

Research on the Strategy of "New Loose leaf and Workbook" Textbook Compilation under the Background of Quality Improvement and Excellence Cultivation

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Abstract: In the past, teaching materials were mainly compiled using teaching theoretical knowledge, which resulted in that the textbooks could not achieve a reasonable combination of practical skills and professional post business processes. Based on this, in the context of the current quality improvement and excellence training, this paper studies the new loose leaf and workbook style textbook writing strategies. First, it analyses the characteristics of the new loose leaf and workbook textbooks. On this basis, the professional teaching standards of the course are clarified, and the curriculum objectives of textbook compilation are determined according to the teaching content and class hours of the course. The loose leaf scheme of the textbook is designed, and new loose leaf and workbook textbooks are prepared, with a view to providing some help for improving the universality of vocational education textbooks.

Keywords: Textbooks; Improve quality and cultivate excellence; New loose leaf type; Cooperation; Workbook style; To write; Binary

1. Introduction

The dual cooperation and co construction between schools and enterprises refers to the establishment of a school enterprise cooperation relationship to jointly define the requirements of education and teaching tasks [1]. Through top-level design, new loose leaf and workbook textbooks are developed and compiled, which can reflect the characteristics of teaching types [2]. To a certain extent, the new textbooks provide a great help for students' autonomous learning, and can fully integrate the theoretical knowledge of the curriculum, professional practical skills and the needs of professional posts. However, at present, there are still some deficiencies in the research on the construction of new open pages and workbooks by school enterprise cooperation, which can not effectively improve the quality of classroom teaching and students' professional skills [3]. In order to solve this problem, this paper studies the strategy of textbook compilation.

2. Analysis of the characteristics of new loose leaf and workbook textbooks

Under the current background of quality improvement and excellence training, in order to better carry out an all-round and in-depth study on the strategy of school enterprise dual cooperation to jointly build textbooks, this paper first makes a comprehensive analysis of the characteristics of the new loose leaf type and workbook type textbooks and their differences from the traditional textbooks, so as to provide a basic guarantee for the subsequent textbook compilation.

2.1. Modularization of curriculum system

There are some differences between the new loose-leaf and workbook-type textbooks and the traditional textbooks in terms of curriculum system setting, which is mainly reflected in the different curriculum structure [4]. Most of the traditional textbooks adopt the subject system of "chapter and section" to compile. Relatively speaking, they pay more attention to the theoretical knowledge points of each teaching chapter, and lack the content design of practical skills related to the course, which leads to the imperfect setting of the curriculum system of the textbook [5]. The new loose-leaf and

workbook-style teaching materials are more comprehensive and comprehensive in terms of curriculum system setting. The modular system structure integrates theoretical knowledge and practical skills to form a comprehensive teaching unit, which enhances the logic and practicability of the teaching materials.

2.2. Conform to the educational concept of school enterprise dual cooperation

The new loose leaf and workbook textbooks have higher requirements for the preparation of enterprise practical skills. In the design of textbooks, more attention is paid to independent development. Different from traditional textbooks, the new loose leaf and workbook textbooks are more consistent with the educational concept of dual cooperation between schools and enterprises under the current background of quality improvement and excellence training. The school enterprise dual cooperation and co construction education concept is committed to comprehensively cultivating compound talents in line with the enterprise posts, and pays more attention to the practicality and operability of students' professional skills. Combined with the procedures and business processes of current enterprise post work, it is integrated into the compilation of teaching materials. On the one hand, it is conducive to improving students' professional practical skills, and on the other hand, it provides auxiliary role for teachers to carry out practical operation activities.

2.3. Significant advantages of binding mode

The new loose-leaf and workbook textbooks break the restrictions of traditional textbook binding forms, and the flexibility and simplicity of binding have been significantly improved. With the relevant requirements and standards of enterprise posts as the main content, the work process of the post is presented in the way of working pages, which is convenient for students to extract the inside pages of the textbook and add new pages. According to their own learning progress and learning characteristics, according to teaching projects or teaching links, a new basic unit is formed. Generally speaking, the new loose-leaf and workbook-style teaching materials provide students with greater convenience and higher flexibility and operability.

3. Textbook compilation strategy based on the dual cooperation between schools and enterprises to improve quality and improve quality

After the analysis of the characteristics of the above-mentioned new loose leaf and workbook textbooks, the next step is to conduct an all-round research on the textbook compilation strategy of the school enterprise dual cooperation under the current background of quality improvement and excellence training.

3.1. Set up teaching materials and curriculum objectives

Some schools have some deviations in the teaching concept of teaching materials and courses. They focus on the traditional level test in the teaching of textbook compilation. With the core goal of improving students' curriculum level test scores, they set professional courses and teaching contents in textbook compilation. The deviation between the teaching materials' curriculum objectives and teaching concepts has seriously affected the quality and level of teaching materials, leading to the mismatch between the teaching direction and the expected teaching objectives.

Therefore, this paper holds that, before the compilation of the new type of loose leaf and workbook textbooks, the teaching standards of the curriculum should be clarified first, and the curriculum objectives should be set according to the teaching content and class hours of the curriculum. In setting the curriculum objectives of the new loose-leaf and workbook textbooks, this paper starts from the three objectives of knowledge, ability and emotion respectively, and combines the requirements of the professional ability and professional quality of the course posts to comprehensively design the specific content corresponding to each curriculum objective. The curriculum objectives of new textbook compilation are classified as shown in Table 1.

As shown in Table 1, the curriculum objective dimensions and corresponding specific contents are prepared for the new loose-leaf and workmanual textbooks designed in this paper. According to THE objectives OF the TEXTBOOK course, the preliminary direction of textbook compilation is made clear, and the specific textbook compilation scheme is designed, so as to fully conform to the concept of

quality training.

Table 1: Curriculum objective dimensions and contents of textbook compilation

Target Dimension	Dimension No	Content
Knowledge objectives	A1	Understand the career development process and role of the course post.
	A2	Understand the professional quality and responsibility requirements of the course post.
	A3	Understand the specific service requirements of the course post.
	A4	Mastering the knowledge and practical skills of emergency handling in the post.
Capability objectives	B1	Have the ability to work in courses.
	B2	Have the ability to analyze and deal with job related problems.
	B3	Have the ability of teamwork and interpersonal communication.
Emotional goal	C1	Establish professional ethics.
	C2	Establish a positive and enthusiastic sense of employment service.
	C3	Establish a good awareness of complying with industry norms and enterprise systems.

3.2. Scheme design of teaching material loose leaf

Based on the completion of the curriculum goal setting of the textbook, the textbook compilation scheme and the preliminary direction of textbook compilation are clarified. Next, the loose leaf scheme of the new type of loose leaf and workbook type textbooks is comprehensively designed.

The loose leaf scheme of the new type loose leaf and workbook textbooks is mainly reflected in the overall construction mode, format and form of expression of the textbooks. This paper argues that functional columns, loose leaf notes, pictures and tables should be added in traditional textbooks to make the presentation of textbooks more vivid, lively and advancing with the times. In the loose leaf design of teaching materials, ensure the integrity and independence of each functional column of the new loose leaf and workbook teaching materials, make each course learning chapter more perfect, and achieve the goal of separate pages.

3.3. Compilation of textbooks based on quality improvement

Taking into account the positions and typical tasks of the textbook courses, the relevant ideas of improving quality and improving quality are analyzed comprehensively. With school-enterprise cooperation and improving teaching management ability as the core, combined with schools, majors and training bases, teaching materials are prepared to achieve the goal of improving the quality of vocational education and cultivating the brand of vocational education. In the course setting of textbook major, a series of corresponding learning activities should be carried out in strict accordance with the educational objectives of the course, so as to provide students with innovative and diversified teaching contents.

On this basis, this paper designs the compilation process of new loose-leaf type and workbook type teaching material, as shown in Figure 1.

As shown in Figure 1, the course learning objectives, contents and learners are comprehensively analyzed first. After analysis, the textbook author should enter the enterprise for post practice to obtain information about the requirements, responsibilities and tasks of the enterprise. On this basis, combine the learning situation of this course, integrate and design the teaching resources of this course, and ensure the integrity of the course content in the textbook. In the compilation of textbooks, the after-school autonomous learning link is added to help students test whether the course learning level is up to the standard, and find problems in learning through after-school testing. In addition, it is necessary to increase enterprise project situation design and enterprise project task design, strengthen students' understanding of work responsibilities, and apply the theoretical knowledge learned to specific work, so that students' work awareness can be significantly improved. At the end of the

compilation of the textbook, the consolidation, transfer and application of the textbook content and knowledge are set to help students further consolidate the curriculum content and knowledge points in the way of teaching evaluation.

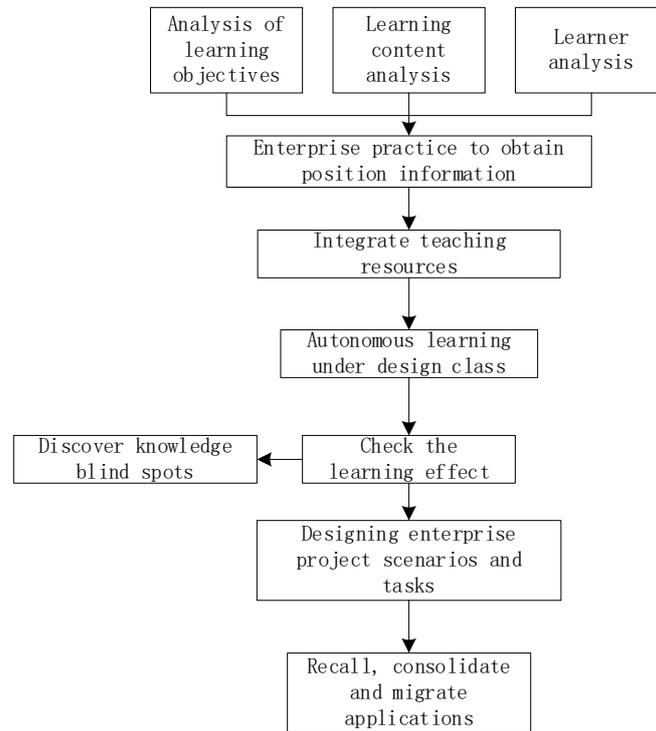


Figure 1: Compilation process of new loose leaf and workbook textbooks

4. Conclusion

This paper makes a multi angle study on the textbook compiling strategy. Through this study, the quality of the top-level design of textbooks has been improved, the content and form of textbooks have been innovated, and theoretical knowledge, practical skills, work requirements and business processes can be fully integrated into textbooks, so that the internal structure and content knowledge of textbooks are more systematic and modular, which conforms to the laws of students' knowledge and skills learning and career development.

Acknowledgements

2022 Shaanxi Vocational and Technical Education Association Project: Research on the Strategy of "New Loose leaf and Workbook" Textbook Compilation under the Background of Quality Improvement and Excellence Cultivation (Project No.:2022SZX127)

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