lead the times." [3]. This important statement points out the direction for the inheritance and development of culture in the new era. Therefore, consciously integrating cultural elements and inheriting fine traditional Chinese culture in ancient-poetry teaching of secondary-vocational Chinese is exactly the practice of this important idea [4].

2.2. Cultivating secondary-vocational students' traditional-cultural quality and improving secondary-vocational Chinese teachers' professional-cultural literacy

In 2021, the General Office of the Communist Party of China Central Committee and the General Office of the State Council issued the *Opinions on Promoting the High-Quality Development of Modern Vocational Education* [5]. As the main channel for cultivating skilled talents, vocational education has been entrusted with more prominent missions of the times. The advent of the digital age has further optimized talent-cultivation programs [6]. Classical poetry is the essence of fine traditional Chinese culture and contains profound national-cultural genes. Traditional secondary-vocational-education systems attach greater importance to the training of secondary-vocational students' vocational skills while lacking cultivation in cultural quality. Besides, secondary-vocational students generally have weak cultural foundations. Therefore, it is necessary to integrate educational-culturology concepts into ancient-poetry teaching and imperceptibly improve secondary-vocational students' cultural quality and achievement.

2.3. Promoting the construction of the theoretical system for ancient-poetry teaching in secondary-vocational Chinese

Against the general background where the country vigorously advocates the promotion of fine traditional Chinese culture [7], poetry teaching in primary and secondary schools has received certain attention from schools and academic circles in recent years, and preliminary positive explorations have been carried out on teaching methods and theories for ancient poetry. Nevertheless, it still fails to draw sufficient attention in the practical teaching of secondary-vocational Chinese, and theoretical exploration and research are even more insufficient. Observing ancient-poetry teaching in secondary-vocational Chinese from the theoretical perspective of educational culturology can broaden the research space and academic horizons of

secondary-vocational Chinese teaching, and play a certain promoting role in improving secondary-vocational Chinese teachers' teaching-research capabilities and constructing the theoretical system for ancient-poetry teaching.

2.4. Providing theoretical basis for cultivating core competencies of secondary-vocational talents

Ancient-poetry teaching in secondary-vocational Chinese from the perspective of educational culturology requires adherence to the precise orientation of cultural-oriented education, closely follows the training objective of "cultural inheritance and participation", one of the core competencies of the secondary-vocational Chinese subject, and innovates learning modes for ancient poetry in secondary-vocational Chinese. China's secondary vocational education represents a special yet universal form of education with increasingly compound functions [8]. Secondary-vocational students need not only modern skill-oriented education but also the edification of traditional culture. A certain theoretical basis is required to realize the organic integration of the two. Observing ancient-poetry teaching in secondary-vocational Chinese from the perspective of culturology can provide theoretical references for secondary-vocational teaching reform and the cultivation of students' core competencies.

3. Conception for the reform of ancient-poetry teaching in secondary-vocational Chinese from the perspective of educational culturology

3.1. Activating culture: From knowledge imparting to cultural dissemination

The core competencies of secondary-vocational Chinese consist of four major parts: language comprehension and application, thinking development and promotion, aesthetic appreciation and judgment, and cultural inheritance and participation. Chinese courses not only serve as the foundation for learning professional knowledge and skills, but also satisfy demands for specific professional learning and the inheritance of fine traditional-cultural knowledge, thus helping students establish a broad vocational awareness and comprehensively foster their vocational abilities and comprehensive qualities [9]. As an important component of fine traditional Chinese culture, ancient poetry carries rich cultural content and acts as a vital path for realizing the core competency of "cultural inheritance and participation" in secondary-vocational Chinese. Traditional ancient-poetry teaching in secondary-vocational Chinese places more emphasis on relevant knowledge, allusions, backgrounds, and implications related to ancient poetry, yet pays insufficient attention to its cultural connotations. The planning and design of ancient-poetry-teaching activities for secondary-vocational Chinese under educational culturology can activate cultural genes embedded in ancient poetry, shift from knowledge dissemination to cultural inheritance, and highlight the core competency of "cultural inheritance and participation" of secondary-vocational Chinese.

3.2. Expanding space: From closed singularity to open diversity

Ancient-poetry teaching in secondary-vocational Chinese adopts relatively single teaching forms, mainly classroom lecturing and after-class assignments, lacking outward expansion. Ancient-poetry teaching in secondary-vocational Chinese, from the perspective of educational culturology, can break single and closed teaching ideas and habits. Guided by culture, teachers consciously step out of familiar and comfortable teaching zones, extending teaching from inside the classroom to outside, from closure to openness. In the

practice of ancient-poetry teaching, instructional design and teaching activities from the cultural perspective can externalize diverse fine traditional Chinese cultures, including historical culture, regional culture, celebrity culture, plant culture, and recitation culture, into rich and diversified teaching activities. Ancient-poetry teaching in secondary-vocational Chinese shall strengthen connections between teaching contents, social life and vocational life, so as to help learners achieve "experience acquisition" [10].

3.3. Stimulating interest: From passive reception to active participation

Relevant surveys show that quite a number of secondary-vocational students dislike existing ancient-poetry teaching modes and generally lack interest in learning ancient poetry. Surveys also indicate that students' reasons for liking ancient poetry, their most-interested ancient-poetry contents and what they regard as the greatest gains from ancient-poetry learning all focus on cultural aspects. Therefore, designing practical ancient-poetry-teaching activities oriented toward culture can be regarded as a targeted solution to secondary-vocational students' lack of interest in ancient-poetry learning. Teaching practices in multiple secondary-vocational schools have fully verified this point. The implantation of vivid cultural elements and the planning of diversified cultural activities effectively arouse students' interest and enthusiasm for participation, and drive students to shift from passive reception to active engagement in ancient-poetry learning.

3.4. Remolding "Technical Personnel": From cultivating persons to cultivating characters

At present, China has gradually formed a modern vocational-education system of "secondary-vocational → higher-vocational → undergraduate → postgraduate", breaking the "ceiling" for skilled-talent growth and opening up academic-development channels for skilled talents [11]. As the cornerstone of the vocational-education system, secondary-vocational-school education lays more emphasis on practicality and applicability compared with basic education. It serves as "one of the positions for cultivating basic-level technical-skilled talents and master craftsmen" [12]. Talent cultivation is oriented toward vocational competence and employability, attaching importance to students' hands-on capabilities and technical-application abilities. Nevertheless, talent cultivation is always comprehensive and all-round. While fostering students' vocational abilities, we should also cultivate their noble character and positive outlooks on the world, life, and values, following the educational idea of imperceptible cultural edification, so as to avoid producing "technical personnel with competent skills but low moral standing".

4. Practical considerations for the conception of ancient-poetry-teaching reform in secondary-vocational Chinese from the perspective of educational culturology

4.1. Finding proper orientation: Integrating poetic culture with specialties

Secondary vocational education belongs to "vocational basic education" and undertakes the dual missions of "senior-secondary-stage education and vocational-skill education" [13]. Compared with ancient-poetry teaching in primary and secondary schools, ancient-poetry teaching in secondary-vocational schools needs to highlight vocational-education characteristics. Meanwhile, secondary-vocational students rely heavily on career-planning guidance. They will consciously explore their interests, needs, abilities and opportunities, and start to consider possible vocational fields and job levels [14]. This requires teachers to consciously combine ancient-poetry-teaching content and methods with students' specialties and vocational orientations. In current practical teaching of secondary-vocational Chinese, the internal relevance and integration between culture and

specialties remain to be strengthened. Teachers need to conduct further in-depth exploration, identify internal connections between poetic culture and specialty orientations, design feasible teaching-implementation schemes, and enable students to promote their specialty-course learning synchronously while learning poetic culture.

4.2. Breaking bottlenecks: Urgent improvement of teachers' poetic-cultural literacy

Although secondary-vocational Chinese textbooks have greatly increased the proportion of ancient poetry and added classical-poetry reading-writing practice and recitation activities in recent years, surveys show that deficiencies in teachers' own poetic-cultural literacy prevent them from providing effective guidance and tutoring, rendering these contents ineffective. Especially deficiencies in knowledge of poetic metrical patterns and creation bring difficulties to the implementation of activities such as poetic imitative creation and recitation practice. The solution lies in launching training programs for secondary-vocational Chinese teachers on poetic-cultural literacy and capabilities to tackle the root cause. Through training, participating teachers can obtain high-level traditional-cultural literacy and educational-teaching capabilities, and learn to improve ancient-poetry-teaching abilities with traditional-cultural knowledge, so as to combine fine poetic culture with advanced teaching methods [15].

4.3. Joint efforts of multiple parties: Promoting the reform and development of ancient-poetry teaching

The implementation of poetic-culture teaching activities is restricted by multiple objective conditions, mainly reflected in three aspects. First, lack of special-fund support. The development of ancient-poetry-plus teaching activities in secondary-vocational Chinese often incurs expenses for transportation, venues, traditional-cultural facilities and materials, and instructors. Most secondary-vocational schools have no special funds for such purposes. Second, there is a lack of platforms and channels for recognizing teaching outcomes. Secondary-vocational schools are not research-oriented; they place more stress on practice and application, with scarce platforms and channels supporting teaching-research projects and teaching-outcome evaluation. Third, there is a lack of opportunities for exchanging experience on ancient-poetry-teaching reform in secondary-vocational Chinese. In view of the above-mentioned factors, teachers, schools, society and educational-administrative authorities must make joint efforts in the implementation of ancient-poetry-teaching reform in secondary-vocational Chinese to boost its reform and development.

5. Conclusion

Secondary vocational education and basic education in primary and secondary schools represent two different types of education, with great differences in teaching nature, teaching objects and teaching objectives. Therefore, it is necessary to explore a personalized and effective teaching mode matching ancient-poetry teaching in secondary-vocational Chinese. Teachers are urgently required to change concepts in current ancient-poetry teaching of secondary-vocational Chinese actively, give full consideration to specialty characteristics and talent-cultivation demands of secondary-vocational schools, organically integrate educational culturology, ancient-poetry teaching and professional-skill cultivation, flexibly apply relevant theories to update teaching concepts and expand teaching space, realize the integration of classroom teaching and extracurricular activities, always take the realization of cultural inheritance and participation as the reform

objective, transform simple mechanical knowledge transmission into cultural communication with rich cultural character, create innovative ancient-poetry-teaching strategies with cultural-inheritance functions, activate the internal vitality of ancient-poetry teaching and inject new impetus into secondary-vocational Chinese classrooms.

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