

Research on the Development Standard of "Loose-leaf" Textbooks under the Double-height Perspective

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Abstract: *In the vocational education environment under the double-high perspective, how to promote the common development of teachers and students and explore the development and use of new teaching resources is of great and practical significance. This will not only help teachers and students to standardize and guide teaching materials, but also help to strengthen the teaching effect of vocational and technical education. Under the double-height vision, the "loose-leaf" textbook advocates the commonality and interaction between teachers and students in teaching auxiliary materials, and divides it into three stages: preparation, implementation and feedback optimization. The link of ideological and political education has become a specific teaching task, forming the reading unit of the textbook. Use loose-leaf teaching, cooperate with online teaching resources, cooperate to complete the learning of teaching content, and write "hand account", so as to achieve the development of teacher-student coordination and interaction.*

Keywords: *Double Height Horizon, "Loose-leaf" Teaching Material, Exploration of Development Standards*

1. Introduction

At present, the type attributes in the development of higher vocational teaching materials are unknown, the development subject is single, and the content form is single.[1] For each development stage, the following work can be done: firstly, in the preliminary work, we must have a clear understanding of the needs of the work and the requirements of skills, and be guided by professional ability; secondly, in the specific implementation stage, we must ensure that the structure of the textbook is complete. On the basis of modularization of content, reasonable design of typical work tasks; finally, in the feedback stage, focus on the main body of students, secondary development of schools and enterprises, and update teaching materials in a timely manner from the three levels of students, enterprises and teachers. In order to better promote the development of "loose-leaf" textbooks, this paper summarizes the four aspects of "loose-leaf" textbooks from the four aspects of function, content selection, organization and performance, and analyzes the compiling focus of loose-leaf textbooks.

2. Explanation of the meaning and characteristics of "loose-leaf" teaching materials

2.1. The meaning of "loose-leaf" textbooks

The development of "loose-leaf" teaching materials is a set of modular learning materials designed according to the standards of national vocational education, comprehensive vocational and technical training, with students as the core and according to normal work and work procedures. The loose-leaf textbook is an important means to help students improve their learning efficiency, and it is a typical work task with certain learning value. These learning tasks reflect at least one or more professional skills, and all are corresponding professional skills. "Loose-leaf" textbook not only has the dual characteristics of "working loose-leaf" and "teaching material", but also has the characteristics of "working loose-leaf", which makes it more structured and modular. In a sense, the loose-leaf textbooks weaken the nature of "teaching materials" and emphasize the nature of "learning materials", follow the idea of "student-centered, result-oriented", and combine teaching characteristics with learning materials. , build a deep learning management system.

2.2. Description of the characteristics of "loose-leaf" textbooks

The characteristics of loose-leaf textbooks, in addition to the common characteristics of textbooks, also have the following characteristics: First, in terms of the role of textbooks, in addition to the ideological and moral education functions of ordinary textbooks, they should also emphasize their professional guidance. . Through the teaching materials, students can understand the occupation, love the occupation, establish the correct values, and cultivate the correct occupation concept. Second, when choosing the content of teaching materials, focus on "loose-leaf" and focus on "practicality".[2] Professional ability-oriented, application-oriented as the goal, and necessary and sufficient as the degree to meet the needs of professional positions and adapt to the professional technical grade certificate. The third is in the organization of teaching material content, the "loose-leaf" teaching material should follow the teaching idea of "based on comprehensive quality and professional ability", follow the systematization of the operation process, and be consistent with the logic of the operation process; adhere to practice as the main line , does not pay attention to the systematicity and integrity of theoretical knowledge, does not pursue the subject structure and strict logic of textbooks, so as to meet the comprehensive and modular requirements of the curriculum. Fourth, in the expression and presentation of teaching content, it should conform to the psychological characteristics and cognitive habits of students. The language should be concise and fluent, easy to understand, and vivid. Pictures that conform to the actual work flow should be used as much as possible to make it more attractive. . In order to enhance learners' initiative to complete learning tasks, a "guidance problem" is introduced in teaching, which is the main line of learning work, enabling students to find the knowledge they need, think about and solve problems in learning resources.

3. Problems existing in the development of "loose-leaf" textbooks under the double-height perspective

3.1. The types of higher vocational teaching materials are unclear and easily divorced from reality

Higher vocational education is a type of education, which should have obvious type characteristics and focus on "professionalism" in training. My country's higher vocational colleges have a very clear orientation in cultivating high-tech talents. My country's higher vocational education started late, and there is less research on related textbooks. This has led to the development and design of current higher vocational textbooks, which often draw on the knowledge and structure of ordinary undergraduate teaching, and only simplify the theory and knowledge points. In order to highlight the "professional" characteristics of higher vocational teaching materials. Therefore, higher vocational teaching materials are generally strong in theory, heavy in subject structure, and poor in practice, ignoring their basic characteristics, and it is difficult to adapt to the actual needs of higher vocational teaching. The results showed that 28% of the students felt that the current teaching content was unrealistic, 4 and another part of the students felt that the connection between the teaching content and the major should be strengthened. It can be seen from this point that there are problems in the current higher vocational teaching materials that the types and natures are unclear and that they are out of touch with practical applications.

3.2. The subject of development of higher vocational teaching materials is single

At present, the development of higher vocational teaching materials is mainly based on teachers and scientific research institutes of higher vocational colleges. This category of editors is a group of scientific researchers who have been engaged in higher vocational education and teaching for a long time. They have a solid theoretical foundation, have a deep understanding of professional knowledge, and are very familiar with students' learning behavior and learning characteristics. However, due to the short time in the primary industry, the lack of practical experience, and the lack of a thorough understanding of the professional knowledge required for the work, coupled with today's industrial development, knowledge and skills are rapidly updated, making the teaching content of higher vocational teaching materials and technical reform The reality out of touch.

3.3. The content and form of higher vocational teaching materials are boring

The students of higher vocational education are students in higher vocational colleges and some social workers, most of whom are college students. In terms of academic conditions, the knowledge of vocational students is relatively low, and the professional curriculum system in the current vocational

teaching materials is relatively strong, which is not conducive to students' autonomous learning in vocational colleges, resulting in that the utilization of teaching materials cannot be guaranteed. The results show that only half of the students use textbooks regularly, and some students still say that the current textbooks are too monotonous and difficult to understand. Textbooks are ultimately at the service of learning. Therefore, in the development of "loose-leaf" teaching materials, we should pay attention to the form of enriching the teaching materials, enrich the expression of knowledge points, and make them more in line with the learning habits of vocational students.

4. Research on the main points of the development standard of "loose-leaf" textbooks under the double-height perspective

4.1. Student-centered

Through the preliminary investigation, it was found that the students of higher vocational colleges generally have the viewpoints of "too deep content", "low practicability" and "hard to quickly retrieve knowledge points". As high-frequency users of learning materials, students should provide materials to students in the teaching process to realize the transformation from "teaching materials" to "learning materials".[3] In the teaching process, students' feedback experience is particularly important, and loose-leaf textbooks should be students' worksheets and reference books. Therefore, in the process of application, it is necessary to fully listen to the opinions of students, and optimize the content and combination of teaching materials according to factors such as learning ability, interest needs, habits, etc. Improve their problem-solving skills.

4.2. Try the establishment of online resources

In order to meet the needs of intelligent literacy training in higher vocational colleges, this paper proposes the "Internet +" teaching model, focusing on strengthening the construction of online resources, and developing corresponding APPs to realize the reading of e-books. With the electronic writing board, the students' handwritten data on a single page in the textbook can be transmitted to the APP synchronously. It can be saved for a long time and can also be shared through social software. At the same time, according to the writing habits and recording habits, a personalized background interface is designed to increase the interest in learning. In addition, each student has a personal account, and all the learning process and input information are electronically recorded, which supports the synthesis of "loose-leaf" teaching materials and provides data support for higher vocational education. In this case, the subject of loose-leaf teaching materials is not only students, but also teachers. In the selection of teaching materials, it is necessary to fully consider the academic situation and the regional characteristics of the industry, carry out the secondary development of the teaching materials, explore the significance of the times, and highlight the value of the times.

4.3. Implementation of the standard system and the evaluation method

In the specific operation, the "double high" construction requirements to establish technical skills personnel training standard system, and establish a multi-level evaluation standard system, from the teachers' quality, technical skills, teaching quality, and other multiple dimensions of technical skills personnel training requirements for evaluation and tracking feedback, make the evaluation content and results more reasonable and scientific. The specific evaluation methods mainly include:

(1) Experts participate in the evaluation of the research. Industry and enterprise experts, as technical and skill personnel training and evaluation experts, mainly put forward suggestions for the compilation of textbooks, and participate in the formation of evaluation criteria.

(2) Evaluation index design. In order to ensure the operability and feedback effect of the evaluation system, the relevant index system can be designed from the aspects of curriculum setting and teaching evaluation.

(3) Peer evaluation. Through the evaluation of relevant experts, we can further understand the problems existing in the research and development of this kind of textbooks and put forward corresponding opinions, but also lay the foundation for the final results.

5. The main significance of the development standard of "loose-leaf" textbook under double high horizon

"Loose-leaf" textbook realizes the flexible presentation of knowledge content through teachers' compilation of teaching tasks. In terms of content, more flexible is conducive to students' memory and timely digestion and absorption, and can meet students' personalized learning needs. In terms of form, it is also more flexible. It can not only have standard content but does not limit the play of specific content, but also develop a "loose-leaf" course content in line with students' own learning rules and the development trend of The Times according to the personalized needs of students. In addition, the content of the traditional teaching materials can be changed with a fixed framework, and the learning content system design method suitable for different students' situations. In terms of content, it is more flexible and can be adjusted according to the requirements of school culture and society, which is also an important embodiment of the "loose-leaf" textbooks to the reform and development of vocational education curriculum in the new era.

"Loose-leaf" textbooks and traditional professional teaching syllabus have strong complementarity and variability. On the one hand, because the vocational curriculum syllabus has greater flexibility, and involves the content, teaching method and each knowledge point of each unit. Therefore, it can well solve the traditional professional teaching syllabus and students' learning foundation do not adapt to these two practical problems. On the other hand, the teaching process of professional knowledge can create a more innovative learning environment for students related to their major, social integration, closer to social career development needs and more innovative ", so it is easier to stimulate students' interest and enthusiasm.

In short, in recent years, the rapid development of higher vocational education has become the most active force in China's higher education. The achievements of the pilot comprehensive reform of higher vocational education are mainly manifested in three aspects: first, a large number of high-quality technical skills have been trained; second, the formation of a close cooperation mechanism between vocational colleges and industrial enterprises; third, the depth and breadth of industry-education integration and school-enterprise cooperation are continuously enhanced." loose-leaf" textbook is the new exploration and development of textbook compilation under the development trend of modern vocational education. China's vocational education system is currently transitioning to the version 3.0 era. It should not only reflect the national strategy, but also follow the law of education together with industrial enterprises, meet the requirements of education reform, and constantly improve the vocational education personnel training system. The "loose-leaf" textbook stands out from this process, reflecting its innovation, replicability and popularization, which is worth being vigorously promoted. We believe that with the advent of the era of standardization, the future vocational education and training industry and enterprise talent training mode will be further improved and improved. This is the due meaning of vocational education to adapt to the new era and the new situation of national construction.

6. Conclusion

At present, there are not many "loose-leaf" textbooks for higher vocational teaching in our country. Therefore, it is of great practical significance to discuss the development of "loose-leaf" textbooks under the double-height perspective for improving the quality of teaching. In order to facilitate students, the development of loose-leaf textbooks should modularize knowledge units to ensure the integrity of the knowledge system; reasonably define different industries and different work needs, take students as the center, strengthen school-enterprise dual-source collaboration, and supplement in time and update textbooks; encourage teachers to re-develop textbooks to keep them in a leading position. It can not only effectively promote the professional development of teaching in colleges and universities, but also improve the consciousness and initiative of college students, which has both theoretical and practical significance.

Acknowledgment

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