Research on Teaching Methods of Computer Education under the New Teaching Reform Mode

Song Wang

Guizhou Business College, Guiyang 550004, Guizhou China.

Abstract: With the continuous progress of society and the continuous development of science and technology, computer technology is also changing day by day. The purpose and requirements of computer education and teaching in colleges and universities must also be improved. Under the new teaching reform mode, computer education and teaching in colleges and universities must make some changes to adapt to the needs of social development, meet the needs of college students for computer teaching, enable computers to be more widely integrated into students' daily learning and daily life, and provide a more solid foundation for students' future development.

Keywords: New Educational Reform Mode; College Computer; Education and Teaching; Method Study

1. Introduction

At present, the demand for computer talents in China is becoming more and more tense, and the proficiency in computer technology such as examinations and work is a plus. Therefore, colleges and universities need to properly deal with the shortage of computer education teachers to change the computer teaching education; The teaching methods and contents are backward; There are many problems such as the single way of computer teaching assessment. It can enable students to apply computers to all fields of social life and their majors, and cultivate higher quality and high-level talents for social development to meet the needs of national economic development and construction.

2. Problems in computer education and teaching in colleges and universities

2.1 Lack of computer education teachers in colleges and universities

There are few teachers in computer major in colleges and universities, and computer courses are public courses, and students in each college need to learn. This leads to a very heavy amount of teaching courses in computer colleges and universities, and because the number of professional teachers is not large, teachers have a huge teaching task every semester, and teaching pressure increases sharply. Secondly, many teachers have a high degree and great ability. They have a thorough research on computers, but they are not graduates of normal schools. They can not give their lifelong knowledge to students. There are certain problems in the design of teaching process and teaching links. There is a big gap in teaching quality between teachers who have been educated by normal students and teachers who have major in teaching, In the actual teaching process, the teaching effect needs to be considered.

2.2 The teaching methods of computer education in colleges and universities are backward

Computer courses in colleges and universities mainly use multimedia. Teachers face a host computer and students face their own computers. The teacher's computer can control the student's computer. When the teacher explains, the teacher controls the student's computer for collective learning, followed by the students' actual operation and practice. In the whole teaching process, computer theory is mainly used, which can not be linked with the professional knowledge of students in various majors, and practical teaching content is less, lacking certain practicality. In the teaching process, there are still teaching hardware facilities that cannot keep up with the development of society and the increasing progress of science and technology. Computers and textbooks in college computer classes are almost obsolete in many cases, and some skills and skills in

textbooks are relatively backward. In this way, what they have learned can not be used, and students will naturally lack certain enthusiasm and initiative, and the quality of learning will be greatly reduced.

2.3 Single assessment mode of computer education in colleges and universities

At present, the assessment of computer teaching in colleges and universities is mainly carried out through the mode of computer examination. By means of computer examination, the computer examination results are combined with the usual results, and the final results are obtained as the only standard assessment method to measure students' learning ability. The assessment method is relatively simple, mainly through the question bank of the school, the students take questions for examination; The content of the exam is rigid, and the question bank has not been updated for a long time; To a large extent, the content of the examination can not meet the needs of the current society. There is a certain lag in computer examination and teaching, and the value and significance of the examination have declined significantly. Secondly, in the learning process, students are more likely to learn through exams, or even recite some answers in the question bank so that they can successfully pass the exam, rather than improve their computer skills, which is somewhat different from the purpose of computer courses.

3. Practice of computer education and teaching in colleges and universities under the new teaching reform mode

3.1 Paying attention to the combination of theoretical teaching and practical teaching

Computer teaching itself is a course that combines theory with practice. Especially in application-oriented universities or colleges, more emphasis is placed on practice rather than theory. It requires students to learn theoretical knowledge and become their own knowledge and experience fully. For the effect of computer learning, an important criterion is the students' computer practical ability and application ability, and they can apply computer skills to various fields and their own majors. Therefore, in college computer teaching, we must strengthen the arrangement of practical teaching, innovate the teaching methods of practice for students, and cultivate their ability to transform theory into practice.

For example, when explaining the program design course, the cases we listed should be closely combined with students' majors to guide students to write some applications in their own professional fields. Through the teaching of the program design course, on the one hand, students will be taught the professional knowledge of computer programming language, and on the other hand, students will be trained to solve practical problems with computers. Students majoring in management can design their own data management program, and design an application program for their own discipline; Students majoring in logistics can design the application program of logistics distribution management according to their own specialty, so as to enhance their professional knowledge and computer ability. Another example is the study of skills related to office software. Every college student can't do without the writing of papers in professional fields. Papers have a formal format and strict requirements for notes, references, punctuation and other typesetting. The teacher can assign an assignment and ask students to write a simple professional paper. The direction of detection is not the professionalism of the content, but whether there are problems in typesetting. With this way, students can exercise their mastery of the relevant technology of text typesetting. These methods are not only related to the students' professional content, but also closely related to the students' later study and work, and leave time for practicing computers.

3.2 Cultivating students' innovative thinking through computer education and teaching

Internet information technology has been used more and more widely in society, and more and more "Internet plus" related innovation and entrepreneurship have been further launched. Therefore, the application of computer teaching can be used to effectively develop and utilize college students' thinking. In the teaching process, more attention is paid to the use of computers to guide students to apply the knowledge learned in the classroom to innovation and entrepreneurship competitions and other micro courses and other competitions. It can not only improve the quality and effect of computer teaching, but also experience the many conveniences that computer brings to people's daily life and students' learning. Based on this background, computer teaching needs to keep pace with the times and conform to the development of the current social era, which requires schools to improve computer hardware facilities, update teaching content, and improve students' attractiveness and enthusiasm for computer courses. Secondly, we can encourage and guide students to learn computer information technology by themselves and obtain relevant certificates, which can not only enrich their extracurricular life, but also help students develop their computer thinking ability, broaden their horizons, which enable students to have a more in-depth study of computer courses, enhance students' computer practice ability and application ability, and truly achieve the purpose of learning and applying.

3.3 Strengthening computer teaching hardware facilities to achieve optimal allocation of resources

At present, there are many effective demonstrations of mutual cooperation between universities and enterprises in the society, which can also be used in the integration of computer teaching resources to generate more teaching resources to serve students' computer learning, and make the best use of limited resources. Colleges and universities can cooperate with relevant computer enterprises. Colleges and universities provide professional talents for enterprises and provide them with endless vitality; Enterprises provide computers and computer practical teaching hardware facilities for colleges and universities, which can not only improve the teaching environment of teachers, but also lay a good foundation for the training of future talents of enterprises. In addition to cooperation with enterprises, colleges and universities can also interact with other colleges and universities. The ability of a college is limited, but as long as colleges and universities are united, they can play an unlimited role. Through the way of sharing and complementing among colleges and universities, we can share our own computer teaching resources, realize the intercommunication and sharing of resources, and make up for the lack of computer resources in our schools, in order to accommodate more teaching resources, and inject fresh boosters into computer teaching in colleges and universities. The cooperation between colleges and universities can not only promote the exchange and integration of learning resources, but also facilitate the cooperation and exchange between students, promote students' understanding and understanding of computers, and more conducive to the collision between students.

4. Conclusion

Our country pays more and more attention to the work of higher education, and constantly carries out reforms and changes. In the process of computer teaching, we should not only attach importance to students' mastery of computer theoretical knowledge, but also strengthen their practical ability, and constantly develop students' innovative thinking through teaching; It extends the use of computers more widely, and can achieve linkage with enterprises and other colleges and universities, in order to realize the reasonable allocation of resources, provide more convenient conditions for computer education and teaching, and a solid foundation for the further development of college students.

References

[1] Wu Y. Preliminary exploration of computer education and teaching methods under the new educational reform model [J]. Scientific and technological information 2020;18(05):178-179.

[2] Shi Y. Probe into the reaching methods of computer education in colleges and universities under the network teaching mode [J]. Computer products and circulation 2019;(03):240-241.