

# Research on the use of public compulsory course textbooks for normal university students -- Take the pedagogy major of H Normal University as an example

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**Abstract:** Paying attention to the textbook use behavior of normal university students in public compulsory courses not only emphasizes the quality of current undergraduate education, but also has great significance for future basic education. Through questionnaire survey and interview, it is found that students have problems in the process of using textbooks, such as insufficient implementation of goals and lack of standardization of learning behavior. As an intermediary factor connecting textbooks and students, teachers can improve their role positioning and effectively exert their educational functions. Therefore, it is particularly important to create situations and implement supervision.

## 1. Introduction

Teachers are the foundation of education and the source of education, and normal students are an important source of future teachers. Firmly grasping the quality of normal students' education is conducive to promoting the realization of the goal of strengthening education. Textbooks are the main source of knowledge for teachers and students to learn. Paying attention to the textbook use behavior of normal university students in public required courses is conducive to mobilizing students' enthusiasm, improving the effectiveness of classroom teaching, ensuring the efficiency and effect of learning, and improving the overall quality.

However, the current use of textbooks by both teachers and students in public compulsory courses is insufficient. Students' utilitarian use of textbooks as a carrier of rote memorization of basic knowledge does not really improve students' thinking ability, so as to achieve the purpose of intellectual education. At the same time, its role in cultivating moral education and aesthetic education is limited. In view of this, this study discusses how teachers and students use textbooks and their impact on each other, understanding the existing problems, reducing the possibility of misunderstanding, and achieving the purpose of teaching and educating people.

## 2. Literature review

At present, the research on the use of textbooks mainly focuses on three aspects: the purpose of use, the way of use and the effect of use, and pays attention to the problems in real teaching situations.

In terms of the purpose of use, Zhu Gaobo et al believe that the main purpose of students' use of textbooks is to obtain information and find answers<sup>[1]</sup>, while Shi Ou et al believe that textbooks should help students construct knowledge and provide learning situations<sup>[2]</sup>. Michael Young believes that the main purpose of textbooks is to enable students to acquire "powerful" knowledge in different fields of specialization that can only be acquired in school<sup>[3]</sup>. In terms of usage, teachers should use textbooks creatively<sup>[4]</sup>. In the course preparation stage, teachers must be familiar with all their contents, understand the pre-course or follow-up courses related to this course, read monographs intensively, and understand different viewpoints<sup>[5]</sup>. In the classroom, what is in the textbook is not necessarily said, and what is not in the textbook can also be said, because a good teacher is itself an excellent textbook<sup>[6]</sup>. As Robert believes, textbooks are only a basic or core material, emphasizing teachers' ability to mobilize teaching wisdom in the classroom, give play to their own creativity, and strengthen the connection with students<sup>[7]</sup>. But teachers in general are completely dependent on textbooks and regard the teaching of textbook knowledge as their only job<sup>[8]</sup>. In terms of the use effect, the research believes that the current learning process of students is still centered around a textbook, the teaching content is limited and outdated, resulting in the narrow scope of knowledge of students, and they do not understand the latest achievements, and their learning interest is declining, and the teaching effect is poor<sup>[4]</sup>.

To sum up, first, the current research is more from the perspective of teachers, and the research on students is limited; Secondly, the researchers mainly use the theory of pedagogy; Finally, the previous research focused on the basic education stage, and the research on college textbooks is relatively insufficient.

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### 3. Research design

#### 3.1 Research object

In this study, students of a provincial key major in a provincial key university were selected for investigation, that is, pedagogy major of H Normal University. 144 questionnaires were collected, 133 were valid, and the effective recovery rate was 92.4%. At the same time, 12 students were selected as interview subjects to improve the survey results.

#### 3.2 Data processing

SPSS23.0 was used to analyze the data in this study. In order to ensure the rationality of the questionnaire, the reliability and validity of the Scale of the Use of Textbooks for Public Compulsory Courses for Pedagogy Majors was tested.

##### 3.2.1 Reliability test

The reliability test results of the scale are as follows: the reliability coefficients of individual goal, self-control and socialization are 0.900, 0.842 and 0.876, and the overall information coefficient of the scale is 0.944, all of which are greater than 0.7, indicating that the scale has high internal consistency and reliability.

##### 3.2.2 Validity test

Exploratory analysis of this scale shows that in factor analysis, the KMO value is 0.907, the Bartlett star test

value is 1339.071, the degree of freedom is 78, and the significance P-value is 0.000, indicating that there is a significant correlation between all items and the value is valid.

### 4. Results and Discussion

#### 4.1 The degree of target practice is insufficient, and the disciplinary differences are obvious

As shown in Figure 1, this study finds that 59.4% of students are aware of the short-term goal of textbook use, that is, they hope to improve their own knowledge system through learning the content of textbooks to cope with the current course learning and examinations; 62.4% of the students realized that long-term goals are closely related to improving their own abilities, including cultivating critical thinking and problem-solving skills, which help students to clarify the meaning of their own learning and gradually realize learning and lifelong learning.

Through the interview, it is found that some students only realize that the use of textbooks can have an important impact on their current and future development, but they do not apply it in the learning process. At the same time, students pay different attention to different subjects of public compulsory courses, and pay attention to the subjects with direct value to themselves. As ideological and political subjects are closely related to the future trend of students, students pay more attention to the future value of ideological and political textbooks, while public compulsory courses such as English and computer are less likely to enter the industry except for majors specializing in related fields, so they do not attract enough attention from students.

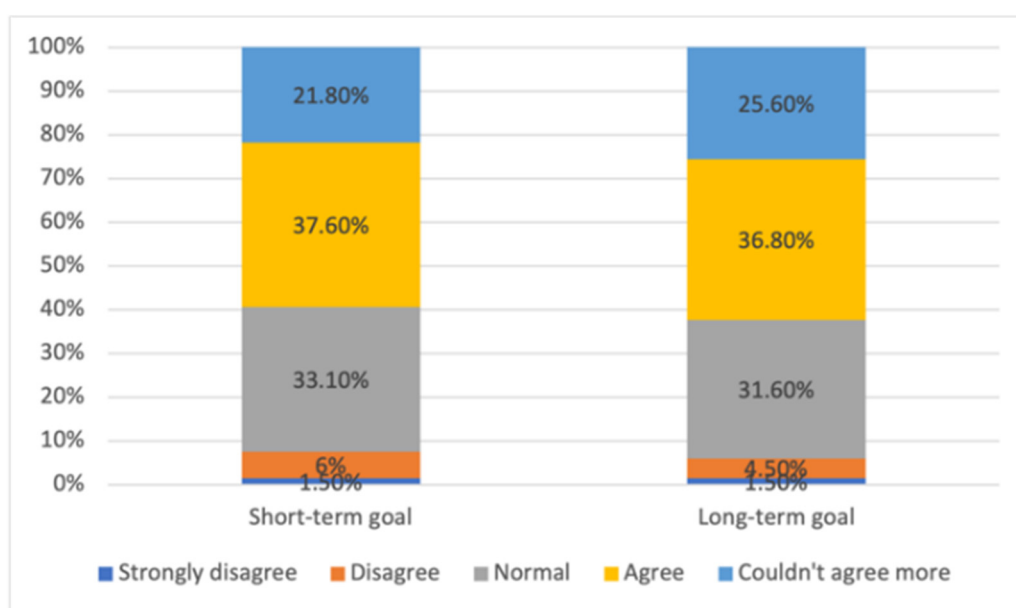


FIG. 1 Students' use of textbooks to establish individual goals

#### 4.2 Lack of normative learning behavior, and the sense of competence needs to be strengthened

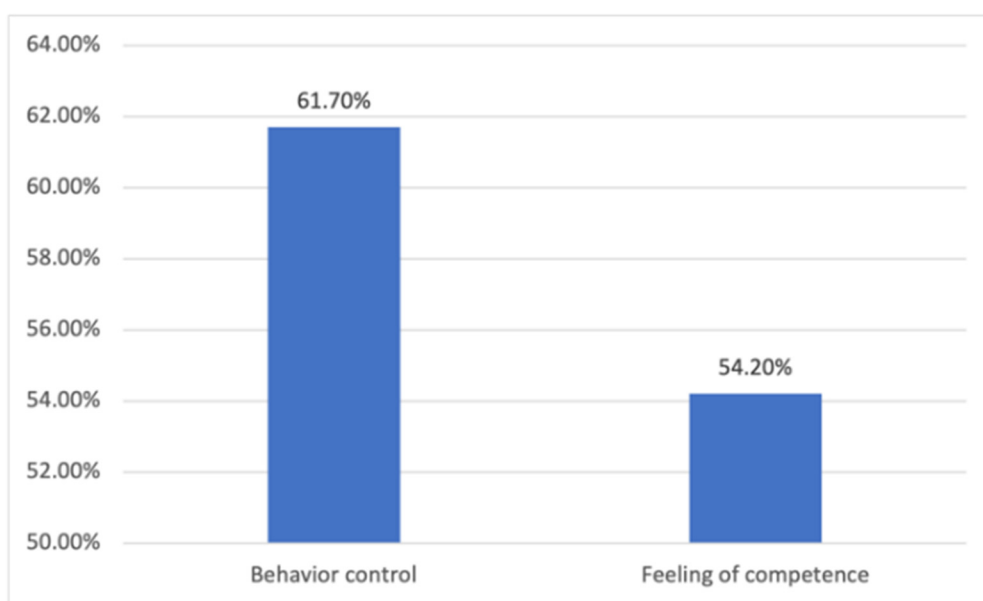
As shown in Figure 2, the data of this study found that 61.7% of students could improve their own behavior through the

use of textbooks, provide positive case learning to the textbooks, and help them develop good learning habits according to the relevant requirements and the guidance of learning styles. 54.2% of the students can enhance their sense of competence in the process of using the textbook.

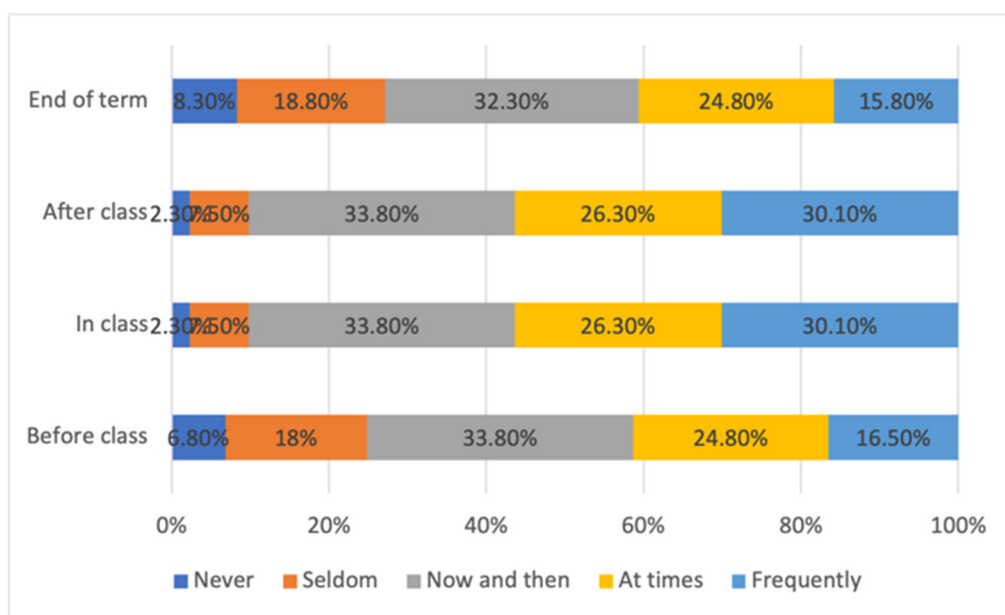
The textbook provides students with clear learning objectives, and the exercises after class help students timely feedback to understand the mastery of relevant knowledge in the class. Some topics in the main content can also stimulate students' interest and enthusiasm for learning.

As shown in Figure 3, through the comparison of the data before, during, after and before the final exam, it is found that compared with normal times, students mainly use textbooks before the final exam, and in the pre-class,

during and after class, they use textbooks slightly more, but nearly half of them still use textbooks less frequently in class. At the same time, pre-class review and after-class review are not in place. Due to the insufficient preparation before class, students are unable to follow the teacher's teaching progress in class and fail to accurately locate the content explained by the teacher in the textbook. The lack of review after class leads to the forgetting of classroom knowledge and the inability to consolidate and deepen the effect.



**FIG. 2** Students' use of textbooks to develop self-control



**Figure 3** Students' use of textbooks before, during, after and before the end of the semester

## 5. Conclusion

### 5.1 Create context and enhance interaction

We should improve our teaching methods and gradually raise them to the research level<sup>[9]</sup>. First, when telling the

content of textbooks, teachers can closely combine the abstract theories in textbooks with real life by digging relevant historical and cultural stories and typical cases, so as to reduce the sense of distance between students and book knowledge.

Second, teachers not only teach through text, but also through images, video, audio and other media to enhance

the intuitiveness and dynamics of textbook content, mobilize students' various senses, and adapt to the diverse needs of students.

Third, teachers should not only focus on teaching and questioning, but also mobilize the participation of most students through various ways such as group activities, guide them to think about the embodiment of the content in the textbook in real life, reflect its application value, make students' learning more targeted and oriented, and stimulate students' learning desire and interest. Fourth, teachers should give students guidance on methods and positive affirmations. When students transition from high school to college, they do not know how to use textbooks independently as the external pressure disappears. Teachers should teach students how to use textbooks efficiently, find students' excellent use of textbooks, and promote and disseminate it to other students.

## 5.2 Implement supervision and enhance feedback

First of all, teachers should establish an effective supervision mechanism to check students' use of textbooks regularly. In the classroom, we can observe the real situation of students in real time and correct the wrong ideas and behaviors of students in time. At the same time, students can also learn whether they have read textbooks and their learning, understanding and mastery of relevant content by means of homework and tests, and give personalized guidance to students based on this. For the design of homework, tests, etc., can not be completely limited to the textbook, can not be completely divorced from the textbook.

Secondly, teachers should give students positive feedback. In the classroom, students who seriously use textbooks are encouraged to use selection, recommendation and other ways to provide them with certain material or spiritual rewards to encourage more students to learn from them and participate in the team. With the development of digitalization, the forms of textbooks are becoming more and more diverse. Students should not only be encouraged to use paper textbooks, but also adapt to their changing trends. With the help of new platforms, electronic textbooks should be actively encouraged as long as students are willing to read and learn.

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