

Research On The Development Path Of Vocational Education Loose-leaf Teaching Materials Under The Economic Circle Of Chengdu-Chongqing Twin Cities

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Abstract: This paper first analyzes the problems existing in the current loose-leaf teaching materials through the literature review method. Secondly, the development path of loose-leaf teaching materials under the Chengdu-Chongqing Twin Cities Economic Circle was expounded from five aspects: first, strengthen regional coordination and cooperation; Second, establish a loose-leaf teaching material development center in the Shuang Cheng Circle; Third, improve the sharing mechanism of loose-leaf teaching materials in the Twin Cities Circle; Fourth, improve the quality of teachers in the twin cities and develop the resources for teachers in the twin cities to prepare lessons; Fifth, build a teaching community for teachers in the twin cities.

Keywords: Chengdu-Chongqing Twin Cities Economic Circle; Development of loose-leaf teaching materials

1. The Development Status of Loose-Leaf Teaching Materials

Chengdu preserves many of the characteristics of Chengdu in traditional teaching materials as a discipline and historical element with distinctive characteristics. In the teaching process, the training objectives of students from different schools and subjects are incorporated into the teaching of textbooks. Chongqing is a city with a huge market and high-quality educational resources. Chongqing's basic education implements the teaching method of "bridging between college, middle school and high school", and the educational development status and characteristics of each region has corresponding teaching content. At present, some colleges and universities in Sichuan have independently built a loose-leaf textbook resource library, and the construction effect is better. However, the loose-leaf textbooks of the two places have not achieved coordinated development at the regional level, let alone a complete, efficient, and regional textbook system with its own characteristics.

2. The Challenges Faced by the Development of Loose-Leaf Teaching Materials

2.1 The Ideological Shackles of "One Mountain does not Allow Two Tigers"

In terms of personnel allocation, it is often you who rob me, and I robs you, and although the statistics have increased, in fact, the situation within the region has not changed and cannot become a favorable growth. In terms of discipline construction, the needs of the job market play a crucial role in the discipline construction of universities, "the excessive utilitarianism of the discipline structure, the systematization of discipline construction and the potential value of some disciplines"^[1], resulting in disorderly adjustment of disciplines in colleges and universities in the two places, serious follow-up to the trend, and further weakening of the construction of basic disciplines. At present, the "student source war", "talent war", "funding war" and "project war" have not been completely eradicated, which has seriously restricted the coordinated development of universities in the two places and made it more difficult to cooperate in the development of loose-leaf teaching materials between the two places.

2.2 Path Dependence of "Passive Docking and Running"

As a capital city, Chengdu and Chongqing are far from the development degree of cities such as the Yangtze River Delta, Beijing-Tianjin-Hebei, Guangdong and Macao Greater Bay Area because they are located in the southwest, and because they are located in the southwest, their foundation is relatively thin, and their thinking is relatively backward, and to a large extent, they have to rely on the support and support of the state, which has caused many universities to have a relatively high "risk awareness", often with a "wait and see" or "think again" mentality. From an internal point of view, in the current process of promoting the construction of "double first-class", the university management in some places has adopted the idea of "key development", "emphasizing scientific research over teaching",

relying too much on the planned scientific research system and management methods [2] as well as the historical inertia of "key discipline construction", multiple locking in practice, cost effect in change, game and equilibrium of vested interests, etc. in the construction of disciplines [3]. As a result, the pace of development of loose-leaf teaching materials in the two places is relatively slow, and it is difficult to promote the process of systematic layout and coordinated development, and it is impossible to quickly adapt and adapt to the development requirements of the twin-city economic circle.

2.3 The Institutional Shortcomings of "Multi-Dimensional Joint Development"

At present, more than 20 associations have been formed, and major universities, scientific research institutions, industries, enterprises, etc. In Chengdu and Chongqing have settled in; courses include Marxist philosophy, law, business, water conservancy, art, foreign language, medicine, and nursing, etc. Including personnel talents, think tank construction, teacher education, integration of industry and education, employment and entrepreneurship, collaborative innovation, intellectual property rights, etc. When various alliances are "blooming everywhere", a unified system has not yet been formed between different alliances, and the regional functions of the twin-city economic circle cannot be fully excavated, and a competitive professional and discipline system cannot be formed [4].

3. The Exploration of the Development Path of Loose-Leaf Teaching Materials

3.1 Lengthening Regional Coordination and Cooperation

First, it is necessary to make full use of educational resources, give full play to the dominant position of students, and focus on building a "highland of education" in the western region, to help the development of teaching materials. Chengdu and Chongqing should break through regional boundaries and carry out overall coordination of the loose-leaf teaching materials of the economy of the two cities and the two urban areas in accordance with the general ideas of "mutual development", "integrated development", "integrated development" and "all-round development" in the Outline.

Secondly, we should make full use of the school's teaching resources, carefully cultivate talents, and work together to serve the overall development of the region. It is necessary to formulate and formulate corresponding specific measures according to the overall development requirements, increase the training of high-end talents, improve the precise supply of talents, reserve talents for promoting the "Belt and Road", the construction of the Yangtze River Economic Belt and the development and construction of the western region in the new era, and provide support for the development of loose-leaf teaching materials.

3.2 Establishing a Loose-Leaf Teaching Material Development Centre in the Shuang Cheng Circle

When carrying out industry and enterprise research, industry and enterprise experts and senior technical skills personnel can describe the development trend of the industry and enterprise in detail as needed, analyze the industry, enterprise development trend, new processes, 1+X Relevant information such as skill level requirements and vocational qualification requirements. At the same time, industry and enterprise personnel are good at mastering the characteristics of college students' career development and ensure the advanced and effective nature of textbooks in terms of work module division, vocational ability analysis, ability list refinement, and ability standard integration. The R&D team of diversified textbooks is rational in structure, scientific and reasonable, resource sharing, thinking conflicts, and promoting teaching reform are necessary conditions for sustainable development [5].

3.3 Improving the Mechanism for Sharing Loose-Leaf Teaching Materials in the Twin Cities Circle

In the 2010 "Twelfth Five-Year Plan" informatization plan, Zhejiang universities have clearly defined the goal of building a "smart campus". The scenarios presented by the smart campus are online learning is ubiquitous, network scientific research integrates innovation, school management is transparent and efficient, campus culture is rich and colorful, and campus is convenient for life [6].

Higher vocational colleges should adapt to the needs of education and use modern information technology to improve learning efficiency, realize the sharing of educational resources, and promote the reform of traditional teaching methods. At the educational level, openness, sharing, interaction, and collaboration are its fundamental characteristics [7]. In terms of teaching content, with the rapid development of information technology, the information textbook of vocational and technical teaching has transitioned from the original paper textbook to text, network version, multimedia learning courseware, giving full play to the unique role of computer vision and virtual technology, which can intuitively display career scenes, skill operation demonstrations, awaken students' interest in learning, help teachers better understand students, improve teaching methods and teaching content, enable students to achieve success, and achieve

self-confidence in learning [8].

3.4 Improving the Quality of Teachers and Develop the Resources for Teachers to Prepare Lessons

Both inside and outside the school, it is necessary to fully explore and use the various curriculum resources that can be used. This paper mainly discusses the development and use of curriculum resources from the three levels of discovering and displaying the content of teaching materials, to avoid the wrong understanding of "system curriculum".

Curriculum resources are the general term for all human, material and natural resources for the curriculum design, development, implementation, and evaluation. According to the functional characteristics of the teaching content. It can be divided into two types: material and conditional. In the development and utilization of curriculum resources, especially the development and utilization of teaching material resources, it plays a pivotal role and determines the identification, development, and utilization of curriculum resources. The quality of teachers directly affects the scope of awareness of the curriculum, the degree of development and utilization, and the efficiency of implementation.

3.5 Building a Teaching Community for Teachers in the Twin Cities

In professional-based teaching institutions, full-time teachers undertake the formation and reform of disciplines, and full-time teachers assume the main responsibilities of disciplines. The goal of the "basic" teaching institution based on "course group" is to be a "universal" and "large" professional course, with "class" as the core, "class" as the core, and "class" as the "class". Professional-based grassroots teaching institutions conduct in-depth exchanges and discussions according to the characteristics of different disciplines, and class-based teaching institutions are mainly oriented to the first and second grades.

Scientific grassroots education organizations should have organizational scale, clear goals, outstanding leadership ability, high personnel quality, coordination of organizational goals, collaboration and sharing between teachers and students, belonging to the organization, organizational form, etc [9].

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