Research on Market-Oriented Scripted Instructional Design

Liu Yonggang

Liaoning Communication University, Shenyang, 110136, China

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Abstract: Upholding the guiding role of the market has a profound impact on the entire teaching process. To cultivate applied-oriented talents and enhance students' practical abilities and job adaptability, it is essential to systematically employ innovative teaching methods. "Scripted" instructional design emphasizes the seamless integration of teaching methodologies, curricular content, and curriculum ideology and politics, aiming to complete teaching tasks in ways that students can accept and moderately enjoy.

1. Introduction

The goal of cultivating applied talents is to adapt to the trend of market development and meet the skill requirements of positions. In the teaching process of practical-oriented courses, it is necessary to establish students' market-oriented awareness and enhance their practical abilities. Such practical abilities are mainly reflected in students' adaptability to positions and social survival abilities. The prerequisite for achieving the entire training goal is to guide students to participate in the teaching process, stimulate their interest in learning, and build their professional confidence. The direct way to achieve this is to carry out reform and innovation in teaching methods and teaching design. Guided by the main line of the "script", students can improve their participation in class and increase the rate of them looking up and paying attention.

If we regard a semester's course as a script, then each class is a segment that requires our meticulous polishing. The "script-based" teaching design is to arrange a class in an orderly manner. Through a variety of teaching methods, the course can be made rich, and knowledge and skills can be actively absorbed by students at appropriate time nodes. Analyzing from the entire teaching process, knowledge and skills have the characteristic of continuity. When sorting out a semester's courses, overall planning should be done well. The "script-based" teaching design with each class as a unit node is to teach knowledge and skills to students through a detailed organizational structure[1]. This "scripted" teaching design is reflected not only in the teaching design of each individual class but also in the design of the entire curriculum. Its essence lies in the renewal of knowledge and skills, the reform of teaching methods, and the cultivation of market awareness. Through project tasks, it achieves a realistic simulation of job skills with ingenious designs. It also includes the integration of skills from other auxiliary courses. "Scripted" means coordinating the relationships among various courses, setting the knowledge and skills to be taught in specific links of the teaching process, and teaching them in a planned and purposeful manner according to the "script." This can effectively control the classroom and smoothly achieve the expected goals.

2. The positioning of the educational environment, the knowledge system and the ability objectives.

Analyze the learning situation of contemporary college students. The traditional teaching method is no longer suitable for some students. The so-called tradition here refers to the listing of knowledge and narrative-style explanations. The so-called inappropriateness does not lie in the correctness of the knowledge itself, but rather whether the knowledge and skills are too outdated, and whether students have enough energy and patience to accept this knowledge.

Let's assume that, without considering any unknown outcomes, students are asked to choose between attending a class and listening to a cross-talk. Most students will choose the latter. Because

listening to cross-talk is much more interesting than attending a class. Some people may think such an understanding is superficial, but who can guarantee that young students have the awareness and self-control to resist this temptation. For students with strong learning abilities, inspiration is crucial, while for those with weaker learning abilities, proper guidance is essential.

In conclusion, in today's campuses, an excellent teacher must also be an excellent director. Because the times have changed, students have changed, and teachers also need to keep pace with the times[2].

A good director must first have a good script, and in the overall design of teaching, we are essentially writing a good script.

Firstly, a course should have its own positioning. It needs to be determined whether it is a core course or an auxiliary one, what connections it has with the courses of the previous semester, what preparations it makes for the courses of the next semester, and where its practical skills are reflected in future work, etc.

Secondly, it is necessary to define the proportion of theoretical knowledge and practical skills in this course, allocate the amount of knowledge for difficult and key points, and plan the learning stages for knowledge points and skills.

Thirdly, through the analysis of previous teaching results, identify which theoretical knowledge is likely to make students feel bored during class, and mark the nodes where these theoretical knowledge points appear. At the same time, teachers should analyze the characteristics and learning mindsets of students.

Finally, there should be a basic expectation of the teaching effect, and the learning goals should be set at an appropriate level [3]. After the overall analysis is completed, the entire knowledge system should be broken down into several learning stages, and then the content of each stage should be further divided into individual classes. For the special links identified in the above analysis, corresponding "punchlines" should be formulated for the relevant class. This "punchline" is actually a teaching link that serves to induce students. The goal is to enable students to study in a state similar to listening to a cross talk, and to have some recollection without feeling depressed or irritable. It should be noted that after adopting such a teaching method, corresponding assessment and practical content must be carried out to test and control the actual learning effect, so as to prevent students from just laughing it off in class.

3. Decomposed Teaching of a Single Class

Before conducting the teaching design for a single class, we first need to clarify what kind of education should be provided to contemporary college students. Due to the differences in students' family backgrounds, economic situations, personal characteristics, and values of life, it is very difficult to meet the learning requirements of all students in the teaching of just one class. Therefore, we should focus on educating students in terms of both morality and ability, so as to ensure the bottom-line goal of teaching. Morality takes the primary position in an individual's survival and development, followed by ability. Thus, the lowest level of our teaching is that even if we can't teach students how to do things, we should teach them how to be decent people. Based on this educational bottom line, let's explore the teaching of a single class together.

Lesson preparation is the prerequisite for delivering an excellent class. It involves formulating teaching ideas, mastering teaching techniques, and ensuring accurate explanations of knowledge and skills. To pique students' interest in a class, the first impression is crucial. An attractive lesson introduction can achieve this goal. We can choose various methods, such as telling stories or presenting cases related to the knowledge to be taught, designing a carefully crafted math problem, or raising interactive topics that draw attention. Judging from the results, such introductions can capture students' attention immediately, and this captivating effect can last for 10 to 15 minutes.

A class cannot consist solely of storytelling, as we also need to impart knowledge and skills. So, how can we use "punchlines" to guide students during the theoretical knowledge teaching stage? The most effective approach is to involve students in the teaching process. A one-person show-style teaching method is the most difficult to manage students. We should make students the main body of

teaching and give them a sense of participation. Analyzing from the students' psychological perspective, asking questions is a teaching measure that can most easily heighten students' alertness and is also the most direct and effective way to manage students. However, it is important to avoid asking questions abruptly or without relevance. Appropriate questions should be predictable, related to the teaching content, and easy to answer. Before explaining the knowledge, it poses the questions first to allow students to get mentally prepared and welcome the upcoming teaching content with focused attention. The answers to the questions must be included in the knowledge content to be explained. When students successfully answer the questions, it can satisfy their sense of achievement, providing them with invisible psychological encouragement. After the answer, it is necessary to offer appropriate point rewards to create a positive anticipation atmosphere for other students. This detail must not be overlooked.

In addition to asking questions, another method is interactive discussion. First, it presents a topic to have groups of 2–4 students analyze and summarize its content. Instead of immediately explaining, let students explore and research first, and the teacher can summarize at the end, comment on the conclusions given by each group, and assign scores. This can also achieve an ideal teaching effect. The above are two common methods for teaching theoretical knowledge in a single class. The specific forms still need to be continuously innovated according to the actual situation of the courses[4].

For the teaching of practical skills in a single class, the most convincing teaching method is for teachers to demonstrate in person. Students will only listen to you if they admire your abilities, which also sets high requirements for teachers' personal practical skills. After demonstrating and explaining, it gives students time to memorize the key points and practice applying them. Then, the teacher assigns small projects that are related to the content just taught to the students, on the premise that the students have already grasped the content to a certain extent. If students cannot complete the project on their own, they can seek help from their classmates. In this way, while experiencing the power of teamwork, students can enjoy the fun of participating in learning. Finally, the teacher summarizes, comments, and records the scores, and the actual results have been quite good.

During this process, especially during the students' practice stage, teachers must go around the classroom to provide guidance, answer various questions that students encounter, and monitor their learning status. The preset classroom practice projects can be problems that can be solved within a single class, or they can be problems set for the next class or the next stage. Such arrangements are conducive to enhancing students' self-learning awareness after class. When designing and guiding students through these small projects, teachers should provide inspiring guidance to students who are proactive in learning, and encouraging guidance to those who are less motivated. Analyzing from the students' psychological perspective, a large number of contemporary college students have limited resilience. There is no absolute right or wrong in choosing between encouraging and critical teaching methods. Excessive use of encouraging teaching may make students complacent and unable to recognize their own shortcomings, while critical teaching may easily hurt students' self-esteem and lead to a loss of interest in learning. Based on the comparison of teaching experience, it has been concluded that the combined use of encouraging and critical teaching methods is relatively ideal[5].

Judging from the use of teaching materials, some of the teaching content in practical terms lags behind in the knowledge system, and the content in textbooks always falls short of the pace of the times. How can we prevent the situation where what students learn becomes obsolete as soon as they finish? This poses new requirements for traditional textbook-based teaching. We advocate for teaching reform every day, and it is crucial to determine whether the focus should be on reforming the form or the system, as this has a significant impact on educational outcomes. After years of teaching, it is easy for teachers to gradually become detached from social practice. They may make great progress in teaching routines and techniques, but their practical skills fall far behind the development of the market. In response to such situations, we need to find appropriate solutions[6].

The first thing to do is to not be completely confined to textbooks. Instead, teachers are required to timely integrate market information. While actively participating in social practice, they should incorporate the latest cutting-edge market information into classroom teaching as soon as possible.

This requires teachers to systematically compare and summarize market information with the textbook knowledge system during lesson preparation, eliminate outdated knowledge, and directly teach the latest knowledge and skills in the classroom.

Secondly, under appropriate circumstances, teachers should lead students to conduct more market research and social practice. Students generally show excitement and enthusiasm for teaching forms outside the classroom. Teachers who have the necessary resources can introduce real projects into practical classroom teaching. Such projects can better stimulate students' enthusiasm for participation. When students complete these projects, the knowledge and skills they acquire are more comprehensive. This process also effectively simulates the actual operation process of the market. What students gain from one such class is far more than what they can learn from several traditional textbook-based classes[7].

4. The Design and Integration of Ideological and Political Education in Courses

In the previous discussion, we have clarified the relationship between morality and ability. Guided by the teaching philosophy that emphasizes moral cultivation as a prerequisite, we have started to explore the integration of ideological and political education into the teaching of a single class. Looking around the world, there is no shortage of excellent educational stories and success cases. However, considering the thoughts and values of contemporary college students, can they still be receptive to stories like "The Tortoise and the Hare"? We all understand the moral of this story, but after I finish telling it, students ask questions like "What does it matter to us who wins the race between the tortoise and the hare?" Such questions are difficult to answer, and they also reflect the mindset and cognitive patterns of modern students from a different angle. Indeed, the outcome of the tortoise-hare race neither improves students' ability levels nor their living standards. If this story could effectively inspire and influence students, there would be no need to tell it repeatedly. Is it that the ideological connotations in the story have become outdated? The answer is no. Instead, it is the timing and methods of storytelling that are inappropriate. Since the thoughts and values of contemporary college students have changed, our stories also need to evolve. So, how can we use the educational elements in traditional stories to inspire modern students? It must be done in a way that they can accept. This is where the advantages of "script-based" teaching design come into play. Teachers should be familiar with the course content before class, and thus, they need to introduce the designed "punchlines" at specific points during the class. By reinterpreting these stories with a market-oriented and innovative mindset, the teaching effectiveness can be significantly enhanced[8].

For example, when explaining the story of "Mending the Fold after the Sheep Are Lost" from a brand-new perspective, we can discuss it with students from an economic point of view. We suppose a shepherd has two sheep stolen by a wolf, and calculate the loss according to the current market price. Each sheep is worth 100 yuan, so he has suffered a total loss of 200 yuan. Although he promptly repairs the sheepfold, the lost 200 yuan cannot be recovered. However, the clever shepherd does not simply patch up the sheepfold after the loss. Instead, he sets a trap at the gap to catch the greedy wolf. As a result, the wolf is captured, and the shepherd sells its pelt on the market, earning 300 yuan. After deducting the initial loss of 200 yuan, he makes an extra 100 yuan. This is a newly - created and adapted version of the story. After telling this story, we can tell students that in their previous learning process, due to insufficient understanding, lack of seriousness, and other issues, they have already suffered losses in their studies. At this point, merely realizing their mistakes is not enough to make up for the previous losses. Instead, they should be like the clever shepherd and find ways to recover those losses. They can make up for the losses through after-class tutoring, self-study in the library, and other means, and even gain greater rewards by cultivating the habit of self-study. From the above example, it is clear that this kind of ideological and political education integrated into the curriculum can surely provide students with a brand-new understanding. When it comes to ideological and political education in courses, it is not only about choosing the right ideological and political elements, but more importantly, about how to present them effectively.

In the teaching of a single class, the ideological and political education part of the course can be arranged at the end of the class or integrated into the teaching process. However, it is crucial to ensure

that the content of ideological and political education does not deviate from the overall teaching system of the entire class, and to avoid any abrupt, irrelevant, and unanticipated insertions. To achieve a subtle and natural integration of ideological and political education into the curriculum, meticulous preparation of the "script" before class is essential[9].

5. The End of the Course and the Continuity of Knowledge

In the concluding part of a class, it is necessary to summarize the key points and difficult points. Usually, we are accustomed to analyzing and summarizing the content of this specific class. However, in terms of the true significance of teaching, we should actually provide illustrative examples of where the knowledge learned in this class can be applied in future work positions. This is to enable students to acquire the most direct and effective knowledge and skills with their limited memory capacity. At the same time, it also reflects the guiding role of the market orientation in teaching.

In the aspect of assigning homework, it is advisable to focus on quality rather than quantity. We need to consider how much energy and time students have in their after-school lives to complete the assignments. If too little homework is assigned, it may not achieve the purpose of training. On the other hand, if there is an excessive amount of homework, students will tend to rush through it just to get it done.

The essence of high-quality homework lies in its strong pertinence, which can inspire and guide students, and it should have effective binding and supervisory power. It should also effectively simulate real work positions and maintain the continuity of knowledge application.

In the design of curriculum groups carried out in the form of "project packages", it is necessary to adhere to the project as the core. Auxiliary courses should conduct specialized practical teaching around the project. By formulating unified teaching content and project assignments, we can avoid the problem of repetitive homework among different courses. This not only improves students' learning efficiency but also enables the seamless connection of different skills[10].

6. Conclusion

While exploring teaching design, it is essential to recognize that knowledge and skills possess the characteristic of continuity. After completing a class, consideration should be given to the connection between the next class and the current one, ensuring that the content learned in the previous class can be extended in the subsequent class. This mainly manifests in course review and the application of the knowledge and skills acquired in the previous class. A complete teaching system must not overlook this crucial link.

In the teaching design with each class as a node, teaching methods and means are merely a way to impart skills to students. The key to truly enhancing students' practical abilities lies in teachers' knowledge reserves and accumulation of practical skills. This requires teachers to always be market-oriented, continuously enhance their social practice experience, and explore teaching methods that are acceptable and appealing to contemporary college students, so that the "scripts" they craft can attract more attention.

As the saying goes, "A strict teacher brings up outstanding students." Truly high - quality teaching cannot be achieved without a teacher's strict requirements. There are numerous teaching and educational methods, and one should not be confined to a single approach. The most suitable method is the one that benefits the students. It should be emphasized that to approach teaching from a developmental perspective, it is necessary to cultivate market awareness. Both the professional practical abilities of teachers and the new job skills need to be updated in a timely manner. Only in this way can we ensure the timeliness and advancement of students' learning.

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