

An Appropriate Interpretation of the Construction of textbook's Learning Orientation --from the Perspective of Post-Modernism Curriculum View

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ABSTRACT. *Textbook's learning orientation as the development law that the textbook reform must follow is an important content of textbook research. The characteristics of openness and regression advocated by the post-modern curriculum view are similar to the textbook's learning orientation. The positive significance of the later modern curriculum view is the starting point to excavate the suitability value for the construction of textbook's learning orientation, and then to provide new research ideas for the construction of Chinese textbooks.*

KEYWORDS: *Teaching material construction, Textbook's learning orientation, Suitability, Postmodern curriculum theory*

1. Introduction

In the context of the development of information technology, the “materialization” of textbooks has gradually become the main trend of textbook construction. The transformation from “teaching material” to “learning material” requires the textbook compilation to get rid of the linear thinking of closed serialization, change the orientation of the faithful implementer of the curriculum plan, and move towards an open system that is more abundant, open, full of spirituality and vitality.[1]This is similar to the characteristics of the post-modern curriculum view, which rejects “meta-narrative”, emphasizes “autobiographical” learning style, and attaches importance to the self-consciousness and creativity of learners. Therefore, this paper aims to further interpret and excavate the suitability value of the construction of textbook's learning orientation from the perspective of post-modernism curriculum view.

2. Compilation Concept: Dispelling the Discourse Hegemony of Textbooks

Postmodern curriculum view advocates that curriculum experts and teachers

must take off the cloak of “legislator”, while for the curriculum text, they are just a researcher and interpreter, the leader of the inner situation, rather than the outside autocrat.[2]The “materialization” of textbooks is devoted to dispelling the discourse hegemony of textbooks, and focuses on presenting dynamic text content through students' thinking mode and discourse habit, so as to meet students' interests and needs.

2.1 To Establish a “Student-Oriented” Guiding Ideology

Postmodern curriculum view is based on students' standpoint, highlights the process of learning, and advocates students to realize independent reflection and growth in the dialogue. This idea is similar to the guiding ideology of “student-oriented” established by the textbook’s learning orientation .And in terms of the writing of the textbook, in the true sense “in life for this” is based on students “, “the zone of proximal development, combined with the feature of the differences of students level of organic integration of the students' development, the characteristics of knowledge structure of textbooks and subject logic, and effectively help the students learn to learn, learn to survive, guide students to improve their ability of self-management and self-evaluation. Comprehensive consideration of students' existing knowledge and ability foundation, reasonable adjustment of the difficulty of textbooks. Only by making the teaching material's “vibration beat” the same or similar with the students' “own natural frequency beat”, can the harmonious vibration be formed in the students' mind, and can the students' active and active growth be effectively promoted.[3]

2.2 Reflect the Process of Learning Activities

The construction of textbook “learning material” should pay more attention to the combination of learning “method” and “process”, and deal with the contradiction between the limitation of the content of the textbook and the infinity of the increase of knowledge. The construction of textbook “learning material” aims to break the shackle of “teaching material”, and not regard textbook as “bible”, but to pursue the balance and unity of “knowledge” and “experience”, “result” and “process”.

Post-modern perspective on curriculum is the curriculum as a personal transformation channel, embody its characteristics of “process”, the idea of “ learning orientation “ textbook construction provides the significance, namely should from the perspective of the process of textbook compiling, break the linearization, serialization, closed system, prompting the students cognitive structure of self- organization, full display the function and effect of students “learning experience” design.

2.3 To Strengthen the Educational Nature of Learning Objectives

Textbooks the “ learning orientation “ construction to promote the all-round

development of students, it not only pay attention to the readability of the textbooks, authenticity and aptness of illustrations, typography, and also should stand in the perspective of students consider the educational of textbooks, textbooks should consciously through the Angle of “student learning material” science literacy survey and attention, and guide students to stimulate their learning potential on real significance, motivating students actively explore and self-realization. Postmodernism fully affirms that students are the real subjects in the creative learning society, with different ways of thinking and horizons from adults.[4] students no longer passively accept knowledge, but move towards independent construction. The construction of textbook’s learning orientation will not be limited to the knowledge and skills that all students master together, and more importantly, “learning motivation” plays an important role.

3. Structural Design: Reflect the Richness and Openness of Textbooks

The post-modernism curriculum view thinks that the curriculum should be an open system and the design of the curriculum should develop in a dynamic and procedural direction. The construction of textbook’s learning orientation should not only consider the structure of subject knowledge and students' psychological structure, but also reflect the openness of the surface structure and the difference of the deep structure, so as to effectively promote students to be closer to their “proximal development zone” in the process of learning basic and challenging knowledge.

3.1 Show the “Crisscross” of Knowledge System

The traditional teaching material architecture focuses on the organization and expression of knowledge, so it pays one-sided attention to the structure of knowledge system.[5] However, from the perspective of post-modernism curriculum view, the textbook of “ learning orientation “ not only focuses on the knowledge system itself, but also on the application structure of knowledge. The structure of knowledge system is a longitudinal extension centered on the self-development of subject knowledge, which is closed and self-accumulation. The application structure of knowledge expresses the horizontal expansion of knowledge which is connected with things and people, and it is open and abundant. [1]Therefore, the textbook’s learning orientation integrates the structure of knowledge system and the structure of knowledge application, which are interlaced and coordinated with each other.

3.2 Optimize the “Elastic Space” of the Reading-Aid System

The construction of textbook’s learning orientation begins to focus on the transformation from the monologue of knowledge and the text to the blank of knowledge and the dialogue of the source.

Its reading aid system pays more attention to flexibility and space, aims to guide

students to “autobiographical” learning, can guide students to “go back to the past”, “experience the past”, help students to rethink and reflect on the situation. Textbook’s learning orientation aim to give students some appropriate “flexibility”, offers opportunities for the students’ self-reflection and self-evaluation, the restructuring experience reconstruction, effectively promote the depth of the student learning and the depth of understanding, to expand its breadth of study, and improve its ability to self-management, and promote its individuality and the cultivation of creativity.

3.3 To Balance the “Internal and External Repair” of the Structural System

Textbooks the “ learning orientation “ to be more diversified construction for the sake of their surface structure, namely on the basis of the traditional textbook module highlight student's main body status, through the guidance of various functional language told the students to learn what, how to learn, and learn what is the “standard”, reflect the students' autonomy in the largest degree.

The construction of textbook’s learning orientation requires the deep structure to pay more attention to the organic combination of unity and difference. While learning basic knowledge and skills, we also pay attention to the learning of moral, emotional, attitude, values and other elements, so as to prevent one-sided from starting from the logic of the development of the discipline itself, pay attention to the elements of knowledge and skills, and ignore the selection and organization of emotional and moral elements. The textbook of “learning material” should be the harmony and unity of knowledge system, surface structure and deep structure, and complement each other. Third, the content organization: emphasizes the textbook “ecology” consciousness The post-modernism curriculum view focuses on the effective transformation of the inside and outside of the classroom and integrates the ecological consciousness into the whole process of education. The “materialization” of the textbook should not only reflect the certainty and completeness of the selected knowledge, but also have the appropriate uncertainty, interference and possibility, so that the textbook becomes a topic of joint exploration between teachers and students, rather than a “stiff” procedure and standard.

4. The Content Organization: Emphasizes the Textbook “Ecology” Consciousness

The post-modernism curriculum view focuses on the effective transformation of the inside and outside of the classroom and integrates the ecological consciousness into the whole process of education. The “materialization” of the textbook should not only reflect the certainty and completeness of the selected knowledge, but also have the appropriate uncertainty, interference and possibility, so that the textbook becomes a topic of joint exploration between teachers and students, rather than a “stiff” procedure and standard.

4.1 The Contextuality of Content Selection

The whole view and the relation view of postmodernism mean that any fact, question and object must have meaning, and it must be examined in the whole environment and the interrelation that endue its meaning. When the textbook “learning orientation” presents the knowledge content, we should also pay attention to put it in a specific situation. Any knowledge is generated in a certain situation, and the knowledge out of the situation is not spiritual or energetic. The textbooks with the characteristics of life are to guide students to learn to live and return to life while learning to learn. But after all, the textbook is not the ordinary children's books, it also needs to have a certain typicality, and therefore higher than life. On the basis of fully considering the students interests and needs, choice of knowledge content, also want to reflect fundamental and challenging because of the content of the basic characteristics such as high mobility, and is indispensable for students' lifelong learning and lifelong development of knowledge, and challenging knowledge so as to cause the students desire to study, which is the most close to the student “, “the zone of proximal development.

4.2 Spiritualization of Content Organization

Get rid of the technical rationality of the “material” textbooks have more spiritual things.” learning orientation “ textbooks should be some scalability is added in the teaching material content or timely identify the resources in the process of teaching material of narrative, let learners of different levels of access to, or filling defect, or to deepen the understanding of knowledge, to expand the application scope of knowledge, or on further expanding knowledge content requirements do not “one size fits all”, has a certain scale exist for controversial content, avoid conclusive statement, for students to leave enough space to think. By setting up “suspense”, “foreshadowing” and “echo”, the textbook content will be shown in plain words in front of the students to avoid simply confirming the theoretical statement, the straightforward “narrative” and “tell” into a challenging problem, give students full thinking space, let students experience the fun of exploration.

4.3 The Organic Combination of Interference and Certainty

Doll's criterion of richness points out that in order for students and teachers to produce and be transformed, the curriculum should have a certain amount of uncertainty, abnormality, inefficiency, ambiguity, imbalance, dissipation and vivid experience. In addition to the definite and decided knowledge, the textbook of “learning orientation” should have certain interference, imperfection and possibility. Only when students pay attention to the new knowledge and the old knowledge is connected can interference become a positive factor. Therefore, when designing interference problems, the textbook's learning orientation should have a certain understanding of the depth and breadth of students' existing knowledge, create an

atmosphere that is convenient for teachers and students to explore, allow students to have enough time to accept the interference, and gain the reorganization and transformation of their own experience.

5. Presentation: Highlight the “Learning Material” Function of the Textbook

Postmodern curriculum view emphasizes to promote learners' self-consciousness and creation.

Doll believes that regression has no beginning and end, that the end of each cycle is the beginning of the next cycle, and that the height rises to a higher level.[6]The textbook of “ learning orientation “ leaves appropriate blank space for students, helps students to think and reflect “autobiographical”, and guides them to enjoy learning on the basis of learning.

5.1 Pay Attention to “Effective White Space” in Textbooks

The traditional textbook organization is more knowledge-centered rather than student participation as the basic clue, which makes the previous textbook reform pay more attention to the increase of knowledge points and the adjustment of knowledge system framework, but pay less attention to the presentation of knowledge. The textbook of “ learning orientation “ shows a harmonious combination of perfection and imperfection in its structure. Textbooks of “white space” and “blank” condition in the integrity of the teaching content, not only to a certain extent, has proved to be the emphases and difficulties of the subject matter, students understand and master, make the teaching material compilation process itself extends to the classroom and students' learning, can cultivate the students' subject consciousness, innovative consciousness, is conducive to the students' personality.

5.2 Appropriately Enrich the Visual Representation of Textbooks

The construction of textbook “learning material” cannot be separated from the rich and appropriate chart system. Different disciplines also have different visual effects. Under the influence of post-modernism curriculum view, textual knowledge is more focused on organizing knowledge in various ways such as text, pictures, charts and tables according to the characteristics of different disciplines. For school-age children, the chart of insert appropriate soften the original text of “for 2 days” cold, but the excessive chart inserted or deviation chart to a certain extent, will affect the accuracy of the students understanding knowledge or imagination, so the textbook construction of “ learning orientation “ is not the pursuit of simple chart to the wealth of information, but also to pay attention to the appropriateness of the form of illustrations, tables, etc.

5.3 To Attach Importance to the Diversification of Textbook Columns

The column of the textbook is an important part of the textbook expression system and plays a very important role in the realization of the textbook function. In the column design of “learning material” textbook, it is required to highlight students' subjectivity, and to set up some columns related to students and able to arouse students' curiosity from students' experience, so as to provide opportunities for students' lively development. At the same time, we should pay attention to the readability of the column setting, further increase the weight of the reading aid system, fully consider the students' reading ability and psychology, stimulate the students' desire to explore actively, train the students' mind to learn independently, and guide the students to learn by themselves.

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