

Cultivation of Innovative Thinking Ability in Computer Basic Teaching of Higher Vocational Education

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Abstract: With the deepening reform of China's education field, the demand for talents in society is increasing, and meanwhile, the requirements for talents are also raised. The current society not only requires talents to have solid professional knowledge and good quality, but also requires talents to have certain innovation ability. In this context, higher vocational colleges, as an important educational institution to cultivate social practical talents, have received extensive attention from all walks of life. With the rapid development of information technology, computer basic teaching in higher vocational colleges is particularly important, and how to cultivate students' innovative thinking ability in computer basic teaching has become the key problem faced by higher vocational colleges. Based on this, this paper analyzes the cultivation of innovative thinking ability in computer basic teaching in higher vocational colleges, aiming at promoting the all-round progress of students.

1. Introduction

In recent years, with the continuous progress of science in China, information technology has been widely used in production activities in all walks of life. In this context, the society requires talents to have a certain ability to apply information technology. If students want to fully grasp basic computer knowledge and practical application ability, they should first improve their innovative thinking progress. However, in the current computer basic teaching activities of many higher vocational colleges, because of the influence of traditional teaching ideas, teachers focus more on the explanation of theoretical knowledge. This not only fails to achieve good teaching results, but also is not conducive to the formation and progress of students' innovative thinking ability. Therefore, higher vocational teachers should change their teaching ideas, fully focus on the importance of cultivating students' innovative thinking ability, and actively adopt various measures to stimulate students' innovative thinking in computer basic teaching, so as to promote students' better progress.

2. Build a Professional Computer Basic Teaching Team

If higher vocational colleges want to effectively foster and improve students' innovative thinking ability in computer basic teaching activities, they should first build a professional teaching team ^[1]. The teaching level and thinking of higher vocational teachers affect the teaching effect and quality of computer basic teaching activities to a certain degree. Only when teachers in higher vocational colleges fully realize the significance of cultivating students' innovative thinking ability can they actively adopt various measures to effectively cultivate students' innovative thinking ability in computer basic courses. First of all, higher vocational colleges should specifically analyze the current teaching work and level of computer teachers, find out their shortcomings, and carry out targeted education and teaching training activities. This can not only strengthen the attention of higher vocational teachers to cultivating students' innovative thinking ability, but also improve the quality and efficiency of computer teaching. Secondly, higher vocational colleges should also carry out teaching activities with other schools, and encourage teachers to go deep into other schools for

teaching exchanges and experience sharing, so that higher vocational teachers can actively learn from the excellent computer basic teaching experience and mode of other schools, and then carry out specific teaching activities in combination with the current teaching situation of higher vocational colleges. Finally, higher vocational colleges should improve the welfare of talents, actively introduce talents with professional computer knowledge and rich teaching experience to participate in computer basic teaching, so as to improve the current level of computer basic teaching and strengthen the construction of teachers [2].

3. Improve and Innovate Teaching Forms

As a subject with both theoretical knowledge and practical skills, the teaching form of computer basic course is the key factor to achieve good educational results. A good teaching form can effectively attract students' interest in learning and enthusiasm for participation, which is greatly essential to foster and enhance students' innovative thinking ability. However, in terms of the current teaching activities of computer basic courses in higher vocational colleges, many teachers still choose to use theoretical knowledge to explain teaching activities because of the influence of traditional teaching ideas. This single teaching form not only fails to achieve good teaching results, but also reduces students' interest in studying basic computer knowledge. Therefore, if higher vocational colleges want to foster students' innovative thinking ability in computer basic teaching, they should improve and innovate teaching forms. Higher vocational teachers can innovate teaching situations [3], which mainly refer to the teaching content related to students' actual life set by higher vocational teachers according to the teaching content. This can not only stimulate students' interest and enthusiasm in studying, but also help them establish their sense of innovation. For example, when explaining flash animation production and content design, teachers can set up teaching situations according to teaching content. They can show pictures of dogs, and let students design animation based on this theme. In this way, higher vocational teachers can introduce the concept of flash animation and relevant production points in the process of students' thinking, so as to help students recognize and master relevant knowledge. In addition, students can also get effective thinking innovation while thinking and designing animation, which is greatly essential to foster and enhance students' innovative thinking ability.

4. Enrich and Expand Teaching Content

Teaching content is an essential carrier for disseminating theoretical knowledge and practical skills, and it is also greatly significant for fostering and improving students' innovative thinking ability [4]. Therefore, if higher vocational colleges want to foster and improve students' innovative thinking ability in computer basic teaching, they should also enrich and expand the teaching content. At present, many higher vocational teachers rely more on books and textbooks to develop computer basic teaching activities, which not only leads to the rigidity and formalization of computer basic teaching activities, but also reduces students' interest in studying. Even some students will think that computer basic teaching is to follow the book, and they can recognize and master the teaching content by reading books themselves. This misconception of students leads to their lack of concentration, playing mobile phones, learning other subjects, and even skipping classes in actual teaching activities, which not only hinders the formation and progress of students' innovative thinking ability, but also affects the smooth development of computer basic teaching activities. First of all, higher vocational teachers should break the shackles of traditional teaching ideas, jump out of books and textbooks, and fully use multimedia to effectively expand and extend the teaching content. For example, when explaining PS filter adjustment, teachers can use multimedia to find filter types and adjustment methods, so as to broaden students' vision and enrich their computer knowledge system [5]. Secondly, teachers should focus on students' dominant position in teaching content design, fully assume the role of a guide, leave more space for students to play in content design, and then foster and enhance students' innovative thinking ability. For example, when learning EXCEL table making, teachers should guide students to explore independent learning. In

this process, teachers should guide students appropriately, so as to help students recognize and master production skills more deeply. This can not only enhance students' mastery and application of basic computer knowledge, but also improve students' computer innovative thinking ability.

5. Integrate Theory with Practice and Develop Teaching Practice

Teaching practice can effectively test students' recognition and mastery of basic computer knowledge, and then help teachers to improve teaching plans. In addition, teaching practice activities can also improve students' computer practice ability, so that students can innovate their thinking and ability in specific practical activities. The computer basic knowledge of higher vocational education is a practical subject. Only by focusing on students' computer practical ability can we effectively foster and enhance their innovative thinking ability. First of all, higher vocational teachers should develop teaching practice activities in combination with the majors students learn. For example, when learning the production and statistics of data tables, teachers can organically combine them with different majors^[6]. For example, for students majoring in journalism, teachers can let students make statistics and records of the development trend of new media in recent years and common new media types in the form of tables. This can not only improve students' professional practice ability, but also foster students' computer innovation consciousness in this process. Secondly, teachers should actively organize various computer practical activities and encourage students to participate widely, so as to foster and improve students' innovative thinking ability. For example, in the computer network security competition, web page design, official account innovation and typesetting, students can stimulate their interest in learning and innovation consciousness, and effectively improve their innovative thinking ability.

6. Develop Group Learning to Improve Students' Innovative Thinking Ability

The current computer basic teaching mode in higher vocational colleges should no longer be able to meet the learning needs of students, and even hinder the progress of students to a certain degree. In the traditional teaching mode of computer foundation, teachers in higher vocational colleges use the indoctrination teaching method of "teachers speak and students listen". The theory of computer foundation knowledge is strong, and students can only deepen their recognition and mastery of teaching content by asking teachers. The group learning mode can break the limitations of the traditional teaching mode, enable students to conduct in-depth discussions on the teaching content in group learning, and then help students to dig deeper into the deep value of the teaching content and foster students' innovative thinking ability^[7]. For example, when developing computer basic teaching activities, teachers can set questions according to the teaching content, and then divide students into multiple learning groups to discuss and analyze the teaching problems, and tell the content and meaning of the conclusions. In addition, teachers should also mobilize students' enthusiasm for participation in the form of integral rewards, so as to comprehensively improve students' innovative thinking ability.

7. Conclusion

To sum up, it is very necessary to cultivate and enhance students' innovative thinking ability in computer basic teaching in higher vocational colleges. This is not only the inevitable trend of deepening the reform in the field of education in China, but also the proper meaning of improving the quality and efficiency of computer basic teaching activities and promoting the all-round development of students. Only when students have good innovative thinking ability in the process of learning basic computer knowledge can they understand and master basic computer knowledge more deeply and use computer knowledge more flexibly in practical activities. Therefore, higher vocational teachers should change their teaching ideas, and effectively cultivate and enhance students' innovative thinking ability in computer basic teaching activities by improving and innovating teaching forms, enriching and expanding teaching contents, and carrying out teaching

practice activities, so as to promote students' better progress.

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