

# Teaching Paths of Implementing Five-Year Computer Basic Course in Higher Vocational Education under the Perspective of Curriculum Ideology and Politics

Ying LIU

Jiangxi Vocational Technical College of Industry&Trade, Nanchang, 330038 Jiangxi, China

L18107912963@163.com

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**Abstract:** Curriculum ideological and political education refers to an overall teaching concept that organically combines various teaching courses with ideological and political education in the form of whole staff and whole process. This is not only a new requirement for teaching institutions and educators in the new era, but also an important way and means to effectively cultivate and improve students' ideological and moral quality. As an important birthplace of cultivating practical talents with professional skills and professional qualities, it is very necessary for higher vocational colleges to develop curriculum teaching in the perspective of curriculum ideology and politics. This can not only improve the quality and level of teaching, better promote the development of higher vocational education, but also promote the professional quality of students and promote their progress. Based on this, this paper makes a concrete analysis of the teaching path of the five-year higher vocational computer basic course in the perspective of curriculum ideology and politics, to promote the overall progress of higher vocational students.

## 1. Introduction

Computer course is a basic course in the current five-year higher vocational colleges. Its main teaching purpose is to foster and improve the understanding and mastering ability of higher vocational students on information technology, and then train modern technical personnel for the society<sup>[1]</sup>. Owing to the continuous progress of science and technology in our country, the demand and requirements of the society for talents are constantly improving, which not only requires talents to have a solid professional foundation and professional skills, but also requires talents to master certain information technology. At present, information technology is widely used in the production and development of all walks of life. Students can effectively improve their social competitive advantage by mastering certain information technology. Therefore, the teaching of computer basic courses in five-year higher vocational colleges has been widely concerned by all walks of life. The computer basic course not only involves a lot of professional knowledge, but also includes laws, values and other aspects. Therefore, it is very important to introduce the course ideology and politics into the computer basic course.

## 2. Stimulate Students' Enthusiasm for Learning from the Perspective of Curriculum Ideology and Politics

The five-year higher vocational education is an essential part of vocational education. It is mainly for junior high school graduates to carry out relevant professional training, so as to cultivate practical talents with professional skills and professional qualities for the society. The biggest teaching feature of the five-year higher vocational education is to focus on the cultivation of students' professionalism and personality development, and at the same time, it emphasizes the positive ideological guidance of students to help them form a correct outlook on life and career<sup>[2]</sup>. However, the students in junior high school are more impetuous, and some students are still in adolescence, so they are more prone to rebellious psychology and behavior. At the same time, the learning ability and self-control ability are weak, which leads to students' failure to correctly

understand the importance of education and teaching activities, and even leads to some students' inattention in class, learning other subjects, playing mobile phones, skipping classes, etc. At present, many five-year higher vocational colleges adopt the traditional theoretical teaching methods when carrying out the teaching of computer basic courses. The computer basic course is a course with strong theoretical and practical nature. The unitary teaching method is not only not conducive to students' recognition and mastering teaching knowledge, but also reduces students' interest in learning.

The integration of curriculum ideology and politics into computer teaching can help students form a correct learning attitude, cultivate students' learning enthusiasm, and then enhance students' learning interest and enthusiasm<sup>[3]</sup>. First of all, higher vocational teachers should change their teaching concepts, not only to help students recognize and master computer basic knowledge, but also to focus on students' learning needs and interests, and then formulate targeted computer basic knowledge teaching plans to improve the interest of teaching activities and effectively attract students' learning attention. Secondly, in the process of sorting out teaching resources, higher vocational teachers should deeply explore the ideological and political knowledge contained in the teaching content, and then guide the students in the actual computer teaching process, so that students can form a right recognition of the computer basic knowledge course, and then cultivate students' learning concepts and attitudes, and stimulate students' enthusiasm for learning. Thirdly, higher vocational teachers should break the traditional computer teaching method, add practical teaching, cultivate students' computer application ability, encourage and guide students during practice, help students build up self-confidence in learning, and stimulate students' interest in learning.

### **3. Promote Students' Patriotism in the View of Curriculum Ideology and Politics**

In the face of the network information of good and bad, higher vocational students are extremely vulnerable to negative thoughts in their computer basic knowledge learning activities, which will lead to their wrong ideas and even affect their learning activities<sup>[4]</sup>. Most of the students in the five-year higher vocational colleges are junior high school graduates. The whole student group is young and has little social experience. At the same time, they are in the critical period of forming the outlook on life and values. Under this background, students' contact with computer basic courses is mostly caused by curiosity and interest. Although this can promote students to actively participate in the teaching process of computer basic theories, it is also an essential factor affecting the formation of students' values. In addition, due to the late development of science and technology in China, the teaching software used in computer basic teaching in many five-year higher vocational colleges is from abroad. In the actual teaching process, it is inevitable to introduce the development history of computer software, which will also cause the wrong psychology of blind worship of students to a certain extent. Owing to the deepening of China's foreign reform policy and the progress of economic globalization, more and more Western ideas flow into China, affecting the ideological development of students through the form of network information, and even causing students to reduce their enthusiasm for their motherland, resulting in the problem of worshipping foreign countries and fawning on foreign countries.

Carrying out computer basic knowledge teaching activities in the ideological and political field of curriculum can enhance students' patriotism, and then help students form a correct outlook on life and values. It is of great significance for students' personal progress and professional development. When the teachers explain the basic knowledge of computer, they can introduce the development trend of Chinese computer to the students, especially the supercomputer with tens of billions of operations per second that will be built in China, so that the students can fully understand the scientific and technological level and comprehensive national strength of China<sup>[5]</sup>. In addition, when introducing the history of computer development, higher vocational teachers can also enhance the students' national pride by introducing the calculation tools and methods of the Shang Dynasty, so as to stimulate their interest and enthusiasm in learning and effectively enhance their patriotic feelings. Higher vocational teachers should also combine the current development level of science

and technology in China, make scientific and technological prospects with students, and introduce the market demand for information technology to students, so that students can fully recognize the importance of learning basic computer knowledge. For example, higher vocational teachers can tell students that the current society needs not only senior computing engineers, but also a large number of practical talents with professional ability and information technology knowledge. In this way, students can not only understand the strong development of the country, stimulate their patriotism, but also guide them to participate in the teaching of computer basic knowledge more actively.

#### **4. Broaden Students' Knowledge Horizons from the Perspective of Curriculum Ideology and Politics**

The teaching content of computer basic knowledge involves related knowledge of different majors, including but not limited to information technology, software design, network application, etc. Therefore, the cross-domain nature of computer basic knowledge is strong, and students need to have a rich knowledge system<sup>[6]</sup>. However, the current five-year higher vocational colleges put more teaching energy and emphasis on how to improve students' learning achievements and application ability when carrying out computer basic courses, and then ignored the expansion of students' knowledge. In addition, most higher vocational teachers rely more on the contents of books and textbooks to carry out teaching activities when teaching computer basic knowledge. This not only fetters students' learning thinking, but also is not conducive to students' improvement of their own knowledge content, and hinders students' comprehensive development. At the same time, carrying out computer basic knowledge teaching activities based on books and textbooks also leads to scattered and fragmented teaching contents, which is not conducive to students' understanding and absorption, and further leads to students' inability to establish a complete computer knowledge system, reducing the quality and efficiency of computer basic knowledge teaching.

When carrying out computer basic knowledge teaching activities from the perspective of curriculum ideology and politics field, higher vocational teachers should break the shackles of traditional teaching methods, jump out of books and textbooks, extend computer basic knowledge in class, and broaden students' knowledge horizons. For example, when explaining the operation mode of Windows, higher vocational teachers can cite the development history of Windows, how Bill Gates protected his copyright and other teaching cases to help students understand and master computer teaching knowledge<sup>[7]</sup>. In addition, when teaching computer basic knowledge, higher vocational teachers can also popularize the rules of network use and network law to students through case analysis, so as to improve students' legal awareness and effectively cultivate students' correct network concept and behavior. When explaining the advantages and characteristics of office software, higher vocational teachers can also compare and analyze foreign software with domestic office software, so that students can clearly understand the development history of office software and enrich their computer knowledge system.

#### **5. Conclusion**

Owing to the progress of science and technology in China, information technology has gradually penetrated into people's daily life. On the one hand, it has facilitated people's life activities, and on the other hand, it has also led to the massive and complex network information. In the face of the uneven network information, it is very necessary to integrate the curriculum ideology and politics into the computer basic curriculum of five-year higher vocational education. This can not only improve the teaching quality and level of computer basic courses, improve students' professional skills, but also help students form correct network concepts and professional qualities. Therefore, under the guidance of curriculum ideological and political teaching concept, higher vocational colleges should play the role of curriculum ideological and political education in the teaching of computer basic courses through organic integration of teaching contents, strengthening teaching practice, and expanding students' knowledge, so as to promote the overall progress of students.

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