The Development and Practice of Textbooks for Professional Courses Based on the Cultivation of Professional Core Ability

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Abstract: Textbook construction plays a crucial role in the development of national education. The high-quality implementation of textbook construction is the key to the cultivation of talents professional core ability. In the process of the construction of the existing textbooks of vocational college, there are some problems, such as the low matching degree of the textbook content and the occupation-oriented position, the insufficient update of the textbook content and industry information, and the weakness of the school-enterprise joint research of the textbook compilation. It is proposed that the high-quality construction of professional textbooks should be carried out with the cultivation of professional core ability as the goal, the multi-cooperation as the textbook development mechanism, the information technology as the guidance of the textbook reform and development, and the combination of editing and reviewing as the guarantee of the textbook development.

Keywords: Professional core ability, textbooks for professional courses, textbook construction

1.   Introduction

Textbooks are an important carrier for cultivating students' core vocational abilities, an explicit component of curriculum implementation, and an important representation of building a high-quality vocational education system. With the deepening of industrial transformation, new requirements, new technologies, new processes, and new standards have become the norm. Textbooks serve as standardized representations and precise expressions of occupational content, and occupational dynamics (Yao, 2021). It directly reflects the positioning and direction of vocational education talent cultivation and plays an irreplaceable role in the high-quality and sustainable development of talent's career by continuously condensing and summarizing educational and teaching achievements in stages. Textbooks are an important guarantee for cultivating students' core vocational abilities, and they are also a relatively weak link in the "three educations" reform of vocational education. A closed-loop construction system has not yet been formed, and the main problems are (Xu, 2021).

Textbooks are the external support for teachers' professional core abilities, as well as the tangible results of educating and nurturing talents. In the professional textbook writing work aimed at cultivating professional core abilities, teachers should have a strong sense of responsibility, professional competence, and innovative thinking. However, currently, most vocational colleges use professional textbooks that lack the participation of experienced industry and enterprise workers, and the content of the textbooks lacks the integration of emerging industry technologies, resulting in a disconnect between teaching content and professional job orientation (Piper et al., 2018). In addition, the role of digital empowerment in vocational education is becoming increasingly prominent, and the pace of change is accelerating. According to Li (2020), 74.54% of classroom teaching not only retains traditional paper textbooks but also integrates into course network teaching platforms regularly.

1.1   Insufficient Updating of Textbook Content and Industry Trends

The explicit feature of vocational education is that it is oriented towards industry-specific vocational positions. The "20 articles of vocational education explicitly require that vocational education textbooks be revised every three years, with professional textbooks being updated in a timely and dynamic manner with the development of information technology and industrial upgrading (Gu et al., 2015). The dynamic updates of textbook content can help students understand the latest development trends and technological advancements of industry enterprises, enabling them to master the latest knowledge and skills (Vojíř & Rusek, 2019). At present, the development of industrial structure is in a critical period of transitioning from a low-level trend to a high-level trend. The continuous updating of industry dynamics has given rise

to new technologies, processes, and standards. Professional textbooks, as an important carrier for cultivating core vocational abilities, have yet to fully align their teaching content with industry development and market demand.

1.2 Textbook Development in the Collaborative Research Between Schools and Enterprises

Diversified cooperation and collaborative innovation ensure the quality of professional textbook construction. The development of traditional professional textbooks is mainly written by teachers within the school, with less consideration given to diversifying teaching masters, industry and enterprise experts, curriculum development experts, digital technology personnel, etc (Yang & Liu, 2024). To cultivate new formats of professional textbooks that are suitable for the development of students' core vocational abilities. At present, the development of professional textbooks is still influenced by the educational philosophy of "professional competence as the foundation". Textbook development is mainly focused on skill cultivation, and the writing style generally has an unbalanced image of "technology as the main focus and theory as the auxiliary focus" (Li, 2023). Overemphasizing the importance of professional skills and neglecting the integration of knowledge and skills has affected the high-quality cultivation of students' core vocational abilities.

2. Thoughts on the Construction of Professional Textbook Content System

The construction of the content system for textbook construction should first be based on the development characteristics of new business models in the industry, fully integrating the needs of professional positions, and re-examining and understanding the essence of textbook construction. Secondly, at the construction level, we adhere to the principle of student-centered and job integration, highlight the educational philosophy of cultivating core professional abilities, establish a diverse collaborative textbook writing team, and jointly build a suitable professional textbook curriculum development system (Errington & Bubna-Litic, 2015).

The core competencies of a profession mainly consist of vocational-specific abilities and vocational implicit abilities. The former mostly refers to vocational knowledge and skills, and is a direct manifestation of explicit abilities; Occupational hidden ability refers to the ability to solve problems with the help of occupational-specific skills in job work. Its main characteristic is the potential occupational ability that cannot be derived from theoretical knowledge, which is different from work experience (Zhang, 2024). Mainly refers to the ability to help achieve sustainable career development through job training, collaborative communication, and reflection and summarization in the process of professional activities.

2.1 Design of Professional Textbook Construction System

The design of a professional textbook construction system based on the cultivation of professional core competencies differs from traditional subject training textbooks in that it focuses on cultivating professional core competencies, improving the comprehensive professional qualities of talents, and using diverse collaborative research as the writing method to reasonably solve the problems of matching educational textbook content with job positions, dynamic updates of industries and enterprises, and diverse collaborative research.

2.1.1 The Ideological and Political Education Function of Professional Textbooks Guided by Moral Education

The implementation of moral education and talent cultivation is a comprehensive implementation of the Party's educational policies and tasks. The construction of the content system of textbooks should integrate moral education and talent cultivation into the entire process of education and teaching. Firstly, from the perspective of design, we should fully realize the importance of "ideological and political education" for the high-quality development of students' careers. At present, vocational school students are in a critical period of value formation, and values directly affect the direction of future social development (Zhou, 2022). The construction of textbooks should also fully leverage the function of ideological and political education, achieving the effect of "moistening things silently" in educating and nurturing talents. Secondly, from the perspective of material construction, as a highly systematic work, "curriculum ideological and political education" should fully utilize the value guidance of textbooks in the process of practical training textbook construction. Guide students to establish a correct outlook on life, values, and the world (Wang, 2019). The content of the textbook should not only accurately grasp the knowledge framework required to cultivate students' core professional abilities, but also deeply explore the ideological and political elements contained in it, ensuring that the content system of the practical training textbook integrates ideological and political education, knowledge, and skills.

2.1.2 Design Course Objectives Based on Professional Core Competencies

The teaching objectives of the course are mainly composed of vocational-specific ability objectives and vocational implicit ability objectives that match the job, which are the training objectives of vocational core abilities. In traditional practical training (learning objectives are mostly focused on vocational-specific ability training, with emphasis on strengthening, technical abilities increase from four levels of "learning to do", "knowing how to do", "proficient", and "proficient". However, through the supply and demand relationship of industry enterprises, it is concluded that the

demand for vocational core abilities in new business models is not only focused on vocational-specific abilities but also on vocational implicit abilities. Therefore, the setting of training course objectives should adhere to a high degree of matching between course objectives and job objectives, with a focus on cultivating students' team assistance ability, problem-solving ability, interpersonal communication ability, and other vocational implicit abilities, truly realizing the development of the course. Zero distance between goals and job objectives docking up (Li et al., 2023).

2.1.3 Collaborative Research and Design of Textbook Knowledge System Through Diverse Collaboration

The tangible results of vocational education curriculum reform are textbooks, which are also key methods for teachers and students to add value and empower themselves. The focus should be on designing and constructing a textbook knowledge system that is suitable for the development of new formats. In the process of deepening cooperation between schools and enterprises, characteristic textbooks for school-enterprise cooperation have been developed. However, the update speed of teaching materials is not as fast as the dynamic adjustment of industry development. As the main unit of textbook knowledge system construction, vocational colleges can only better adapt to the job needs of industry enterprises by building a collaborative knowledge system (Kempe & Grönlund, 2019).

2.1.4 Empowering Professional Textbooks with Digital Technology to Build New Vocational Ecosystem

Digital teaching materials are an important carrier of modern vocational education teaching and learning, and the only way to build modern vocational education teaching materials. Its characteristics of multimedia and interaction [real-time update, space-saving, etc.] provide a rich, flexible, active, and implemented learning form for education and teaching. At present, information technology is iteratively upgraded, and students' access to knowledge presents a polymorphic trend [development, knowledge structure, and transformation from teachers [teaching to active construction]. This way of knowledge acquisition is highly matched with the characteristics presented by data technology. Therefore, in the digital [technology enabling era, vocational education training materials should be actively integrated into modern Internet technology, and comprehensive construction of new forms of integrated training] materials with the cultivation of vocational core competencies as the key. To adapt to the new ecological development of vocational education (Huang, 2024).

3. Development Strategy of Professional Textbooks Based on the Cultivation of Professional Core Competencies

3.1 Structure of References

Textbooks are the basic carrier of vocational competence in education and communication. They should not only meet the growth laws and professional cognition of students but also actively guide them to establish correct professional values. When developing, constructing, and selecting teaching materials, on the one hand, we must highly adhere to the goal of cultivating talents' core professional abilities, formulate standards for textbook construction, and systematically integrate the core values of society and adhere to the fundamental task of cultivating talents based on morality. On the other hand, in the construction of new format textbooks, to ensure that the teaching content is not easily fragmented in knowledge structure and the combination of skills is single, we should fully integrate the advantages of traditional textbook construction, ensure the universality, systematicity, and practicality of the vocational knowledge system, and cultivate the vocational core abilities required for student's career development, so that students can adapt to the transfer of vocational skills required in the process of technical upgrading in vocational positions. To adapt to the high-quality development needs of professional positions (Duan, 2019).

3.2 Adhere To Diversified Cooperation as the Mechanism for Textbook Development

With the rapid development of digitalization and intelligence today, the new technologies, processes, and standards required for industrial development continue to change. To improve the ability of vocational education to adapt to industrial development, the importance of strengthening the cultivation of students' core vocational abilities is increasingly evident. Based on this, higher requirements have been put forward for the writing and design of professional textbooks, digital resource production, publishing forms, etc. Therefore, it is proposed to establish a diversified cooperation and collaborative innovation professional textbook development team to ensure the high-quality development of professional textbooks (Zhi, 2024). One is to establish a teaching material writing team consisting of professional leaders, renowned teachers, and course leaders, responsible for compiling a teaching list of the core competencies required for professional positions and transforming them into learning tasks based on students' ability structures at different levels. The second is an off-campus textbook writing team composed of enterprise craftsmen, famous teachers, technical experts, model workers, etc., which is responsible for the analysis of the professional core competencies possessed by the job tasks of professional posts, defines the list of core competencies needed for learning [career development], and cooperates with the on-campus writing team to complete the matching of textbook content and jobs in high quality. The third is a professional course development guidance team composed of education and teaching

reform experts, researchers, etc., responsible for training the on-campus and off-campus textbook writing teams, guiding the completion of the list of core professional competencies, and the development of professional new format textbooks (Schuh et al., 2018). The fourth is to hire key personnel from educational software development enterprises as textbook writing experts. Based on the characteristics of professional courses, students' "learning", teachers' "teaching", and teaching content are logically reconstructed to develop diversified digital teaching resources that are compatible with professional textbooks. To meet the needs of professional textbook informatization construction. The fifth is the personnel of publishing units. Planned and designed the presentation format, binding materials, digital media platform construction, and teaching services for the new form of textbook publishing and teaching needs.

3.3 Persist in Using Information Technology as the Guiding Principle for Textbook Reform and Development

In the era of comprehensive development of educational informatization, developing high-level professional textbooks is a key task in implementing the "Education Informatization 2.0 Action Plan". From the explicit characteristics of information technology textbooks, digital textbooks are the necessary path to achieve the construction of information technology textbooks. It can meet the teaching and learning needs of different times, and meet the needs of different teaching scenarios and venues, and the design of the textbook itself is more flexible compared to traditional paper textbooks (Klemenčič et al., 2014). Its characteristics are mainly manifested in the following aspects: firstly, the digital construction of professional textbooks can update teaching content according to industry dynamics in a short time, effectively completing the upgrading of teaching content and improving the problem of long update cycles of existing textbooks; secondly, digital textbooks focus on unifying textbook resources, actively developing digital resources for teaching that are skillful, interesting, and timely, and properly handling the problem of traditional textbook resources being single and boring (Cuttler, 2019).

3.4 Adhere to the Principle that Every Compilation Must Be Reviewed as Guarantee for Textbook Development

The development and compilation of textbooks are related to national education rights, and it is necessary to resolutely implement the requirements of the "Management Measures for Vocational College Textbooks" regarding the "graded and classified review of vocational college textbooks, and adhere to the principle that all compilations must be reviewed". Members of the compilation team should have a firm sense of patriotism and high professional ethics, and should also be familiar with and master the characteristics of vocational education, and have the ability to transform the professional teaching rules they engage in into teaching development (Thompson & Cotton, 2017). Having the ability to transform the vocational specific and implicit abilities contained in the core competencies into the ability to write teaching materials and content. The editorial team should gather high political standing, research, and innovation spirit, and be able to use information technology to innovate the development and writing ideas of textbooks, develop new formats of textbooks suitable for cultivating students' professional core abilities, and highlight the "new" and "practical" aspects of textbooks. Textbook publishing units should establish a sound textbook review system, and improve the review mechanism that combines internal and external review, disciplinary review and political review, and pre-press review and post-press review.

4. Development Process of Professional Textbooks Based on the Cultivation of Professional Core Competencies

In modern vocational education, it is crucial to cultivate students' core vocational abilities. To effectively achieve this goal, the development of professional textbooks must closely focus on the cultivation needs of core competencies.

4.1 Clarify the Core Competencies and Training Objectives of the Profession

Clearly define the core competencies and training objectives for the targeted profession. Professional core competency refers to the ability to ensure that talents can flexibly meet different job norms and standards, and drive individuals to continuously improve towards sustainability, in addition to basic vocational skills and qualities. When determining the core competencies of a profession, it is necessary to take into account the local industrial structure, industry development trends, and job market demands to ensure that the cultivated abilities meet the actual needs of the industry (Xiu, 2020). This requires in-depth research on relevant industries, understanding industry development trends, enterprise employment needs, and job skill requirements. By collecting and analyzing this information, the specific connotations and manifestations of vocational core competencies can be determined (Zhao et al., 2024). Textbook content should be constructed based on job competency analysis, incorporating new methods, technologies, processes, and standards promptly to ensure the cutting-edge and practical nature of the knowledge learned by students.

4.2   Building the Framework and Content System for Textbooks

Construct the framework and content system of the textbook based on the training objectives of professional core competencies. The framework of textbooks should reflect the hierarchical and progressive nature of vocational abilities. Firstly, each teaching module should revolve around one or several core competencies to ensure targeted and systematic content. Then organize the course content hierarchically and progressively, allowing students to gradually improve their core competencies and professional qualities while mastering basic knowledge and skills. Increase the proportion of practical activities to help students understand knowledge points and improve their problem-solving abilities. Finally, design an evaluation and feedback mechanism to understand students' learning situation, which facilitates teachers to adjust teaching strategies on time and improve teaching effectiveness. The content system should cover multiple aspects such as theoretical knowledge, practical skills, and professional ethics. In the process of writing, we should pay attention to the combination of theory and practice, emphasize the systematicity and completeness of knowledge, and also pay attention to the dynamics of industry development and technological updates (Zhao et al., 2024).

4.3   Adopting Diversified Teaching Methods and Tools

To cultivate students' core vocational abilities, textbooks should adopt diversified teaching methods and means. Adopting action-oriented teaching method and project-based learning methods, emphasizing action or work tasks as the leading direction, using specific projects as the carrier of learning tasks, allowing students to learn knowledge and skills in the process of completing projects, guiding students to improve their vocational skills and problem-solving abilities through practical activities and simulated work scenarios; Using practical as teaching materials to guide students in analyzing, discussing, and solving problems. Combining problem-oriented learning methods to cultivate students' problem awareness and innovative thinking, and improve their ability to solve problems; At the same time, using simulation software or simulations, students can engage in practical operations in simulated work environments, helping them become familiar with operational norms and processes, and effectively improving their professional abilities Flexibly select and integrate multiple teaching methods and tools based on course content and teaching objectives. For example, combining information technology teaching with practical teaching can help students utilize fragmented time to learn and apply theoretical knowledge to practice on time, thereby improving learning efficiency (Li, 2024). Meanwhile, modern teaching methods such as multimedia teaching resources and online learning platforms can be utilized to enhance students' interest and effectiveness in learning.

4.4   Emphasize the Practicality and Operability of Textbooks

The practicality and operability of textbooks are important criteria for evaluating their quality. In the process of writing, attention should be paid to the practicality and operability of the textbook, ensuring that the content of the textbook is closely related to actual job positions. Real cases and examples should be introduced into the textbook to enable students to learn and understand knowledge in specific contexts, update and supplement new knowledge and skills on time, adapt to changes in industry development, and ensure that the content learned by students is closely connected to social needs. Enable students to directly apply knowledge to practical work, improving the practicality and transferability of knowledge. At the same time, attention should be paid to the readability and ease of understanding of textbooks, using language and expressions that are easy to understand and master for students.

4.5   Conduct Textbook Evaluation and Revision

After the completion of textbook writing, evaluation and revision are required. Combining evaluation criteria with professional core competencies, industry experts, teacher representatives, and student representatives can be invited to evaluate textbooks and collect their opinions and suggestions. Evaluating the practicality and operability of the comprehensive textbook content, examining whether the introduction of cases and examples in the textbook is appropriate, whether it helps students apply theoretical knowledge to practical situations, and examining the practicality of the textbook, ensuring that students can truly master core vocational skills through learning the textbook. Based on the evaluation results, necessary revisions and improvements will be made to the textbook to enhance its quality and applicability. During the revision process, the newly added content should be closely related to the core competencies of the profession and meet the cognitive laws and learning needs of students. In addition, teaching methods and tools can be introduced to stimulate students' interest and thirst for knowledge and improve their learning effectiveness and satisfaction. At the same time, it is necessary to regularly update and revise textbooks to meet the needs of industry development and technological updates. By collaborating with enterprises and industry experts, we can understand the latest career demands and skill requirements, update and supplement new knowledge and skills on time, and ensure the timeliness and practicality of textbook content (Zhao et al., 2024).

4.6   Promotion and Application

The revised and improved textbooks can be promoted and applied through various channels. For example, we can collaborate with publishing houses to publish paper or electronic textbooks for schools to purchase and use; Textbook

resources can also be uploaded to online education platforms or school-built learning platforms for students to learn independently and online. In addition, activities such as textbook training and seminars can be held to invite authoritative experts and frontline teachers to try and recommend textbooks, thereby enhancing their visibility and recognition in the industry. Proactively connect with education administrative departments, actively strive to enter the official textbook procurement catalogue, and obtain official certification and policy support for textbooks. Actively participate in various educational reform projects, such as the "1+X" certificate system pilot, to align textbooks with the direction of educational reform (He, 2024).

5. Conclusion

The development process of professional textbooks based on the cultivation of professional core competencies includes clarifying professional core competencies and training objectives, constructing a textbook framework and content system, adopting diversified teaching methods and means, emphasizing the practicality and operability of textbooks, evaluating and revising teaching materials, and promoting and applying them. Through this series of operations, professional textbooks that are in line with the characteristics of vocational education and helpful for cultivating students' vocational core can be developed, providing strong support for the development of vocational education.

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