Problems and Countermeasures of educational informatization construction in Secondary Vocational Schools

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Abstract: under the background of the Internet + era, the information construction of vocational education has become an important direction for the progress and development of vocational education, which is also an important measure to improve the overall education and teaching level of secondary vocational schools. However, due to the late start and development of vocational education informatization construction in China, and the related theoretical and practical research is not rich and in-depth, this hinders the pace of secondary vocational school education informatization construction to a certain extent. In view of this, it is necessary for this paper to carry out in-depth exploration and practice around the problems and Countermeasures in the construction of educational informatization in secondary vocational schools, hoping to truly provide beneficial references for the construction and application of educational informatization in all secondary vocational schools in China, and ultimately contribute to the overall improvement of the level of Vocational Education in China.

Key words: secondary vocational school; Education informatization construction; Problems; countermeasure

introduction

Education informatization, in short, refers to the deep integration of education and information technology. It needs to be particularly clear that the two are not a simple integration on the surface, but to truly integrate information technology into every detail of secondary vocational school education and teaching. The construction of educational informatization is a grand project, which can not be completed overnight. It is precisely because of this that secondary vocational schools should deeply explore their own problems in the process of education informatization construction, and continue to explore and practice effective countermeasures according to the actual learning situation and school situation, so as to truly lay a solid foundation for the long-term development of secondary vocational schools, and help to achieve the goal of talent cultivation as soon as possible.

1 Definition of educational informatization

Generally speaking, education informatization is expressed in English as e-education. With regard to the concept of education informatization, some scholars believe that education informatization is the flexible use of modern information technology in the process of education, and give full play to the advantages of information technology to develop educational resources and optimize the education process, The purpose is to further improve students' information literacy while imparting their professional knowledge and skills, so as to promote the continuous development of educational modernization. There are also some scholars who have made in-depth explanations on the characteristics of educational informatization, mainly including multimedia teaching materials, personalized teaching, virtual environment and efficient management. In the context of the new era, education informatization will fully cover all teachers, students and schools. In a word, there is no consensus on the understanding of educational informatization by domestic scholars so far. Some scholars study from the perspective of architecture, while others study from the perspective of connotation. Nevertheless, one thing is certain that educational informatization has brought unprecedented opportunities and challenges to the development of all teachers and students as well as schools. It is worth more and more educational experts to join in the research and practice of related topics.

2 Problems in the construction of educational informatization in Secondary Vocational Schools

2.1 Outdated ideas of educational informatization

Whether education informatization can be widely popularized and developed in secondary vocational schools is closely related to the ideas and thoughts held by managers and teachers and students. Some managers do realize the importance and necessity of implementing information education and teaching, but there is a lack of hardware and software in secondary vocational schools, and the number of teachers who can skillfully apply information technology is also small. Therefore, this work can only be delayed again and again. In fact, fundamentally speaking, this kind of thinking is rather one-sided. Only by seizing the opportunity of the times and updating our thinking can we take the lead in development, enhance the competitiveness of running schools, and naturally take the initiative in the end. In addition, the backward concept of most teachers in secondary vocational schools is also one of the main factors restricting the slow construction of educational informatization. Some teachers have been used to the blackboard + chalk teaching mode. They are content with the status quo and lack enthusiasm and enthusiasm for innovation, which will naturally seriously affect the deep integration of information technology and daily education and teaching.

2.2 Weak teaching staff of educational informatization

Teachers are the first person responsible for the implementation of educational informatization, and their comprehensive application level of information technology is directly related to the progress and depth of educational informatization construction in secondary vocational schools. Usually, secondary vocational school teachers are composed of full-time teachers and part-time teachers. Among them, the lack of information literacy of some teachers will directly lead to the integration of information technology and curriculum floating on the surface. If teachers can not effectively and reasonably use information-based teaching resources, it will directly hinder the construction of smart campus in secondary vocational schools.

2.3 Insufficient investment in education informatization

Generally speaking, adequate investment in education is an important guarantee for the improvement of the overall level of education. However, due to the fact that secondary vocational education does not belong to the category of compulsory education, and the lack of financial education funds, the investment in vocational education is limited. Therefore, the construction of educational informatization in some secondary vocational schools will be directly affected, which most often occurs in rural secondary vocational schools. From a macro perspective, education informatization is a systematic and long-term project, which requires a steady flow of funds to update hardware and software equipment, build a new informatization training room or purchase informatization teaching resources. At this time, once the funds are not in place, the above operations are difficult to complete, which makes the construction of education informatization a long way to go.

3 Effective countermeasures for the construction of educational informatization in Secondary Vocational Schools

3.1 Strengthen the introduction of informatization talents and expand teacher training

As the main force of the school, teachers are the main practitioners of promoting education informatization. Building a teaching team with solid informatization teaching ability and good professional quality is the necessary condition to ensure the implementation and development of education informatization.

First of all, secondary vocational schools should open their arms and recruit information talents. Informatization talents mainly include school administrators, professional teachers and informatization professional and technical talents. Vocational education is different from general education. In the process of talent recruitment, we should consider the combination of full-time and part-time teachers. We should not only give professional teachers opportunities, but also continue to strengthen the construction of part-time teachers' team. In this way, we can promote the overall informatization teaching level of teachers to be significantly improved. Among them, part-time teachers can be recommended and introduced by enterprises, because these people have rich front-line work experience and have had some contact with information technology. They know better when and where to pay attention to the deep integration of knowledge and information technology, and which other teaching methods can achieve twice the result with half the effort.

Secondly, technical training should be carried out regularly, and the training should be targeted. Especially for professional teachers, the application of information technology is not within the scope of their main learning content. Therefore, in order to promote the process of education informatization, teachers' informatization education and teaching ability needs to be gradually developed through training, and we must not be in a hurry. Specifically, the training can be carried out in a combination of online and offline ways. On the one hand, online training can be carried out by relying on Internet, wechat, MOOC, education app and other network platforms. After training, teachers will be assessed and the assessment results will be incorporated into the overall performance assessment of teachers. On the other hand, famous experts are invited to the school to give face-to-face practical guidance to teachers. At the same time, teachers are encouraged to actively participate in the information technology teaching skills competition and micro video production competition held inside and outside the school, and further improve the overall level of teachers' information technology application through practice and mutual communication. In addition, the training should be targeted and adapted to local conditions. When training, teachers' teaching age, professional title, attitude, foundation and other factors should be taken into account, so as to formulate personalized training programs and truly promote the harmonious and unified development of each teacher's ability and literacy.

3.2 Increase investment in information education and pay attention to the sharing of teaching resources

Capital is the key factor to ensure the depth and breadth of education informatization construction. Therefore, on the one hand, secondary vocational schools should pay attention to the introduction of funds through multiple channels, the key is to obtain the strong support of relevant government departments, on the other hand, they should also pay attention to the sharing of teaching resources, so as to provide greater convenience for educators.

First, speed up the solution of the problem of weak information infrastructure in secondary vocational schools. The local government departments should know in detail the actual number of teachers and students, internship and training facilities, teaching places and campus

network of each secondary vocational school, and on this basis, make targeted supplements to the corresponding school running resources based on the education planning. At the same time, the government should provide certain policy guidance and development direction for the education informatization construction of secondary vocational schools. Accordingly, secondary vocational schools, as the main body, should timely report the informatization construction progress, existing problems and help they want to seek to the relevant departments, and jointly improve the campus network, training roomThe construction of information infrastructure such as micro classroom and computer room, as well as education and teaching software, has promoted the development of secondary vocational school education in the direction of intelligence.

Secondly, set up a special fund for vocational education informatization construction. The government should encourage secondary vocational schools to actively carry out the exploration and practice of educational informatization, and should give strong financial support. Relevant departments can set up special funds for vocational education informatization to solve a series of problems related to education informatization construction, such as insufficient funds for smart classroom construction and insufficient network maintenance technology, so as to highlight the importance of the government and relevant departments on the construction and development of secondary vocational school education informatization. In addition, at an appropriate time, relevant governments and departments should also intervene to do a good job in the supervision of the construction and development of education informatization, fundamentally complement the shortcomings in the construction and development of education informatization, and give full play to the advantages of vocational education informatization.

Finally, improve the public service platform of education management. Taking the optimization of campus website construction as an example, the campus website should be divided into multiple modules in the construction process, and sub modules should be set under each module. For example, multiple channels such as micro courses, multimedia materials, teaching design, boutique software, e-books and so on can be set under the teaching resources module. At the same time, the website can also form friendly links with education cloud, basic education resource service platforms at all levels and other related education websites, so as to truly realize the co construction and sharing of teaching resources.

3.3 Strengthen school management and promote the integration of information technology and Curriculum

Under the background of the information age 2.0 plan, the inevitable result of vocational education informatization is wisdom education. Although the arrival of smart education has pointed out the way forward for the development of vocational education, it is undeniable that vocational education is also facing unprecedented challenges.

First, create a harmonious and intelligent environment. Smart environment is the foundation of secondary vocational school education informatization construction. In the actual construction process, both managers and teachers of secondary vocational schools should pay attention to the organic integration of Internet, MOOC, educational software and curriculum education and teaching, and effectively rely on information technology to create a modern teaching and learning environment for teachers and students. From the perspective of teachers, they should make efforts to use network facilities, software platforms and resource databases in the process of education and teaching. Although it is a little clumsy at the beginning, it will help the construction of education informatization with the operation day after day.

Secondly, planning information management system. A perfect management system is the basic premise and important guarantee for the orderly development of education informatization. Specifically, secondary vocational schools can set up information center management departments, offices, etc., and set up relevant principals to strictly control the school's hardware and software facilities, who should be responsible for the maintenance and repair of hardware and software equipment and facilities. In addition, the network center, educational technology center and other institutions should be integrated, and the relevant functional departments should take the lead in promoting the task of "deep integration of information technology and curriculum", so as to lay a solid foundation for truly promoting the construction of educational informatization in secondary vocational schools.

3.4 Continue to explore the informatization of school enterprise cooperation and promote the integration of production and education

Secondary vocational schools are the key places to cultivate technical and skilled talents, and school enterprise cooperation is one of the important ways to cultivate talents. Under the background of comprehensively promoting the implementation of education informatization, the effective integration of school enterprise cooperation and information technology should also be paid attention to by relevant personnel.

First, promote the informatization development of internship. Post practice mainly depends on the close cooperation and sincere cooperation among schools, enterprises and students. In order to ensure the accuracy of information communication between various subjects and effectively improve the timeliness and safety of communication, schools and enterprises can jointly build a school enterprise cooperation network management platform to achieve efficient management of the platform by relying on information technology, such as school enterprise communication Internship Scheme, process and specific management methods.

Secondly, relying on information technology to promote the deep integration of schools and enterprises. The construction of school

enterprise cooperation information platform is an effective way to promote the in-depth cooperation between secondary vocational schools and enterprises. Platform informatization mainly refers to the rational use of the platform for information management of students, schools, enterprises, etc., and the development of information resources. On the one hand, it is conducive to helping students timely understand industry trends and development, and significantly improve their market competitiveness. On the other hand, it is conducive to helping enterprises effectively improve their product competitiveness. This is a mutually beneficial move for schools and enterprises, Secondary vocational schools and enterprises should pay attention to it. As a long-term systematic work, secondary vocational schools can use big data and artificial intelligence to promote the deep integration of school enterprise cooperation, and give full play to the important advantages and key role of modern information technology in school enterprise cooperation of vocational education.

epilogue

In a word, the development of vocational education must have overcome many difficulties. In the future, there are more difficulties and opportunities waiting for it. The information construction of vocational education is a long-term systematic project, and secondary vocational schools still need to forge ahead and continue to explore. It is hoped that the research of this paper can provide some reference for promoting the construction of educational informatization in secondary vocational schools.

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