Research on Computer Vocational Education Teaching Reform from the Perspective of New Media

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Abstract: With the advent of the new media era, China's vocational education has entered a stage of rapid development, and due to the continuous deepening of the task of teaching reform, it has created favorable conditions for the transformation and upgrading of traditional vocational education teaching models. Among them, computer vocational education is the most affected. The gradual penetration of new media technologies in the modern teaching field has caused major educational units to change their teaching goals. The teaching activities have been comprehensively expanded in space and time. Various novel teaching resources have been continuously tapped and developed to achieve Active cultivation of students' interest in learning. However, from a practical point of view, computer vocational education still has many shortcomings and deficiencies. It is necessary to implement various educational reform methods to promote the implementation of the education concept of "oriented by employment and based on comprehensive quality." This article takes the advantages of the integration of computer vocational education and new media as the starting point, and through the in-depth excavation of the current problems and contradictions in computer teaching, from the perspective of new media, it proposes several items that are conducive to the realization of computer vocational education innovation and Reform strategies to improve the quality of overall vocational education have promoted the further development of teaching and research in our school.

Introduction

Different from other types of education, the talent training goals of vocational education are mainly applied and technical talents, which are reflected in teaching, that is, the cultivation of students' practical ability and the grasp of basic theoretical knowledge. In recent years, the enrollment policy of universities across the country has been liberalized. The implementation of this policy has reduced the quality of school students to a certain extent. The possible period is close to the needs of modern society and professional development, but there are still some differences from the actual teaching purpose. From the root, a large part of the reason is that theoretical education still occupies the core position of traditional education concepts, and students lack opportunities for skills training and practical operation. Compared with computer talent training institutions, ordinary vocational colleges have large differences in the practicality of theory and skills. And how to reverse the "education-centered, full-blown" education situation and realize the active construction of a modern "mastering foundation, practice-oriented, key breakthrough" teaching model has become a major research topic in major vocational colleges across the country. This study puts forward a few practical opinions and suggestions from a practical perspective on a series of disadvantages and contradictions formed in the practice of computer major teaching in vocational colleges.

1. The Advantages Of Combining Computer Vocational Education And Computer Teaching In The New Media Era

1.1 Diversity of Computer Teaching In the New Media Era

The gradual penetration of new media in various industries has laid a solid foundation for its development, and computer vocational education and teaching are no exception. In the course of carrying out the actual teaching activities of computer science, teaching is usually based on the combination of theory and practice, and there is a very close relationship between theory and practice. However, there are still a large number of highly specialized, complex logical knowledge points and tedious processes of practical operation, which have increased the requirements for the comprehensive ability of computer teachers, especially in the explanation of key and difficult knowledge. The new media technology is widely used in teaching activities. It can refine all kinds of knowledge points and display them in the form of pictures or videos, which will make the parts that students need to, understand more specific and simpler. At the same time, through the use of multiple teaching methods, new media technology has gradually diversified the teaching content and teaching methods. The classroom learning atmosphere has become stronger. Students can understand and master what they have learned in a short time, and have achieved a systematic improvement in the efficiency of computer vocational education. In addition, from the perspective of new media, teachers play a guiding role in the classroom. Students learn by their teachers, easily complete the learning of knowledge, and deepen the memory and consolidation of classroom knowledge.

1.2 Computer Teaching Is Interactive In the New Media Era

In the context of the new media era, students can increase mutual interaction and collaboration in computer vocational education and teaching activities. In essence, the difference between new media and traditional media is obvious. New media has broadened the scope of classroom teaching activities and increased various interactive links. In the teaching mode of teaching power, teaching interaction only exists between teachers and students. There are relatively few interactions between students. The comprehensive promotion and popularization of new media technologies has stimulated the interaction between teachers and students and students in the classroom, and has provided good conditions for the cultivation of students' thinking ability and innovative ability.

1.3 Computer Teaching Is Practical In the New Media Age

Computer teaching in the perspective of new media has obvious practical characteristics. It can not only innovate traditional teaching methods and optimize teaching quality through the effective use of new media technologies, but also can achieve computer changes in teaching content and teaching goals. The impact of new media on all aspects of social life is also significant. New media has gradually become one of the necessary skills for modern people. As a specific expression of new media technology, its practicality is more emphasized. In computer vocational education, we should continuously expand the knowledge of new media, guide students to learn various new media technologies, and demonstrate the practicality of computers. From the perspective of teaching goals, computer teaching is mainly about learning various new media skills and various theoretical knowledge. From the perspective of teaching content, a lot of knowledge content related to new media has been added, such as the operation management of Weibo, WeChat and other communication platforms, and how to make H5 pages.

2. The Status Of Computer Vocational Education And Teaching

2.1 Poor Student Foundation and Insufficient Professional Knowledge of Computer

The vast majority of students in vocational colleges are weak in basics, failing to develop good study habits at the stage of exam-oriented education, and some students enter the vocational colleges with a mentality of mixing diplomas and killing time. Students are addicted to the Internet in their daily learning process, and simply think that studying computer science can improve their game level and spend more time on the Internet. In addition, in the process of professional selection, there is a lack of self-selection ability. It often follows the choice of other majors and follow their own choices, discarding their hobbies and interests. Because students lack the basic computer

operation and application skills, their learning ability is extremely lacking and cannot be achieved, and their own interest in learning cannot be stimulated.

2.2 The Teaching Content and Teaching Methods Are Too Lagging

At the current stage, major vocational colleges have shown great lag in terms of computer teaching content and teaching methods, and cannot effectively adapt to the current stage of computer development. However, in recent years, with the rapid development of computer technology, vocational colleges, as the cradle for the cultivation of a new generation of technical talents, should conform to the needs of modern computer development, improve the teaching content and teaching methods of computer courses, avoid unilateral response to grade examinations, and acquire more practical and operational knowledge. At present, DOS, WPS, WORD, and EXCEL are still the main teaching content of computer courses in vocational colleges. The software often used in practical work is relatively small, and it is not compatible with the actual needs of modern society. In addition, at this stage, there are still some colleges and universities that apply relatively lagging teaching methods in the course of explaining software knowledge. For example, the specific operations of PHOTOSHOP are taught with the contents of blackboard and blackboard. Although teachers have prepared teaching materials and teaching tools carefully, but due to lack of in class practice, the overall learning effect of the students is not satisfactory.

2.3 Pay No Attention to the Modular Teaching Method

During the development of computer classroom teaching activities, the teacher's explanation of knowledge points was limited to book knowledge only, and the sequential explanation was based on the outline of the textbook, which seriously ignored the modular teaching of the entire teaching textbook. From the teacher's perspective, comprehensive study and study of textbooks should be conducted. By understanding the interrelationships between various knowledge points, they will be explained in detail in a centralized and unified way to enhance the effective connection between each knowledge point and train students. Ability to build in computer knowledge. From the perspective of classroom learning content, it should be adapted to the actual learning ability of vocational education students, and guide students to conduct in-depth investigations and researches in order to broaden students' horizons in the field of computer knowledge.

2.4 Unclear Vocational Education Goals

As of now, most vocational colleges use computer grade examinations to test students' computer operation practice abilities, which are quite different from the current comprehensive and systematic grasp of computer knowledge. From the current actual point of view, the teaching mode of centralized cultivation of students' computer application ability can only ensure that students successfully complete the vocational education process, obtain professional certificates, and earn a "pass" for future social practice, but this teaching method also to a great extent, the content of computer teaching and its scope of knowledge have been squeezed. Students cannot understand the computer system from all angles, master computer hardware knowledge and software knowledge, and at the same time have formed restrictions on students' computer application capabilities. After finishing the course, most students are still unable to effectively master computer purchasing strategies, and even unable to master and apply the popular office software at this stage.

3. Teaching Reform Strategies Of Computer Vocational Education From The Perspective Of New Media

For computer majors, in addition to the current social needs and technological development as the prerequisite for the development of its teaching activities, it is necessary to continuously adjust and improve the relevant teaching plans, curriculum settings, teaching methods, and quality evaluation systems. Need to be fundamental and more systematically cultivate students' practical ability. Further clarify the goal of computer professionals to break the gap, and ensure that they have comprehensive and specialized vocational capabilities and vocational literacy, and meet the standards for social skills and applied talents.

3.1 Improve Teacher Quality and Strengthen Teacher Training

For teachers in vocational colleges, they should reflect good political and ideological qualities in their teaching work, show their professionalism of dedication and professionalism, and also adhere to the concept of “lifelong learning”, actively participate in various skills training activities, and be knowledgeable about their own systems. Continuously complement and improve with the technical system, and promote the overall improvement of their teaching level and teaching ability. Teachers in vocational colleges should meet the standards of composite talents. In addition to the ability to educate and educate people, they should also have the ability to research related theoretical knowledge. For the learning of new knowledge, teachers' learning methods and ways of understanding are more diverse, such as newspapers, websites, expert lectures, training activities, etc., to ensure that they learn the latest professional knowledge and teaching techniques. Only computer teachers with strong comprehensive qualities, rich theoretical knowledge, and superb teaching arts can effectively stimulate students' interest in learning and fundamentally motivate students to participate in computer courses.

3.2 Reform Teaching Methods to Fully Motivate Students to Learn

In the process of stimulating and cultivating students' interest in computer courses, teachers should guide students to learn computer content independently before class, and actively interact with teachers in teaching in formal classrooms.

First, actively introduce a variety of teaching methods. Computer teachers should combine with the characteristics of students, guide students to develop good learning habits and learning methods through different teaching methods in the actual teaching process, systematically correct students' past bad learning habits, and straighten out the topics of students in classroom learning. The status urges students to achieve a comprehensive grasp of various types of knowledge through continuous exploration and practice.

Secondly, teachers, as the formulators and performers of teaching tasks, often play a role of guidance and guidance in the classroom. They should boldly abandon the traditional "fill-in-duck" and "full house" teaching modes, and cultivate students' autonomous learning ability through active and effective guidance in the classroom.

In addition, in the process of teaching activities, teachers should, based on students 'full affirmation and encouragement, enhance students' desire for performance in classroom learning, promote the full play of students 'individual subjective initiative, and form a full mobilization of students' learning and innovation capabilities. For example, "task-driven approach", as a modern educational method, is a teaching method of "student-oriented and teacher-assisted". The main purpose of this teaching method is to improve students' initiative and enthusiasm for computer theoretical knowledge learning. Through simple task forms, guide students to build a systematic and comprehensive knowledge theory system. In the entire method execution process, the main task of the teacher is to know, while the students are more exploring and practicing and theoretical research. The teacher's guide in the construction of the entire knowledge theory system does not play a leading role, but it is not a knowledge transmitter in the traditional teaching sense. Computers gradually round the edges in teaching methods for internal and external autonomy absorption, while effectively improving the teaching effect, has also greatly improved the student's enthusiasm for learning.

3.3 Education at Different Levels, Training Full-Time Professionals

Compared with colleges and universities, vocational education students are relatively lacking in autonomous learning ability, their enthusiasm is irrational in their learning process, and there are many unreasonable teaching methods. The existence of these problems become an important factor to hinder the improvement of computer teaching. Therefore, in the actual computer teaching process, teachers should combine with the school curriculum and students' actual learning ability to effectively set and divide the content and scope of computer courses. At the same time, due to the differences in computer skills and level of new students, teachers should base their computer training on students. In addition to professional basic courses, students can be interested in themselves through the principle of "teaching according to their aptitude". The courses are chosen

independently, but due to the differences in students' learning ability and individualization, their mastery of the course content is also different. In the actual learning process of computer application courses, teachers can effectively improve the autonomy of students in the learning process and optimize the overall learning effect of students through the effective application of layered teaching methods. In teaching, teachers can divide students into groups according to the strength of students' learning ability, and the group with stronger learning ability can further improve the learning effect of students through the development of various innovative activities. Conversely, for a group with a weaker learning ability, teachers need to provide patient guidance and give them professional help to enable them to more comprehensively and quickly grasp relevant learning methods and knowledge content.

3.4 Strengthen the Teaching of Practical Links and Improve Students' Operational Ability

Computer discipline has strong practicality. Before the classroom activities, teachers can practice computer operations, show students every step and operation process, and provide students with a general understanding of computer software through one-to-one instruction. Lagging teachers through the analysis and explanation of the principles, students can be given more practice opportunities to ensure that students can independently complete the study of computer software during the lesson time. During the teaching, the case demonstrates the effective use of imitation training methods to concreteize a certain operation mode of the content. For example, when using photoshop, you can use path application and filter effect operation methods to explain, and students can follow along to imitate learning proficient in the operation skills, so as to improve the students' operation ability.

Conclusion

In summary, today's growing demand for application-oriented talents, vocational colleges need to increase the training of high-quality, practical talents, and through effective grasp and understanding of the characteristics of computer development, actively transform the current lagging teaching The concept is based on the mobilization and training of students' subjective initiative and practical skills, and in-depth exploration of various modern teaching methods, which fully reflects the theoretical and practical nature of computer classroom teaching. By improving the quality of teachers, strengthening teacher training, reforming teaching methods, fully mobilizing students 'enthusiasm for learning, carrying out hierarchical education, cultivating full-time professionals, strengthening the practice of teaching, improving students' operational ability and other measures to implement computer theory deep integration with practice, improve students' practical ability, plus students' understanding and mastery of knowledge.

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