

# Teaching Strategies for Chinese Language in Secondary Vocational Schools under the Background of Deep Learning

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**Abstract:** Under the background of vocational education reform, traditional teaching methods have struggled to meet students' learning needs, making innovation in Chinese language teaching at secondary vocational schools an inevitable trend. The concept of deep learning emphasizes that students should independently engage in learning and inquiry to deepen their understanding and mastery of knowledge. Guided by the philosophy of deep learning, it is possible to fully mobilize students' subjective initiative, foster the development of their thinking abilities, and enhance their core Chinese language competencies. Based on this, this paper briefly expounds on the basic concept of deep learning, analyzes the teaching requirements for the Chinese language in the context of deep learning, and further proposes detailed teaching strategies, with the expectation of providing useful references for relevant educators.

**Keywords:** Deep learning; Chinese language in secondary vocational schools; Teaching strategies

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## 1. Introduction

Superficial learning is a common phenomenon in Chinese language classrooms of secondary vocational schools. Specifically, it manifests as students' insufficient depth and breadth of thinking in class, as well as a lack of independent thinking and autonomous learning abilities. The concept of deep learning emphasizes students' subjective initiative in learning, with its core lying in students gaining more profound learning insights through independent inquiry and personal experience. In this process, teachers should focus on the guiding role of education, highlight students' dominant position, and guide them to conduct an in-depth analysis of the knowledge content. Based on this, secondary vocational teachers should make transformations and readjust classroom teaching models, enabling students to enhance their comprehensive capabilities through independent thinking and in-depth research.

## **2. Basic concept of deep learning**

The origin of deep learning can be traced back to the goal-based teaching method proposed by American psychologist Benjamin Bloom. It is generally believed that guidance, comprehension, and application belong to shallow learning, while analysis, synthesis, and evaluation constitute deep learning. Different from traditional teaching models, deep learning attaches more importance to students' exploration of the learned content rather than direct explanation by teachers. It requires students to think in single and fragmented learning activities, and to carry out in-depth exploration and learning of knowledge based on their understanding of the learned content. In the acquisition of new knowledge and experiences, students can obtain more experiences beneficial to their physical and mental development. At the same time, it also makes learning activities more diversified and enriches students' learning process <sup>[1]</sup>.

## **3. Requirements for Chinese language teaching in the context of deep learning**

### **3.1. Giving full play to teachers' guiding role**

Against the backdrop of deep learning, Chinese teaching in secondary vocational schools puts forward new requirements for teachers' "teaching." The concept of deep learning requires teachers to serve as guides for students, adjusting teaching models and learning themes in teaching activities in combination with students' learning needs. Teachers should guide students to think independently, conduct in-depth exploration, participate fully in classroom activities, gain insights, experience success, and achieve development <sup>[2]</sup>. The development of deep learning relies on teachers' guidance and assistance to ensure that students' thinking is well-founded and oriented. The majority of educators should shift the traditional "teaching-centered" classroom to a "learning-centered" one, giving full play to their guiding role to promote students' efficient learning.

### **3.2. Carefully organizing teaching content**

Deep learning emphasizes the hierarchical and efficient nature of the learning process, highlighting that students should carry out learning activities from shallow to deep under the guidance of teachers to promote the development of their higher-order thinking. Teachers play a leading role in teaching. Whether deep learning can be realized and promote the development of students' higher-order thinking depends on whether teachers can scientifically and rationally arrange the teaching content <sup>[3]</sup>. Teachers should recognize that the textbook content is an important basis for the development of teaching activities. According to students' learning needs and abilities, they should transform the abstract theoretical knowledge in the textbook into specific and operable learning materials. Based on respecting students' learning logic, while helping students carry out autonomous learning, they should complete systematic knowledge learning and achieve deep learning.

### **3.3. Optimizing teaching guidance plans**

The teaching process is a collaborative mental labor process involving both teachers and students, aiming to enable students to raise questions, challenge assumptions, and solve problems under teachers' guidance—repeating this cycle to develop thinking and enhance comprehensive capabilities through in-depth exploration. However, in teaching practice, due to limitations in teachers' experience or competence, Chinese language classrooms often fall into the trap of "prioritizing activities over learning" <sup>[4]</sup>. Therefore, teachers should design scientific teaching plans based on students' actual conditions, incorporate diversified teaching activities and learning tasks in classroom instruction, formulate questions that inspire critical thinking, and strengthen

communication between teachers and students as well as among students themselves. This approach will propel students' cognitive progression and the development of their comprehensive abilities.

## **4. Teaching for Chinese language in secondary vocational schools under the background of deep learning**

### **4.1. Integrating teaching materials to activate students' deep learning awareness**

In traditional teaching models, the content of Chinese language teaching in secondary vocational schools lacks coherence, and the types of resources are relatively limited. Under the concept of deep learning, teachers should adopt an overall teaching perspective, integrate available teaching materials, enrich the content of Chinese language teaching, and enhance the novelty of classroom instruction to motivate students' learning enthusiasm, enable them to engage deeply with Chinese texts, and promote the development of deep learning activities. The integration of teaching materials can start from two aspects: on the one hand, teachers should take the textbook as the foundation, refine and sort out the content according to different units or themes; on the other hand, they should collect extracurricular materials according to teaching needs to enrich the content of Chinese language teaching.

Chinese language in secondary vocational schools is a basic public subject in the secondary vocational education system and is necessary for cultivating technical talents with high comprehensive quality and humanistic literacy. Therefore, promoting the reform of Chinese language teaching in secondary vocational schools is essential. Chinese language teaching in secondary vocational schools should be guided by the goal of promoting students' comprehensive development and meeting the training requirements of vocational education. In this context, teachers can adopt a large-unit teaching perspective to integrate teaching contents with internal connections across different units, deeply analyze the teaching contents in different unit modules, and fully leverage the functions of Chinese language textbooks <sup>[5]</sup>. Taking ancient poetry teaching from the large-unit perspective as an example, each unit in the secondary vocational Chinese textbook is designed with an "Extracurricular Ancient Poetry Recitation" section. Teachers can integrate these sections to guide students to analyze the creative characteristics of poetry under different historical backgrounds. Specifically, during integration, teachers can sort and summarize the poetry based on themes, eras, authors, and styles, and use the reconstructed and more systematic content as teaching materials to guide students in deep learning.

Most students in secondary vocational schools have a weak foundation in the Chinese language and lack concentration in learning. Therefore, based on textbook content, teachers should also collect extracurricular materials to expand the content of Chinese language teaching and attract students' attention with more novel content. With the assistance of classroom resources, teachers can gradually deepen the depth of Chinese language learning. Specifically, teachers can establish professional online resource libraries in combination with specific teaching contents, collecting literary works, film and television works, online videos, etc., related to the teaching contents to help students further broaden their horizons <sup>[6]</sup>.

### **4.2. Designing inspirational questions to conduct in-depth dialogue**

Influenced by traditional teaching concepts, students' Chinese language learning remains in a superficial and fragmented learning habit and thinking state. Guided by the concept of deep learning, Chinese language teaching in secondary vocational schools places more emphasis on creating speculative and inquiry-based learning activities to cultivate students' good thinking habits and promote the development of their higher-order thinking <sup>[7]</sup>.

In summary, teachers can create a progressively layered chain of questions to mobilize students' life experiences and existing knowledge reserves, and carry out in-depth dialogue around these questions. The setting of specific questions needs to follow students' development rules and curriculum content, align with the thinking level of secondary vocational students, and guide them to gradually engage in in-depth inquiry.

Taking *Lin Daiyu Enters the Jia Mansion* as an example, teachers can first ask students about the reasons why Lin Daiyu was cautious and attentive when she first entered the Jia Mansion, as well as the personality traits reflected by her behavior. This can arouse students' associations with the life experience of characters' first appearance in novels, guide them to initially analyze the characters' personalities from the textual details, and conform to the thinking starting point of secondary vocational students. Next, students should be guided to think about the connection between the architectural layout, characters' costumes, words, and deeds in the Jia Mansion and Lin Daiyu's cautiousness, to promote them to rise from the analysis of a single character to the exploration of the relationship between the environment and the characters. This can mobilize their original knowledge reserve about the role of environmental description, and make the difficulty of the problem progress gradually.

Finally, discussing what kind of hierarchical concepts and family order of the feudal society at that time can be seen from this plot, combining the textual content with the social background, and in-depth exploring the social essence reflected by the novel, to achieve the development of higher-order thinking <sup>[8]</sup>.

### **4.3. Cultivating critical thinking to stimulate students' deep insights**

Compared with traditional Chinese language teaching, under the background of educational reform, Chinese language teaching in secondary vocational schools pays more attention to cultivating students' thinking abilities. It advocates that students think from different perspectives, conduct in-depth analysis of texts, and improve their thinking abilities such as analysis, induction, and criticism in the process. Teachers should guide students to analyze the language features, author's intentions, and other contents of the article in teaching, and question and reflect on the text content based on their own experiences and understanding of the article, cultivating divergent thinking and gaining deeper insights. This kind of questioning can stem from the differences between students and the article's viewpoints, the questioning among peers, and the reflection on their own viewpoints, and then gain experiences in thinking and argumentation <sup>[9]</sup>.

For example, the article *Lin Daiyu Enters the Jia Mansion* mainly describes the situation of Daiyu's first entry into the Jia Mansion. The analysis of Daiyu's character is usually carried out by teachers, leading students to analyze the content in the article, specifically explaining that certain words, sentences, or paragraphs in the article reflect the character's traits, and asking students to memorize them to deal with exam questions. However, teachers should be aware that Chinese language teaching is different from mathematics, physics, and chemistry, and there is no fixed answer. Based on different life experiences and personality characteristics, everyone's views are different. Therefore, teachers should realize that the results of their analysis can only serve as a reference for students, not the absolute and only answer. Teachers should teach students reading methods, encourage them to explore the article by themselves, break the fixed thinking shackles, and cultivate students' divergent thinking. Guiding students to think independently is only the first step, and more importantly, they can perfect their viewpoints <sup>[10]</sup>. Therefore, teachers can organize critical thinking activities to promote the development of students' higher-order thinking. Taking on the Doctrine of "Taking" as an example, teachers can organize students to be divided into two sides, positive and negative, to hold a debate. The essence of critical thinking activities is to seize the loopholes in the opponent's thinking to conduct a debate and elaborate on one's viewpoints. Therefore, this activity can enable students not to simply accept the content presented in the text, but



to continuously improve their viewpoints in the process of debate and deepen the depth of their thinking.

#### **4.4. Setting up project-based tasks to expand the depth of Chinese language learning**

The teaching concept of deep learning puts forward new requirements for teachers' "teaching" and students' "learning". Teachers should give full play to their guiding role, while students carry out autonomous learning and in-depth exploration in a relatively free environment, actively construct knowledge, and enhance their ability to understand and apply what they have learned <sup>[11]</sup>. The project-based teaching model also emphasizes the dominant position of students, advocating that students achieve development in the process of independent inquiry and practical participation. Therefore, teachers can set up project-based teaching tasks, organize students to think and explore the learned content in groups, and help students achieve the goal of deep learning through problem analysis, problem-solving, summary and reflection <sup>[12]</sup>.

Taking the "Activity Planning" teaching in the "Workplace Applied Writing and Communication" module as an example: students have always been participants in various activities, with few understanding how to professionally plan an event from an organizer's perspective. Teachers can therefore organize a project activity where students complete an event plan in groups. The activity planning mainly consists of two parts: determining the market research theme and writing the market research activity plan. Teachers need to explain the components, writing format, and requirements of a complete activity plan to help students master the key points of plan-writing. For students of different majors, teachers can guide them to determine research topics based on their life experiences and professional directions. After finalizing the topics, each group should collaborate to write the activity plan <sup>[13]</sup>. First, group members create survey questionnaires, determining their content and format. Second, they analyze and summarize the survey data. Finally, they form a written report based on the summarized data. After completing the preliminary preparations, teachers can organize project presentation activities. Each group presents their planning ideas, main content, and other exploration results. During the presentations, students from other groups listen and engage in critical discussions, gaining a deeper understanding of the industry status quo and career development trends reflected in the plans. Through such project-based inquiry activities, students collaborate in groups around specific topics and tasks, not only strengthening their basic Chinese language literacy but also improving their abilities in information integration, induction, and communication—thus achieving the goals of deep learning.

#### **4.5. Based on vocational needs to promote in-depth development**

Chinese language in secondary vocational schools is a public basic subject facing students from different majors. How to reflect the practicality and instrumentality of the Chinese discipline based on students' different professional needs and educational backgrounds deserves in-depth study. Therefore, teachers should design teaching plans and optimize teaching content and forms based on students' professional characteristics and needs, so that students can not only enhance their Chinese literacy but also improve their professional qualities and lay a foundation for future employment <sup>[14]</sup>. For example, in the teaching of the "Oral Communication" section in the "Workplace Applied Writing and Communication" module, since secondary vocational students will undertake tasks such as product introduction and process demonstration in their future jobs, teachers can design teaching activities around students' vocational needs. Facing the reality of entering the workplace, students engaged in industries such as technical training, tourism, sales, and cosmetology need good communication skills. Although students have many communication opportunities in daily life, their ability to explain on formal occasions still needs training <sup>[15]</sup>. Take students majoring in cosmetology as an example: they need to consider various services

such as customer needs, product introduction, and project explanation. Therefore, teachers can strengthen their explanation ability according to students' professional characteristics, training them to explain content in an easy-to-understand, clear, and natural manner. Teachers can set specific scenarios, for example, taking cosmetology as the theme, to organize students to carry out simulated explanation activities, introducing the types of cosmetology, the products used, and their functions to "customers" (other classmates), and flexibly adjusting the content according to the on-site "customers'" reactions. Based on students being able to express themselves confidently, clearly, and fluently, teachers should further guide them to form their explanation styles, the ability to calmly handle on-site emergencies, and the ability to flexibly adjust expression methods and content depth for customers of different professions, ages, and backgrounds. Through this teaching method, students can not only improve their Chinese literacy and have the ability to communicate with others logically, confidently, and calmly, but also enhance their professional qualities in practical operations and prepare for future employment.

## 5. Conclusion

Chinese language teaching in secondary vocational schools should be based on students' career development and actual learning conditions. Through integrating teaching materials, designing inspirational questions, cultivating a spirit of questioning, and setting up project-based tasks, teachers can guide students to carry out in-depth learning and inquiry, expanding their learning thinking and cognitive depth. In this process, teachers should strengthen their attention to and guidance of students' learning processes to give full play to the educational functions of Chinese language teaching.

## Disclosure statement

The author declares no conflict of interest.

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