

Enhancing the Informatization Innovation Ability of Computer Education Reform

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Abstract: With the rapid development of the current information age, the society's demand for computer professionals is also increasing. However, the reform of computer teaching in higher vocational colleges needs to focus on social needs as the starting point to implement corresponding teaching work. At the same time, the development of computer teaching mode needs to take into account the needs of students' individual development and formulate corresponding teaching plans for students, to fully respect students' personalities and talents to carry out corresponding computer teaching, and cultivate more outstanding computer professionals for the society. This article briefly explores and analyzes the current computer majors in higher vocational colleges, the key points encountered in the teaching reform and the implementation strategies, in order to improve the teaching quality of the corresponding higher vocational colleges.

Keywords: Higher Vocational Education; Computer Education Reform; Innovation Ability

Although today's higher vocational colleges have completed the corresponding teaching reform tasks, the existing computer majors have also made corresponding adjustments and improvements to their teaching content. However, the corresponding teaching concept cannot be carried out in the teaching link in a timely manner. And the corresponding teaching model cannot be effectively carried out in the previous teaching environment. However, in the current computer majors in higher vocational colleges, while combining theoretical education and practical education, there is still a lack of corresponding quality education, and it is impossible to improve the quality of students in corresponding majors in an all-round way. Due to the expansion of enrollment in higher vocational colleges, there is a lack of relevant teaching resources, and the specific practical links of students need to be strengthened.

1. Current situation of computer teaching in higher vocational education

According to the current teaching mode of computer majors in higher vocational colleges, the corresponding teaching problems are more obvious. On the basis of improving teaching concepts and teaching models, higher vocational colleges should also fully consider students' active learning, curriculum-related settings, and teachers' professional capabilities.

Regarding students, because the students of higher vocational colleges have varying qualities and poor comprehensive strength, and the corresponding computer knowledge and related hardware cognition is not particularly sufficient; computers are often used as a tool for playing games in their eyes. I have not made a clear plan for my professional career in this major, so that in the learning link of the classroom, the corresponding learning is not paid much attention to. Therefore, I lack the initiative and enthusiasm for learning computer, and I have a certain degree of computer knowledge learning. The resistance is relatively superficial, and the final results are not ideal.

In terms of curriculum design, many contemporary higher vocational colleges have completed the teaching of the combination of theoretical knowledge and practice. However, some higher vocational colleges still use the traditional method of theoretical teaching. It is not that the corresponding schools are unwilling to carry out corresponding practical teaching. Due to the current expansion of higher vocational colleges, there is a shortage of both faculty and teaching hardware. Thus returning to the actual theoretical teaching link. As a result, students are unable to adapt to the workplace after completing their studies and fail to achieve the purpose of talent cultivation.

From the perspective of teachers, although there are some computer teachers with rich teaching experience in higher vocational colleges, they are not enough to support the huge teaching demand because they are a minority. In addition, due to the financial limitations of higher vocational colleges, it is unable to invest more resources in the training of new teachers, resulting in low overall quality of teachers. Moreover, the teaching force is relatively weak, and teaching cannot be carried out with students as the main body, and good teaching effects cannot be obtained.

2. Key points of computer teaching reform in higher vocational education

At present, the teaching reform of computer majors in higher vocational colleges requires in-depth research from two aspects. First, the local Ministry of Education needs to cooperate closely with schools and pay enough attention to teaching reforms. Schools should actively apply. Educational funds, and increase investment in computer majors in terms of software, hardware, and teaching staff. Improve the existing teaching foundation, strengthen the skills of teachers, bring students into practical teaching as much as possible, and guide students in computer learning with guided teaching methods, so that students can actively participate in the knowledge of the corresponding sections. In learning, and the school also needs to teach students in accordance with their aptitude, and formulate corresponding teaching courses for different students, which can meet the needs of students' personalized growth and development.

3. The reform strategy of higher vocational computer teaching

3.1 Change of teaching philosophy

As an important guiding ideology in teaching work, the teaching concept is mainly to conduct scientific and rational training of existing talents to achieve the purpose of adapting to the social environment. Therefore, higher vocational colleges need to actively change the corresponding teaching concepts, so as to formulate corresponding teaching models to provide teachers with unified teaching standards to train corresponding students. Schools should combine practice and theory to formulate basic teaching concepts, adapt to the current development of the computer industry in the society as the teaching guiding ideology, and create more social practice opportunities for students. It enables students to improve their knowledge of learning, and to practice the theoretical knowledge of computer science, so that they can have the quality of comprehensive computer professionals.

3.2 Change of teaching methods

In the traditional teaching mode, the computer professional teacher explains through a single knowledge, and then the students complete the corresponding knowledge absorption and acceptance to complete the corresponding teaching task. However, this kind of teaching method is still lacking in attracting students' attention, and it is difficult for students to actively participate in learning, and there is a strong resistance to the new teaching content. Therefore, the current teaching methods need to be improved. The current teaching should take students as the main body of teaching, and teachers should adopt the teaching mode of teaching less and doing more to carry out teaching work, so as to fully activate the atmosphere of the computer teaching classroom. For example, in the teaching link, teachers can set up the problems that students may encounter in the computer industry to carry out corresponding classroom discussions. This triggers the focus of classroom teaching and enhances students' interest in self-study. Secondly, teachers should properly carry out task-based teaching and give the initiative of learning to students. Teachers only need to pass corresponding assessments and precise explanations of knowledge points. In contemporary computer teaching, teachers should gradually transform from the role of lecturer to the role of guidance and guidance. In addition, in the teaching link, teachers should set up learning tasks that students are interested in, so that students can fully participate in the corresponding task teaching, and establish good confidence in their learning and work.

3.3 Improve the quality of teachers

The comprehensive quality of computer teachers determines the level of relevant professional teaching, and it is also a key factor in students' practical ability to cultivate knowledge application. Therefore, in the new teaching reform environment, schools need to pay enough attention to the training of teachers' professional ability. To provide computer teachers with training and practical opportunities, so that teachers' knowledge is at the forefront. At the same time, teachers improve their own teaching characteristics through continuous accumulation of teaching experience, and fully absorb advanced teaching concepts to respond to the current new demand for talents in the computer industry.

From the current point of view, although the higher vocational colleges have completed the teaching reform, the knowledge of computer teachers is not cutting-edge, and the skills taught by the relevant teaching content have gradually been abandoned in the actual work of the society, so the teaching knowledge and teaching concepts must be relatively advanced. Teachers play an irreplaceable role in this. Schools should arrange for teachers to go to the company for relevant exchanges, and invest as much as possible in the actual work of the company, and provide teachers with more work internship opportunities, so as to respond to the corresponding work. Practice content to improve corresponding teaching content.

3.4 Cooperative innovation

At present, in the process of developing higher vocational computer teaching, in addition to the need to change the corresponding teaching mode. The most important thing is to cultivate the ability of students to learn independently. At the same time, students also need to actively participate in the process of mutual discussion. Teachers can make full use of cooperative and innovative thinking to carry out corresponding teaching. Before opening computer courses, teachers can send corresponding teaching content to students in advance, so that they can prepare for the early stage. Later, in specific classroom sessions, students are divided into different groups to carry out group-style learning. Teachers then focus on explaining the corresponding knowledge points according to the students' autonomous learning in the group, to improve the efficiency of classroom interaction as much as possible, and return more classroom time to students, allowing students to complete autonomous learning and achieve a multiplier teaching effect.

4. Conclusion

At present, the purpose of setting up computer majors in higher vocational colleges is mainly to provide the society with more useful computer talents, so that students have a solid computer technology after entering and leaving the society, so as to adapt to the demand for talents in the social environment. In addition, it is imperative to reform the teaching of computer science. With the expansion of enrollment in higher vocational colleges, more and more students will flock to study in higher vocational colleges. Relevant schools should complete the improvement of software and hardware facilities and the construction of teachers in a timely manner, and at the same time actively improve existing teaching problems, fully respect the development of students' personality as the guiding ideology of teaching, change outdated teaching models in a timely manner, and use computers as much as possible diversified teaching measures to provide students with a good learning environment. At the same time, relevant technology teaching must ensure that it has the characteristics of the times and the cutting-edge of technology, so as to provide useful comprehensive computer talents for the development of today's society.

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