

Research on the Teaching Reform of Computer Application Foundation Course in Higher Vocational Colleges Based on the Development of Higher Education

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Abstract: the Basic Education of Computer Application in Higher Vocational Education is an Important Guarantee to Train Computer Application Talents and Enhance the Employment Competitiveness of Higher Vocational Students. the Computer Teachers in Higher Vocational Colleges Should Recognize the Development of the Society. the Society is Not a Traditional One. in the Information Age, the Intake of Knowledge is Not Only Books, Teachers and Friends, Most of the Knowledge Comes from the Network. When Students Have a Certain Problem-Solving Ability, through the Comprehensive Case Teaching, the Main Points of the Course Are Integrated, Repeated Practice, and Gradually Transition to the Method of Self-Study Based on Students, Supplemented by Teacher Teaching. Start with a Core Professional Course, Mature One, Build One, Keep Building, Apply, and Improve. as the Old Teaching Methods and Models of Computer Application Technology Specialty in Higher Vocational Colleges Can Not Meet the Needs of the Current Society and Students' Learning Needs, We Must Reform Them.

1. Introduction

The Basic Education of Computer Application in Higher Vocational Education is an Important Guarantee to Train Computer Application Talents and Enhance the Employment Competitiveness of Higher Vocational Students [1]. from the Feedback Situation, There Are Many Problems in the Current Traditional Teaching Mode of Computer Application Technology Major in Higher Vocational Colleges, Which Has Seriously Affected the Training of Computer Professionals [2]. the Teaching Reform of Applied Technology Specialty Not Only Involves the Reform of Teaching Content, But Also Includes the Reform of Traditional Thinking of Computer Teachers and How to Cultivate Students' Learning Ability [3]. the Construction of Professional Teaching Standards Based on Professional Ability and Work Tasks, and the Task-Oriented Project Teaching Design Are New Ideas in the Project-Based Curriculum Reform in Higher Vocational Colleges [4].the Traditional Elite Teaching Method of “Speaking First and Then Doing, Only Talking But Not Doing” is No Longer Suitable for Higher Vocational Students, and Higher Vocational Teaching Reform is Imperative [5].

2. Construct a Reasonable Curriculum System and Adopt Teaching Methods That Conform to the Characteristics of Higher Vocational Colleges.

2.1 Timely Adopt Advanced Teaching Methods

For a certain “knowledge” field of knowledge, focus on selecting representative courses, forming professional core courses, and training students with case or engineering teaching methods [6]. Most students of computer application technology in vocational colleges are very I am eager to learn computer skills in a new environment, and many students have tried their best, but the learning effect is often not ideal [7]. It is necessary to develop students' ability to operate every computer knowledge on the computer in advance [8]. In a specific teaching environment, teachers organize and guide students to carry out teaching activities from theory to practice around the completion of the project. The teaching method of “integration of teaching and practice” is

implemented in the teaching of computer major, and the combination of theory and practice is completed in the professional training room. In addition, the current higher vocational colleges must carry on the scientific localization to the computer application specialty, clear the school running thought. At present, the teaching of computer application technology major in higher vocational colleges must be in line with the mainstream technology in the industry. The teaching goal should be to cultivate high-quality skilled talents who can quickly adapt to the needs of society. Only in this way can excellent computer professional and technical talents recognized by employers and society be cultivated.

2.2 Focus on Students' Self-Learning Ability Using the Internet

Computer teachers in higher vocational education should recognize the current social development. The present society is no longer a traditional society. The present society enters the information age. The intake of knowledge is not just books, teachers and friends. Most of the knowledge comes from the Internet. This can only be done in close collaboration between teachers and technical experts in the production line. The participation of enterprises is essential, and the ability and knowledge structure that students should have are the most clear only for enterprises [9]. Through a series of experimental exercises from practical work, the basic concepts, theoretical knowledge and technology of computer application are integrated into the experimental practice, so as to deepen the understanding and understanding of the course. All experimental exercises include all aspects of computer application (see Table 1). As can be seen from the above procedures, the process of “double-qualification” combination is the process of combination of production and education, and each step cannot be separated from the substantive participation of enterprise technicians, thus ensuring the close combination of professional theory and practice, reflecting the latest technology of enterprise production positions and being accurate and practical [10].

Table 1 Content of Teaching Experiment Course

Name of experiment	Number of experiments
Basic computer knowledge	2
Windows XP operating system	2
Computer network foundation	2
Document processing software Word 2003	2
Excel 2003	2
PowerPoint 2003	2
Page authoring software FrontPage 2003	2
Summary of computer application basic experim	1

3. Implementation and Expansion of Network Platform for Basic Computer Teaching Courses

3.1 Focus on Learner Motivation

Course center is a space for learners to learn autonomously. However, it also challenges learners' learning consciousness, which is a universal problem in online learning. Starting from the professional core courses, mature one subject, build one subject, continuously build, continuously apply and continuously improve. As the old teaching methods and modes of computer application technology specialty in higher vocational colleges can no longer meet the current social needs and the learning needs of students, reforms must be carried out. Can also play a role of competition and supervision by creating learning groups and forming learning partners to carry out collaborative learning. Sample can not only greatly improve the ability of students' autonomous learning and cultivate the sense of teamwork, but also achieve the goal of learning between students and between teachers and students. In addition, teaching mode, teaching method, assessment method and teachers' comprehensive quality are also important factors restricting the level of computer teaching in higher vocational colleges. In order to improve students' learning enthusiasm and teaching effect, we must carry out teaching reform.

3.2 Improve and Stabilize the Examination System

Different colleges and different teaching methods have significant differences in their scores. At present, the examination system is only able to achieve automatic scoring of objective questions, while the subjective questions are still mainly evaluated by teachers, which needs further improvement in the follow-up research. Teaching team is a group of teachers who take responsibility for each other in order to improve the quality and effect of teaching and promote the goal of teaching reform. When students have a certain ability to solve problems, through comprehensive case teaching, the main points of the course are integrated, practiced repeatedly, and gradually transitioned to the way of self-study by students and teaching by teachers. With the continuous improvement of the functions of the network platform, the sharing and exchange of curriculum resources will be realized to a greater extent, and the smooth progress of operation practice and curriculum testing will be promoted. Broaden the way for computer-based teaching. Since our school adopted the project teaching method in the 2008 class of students, teaching was incorporated into it through case by case. As shown in Figure 1, student performance has improved significantly. For courses with high operational requirements, the project teaching method should be a very good choice.

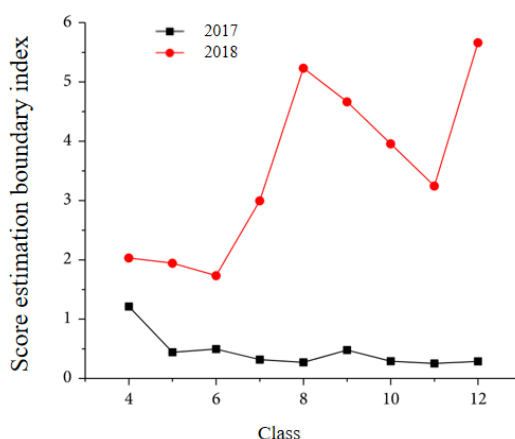


Fig.1 Student Performance

4. Conclusion

The basic computer courses in higher vocational colleges seem simple, but the reality is not satisfactory. The learning difficulties of higher vocational students in courses such as “fundamentals of computer application” come first from their lack of necessary perceptual knowledge of the knowledge they have learned. therefore, teachers must carefully design practical teaching links on computers. first, they must clearly define the content of the practice. second, they must carefully explain how to operate and what to pay attention to. third, they must do it by teachers, imitate by students, and at the same time, they must give individual guidance. finally, they must let students operate independently and give necessary help and guidance. With the rapid development of society, as the most close to the future development of students, the teaching content of this course is constantly expanding, and the update speed is very fast. How to let students learn the course well and make full use of this tool will be the direction we will discuss together in the future. As teachers in higher vocational colleges, they must have the courage to carry out curriculum reforms, update teaching concepts, try to explore new teaching methods, mobilize students' learning enthusiasm and initiative, summarize and accumulate in time, and cultivate application-oriented talents suitable for social development.

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