

Topic selection design of primary and secondary school teaching auxiliary books under the background of core literacy

Yan Guohong^{1,2,*}

¹Shaanxi Normal University General Publishing House, Xi'an, China

²Shaanxi Normal University, Xi'an, Shaanxi, 710062, China

*Corresponding author: yanguohong@snupg.com

Abstract: Since the 21st century, "literacy" has been valued by countries all over the world and included in the core of educational reform, and the cultivation of students' core literacy has been put to an unprecedented height. At the present stage, although China's curriculum reform is in the deepening stage from the three-dimensional goal to the core literacy, the teaching auxiliary books that consistently implement the core literacy to the comprehensive development of students are still in the initial stage, and the design of teaching auxiliary books lacks systematic planning and theoretical support. Based on this, this paper tries to put forward the development path and strategy of teaching auxiliary books publishing and topic selection design from the aspects of topic selection basis and requirements, design ideas and implementation strategies of primary and secondary school teaching auxiliary books under the background of core literacy.

Keywords: Core literacy; Primary and secondary school students; Teaching auxiliary books; Teaching auxiliary editor; Planning of topics

1. Introduction

Since the Ministry of Education issued the Opinions on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Task of Cultivating Moral People (Education Foundation 2 [2014] No.4), the cultivation of students' core literacy has become the development trend of promoting educational reform in all countries and regions in the world. Although China's education cause is in the deepening stage of "reform as the main body and development as the core", the teaching auxiliary books for the development of the core literacy of primary and secondary school students in China lack systematic planning and theoretical support. Teaching auxiliary books are a kind of carrier for education and teaching and assisting students to learn. In order to fully explore the educational function and unique value of teaching auxiliary books, we must integrate the important elements of "core literacy" into the teaching auxiliary books of primary and secondary schools, and subtly infiltrate the cultivation of students' core literacy.

In the present stage of teaching auxiliary books market, the publication of teaching auxiliary books low threshold, large circulation, part of the bookseller in pursuit of the maximization of the market interests, blindly follow the popular topic, the current quality of teaching auxiliary books is not good, various variety, low level repetition, low thinking content, test traces, homogeneity phenomenon, openness and poor flexibility and even poor quality and teaching knowledge difference. Most of the teaching book market in teaching auxiliary books only pay attention to the training of knowledge, but do not pay enough attention to the cultivation of students' thinking methods, basic skills and core qualities. The reason is that most teaching auxiliary editor lack the depth of understanding of education and teaching and the research of core literacy, and lack of systematic design and exploration of topic selection, which leads to the lack of quantity and quality of teaching auxiliary books and lack of innovation.

This paper tries to from the core literacy under the background of primary and secondary school teaching auxiliary books topic basis and requirements, design ideas and implementation strategy to explore and analyze, to further put forward teaching auxiliary books publishing and topic design development path and strategy, improve teaching editor topic design ability, promote the benign development of primary and secondary school teaching auxiliary books, cultivate the core quality of

primary and middle school students.

2. Under the background of core literacy, the primary and secondary school teaching auxiliary books and the basis of topics

Topic selection often comes from the certain intention or desire of the editor in the process of information collection^[1]. When planning the topic selection, the teaching auxiliary editor must learn the advanced educational frontier theories and teaching reform experience at home and abroad, and pay attention to the overall development of students; reflect the connotation of the teaching advance; highlight the value of the subject according to the core literacy, and plan the high quality teaching assistance for the development of the core literacy.

2.1. Follow up education policies and attach attention to students' all-round development

In the whole process of education, education publishing work has always played a vital role, and the publication of teaching auxiliary books is related to the healthy growth of thousands of students. In order to conform to the development trend of education reform at home and abroad and build a new content system of teaching auxiliary books for primary and secondary schools, teaching auxiliary editor should pay close attention to the national education policy, the direction of curriculum reform and the publishing policy, and make topic selection planning after analysis and consideration from various aspects. Topic selection planning is a creative activity for editors to develop publishing resources and design selected topics. When conducting topic selection planning, teaching auxiliary editor should not only pay attention to the design of the content and form of teaching auxiliary books, but also pay attention to the development of students' core literacy, so as to realize the positive significance of teaching auxiliary books oriented by core literacy that is conducive to students' all-round development.

2.2. Study the curriculum standards to reflect the requirements of advanced learning

The content structure of the teaching auxiliary books should be based on the curriculum standards, focus on the cultivation of students' core qualities, and reflect the concept of "education as the foundation, literacy as the key" and the basic requirements of learning progress. Teaching auxiliary editors should be familiar with the guiding ideology, basic principles, curriculum nature, curriculum concept, design ideas, curriculum objectives, curriculum content, academic quality standards, implementation suggestions, etc., and be familiar with the core literacy objectives^[5], learning advancement arrangements and knowledge points required in the curriculum standards. In the process of compiling teaching auxiliary books, it is necessary to accurately locate the educational function of teaching auxiliary books. Based on the students' cognitive level and knowledge experience, the learning progress should be reasonably arranged in terms of knowledge supplement and ability cultivation, and the content should be selected. The compilation content should reflect the core concepts, knowledge points or methods that students should focus on in this class, elaborate in detail from the aspects of knowledge points, ability, and accomplishment examined, and promote teachers' teaching activities and students' learning enthusiasm.

2.3. Closely follow the subject teaching materials and grasp the connotation of teaching auxiliary compilation

Teaching auxiliary books are the supplement and extension to the teaching materials. The compilation of teaching auxiliary books must be based on the teaching materials, and students must be guided to consolidate, summarize and apply the knowledge learned. In the writing of teaching auxiliary books, teaching auxiliary editor to carefully study the corresponding version of the teaching material, fully grasp the structure, content and characteristics, study the teaching material writing idea, style, familiar with the logical relationship between the textbook chapters, the teaching material of knowledge, the cohesion between knowledge, logical relationship, etc.^[4]. At present, there are too many versions of teaching materials of many subjects, and the content of teaching materials is adjusted frequently. Teaching auxiliary editors need to pay attention to the timely check with the corresponding teaching materials, so as to achieve the consistency of the logic before and after, highlight the key and difficult points of knowledge in the teaching materials, and avoid the omission of knowledge points and over outline. At the same time, the teaching auxiliary editor also carefully study teachers' books, because the teachers book is form a complete set of teaching auxiliary books, teachers' books can read

the teaching instructions, teaching objectives, and the textbook all the knowledge structure, class arrangement, through the teachers' books, help teaching editor to better grasp the connotation of teaching writing.

2.4. Based on the development of literacy, highlight the value of discipline education

"Literacy" refers to the comprehensive performance of knowledge, ability, attitude and other aspects gradually formed in the process of education and teaching^[2]. The corresponding subject is "people" or "student", which is relative to the subject standard in education and teaching and emphasizes the interdisciplinary and integration of the development of students' literacy. Core literacy not only attaches importance to knowledge and skills, but also attaches importance to emotion, attitude, values and other aspects, and more importance to individual lifelong development and social development. Core literacy background, teaching auxiliary editor in the topic planning, on the basis of "four layers four wings" evaluation system, namely obey the fundamental task of moral education, based on the development of students' core literacy, clear "essential knowledge, key ability, discipline literacy, core value" the test goal, and "basic, comprehensive, applied, innovative" test requirements. Teaching auxiliary books are the carrier to test and improve students' knowledge system and promote the development of students' core literacy. Teaching auxiliary books written to break through the traditional teaching material closed problem, practice of "student-centered" and "design for learning" concept, from the perspective of students' learning activities, create diverse teaching form, to focus on subject knowledge, design activities, permeate students' core accomplishment and the cultivation of comprehensive practice ability, highlight the subject education value, so that teaching auxiliary books play greater education function, and more focus on the all-round development of students.

2.5. Respect individual differences and meet the learning needs of students

At present, the teaching auxiliary books usually adopt a one-size-fits-all model, which has a serious homogenization problem, which has been gradually far away from the actual needs and teaching needs of students. In order to take care of the knowledge base of most students, in general, the class exercises and homework of the same class students are the same, and the difficulty of teaching auxiliary books is also in the medium level, and this situation will lead to the phenomenon that the students with good learning still have power to spare, and the students who are low-achieving are very difficult. In order to promote the individual growth of students, in the preparation of teaching auxiliary books, the sense of responsibility, dare to make breakthroughs in the traditional book publishing ideas and models, try new publishing forms and introduce new publishing technologies; comprehensively summarize the actual needs of students with different abilities in individual differences and development level of the students, systematically plan and personalized design topic planning, and then promote the self-development of students to the greatest extent.

3. Design ideas of primary and secondary school teaching auxiliary books under the background of core literacy

China has a huge investment in educational scientific research every year, but many achievements of educational scientific research are kept in the theoretical stage, and have not been practiced into practical teaching activities and teaching auxiliary books. In order to apply the education scientific research achievements to the actual teaching auxiliary books writing process, teaching auxiliary books, editors need to follow the education scientific research frontier, familiar with excellent education theory, system planning, clear writing requirements, research teaching objective law, mining real situation, strive to advanced education theory and teaching methods into teaching auxiliary books, and system design high quality teaching.

3.1. Integrate into educational theories and accurately position the design objectives

After the new curriculum reform, the compilation of teaching materials pays attention to the diversity of design, tools and specific details, and presents a constantly rich research picture. In this case, the compilation of teaching auxiliary books has also entered a new period of development. In order to ensure the quality of teaching auxiliary books, we not only need to clarify the design objectives and functional orientation of teaching auxiliary books, but also need to integrate excellent educational theories, teaching ideas and teaching modes into the compilation of teaching auxiliary books. The

design objectives of teaching auxiliary books should be clear, novel and practical, and attention should be paid to the level of ability from understanding to application to practice and then to innovation, emphasizing the comprehensive design of concept advancement, interdisciplinary and project practice, as well as the systematic arrangement of class hour review, unit review, semester review and academic year review. In the specific design, it needs the guidance of the expert team, the teaching and research staff and the front-line teachers and others. Because only in this way can we write practical and effective, and have the support of educational theory and in line with the level of students' understanding.

3.2. System planning and careful selection of learning content

In order to improve students' core quality and cultivate students' ability to solve practical problems, teaching auxiliary editors must pay attention to the careful selection, systematic design and effective connection of knowledge content when designing topic selection. In the compilation of teaching auxiliary books, we should highlight the learning content and focus on the quality of the content. Because the quality of content directly determines the overall quality of the book, the choice of teaching auxiliary content should be consistent with the chapter content in the textbook, and the objective requirements of different grades, teaching materials, subjects and learning degree should be coordinated. For example, Chinese teaching auxiliary books, when the soft tone, the teaching materials is not consistent with the dictionary, when the students have not learned the number, decimals or equation, these should be avoided in the corresponding teaching auxiliary books; English synchronous teaching auxiliary books, when a word or grammar is not mentioned in the class, should examine the corresponding teaching auxiliary books; etc.

3.3. Clarify the writing requirements and study the style framework deeply

At the present stage, the main types of teaching auxiliary books in primary and secondary schools in China include knowledge explanation, combination of teaching and practice, stratified practice, unit testing papers, simulation examination papers, etc. On the basis of a large number of research and the determination of market needs, the compilation of teaching auxiliary books should pay special attention to the compilation requirements and the planning of style. In the compilation of teaching auxiliary books, teaching auxiliary editor should design standardized and standardized styles based on the mode, ideas, learning objectives and content according to the requirements of arrangement format, section setting, title level and setting, etc. To the book structure, column setting, content arrangement, market positioning and other overall planning and detailed arrangement. The structure of teaching auxiliary books should be complete and reasonable, each column should be distinct, the content arrangement should be scientific and rigorous, and try to be distinct, novel, continuous, compact and practical. For example, Shaanxi Normal University Publishing of the excellent learning program of style to "new knowledge, core notes, thinking construction, the excellent learning full practice (basic practice·ability practice· literacy practice)" four parts constitute teaching auxiliary program, the main status of students, style distinct attract attention, fully arouse the enthusiasm of students to learn, the spread of excellent teaching design concept.

3.4. Follow the teaching rules, and fully penetrate the discipline literacy

The topic selection design of teaching auxiliary books should follow the objective law of teaching, consider the age characteristics and cognitive laws of students, combine the characteristics of subjects, and strengthen the organic integration of subject education and books. In the compilation of teaching auxiliary books, we should rely on the professional knowledge background of the discipline, pay attention to the design of discipline activities, and permeate the cultivation of students' subject accomplishment. According to different teaching objectives, means and the learning needs of each student, targeted design can improve the educational carrier of students' learning of the subject knowledge and leading students to expand their learning, and then cultivate students' comprehensive internal qualities or abilities such as emotions, attitudes or values. For example, at the present stage, Chinese teaching assistance is generally divided into synchronous, examination, special topics, the form of presentation is generally books or papers. No matter what kind of Chinese teaching assistance, it is based on the subject textbook, with the examination as the goal, with "reading, writing" as the purpose of training, according to the requirements of the middle and college examination, imitate the mode of the college examination paper to set relevant questions. For this kind of topic, the students do more and more questions, the amount and quality of learning may not be able to increase

synchronously, and the language ability may not be able to improve it synchronously. Penetration of Chinese subject literacy teaching auxiliary books^[6], however, can be simply understood as "reading accumulation, advance construction, test consolidation, accumulation", namely, on the basis of a certain amount of reading, plus the right amount of test practice, to meet the needs of the exam, and to cultivate students skilled use language expression and create insights.

3.5. Explore the real situation and closely connect with the real life

Real situation is an effective way for students to apply knowledge, methods, ability and accomplishment to their real life. Teaching auxiliary editor in topic design, should fully excavate classroom situation, school situation, life situation, social situation, natural situation such as real situation, choose close to the situation of real life material, with real problems in real life to lead, guide the student in the real situation using knowledge and method ability to solve practical problems. In the situational design of teaching auxiliary books, attention should be paid to the situational content of "open, interdisciplinary, comprehensive, practical and innovative"; creating the authentic, real-time and operable situational tasks; presenting the knowledge key and difficult points based on the important links of the practice, student evaluation and teaching management to meet the actual needs and use experience; under the guidance of subject experts, teaching and research staff and front-line teachers, designing the real situation that can stimulate students' learning motivation and interest, and improve students' creativity and comprehensive ability. For example, in the context design of primary school science, students' life situation of washing fruit can be used to design the understanding of the floating phenomenon and density of objects.

4. Implementation strategy of topic selection of teaching auxiliary books for primary and secondary schools under the background of core literacy

In the publishing industry of teaching auxiliary books, teaching auxiliary editor should strive to improve their planning ability and actively build a platform for communication. To be good at discovering and establishing an excellent team of authors and develop brand books. We should fully understand the learning characteristics and learning needs of students, take students as the center, accurately locate the market needs, and then accurately plan topics and scientifically design topics.

4.1. Improve editing capabilities and build an integrated publishing platform

Topic selection design is a kind of hard intellectual labor, which requires extensive collection of various information, careful analysis of objective conditions, and repeated thinking of the design scheme. At present, the competition in the teaching book market is fierce, the problem of homogenization is serious, and the topic design has become the top priority in the publishing work. Teaching auxiliary books are closely related to the national educational thoughts and policies, and to the educational and teaching realities in various places. Teaching auxiliary editors should realize the particularity of the teaching auxiliary books industry and realize the importance of their own work. Teaching auxiliary editors must establish a firm brand awareness, pursue the professional spirit of "excellence", must deeply study the core quality, fully grasp the content quality of teaching auxiliary books, and then constantly improve the editing ability. In general, teaching auxiliary editors need to have the ability of information selection, educational research, disciplines, book planning, social communication and other aspects.

4.2. Establish a team of authors to ensure the quality of teaching and auxiliary books

In the context of core literacy, for the research and development of brand teaching auxiliary books, we should be good at discovering and establishing an excellent team of authors. The author is the producer of teaching auxiliary books, and the author's understanding and research of core literacy directly determines the content quality of teaching auxiliary books. The quality and level of the author are related to the lifeblood of the development of the teaching auxiliary books, that is to say, the higher the quality of the author, the more the quality of the teaching auxiliary books is guaranteed. There are many channels to explore new authors of teaching auxiliary books. For example, gradually cultivate from previous authors, recommend educational and scientific research institutions, master studios, famous schools, and find excellent authors by participating in high-end teaching seminars and forums. Teaching auxiliary books written, teaching editor to plan, organized planning and design, to actively

invite education experts, staff, research teachers for seminars, widely listen to the suggestion, through again and again each other, consciously cultivate a batch of high teaching level, writing ability, the core literacy research comprehensive and thorough discipline author, so as to improve the quality of teaching auxiliary books.

4.3. Fully investigate and demonstrate, and accurately locate the market demand

With the increasing number and types of teaching auxiliary books, teaching auxiliary editor must conduct full research and scientific demonstration of their book market. First, we should change the traditional concept, establish a modern sense of competition and development consciousness, timely pay attention to the cutting-edge information and the latest teaching and research trends at home and abroad, and take the initiative to participate in all kinds of publishing theme training and education and teaching activities. Second, we should pay attention to market research, in-depth book market and teaching line investigation^[3], to understand the actual needs of teachers and students. Full market research is an essential link to do a good job in teaching auxiliary books. The information collected in the process of research books is an important basis for doing a good job in teaching auxiliary books. Only through research, can we clarify the sales of various types of teaching auxiliary books, and then formulate a reasonable topic selection planning. Third, it is necessary to timely statistical analyze the common demands and personalized demands of authors, students and editors, so that authors and editors can better understand students, make the publication of teaching auxiliary books more in line with the needs of students, and make the relationship between the three closer and lasting.

5. Conclusion

In short, teaching auxiliary books publishers in the new era should always bear in mind the responsibility and mission of publishing, conform to the trend of the development of The Times, constantly improve their own academic literacy and editing literacy, and create high-quality academic teaching auxiliary books. When designing topics, teaching auxiliary editor should pay close attention to the latest developments of education, get familiar with curriculum standards and subject teaching materials, and study educational theories and teaching rules. In order to serve the teachers' teaching activities and meet the needs of students' learning, according to the teaching demand, choose the pertinence and effectiveness of the content, innovation teaching auxiliary books content and form, to the perfect combination of content and form, so that the teaching auxiliary books outside the beneficial supplement and auxiliary tools, become the school teaching and students learning media and bridge.

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