

Research on the Problems Existing in the Selection of Professional Textbooks in Higher Vocational Colleges

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Abstract: For the selection of teaching materials: Problems such as lack of vocational education characteristics, outdated content, insufficient practicality, lack of innovation in content, and difficulties in the development of new textbooks. Based on Rogers' "learner-centered" principle, total quality management theory, and vocational education curriculum theory, this study comprehensively uses literature research, text analysis, observation research and case analysis to analyze the problems and reasons for the selection of textbooks. This paper puts forward the optimization countermeasures of the selection mechanism of professional teaching materials in higher vocational colleges, strengthens the guidance of selection of professional teaching materials, gives play to students' subjectivity, and improves the management level of teaching materials.

1. Introduction

In the era of innovative new quality productivity and artificial intelligence, the quality of higher vocational education has put forward new requirements, the quality of teaching materials is the guarantee of education quality, and directly affects the process and goal of talent training. It is necessary to analyze the influencing factors of the quality of teaching materials for specialized courses of higher vocational education and study the quality and internal laws of the selection of teaching materials for specialized courses of higher vocational education.

Mahmood et al. [1] believe that teaching materials are a kind of product, and the content of teaching materials should meet the needs of users. Besides, the use effect and service of teaching materials should also be considered to meet the subjective expectations of various groups related to teaching materials. From the perspective of students' use [2], Giffiths proposed 12 criteria for evaluating teaching materials, mainly including the connection with learners' goals, learner-centered materials, updates of socioculturally appropriate learning materials, well-organized vocabulary, and so on. Teaching materials should not only satisfy students' thirst for knowledge, but also reflect the will of the state and the culture recognized and protected by the state.

Teaching material evaluation method is an important way to evaluate the quality of teaching materials. The commonly used methods include evaluation index system method, content analysis method, observation method, questionnaire method and so on. Riazi et al. [3] believe that the audit form method has three advantages: strong systematicness; High efficiency; High clarity. The audit form can provide a framework for the evaluation of teaching materials and cover all the categories involved. Comprehensive analysis has a wide range of application [4,5] and strong flexibility, which is suitable for different evaluation subjects.

There are few researches on textbook evaluation in vocational education at home and abroad, among which, there are fewer literatures on textbook quality [6,7]. Only some scholars discuss the development, content selection and structure of curriculum materials when discussing the course content. This study mainly reviews the relevant research on the quality of vocational education textbooks in China, investigates the existing problems in the selection of textbooks, and puts forward

suggestions for improvement.

2. Core Concepts and Related Theories

2.1. Major and textbook selection

Teaching materials are the basis for teachers' education and the basis for students' learning. They play an important role in the process of education and teaching, mainly in different forms such as written materials and audio-visual materials.

In the Encyclopedia of China, textbooks are defined as "teaching books that systematically reflect subject expertise according to the content set by school curriculum standards."

Higher vocational education is employment-oriented, training high-quality talents with solid professional knowledge and professional skills, and the whole education process is carried out around the training of vocational ability. Specialization refers to the organization of knowledge into specialized fields.

Major is the basic component of the construction of colleges and universities, which determines the specifications of the school's talent training. Through the division of disciplines and majors in colleges and universities, the basic structure of education, teaching and scientific research in colleges and universities is ensured. American colleges call majors "majors."

The selection of college textbooks is to select and use the higher education textbooks approved by the state. The purpose is to ensure that the textbooks used by colleges and universities are advanced, suitable and characteristic, so as to cultivate the high-quality talents needed by social development. Textbook selection is an important part of textbook management. The essence of textbook management is an activity to improve the production and use of textbooks according to the requirements of society and the laws of textbook management.

The operation mechanism of teaching material selection, referred to as the operation mechanism of teaching material selection, is a way and process to generate internal motivation, play predetermined functions and roles, and achieve predetermined purposes through the integration and allocation of internal institutions and resources of teaching material selection. How to establish appropriate system and system in vocational colleges, promote the construction of teaching materials, improve the quality of teaching materials, standardize the management of teaching materials. As an important part of university teaching management, the system of textbook selection focuses on the standardization and restriction of the selection and use of textbooks. The selection system of teaching materials refers to a series of management systems on the selection, use and evaluation of teaching materials formulated by schools according to their actual conditions in order to achieve the goal of personnel training and ensure the teaching effect, aiming at ensuring and constantly improving the quality of teaching materials used.

2.2. Learner-centered principle

The learner-centered principle is an educational philosophy that emphasizes student-centered, focusing on the development of students' personalities, needs, interests, and purposes. This principle is in contrast to the traditional "teacher-centered" or "subject-centered" approach to teaching, which is often organized around the content of the textbook or the teacher. The learner-centered principle attaches importance to the principal role of students and holds that school activities should be based on the needs and interests of students, learning motivation is intrinsic, and learning objectives and tasks are not imposed externally, so that students can actively explore and acquire learning content¹.

The implementation of learner-centered principle involves many aspects, including the teaching method, the design of learning environment and the construction of evaluation system. For example, in terms of teaching methods, the traditional "full classroom" mode should be broken, and the classroom should be returned to students, so that students can learn knowledge, increase their ability and improve their literacy in a real situation. In terms of the design of learning environment, the learning space is not limited to the classroom, and any corner of the school can become a place for learning. It is emphasized that the transformation of educational space should meet the needs of

students and adapt to the teaching form². In the evaluation system, appropriate and challenging criteria should be established, and the progress of learners should be assessed through diagnostic assessment, process assessment and outcome grading.

In addition, the learner-centered principle also focuses on the diversity of learners, taking into account the differences in language, culture and social background of learners, and believes that learning is the most effective when these factors are taken into account. At the same time, this principle also emphasizes cognitive and metacognitive aspects, motivational and emotional factors, developmental and social factors, and individual differences, which are all important factors affecting learners' learning and development⁴.

In summary, the learner-centered principle is a student-centered educational philosophy that aims to promote the overall development of students and improve their learning outcomes by focusing on their personality development, needs and interests, and creating a learning environment conducive to their active learning and inquiry.

2.3. Total quality management theory

American scholar Feagham put forward the theory of Total Quality Control, which was initially mainly applied to enterprise management. Feagham believed that total quality management is an effective activity system to maintain and improve the quality of various departments of an enterprise by organizing and designing the market. "Take the organizational departments as the unit, take the quality as the core, and take the full participation as the foundation, to achieve the effective benefits of the members of the organizational system, so as to achieve long-term effective quality management", by the means of pre-control or comprehensive control, the pursuit of long-term excellence, and constantly improve and optimize the implementation stages. [88] Total quality management of education treats education as a service and students as "products" and "consumers". Students as "products" should meet the diverse requirements of society; As "consumers", students should pay attention to the rights and interests of consumers and their subjectivity. Total quality management relates to all activities and people in the school management affairs, and has the characteristics of comprehensiveness. [89]

In the process of talent training in colleges and universities, students are not only the products shaped by the production of colleges and universities, but also the customers of colleges and universities. Colleges and universities achieve mutual coordination among mechanisms in a differentiated way to promote the cultivation of students' rational thinking and professional skills. The quality and level of the selection of professional teaching materials in vocational colleges are the key to the quality of talent training in colleges and universities. The selection of professional teaching materials follows the overall quality concept, emphasizes the quality-centered approach and the participation of all staff in colleges and universities as the basis, ensures the selection of high-quality professional teaching materials, and improves the scientificity and applicability of the use of teaching materials.

2.4. Definition of vocational education knowledge

In 2008, in order to construct the basic theoretical system of vocational education curriculum, Xu Guoqing believed that vocational education and general education oriented to the academic system belong to different tracks and are rooted in the work system. Three main points are made:

First, knowledge is professional. We refer to the knowledge in the field of vocational education as working knowledge, which mainly refers to the knowledge generated in the process of work. It is a kind of knowledge with action function and practical significance. As long as it is related to work, it not only breaks the boundary between knowledge and skills, but also integrates theoretical knowledge and practical knowledge, giving knowledge a professional character.

Second, the essence of professional ability is the connection between knowledge and work tasks. According to the different tasks, it can be divided into deterministic tasks, combined tasks and design tasks. Deterministic tasks only need to master the corresponding knowledge and skills to be competent, uncertain tasks need flexible application, design tasks face the most complex working situation, need to have the ability to innovate and be able to creatively solve nine problems. Therefore,

in order to cultivate students' professional ability, it is not only necessary to acquire a lot of knowledge, but also to focus on the task and do a good job in task analysis, in order to build a clear and stable connection.

Third, work logic as the main line. The fact that vocational education courses take work logic as the main line is determined by the structural relationship of work tasks. No matter a single task or multiple tasks have certain internal logic, the working process composed of one task must also have its own logical clues, and it can be inferred that different majors and different career fields have unique working logic. General education should follow the discipline logic. Then the logical main line followed by vocational education curriculum must be vocational logic.

3. Standards for Quality Evaluation of Teaching Materials for Specialized Courses

3.1. Drafting of teaching material quality index

Teaching material quality evaluation standards have multiple dimensions and are at different levels, and the importance and status of the corresponding teaching material quality will also be different. Therefore, it is necessary to set "weight" to guide the quality analysis. Weight is a quantitative description of each indicator, indicating the relative importance of each standard and indicator. Therefore, a complete evaluation standard can be formed only when the indicators, specific standards and weights of quality analysis are determined.

Based on the textbook compilation theory, three first-level indicators are determined: content selection, content organization and content presentation. Then, based on the textbook compilation theory, combined with the educational policies of relevant vocational education textbooks and the collation of relevant literature on evaluation criteria, and referring to the domestic and foreign textbook quality evaluation standards and the construction of vocational education textbook quality evaluation standards, etc. The evaluation standard of teaching material quality for specialized courses in higher vocational education is preliminarily established.

3.2. Key metrics for content selection

(1) The relevance of the content

The appropriateness of the content is the degree of suitability between the content of the textbook and the users of the textbook. The content selection of professional course textbooks in higher vocational education must meet the needs of teachers' teaching and students' learning and be consistent with professional teaching standards. The total content of professional series textbooks should be equal to or greater than the teaching content in professional teaching standards. The breadth of each textbook should be appropriate, the depth should be moderate, the class time should be balanced, and the relationship between the three should be well coordinated. At the same time, due to the core position of practical knowledge in the textbooks of specialized courses, the selection of different types of knowledge should be analyzed according to specific courses, and can not be biased to one kind of knowledge.

(2) The timeliness of the content

The Times are changing rapidly, and the content of teaching materials should also be changed. The publication cycle of "update every three years" has been unable to keep up with the pace of The Times, the content is old, and the knowledge is not updated in time, which is the "common problem" of vocational education textbooks. At present, the rapid transformation and technological upgrading of the industry have brought new uncertainties to vocational knowledge. Textbooks for specialized courses of higher vocational education must adapt to changes in post ability, and textbook writers must always pay attention to changes in the industry and keep up with industrial demand. When new knowledge, new technology, new norms and new standards appear, textbooks should always be ready to update and replace. Keeping pace with The Times can help students quickly adapt to the employment situation.

(3) The correctness of the content

Correct content is the lowest standard to judge the quality of teaching materials, which mainly

includes two aspects: ideological correctness and knowledge science. Ideological correctness is to carry out the fundamental goal of cultivating morality and educating people. It requires that the content of professional courses in higher vocational education should be free of political errors, reflect the national ideology, guide students to establish correct three views, and penetrate the professional quality education. Knowledge science requires that the basic concepts and basic knowledge related to the profession are described correctly, the basic technical specifications are described accurately, the quoted materials and data sources are reliable, the professional terms are used appropriately, and the case selection is in line with the actual production.

(4) Professional content

In order to distinguish the teaching materials of professional courses in higher vocational education from the undergraduate teaching materials, we must highlight their own professional characteristics, rather than just thinning the undergraduate teaching materials. The content of the textbook should be employment-oriented. When selecting the type of knowledge, theoretical knowledge should be related to the job position, and practical knowledge should not only reflect the knowledge of the working situation, but also the knowledge of the working method. The sample questions should be selected around the job position as far as possible, and the exercises should be designed around the real problems in the production line, so as to give full play to the effectiveness of theoretical knowledge and highlight the core position of practical knowledge. Maximize the value of knowledge in teaching materials. In addition, the content of the textbook should also be linked to the vocational qualification certificate, so that students can get a "stepping stone" to the relevant career while obtaining a higher vocational graduation certificate.

(5) Systematic content

Teaching material is a "structure", its integrity can not be ignored, whether it is the lack of elements or not closely linked, will halve the effectiveness of the selected knowledge content. Therefore, the content of the textbook needs to be systematic, complete in style structure, complete in contents, introduction, teaching objectives, text, exercises, summaries, etc., proper preparation between the front and back chapters, reasonable expansion, and close connection, in order to become a complete textbook.

3.3. Organization logic of textbooks for specialized courses

There are two principles of content organization: one is discipline logic, and the other is the law of cognitive development. The teaching materials for specialized courses should break the discipline logic and follow the career logic that reflects the structure of work tasks.

(1) Show career logic

Career logic is the key to the content organization of teaching materials for professional courses in higher vocational education. To organize teaching materials content according to career logic, we must always focus on the working process and take the work flow of the post as the main line. The compilation of professional basic course textbooks should follow the law of professional ability development, the core course textbooks should organize the content of work logic as the main line, and the overall structure should be consistent with the job post, and the professional extension course textbooks should be related to the work task. The career logic of different majors should be different. For example, the main logic line of the teaching material of mechanical manufacturing should be the process of parts processing. For food and beverage service teaching materials, the logical main line should be the working situation of real cases; For computer application teaching materials, the main logic line should be the operation steps of the work program. Only by compiling textbooks around typical tasks or projects can we break the shackles of discipline system and highlight the type characteristics of vocational education textbooks.

(2) Follow the rules

Teaching law is the essential, universal and necessary connection in teaching phenomenon, which has a definite role in teaching activities. (2) When the teaching materials of professional courses in higher vocational education take vocational logic as the main line, they also need to conform to the law of education and teaching, with clear teaching objectives, prominent focuses and reasonable slope;

The teaching content conforms to the actual production and is convenient for teachers to organize and arrange; The teaching methods are diverse, the teaching suggestions are reasonable and match with the teaching content; The teaching resources are abundant and fit with the teaching material system; Teaching evaluation is comprehensive, reasonable and operable.

(3) Consistent with cognitive development

Cognitive development includes the general law of psychological development and the unique law of psychological development, and the general law of psychological development includes sequence, difference, stage, continuity and imbalance, etc. These characteristics require that the teaching materials of specialized courses in higher vocational education should be organized step by step, the knowledge points should be deepened gradually, the slope should be reasonable, and the age characteristics of higher vocational students should be considered. When compiling the course materials for higher vocational education, it is necessary to take into account the law of students' learning and development, not only pay attention to the learning psychology of higher vocational students in the level of education, but also consider the characteristics of vocational students' learning psychology and the differences between them and other peers.

3.4. The manifestation of professional course materials

The presentation methods of textbook contents, including illustrations, tables and text, directly affect the efficiency of knowledge transmission of textbook materials, help teachers master the contents of textbooks and clarify the teaching objectives, inspire students to think, and contribute to the formation of teaching effects and learning outcomes. The presentation of teaching material content is an important index of teaching material quality. Make the following requests:

(1) Harmony of text and text

The harmony of text and text is reflected in the relationship between text and text. In the teaching materials of higher vocational education, to ensure the harmony of charts and graphs, we should use colorful, three-dimensional and clear charts and graphs as much as possible. The position of the chart should be appropriate, and the text should not cover each other, not separate pages, and the corresponding text description should be attached near the chart; The choice of chart type should be practical, can accurately reflect the content of the textbook, and improve the teaching efficiency; The chart should be consistent with the content of the textbook and closely cooperate with it to deepen students' understanding of the content.

(2) The chart is scientific

The teaching material is endowed with special authority because of its educational function, so there can be no scientific error, whether it is text or chart. ② Compared with text, graphs are more intuitive and can convey information quickly and succinctly and attract students' attention. Some charts have played a role in the demonstration of operating procedures, and some charts have played a role in explaining professional knowledge and work processes. Whether it is demonstration or explanation, it has a certain seriousness. It is necessary to ensure that the charts are accurate, scientific in content, and can correctly reflect the actual work, in line with objective facts and common sense of life.

(3) Normalization of expression

The standardization of language expression is the basic index to evaluate the quality of teaching materials. The standardization of expression is also listed as one of the indicators, which is specifically manifested as rigorous and accurate text expression, no wrong words and sentences, standardized use of language symbols, expression in line with grammar rules, written language style, and expression style consistent with professional.

(4) Simplicity of expression

Simplicity is the highest state of language expression, simplicity is simple, concise, clear, expression to achieve concise and clear double standards, that is, use the least language to accurately and clearly express the most information. Use simple and clear language, avoid long sentences and difficult words, and pay attention to the connection between short sentences; The language expression should be summarized and refined.

4. Analysis of The Problems and Causes in The Selection of Teaching Materials

4.1. Students lack subjectivity

Vocational education in the new era is based on innovative education, focusing on the development of students' subjectivity and personality, and cultivating innovative talents with healthy body and mind. Students have no self-learning consciousness, rigid learning thinking, and low participation in textbook management.

Students are not clear about the establishment of long-term learning goals, the completion of learning tasks and the cognition of learning objectives. Do not know the information about the selection of teaching materials. Students' willingness to understand the selection of professional textbooks is low, students think that "it has nothing to do with themselves", the school chooses what textbooks to use, do not care about how the selection of professional textbooks. The separation of textbook selection management activities from students can not realize the student-centered teaching purpose.

The use of professional textbooks is mainly concentrated in the classroom, with a low usage rate and improper use method. Professional textbooks have the most basic and common theoretical basis of the major they study, and can guide students to understand the professional development and the structure system of professional knowledge from macro and micro aspects. If we do not pay attention to the use and study of professional textbooks, we cannot complete the entry stage of our major.

Learning motivation is a kind of motivation tendency that guides and maintains students' learning behavior and directs it to a certain academic goal. It contains two components: learning needs and learning expectations. Lack of understanding of professional courses, learning directions and professional development, and low participation and enthusiasm in acquiring professional knowledge and teaching activities. Students are not clear about the establishment of long-term learning goals, the completion of learning tasks and the cognition of learning objectives. The understanding of their own learning subjectivity is not clear, and most students' professional learning is still in a passive state of acceptance.

4.2. The content of teaching materials is updated slowly

Vocational colleges mainly train application-oriented innovative talents to adapt to regional development. There are differences in the training specifications and levels between vocational colleges and affiliated colleges. It is one-sided to believe that the higher the quality of students cultivated by using well-known teaching materials. Ignoring their own development specifications and the law of students' physical and mental development, the use of professional textbooks has a deep theoretical level, which makes it difficult for students to learn and their interest in learning is not high, and the content of professional textbooks is derailed from professional practice.

The lack of effective supervision and evaluation, the management and supervision of colleges and universities, and the attitude and ability of teachers in classroom teaching directly affect the interest level and cognitive ability of students in their major. While attaching importance to academic and scientific research, ignoring teaching, respecting students' freedom of learning and life, and giving students a great deal of space, they neglect effective supervision and evaluation of students' learning activities, and over-emphasize students' freedom under correct guidance, resulting in generally low degree of academic challenge for students.

The content of the textbook is updated slowly, the form is obsolete, and it is derailed with The Times. The content of professional teaching materials is updated slowly, and the coordination between the content of teaching materials and the needs of social development is not high. Higher education is moving towards informatization and science, constantly innovating the latest educational and teaching methods and technologies, and coordinating the knowledge and content of professional textbooks with social development, keeping pace with The Times and constantly updating. At present, the content of teaching materials is updated slowly.

4.3. The form and content of occupation logic are not unified

The standards for organizing the content of teaching materials should reflect the career logic,

follow the teaching law, and conform to cognitive development.

The preamble of statistical sample teaching materials presents the writing idea of career logic as the main line, but the real content of more than 80% statistical teaching materials is very different from the preamble.

The project in vocational education is a specific occupational activity, such as a specific product, service or decision, and the task does not refer to a specific job task, but the job responsibilities of the post. The presentation of career logic in teaching materials can be transformed into the step-by-step analysis and promotion of "project - task - career ability", corresponding to the "chapter - section - class" hierarchical structure of discipline logic. Although 25% of teaching materials are written in the "project-task" structure, in essence, the understanding of projects and tasks is incorrect, and the traditional chapters are simply replaced with "project-task", but the logic of knowledge structure and content organization does not change, resulting in "project-task" becoming a "decoration". It does not express the connotation of vocational competency-based education.

Career logic not only needs to be reflected in the hierarchy of "project - task - career ability", but also needs to be reflected in the internal of each level. First of all, the projects should be sequenced and carried out according to the working logic of the professional field, such as the mechanical processing major to carry out the project design with typical parts as the logical main line. The career logic of different majors is different. For example, the mechanical and electronic majors with product as the main logic line mostly use the cyclic task mode; The computer application majors with the operation program as the logical main line mostly use the hierarchical task mode; Majors such as hotel service and management, which take typical work scenarios as the logical main line, mostly use the decomposed task mode.

5. Countermeasures to Optimize the Management of Textbook Selection

5.1. Strictly control the quality of teaching materials

As the carrier of knowledge, teaching material is an important tool for cultivating talents and imparting knowledge. It has the function of stabilizing teaching order, guaranteeing teaching quality, innovating teaching content and leading teaching direction. In order to ensure the quality of personnel training, we must recognize the importance of teaching materials in educational activities

The importance of strictly controlling the quality standards of the selection of teaching materials.

Choose high-quality teaching materials. Strictly follow the Ministry of Education's principles for selecting textbooks, which state that "any selection must be reviewed, quality must come first, emphasis must be placed on suitability, and fairness and justice must be upheld." After the teacher makes a list of alternative teaching materials, it is necessary for the teaching and research office, the college and the teaching materials department to discuss and review step by step, and the relevant leaders to confirm and approve.

It is a very effective quality assurance measure to establish a feedback mechanism, eliminate inferior teaching materials, and conduct a follow-up investigation on the quality of selected teaching materials. At the end of each semester, teachers and students are invited to evaluate the textbooks used in this semester, and those that do not meet the evaluation indicators or do not feel good about the use of teachers and students are not allowed to order the next time the textbooks are ordered, so as to ensure the quality of the textbook selection.

Teaching materials management personnel improve professional level and professional ability, fully understand the training objectives and teaching plans of each major, clear thinking, in order to put forward reasonable opinions on the construction of teaching materials. Strengthen the construction of new form teaching materials

The new form of teaching materials is the traditional paper-based teaching materials + digital resources, in which the digital resources are presented by the Internet and mobile Internet. The digital teaching resources mainly include the following parts: audio and video files, electronic courseware, training program, education syllabus, knowledge graph, virtual simulation project, big data model, etc. Compared with the traditional paper textbooks, the new form of teaching materials has more

advantages and students can read them more conveniently. With the support of technology, digital resources can be updated more quickly, and can be extended at any time, easy for students to learn.

Digital environment construction is strengthened, namely soft environment construction and hard environment construction. The digital soft environment is the cultivation of index word literacy and the enhancement of the cognitive level of the new form of teaching materials. Hard environment refers to the construction of digital teaching environment, including stable and reliable network information platform, digital teaching facilities, teaching resource system and powerful technical support system. Integrating digital teaching materials into learning in digital environment and deeply integrating digital teaching materials with other digital learning platforms greatly increases the application range of new and new forms of teaching materials.

Create the teaching mode of the new form of textbooks. It is necessary to provide relevant teaching and learning environment to support students' self-learning mode after class. The new teaching materials are providing the learning platform and conditions for this teaching mode. In addition, teachers must change their ideas to drive the change of curriculum teaching under the new form of teaching materials. The new form of teaching materials without teachers' approval lack vitality. Teachers should carefully study how to apply digital teaching materials to the classroom and how to make the best use of digital teaching materials. [7]

5.2. Improve the efficiency of teaching materials management

Teaching material management should not only have excellent professional ability,

They should also have strong professional ethics and broad professional qualities, accurately grasp the goals of vocational education and teaching activities in colleges and universities, and scientifically distinguish the vocational level of teaching materials from the actual needs of each profession.

Textbook management information system is improved. The information management of college textbooks is based on computer network technology to realize the efficiency, speed and convenience of information transmission. It is necessary to strengthen the hardware and software investment of teaching materials management, reduce the transactional work of teaching materials management, and improve the management efficiency.

On the basis of establishing the teaching material management information system, the management personnel's operation ability of information technology is trained. It is necessary to continuously create carriers and channels, strengthen the training of existing personnel, and continuously improve the comprehensive quality and business ability of teaching materials management personnel by holding training courses, expert lectures, etc., or through micro-video, MOOCs and other online teaching methods. In order to improve the business ability, in view of the problem of aging personnel and slow knowledge update, the training of network information ability should be strengthened, so that the management personnel of college textbooks can keep up with the pace of development of The Times and adapt to the new requirements of management work. On the other hand, we should pay attention to the cultivation and shaping of professional spirit.

5.3. Optimize the incentive mechanism of textbook evaluation

Teaching material evaluation mechanism is a set of indicators to reflect the quality of teaching materials established according to appropriate principles. Teacher review: the adaptability of teaching materials, including the degree of adaptation to the syllabus and teaching objectives, including the teachability of teaching materials and students, whether the teaching materials are conducive to students' self-study, whether the structural framework is arranged properly, and so on.

The expert review should have a certain ideological height, mainly examining the academic content of the textbook, the systematic structure, the logic of the thought, the innovation of the style, the standardization of expression, the standard of graphic printing and so on.

Student evaluation: From the perspective of personal experience, including the standard degree of text used in the textbook, the degree of correlation between the teacher's teaching content and the textbook, and whether the depth and height of the content are suitable for the cognitive law of students.

6. Conclusion

The core quality of teaching materials for professional courses of higher vocational education is the content quality, which is embodied in five aspects: the appropriateness of the content, The Times of the content, the correctness of the content, the systematization of the content, especially the correctness and the professionalism of the content.

Problems in the quality of teaching materials selection: lack of standards in content selection leads to poor practicability of teaching materials. The logic of the content organization is confused, resulting in the main line of the teaching material is unclear. The content is presented in poor harmony, resulting in poor readability of teaching materials.

According to the industry standards, teaching standards and talent training programs, grasp the breadth, depth and difficulty of the knowledge of the content of the textbook, establish the entry standard of the textbook writer, and ensure the quality of the textbook.

The selection of textbook content is based on: modern curriculum theory, analysis of professional post tasks, relevant professional ability, corresponding work flow organization content, with career logic as the main line; Teaching law, student cognitive development law. The content of the textbook includes three basic factors: "industry, subject and student", with career logic as the main body and teaching logic as the auxiliary.

Through sorting out, analyzing and constructing the existing basic theories of textbook management, a theory that can be applied to textbook management is established to form a more systematic theoretical system that conforms to the practice of textbook management, so as to effectively play a good reference role in textbook management.

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