

The Construction of New Type Loose Leaf Textbook in Vocational Education under the Concept of the Reform of Teachers, Teaching Materials and Teaching Methods

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Abstract: According to the latest document National Vocational Education Reform Implementation Plan issued by the Ministry of Education, the national vocational educators began to explore the "reform on three educational aspects", including teachers, teaching materials and teaching methods. Among them, the textbook is to solve the problems of what to teach. In the Twenty Principles on Vocational Education, it is clearly pointed out that the curriculum content is connected with the vocational standards, and the reasonable selection of curriculum content directly determines whether the knowledge and skills learned by students can meet the needs of employment, and textbooks are an important carrier of curriculum content. Therefore, whether to use docking teaching materials is an important content of assessing the achievements of teaching resources construction in schools. Twenty Principles on Vocational Education clearly points out that teaching materials should introduce new technologies, new processes and new norms, advocating the use of new loose leaf and work manual teaching materials and supporting informatization, introducing typical production cases, and implementing dynamic adjustment of three-year revision. The compilation of high-quality teaching materials provides direction guidance and requirements to vocational colleges. Higher vocational English teachers should base on the English syllabus, develop the loose leaf teaching material of College English, flexibly use the teaching material for personalized teaching, make the course teaching three-dimensional, implement task driven teaching, improve students' core quality, and lay the foundation for students' lifelong development. Based on this, this paper makes a brief analysis on the development of the loose leaf textbook of College English in higher vocational colleges.

1. Introduction

2019 is the first year of China's vocational education reform, and vocational education has entered a new period of development. On February 13, 2019, the State Council issued the National Vocational Education Reform Implementation Plan (referred to as Twenty Principles on Vocational Education). It is clearly mentioned that vocational education should be placed in a more prominent position, focusing on the cultivation of high-quality labor and professional and technical talents, in order to achieve the goals of providing high-quality talent resources to promote economic and social development and enhance national competitiveness. In the Twenty Principles on Vocational Education, it puts forward the three educational reforms, including reforms on teachers, teaching materials and teaching methods. Among them, teachers are the base, teaching materials are the foundation, and teaching methods are the ways. The three forms a closed-loop whole body, which can solve the problems of "who will teach, what to teach, and how to teach" in the teaching system. Its foothold is to cultivate compound and innovative high-quality technical and skilled talents to meet the needs of industry and enterprises, and the purpose is to improve students' comprehensive vocational ability, which is also the primary task of creating a highland for technical and skilled talents training in the construction of Double Highland Plan. When carrying out the three educational reform in higher vocational colleges, we should grasp the three core issues of holism, purposefulness and methodology. The reform of three educational is an inseparable system engineering, which should be planned as a whole, aiming at improving students' comprehensive professional ability, and the breakthrough must be found from the perspective of the integration of production and education. In the construction of Double Highland Plan, the three educational reform is a very important content, which is the only way to build the highland of cultivating high-quality technical talents. Therefore, in carrying out this reform, the above-mentioned core issues can not be ignored.

Among them, the reform of teaching materials should be carried out in the order of updating the teaching content, improving the syllabus, and compiling or developing the teaching materials. One is to break the shackles of the subject system and knowledge standard in the teaching material content, strengthen the connection with production and life, highlight the applicability and practicality, and pay attention to the changes of learning content and methods brought about by the development of technology; the second one is to improve the form of teaching materials and guide the economic development. The textbooks, through the supporting digital teaching resources, form a new type of teaching material system of "paper teaching materials + multimedia platform". The third one is to promote digital courses represented by online open courses, and meet the new demand of "Internet + occupation education".

Vocational education is a type of education. Public English teachers in higher vocational colleges have made extensive explorations on the professional characteristics of public English courses in higher vocational colleges. The perspectives include market demand, employment orientation, industry standards, professional posts, competence standard, professional competence, professionalism, school enterprise cooperation, work study combination, and working process. Generally speaking, they can be divided into three categories. The first one is employment market. The second one is the requirements of the job for the practitioners, including the post standards, post ability and post literacy; the third one is the training process, including school enterprise cooperation, work study combination and so on.

The three educational reform mainly includes the following aspects: first, the curriculum is designed to cultivate students' basic ability to use English in the workplace environment, the development and construction of teaching content is based on the professional needs, and the curriculum system of public English in higher vocational colleges is reconstructed from the original

pure language teaching of different levels to two basic teaching stages of "basic English + professional English". Second, the curriculum is designed to cultivate students' basic ability to use English in the workplace environment. In terms of textbook development, it has established a textbook system of "basic English + professional English", among which professional English appears for the first time in the history of higher Vocational English textbooks. In terms of evaluation system construction, it has promoted the formation of the basic mode of "formative assessment + summative assessment" in class, and stimulated industries and enterprises to develop socialized vocational English examinations based on working process. Fourth, it has promoted the construction of evaluation system, curriculum design and teaching content force many higher vocational public English teachers to learn the industry knowledge of the courses they teach, which improves the quality of double teachers to a certain extent.

2. Reform on Three Educational Aspects

General secretary Xi Jinping put forward a high-level personnel training system in May 2, 2018 at the teachers and students Symposium of Peking University, including teaching system, teaching material system, management system and so on. It contains rich theoretical implications and systematic practical guidance. Teaching is the central work of higher vocational colleges, and teaching reform is the core link of talent training in higher vocational colleges. In practice, there are four "insufficient investment" in teaching in colleges and universities, namely, insufficient investment in teaching funds, insufficient investment in leadership energy, insufficient investment in teaching by teachers, and insufficient investment in learning by students, which lead to problems such as narrow specialty setting, old teaching content, and dead teaching methods. This situation is also common in higher vocational colleges, so it is urgent and targeted to carry out the "three education" reform.

It is the basic requirements of Twenty Principles on Vocational Education. In January 2019, the State Council issued the National Vocational Education Reform Implementation Plan, emphasizing the implementation of the three educational reforms as an important starting point to promote the integration of production and education, school enterprise "dual" education. In fact, for higher vocational education, the implementation of three educational reform is extremely urgent and targeted. In order to better implement the Twenty Principles on Vocational Education, higher vocational colleges should take the three educational reform as the breakthrough point to strengthen the connotation construction and promote the high-quality development of higher vocational education, establish the goal in line with the law of education and explore the specific reform path, so as to promote the integration of production and education, school enterprise "dual" education, promote the gradual realization of "three changes" in higher vocational education, and further consolidate the high-quality development of micro foundation of the exhibition.

It is the only way to further deepen the connotation construction. The mission of higher vocational education is to cultivate high-quality workers and technical talents. In the past 40 years of development of higher vocational education in China, it has made historic achievements. However, compared with the requirements of building a modern economic system and a powerful education country, there are still some places that are not as good as people's wishes. As the central work of higher vocational colleges, teaching has not been given due attention. At the same time, the teaching of some higher vocational colleges is still "compressed", which leads to the dilemma of teachers not developing, teaching materials not updating and teaching methods not reforming, which is criticized by people. This situation seriously restricts the development of higher vocational

education in China, and must be paid great attention to and solved.

It is the key content of promoting the construction of Double Highland Plan. At present, the country is in full swing to start the implementation of high-level higher vocational schools and specialty construction plan with Chinese characteristics, and build a number of higher vocational schools and backbone specialties (groups) with Chinese characteristics and at world level, which provide an important opportunity for the Three Educational Reform of higher vocational colleges, because the construction of high-level higher vocational schools and specialties with Chinese characteristics must be strengthened It is implemented in teachers, teaching materials, teaching methods and other aspects. Under the requirements of the new concept of talents, teaching and quality, Three Educational Reform has become the main starting point to promote the construction of Double Highland Plan in higher vocational education.

It plays a more obvious special role in the Four Building, that is, building a highland for technical and skilled personnel training, building a platform for technical and technical innovation services, building a high-level professional group and building a high-level double division team. From another side, it highlights the importance of the Three Educational Reform in the Double Highland Plan.

3. Introduction of Loose Leaf Textbook

"Learning material" is the abbreviation of "textbook" in modern vocational education. Its main contents include "lesson design scheme" for teachers and "autonomous learning materials" for students. In this paper, the author thinks that "learning material" will highlight and deepen the understanding level students' autonomous learning.

Compared with the "learning materials" of modern vocational education, "learning materials" in this paper refers to the "loose leaf learning materials" used in the integration of work and study. It is expressed in the form of "loose leaf teaching materials + loose leaf notes + functional insertion", which mostly reflects the students' personalized learning content, logical thinking, work or learning quantification in the process of autonomous learning. As shown in Figure 1, it is the trinity of "independent thinking" mode: "loose leaf learning material" system framework. This paper will focus on the design concept of "loose leaf textbook".

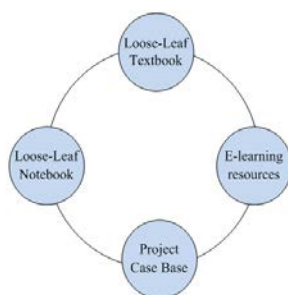


Fig 1 The framework of loose-leaf textbook under the independent thinking mode

3.1 Loose-Leaf Textbook

By searching the keywords of "Loose-Leaf Textbook" in CNKI and other large-scale paper databases, the author found a total of 96 Chinese papers, which can be traced back to as early as 1979. And searching for the English keywords of "Loose-Leaf Textbook", there are five English

papers, with the earliest one can be traced back to 1913.

The general definition of "Loose Leaf Textbook" is as follows: the "Loose-Leaf Textbook" has the dual attributes of "loose leaf" and "teaching material". Its "loose leaf" has many characteristics, such as structure, formalization, modularization, flexibility, reorganization, interest and characteristics, which are in line with the characteristics of teaching and autonomous learning. It is an extremely excellent bearing form (carrier). It has the classic training characteristics of guidance, process, functionality, professionalism and comprehensiveness. Therefore, "Loose Leaf Textbook" is one of the important contents in the system of "integrated loose leaf learning material".

"Loose-Leaf Textbook" is an integrated teaching material tailored for the integrated professional courses according to the integrated teaching concept of work study integration. Through autonomous learning, students expand the typical task materials arranged by teachers (loose leaf task book or work page, in the form of "Loose-Leaf Textbook") into their own learning materials, and finally form students' personalized "integrated loose leaf learning materials".

3.2 Loose Leaf Notes

"Loose leaf notes" has the dual attributes of "loose leaf" and "notes", and its "loose leaf" attribute is the same as that described in "loose leaf teaching materials". The "notes" has the characteristics of process, structure, formalization, quantification, personalization and systematization. Its "loose leaf" plus "notes" form makes students' autonomous learning process more flexible, personalized and operable. It can effectively improve the learning effect and learning efficiency. "Loose leaf notes" can be understood as learning notes in the form of "loose leaf" completed by students independently. The level of understanding in research is more functional than it. The form and function of "loose leaf notes" can be used to regulate learning habits and improve learning efficiency, which is the characteristic and innovation of "loose leaf notes". "Integrated loose leaf learning materials" system has designed three unique loose leaf application and management modes for "loose leaf notes" "Function insert"

4. The advantages of "integrated loose leaf learning materials" system in cultivating multiple intelligences talents and the design of College English loose leaf teaching material in higher vocational colleges

Vocational education and general education are two different types of education and training mode. To distinguish the particularity of vocational education, as far as education itself is concerned, vocational education not only bears the responsibility of training skilled talents for the society, but also bears the responsibility of training specialized, professional and personalized talents. It is an educational form to promote the training mode of skilled and technical talents. What it emphasizes is that professional ability (including professional ability, method ability and social ability) training of talents. As shown in Figure 2, it is the "brain map" for the cultivation of multiple intelligences talents in the "integrated loose leaf learning materials" system.

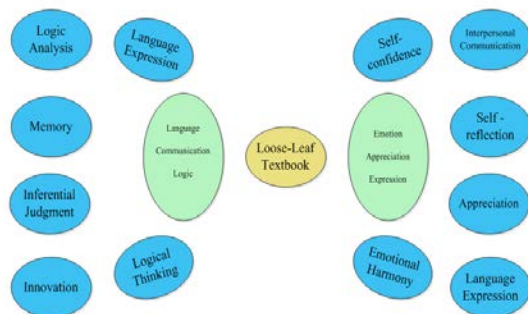


Fig 2 The chart of multi-intelligence ability cultivation of loose-leaf textbook

We should take students as the main body to develop loose leaf teaching materials, so as to know the actual cognitive level of students. We should enrich teachers' teaching content in loose leaf teaching materials and form a complete system. Group learning is carried out in the development of loose leaf teaching materials, and students can learn from each other. According to the teaching materials, we should create multiple contexts, design the teaching materials and improve the students' communicative ability.

The purpose of the loose leaf textbook design is to split the curriculum system with ability training as the carrier into small modules. In the traditional teaching process, it is often a specific major to the corresponding curriculum system, teachers are also in line with the idea of teaching a course to the end. Due to the fixed content of teaching materials, the same teaching material is often used for different majors in the same course, which has less consideration on the differences of abilities that students of different majors need to master. In order to ensure the cultivation of students' ability in different majors, we should teach students in accordance with their aptitude, develop loose leaf teaching materials, and customize them when teaching for different majors. In the process of the development of loose leaf teaching materials, we should take the ability training as the carrier to split the course into small modules, as shown in Figure 3. In teaching, according to different professional needs, choose integration, meet the personalized needs, highlight the professional characteristics.

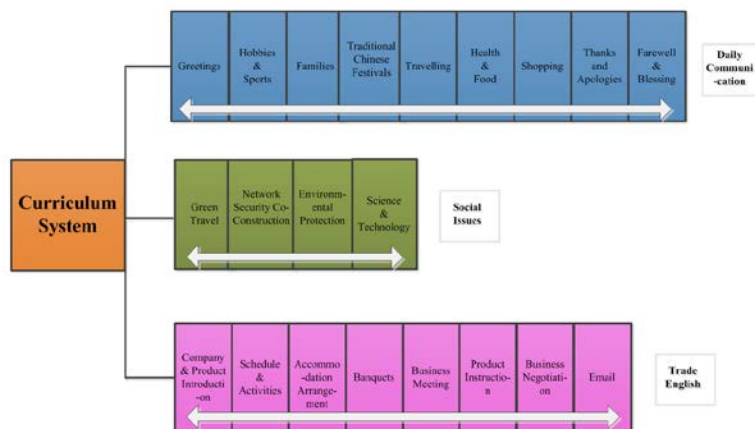


Fig. 3 Curriculum design of loose leaf textbook

Loose leaf teaching materials run through the whole process of Higher Vocational English education. The goal of higher vocational education is to cultivate application-oriented skilled talents. Students should master the basic knowledge, skill knowledge and the ability to explore the cutting-edge technology related to the professional field. The design of loose leaf teaching materials can be based on these three aspects, which has the advantages of structuralization, formalization, modularization, flexibility, reorganization and so on. The specific presentation form is shown in Figure 4.

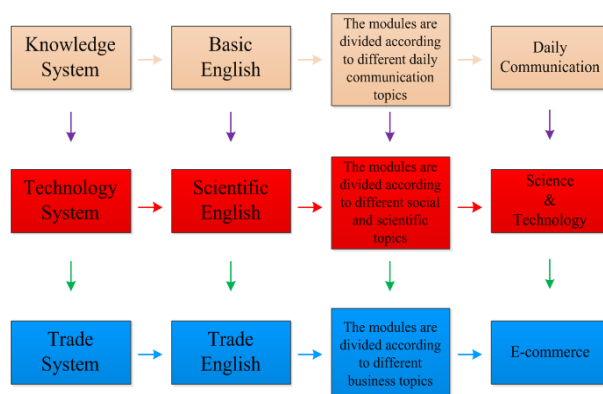


Fig. 4 Loose leaf textbook

5. Conclusion

Loose leaf teaching material model has strong innovation and characteristics. Its application concept of "integrated loose leaf learning materials" has completely surpassed the traditional concept of "teaching materials" and its organizational form of "teaching", and fully conforms to the core concept of "students' autonomous learning based teaching method, teachers' auxiliary guidance" and "students' knowledge is self constructed". Today, with the innovation and development of modern vocational education, it has strong vitality.

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