

Compilation and Publishing of Practical Writing in Higher Vocational Education from the Perspective of New Media

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Abstract: The quality of the writing and publishing of “Writing Applied Writing” in higher vocational education is directly related to the teaching effect of applied writing in higher vocational education and the key factors that can improve the level of applied writing in higher vocational students. However, due to the large number of practical writing textbooks for higher vocational education, there are repeated similarities, so the textbook market is more chaotic. This article studies the textbook and publication analysis of Higher Vocational College Practical Writing from the perspective of new media.

1. Introduction

1.1 Writing Content is Simple and Repetitive

Because the number of writing and publishing textbooks for higher vocational applied writing is relatively large, but most of them appear similar and the same, but there are few truly effective innovative textbooks, and the phenomenon of repetition and simplicity is more prominent. Many practical writing textbooks have not kept up with the current trend of innovation and reform in higher vocational education, both in terms of textbook content and textbook design. Most of the content is repetitive and repetitive. Just continually piece together to form a new textbook. Even ignoring the teaching objectives and learning situation of higher vocational education, copying undergraduate textbooks.

1.2 Textbook Writing and Publishing Do Not Incorporate New Teaching Concepts

The continuous deepening of teaching reform in higher vocational education, the drive of writing projects and tasks requires that the compilation of practical textbooks for higher vocational education should be combined with the teaching reform and practice. However, some writers cannot explore and understand the advanced teaching concepts of higher vocational education in depth. We cannot incorporate teaching ideas into the compilation of textbooks, or even simply copy the traditional textbook chapters to replace new teaching concepts.

1.3 Plagiarism and Copying

Because some writers are lazy by themselves, plagiarism and copying of others' writings will occur. It may also be driven by interests to cause the writers to commit plagiarism, patchwork, and duplication to undermine the style of study. From the arrangement of textbooks to the design of styles, they directly copied the fruits of others' labor. However, the writer of the textbook is just a simple copying machine, which has no meaning.

1.4 Ghostwriting

Some textbook writers directly look for ghostwriting by specialized agencies or personnel in the market. These writers provide a lot of convenience for textbook writers who are too lazy to write and not to write, so most of them are willing to ask such people to help them write and write The names of the editor-in-chief, deputy editor-in-chief, etc., finally turned out to be able to judge

publicly. This is an act that seriously damages the style of study, and we must pay attention to this situation.

1.5 Bad Behavior in Publishing

Because of the introduction of the current market mechanism in China, publishing houses have transformed into enterprises and will take various economic benefits as the starting point and important indicators. If publishing houses can obtain benefits from higher vocational teaching materials, all publishing houses will join higher vocational teaching materials. In the publishing ranks, even publishers who do not have high-level vocational publishing qualifications have joined it, which has resulted in the continuous and repeated application writing materials. It is also because of the involvement of booksellers, because the publication of higher vocational teaching materials is of great value. Without exception, booksellers will seize such business opportunities. On the one hand, it cooperates with publishing houses under the guise of publishing houses. On the other hand, it actively searches for professors in higher vocational colleges to write books. Some publishing houses often use practical writing as a focus when writing higher vocational teaching materials. Great economic benefits.

2. Problems in the Textbook of Practical Writing for Higher Vocational Education

After analyzing the textbook of Practical Writing in Higher Vocational Colleges (as shown in Figure 1), there are errors in binding, format, and logic, and the content is outdated, and the selection of articles is also lacking innovation. influences.

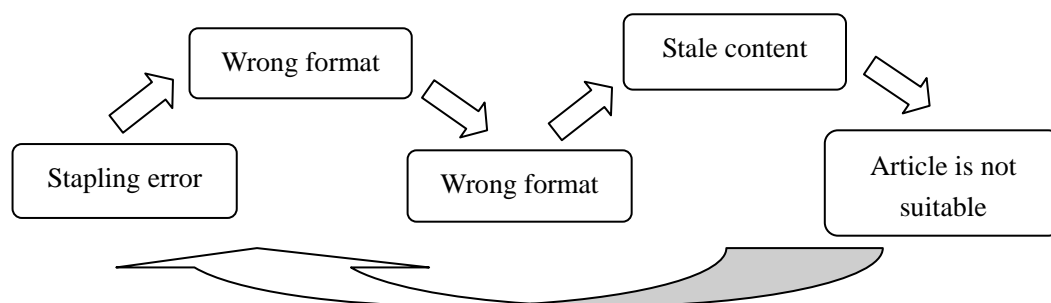


Fig.1 The Shortcomings of the Textbook of Practical Writing in Higher Vocational Education

2.1 Stapling Error

Due to the large number of printed papers and the binding of teaching materials, binding errors are easy to occur when printing teaching materials. Stapling errors are mainly manifested in the space above the page number, and repeated content. For example, when the vocational education planning textbook “New Practical Writing Writing Course” published by Nankai University Press was bound, some textbooks were repeatedly bound twice from 78 to 98 pages, and the content of the “newsletter” was also missing.

2.2 Format Error

The specification of the format is an important requirement for practical documents, especially in administrative documents. Because textbooks are a tool for students to learn directly, higher vocational students rely more on textbooks than undergraduate students, such as the poor ability to discern the authenticity of knowledge. Therefore, the format requirements of Practical Writing for Higher Vocational Education are Very high, the text must be consistent with the example text. However, there are always cases where the text format and the norms of expression are not consistent in some Practical Textbooks for Higher Vocational Colleges.

2.3 Logical Errors

There was a logical error in the text of Practical Writing. One is inconsistent expression. For example, in the textbook, the official document format in the administrative document overview is mentioned in the official document issue letter number, the standard format of the written date, but there are errors in the format examples, which leads to inconsistent expression. The other is semantic repetition. There are always some contradictions between “whether”, “application” and “request”.

2.4 Stale Content

In addition to the stability of the format, the quotations of the Practical Writing should be kept up with the progress of the times and constantly innovated and innovated. However, many of the writing materials cited in the text of the textbooks are materials from a long time ago, and old materials are strange to students.

2.5 Articles Are Not Suitable

Some materials are not suitable as “model texts”, and some textbooks use network example texts as model texts. Although in order to get closer to life, some texts closely related to the campus life of higher vocational students have been selected, but the content is too simple and meaningless .

3. Reasons for the Problems of Practical Writing in Higher Vocational Education

3.1 Social Development, New Things Appear

The status quo of practical writing teaching materials is mainly due to the development of society, the division of labor is becoming more and more detailed, and the variety of languages and vocabulary is increasing. As a vocational school that is inseparable from the market, it will keep up with the progress of the times and provide students with The latest knowledge means that the teaching materials must be constantly innovated. We can see the advertising schemes, job description reports, and other modern information in the latest applied textbooks, but the format and writing of these applied texts are based on certain conventions. And different editors have different views on a thing, so the way and method of presentation are different, which creates no uniform standard.

3.2 The Lure of Interest

The reason for the large number of practical textbooks is the temptation of interest. Because publishers and teachers need such teaching materials, a chain of interests is formed. It is not difficult to publish books at present. The publication time of these textbooks is usually 4-5 months, and we can publish books. Everyone blindly pursues short cycles and quick results, so it is easy to make low-level errors. As far as teachers are concerned, as long as they use the help of the publishing house, they are not afraid that they will not achieve results.

4. Measures for the Preparation of Teaching Materials

4.1 Establish a Scientific Teaching Material Management and Compilation System

About the scientific teaching material management and writing model, as shown in Figure 2, first, we must write according to the actual needs of teaching. First of all, it is necessary to determine the necessity of writing textbooks. It must be clear that textbooks are not written for the purpose of promotion of titles and because of the temptation of certain interests. It is necessary to ensure that textbooks are written in accordance with teaching requirements. Everything starts with teaching and students. Second, review the author's profile. The constituents who compile textbooks must have certain qualifications. The minimum requirement must be teachers who have been engaged in such courses for a long time. Such teachers can accurately grasp the key points and difficulties in teaching and the teaching goals, which is conducive to meeting the students' needs. The actual

situation. Third, strengthen teaching and research discussions. Regularly hold teaching and research activities on the compilation of teaching materials, actively and extensively solicit the suggestions and opinions of the teaching teachers of this course, and carefully develop the outline and focus of teaching. Fourth, we must strengthen the management of teaching materials. Keep track of the use of teaching materials at any time, and reflect to it in a timely manner, timely correction and continuous upgrading and optimization.

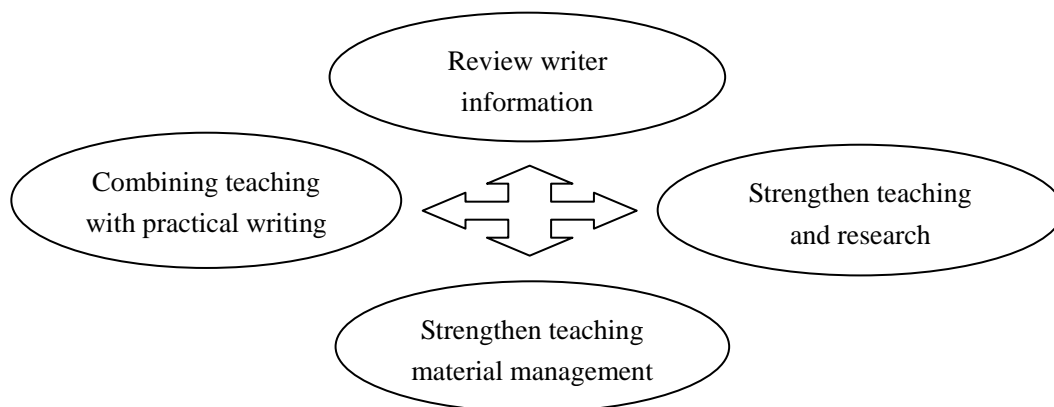


Fig.2 Scientific Teaching Material Management and Writing Model

4.2 Clarify Teaching Content to Meet Employment and Job Requirements

The teaching goal of higher vocational education is very clear, that is, to pass some vocational education, so that students can master a skill and participate in work smoothly. Each major set in higher vocational education must have a corresponding employment direction and job position. Aiming at the different requirements of applied texts in different professions, the writing of applied texts in higher vocational education must determine the teaching content according to the requirements of applied texts in different positions. For example, economics majors can strengthen the requirements of market forecast reports, economic activity analysis reports, and so on. Medicine must include medical public relations documents, medical economic instruments and other content, and construction must strengthen project proposals.

4.3 Scenario Setting to Feedback Summary

We have to change the traditional theory-example-training writing style, and we must use the “simulation scenario” writing mode of the work task. It not only enables students to combine real-life cases, but also motivates students to learn. When writing a certain language, you can use: scenario setting-task implementation-evaluation feedback. Through some practical cases, students' cognitive ability and writing ability can be improved.

4.4 The Content Should Start from Reality

The selection of materials in the textbook should be based on the actual situation of the students, and materials related to professional knowledge. Among them, the application of materials related to professional positions is an important basis for updating the content of the text of Practical Writing in Higher Vocational Colleges.

4.5 Print Proofing

Through some problems in the textbook of Practical Writing for higher vocational colleges, we explored the reasons for the emergence, a large part of which was caused by the inaccurate revision. The textbook is the second teacher of the students, so the compilation of the textbook must be strictly revised. . The first is to correct errors, omissions, typos, and typos; the second is to correct language problems to make the text clear and accurate; the third is to ensure the quality of printing;

the fourth is to carefully bind to prevent missing pages and pages.

5. Conclusion

In summary, there are many problems in the compilation and publication of the textbook for Practical Writing in higher vocational education, which not only causes a waste of material and human resources, but also weakens the credibility of the curriculum itself. Therefore, we must seriously study and discuss the writing and publishing of the “Writing Applied Writing” textbook in higher vocational colleges, and write stable teaching materials that are truly suitable for higher vocational colleges. We must also pay attention to the training of talents with professional knowledge and skills, so that we can write a set of practical writing materials that are reasonable in style, applicable to essays, and guaranteed in quality. In addition, there is a need to continually revise and improve the textbooks that identify problems.

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