Research on the Application of Computer Basic Course in Vocational Colleges under Blended Teaching Mode

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Abstract

Under the background of the Internet era, computer basic course has become a public basic course in vocational education, but with the rapid development of science and technology, the emergence of a series of intelligent devices makes computer basic teaching despised. At the same time, too traditional teaching mode also hinders the reform and development of this course. Based on the existing problems of computer basic course in vocational colleges, this paper explores the possibility of developing computer basic course in vocational colleges under the blended education mode, and provides a powerful reference for the reform of this series of courses.

Keywords

Computer-Based; Blended Teaching Mode; Course Development.

1. Introduction

The aim of training talents in vocational colleges is to train skilled talents with vocational ability who is suitable for the needs of a certain position. With the development of the information age, computer operation skills have become one of the necessary skills in office. Computer basic has become a compulsory public basic course for students in vocational colleges. With the continuous promotion of vocational education reform in China, the traditional teaching mode has no longer met the needs of the current students' development, and the blended teaching mode has been well used in the computer basic course. It can effectively arouse students' interest and improve teaching quality.

2. Overview of Blended Teaching Mode

2.1 Concept of blended teaching model

The blended education model is a teaching idea and teaching method of the deep integration of traditional classroom teaching and information technology[1]. It can not only give full play to the real classroom role of traditional teaching emotion interaction, but also expand the integration and utilization of teaching resources. It realizes the effective integration of systematization and fragmentation of course learning. Online teaching requires teachers to provide teaching courseware and teaching video resources in the network teaching platform, arrange pre-class learning tasks, and set up online discussion groups to answer questions. Students can use the teaching platform to find, receive, learn and discuss course content, timely online learning and completion of pre-class homework. In offline teaching, teachers can group students and organize discussion of online learning content. At the same time, teachers combined with the actual learning situation of students to explain the important and difficult content in depth. Through the combination of online and offline ways can help students learn in depth.

2.2 Theoretical basis of blended teaching model

The theoretical basis of blended teaching model includes constructivism learning theory, structuralism theory, humanism learning theory and so on. Constructivism has a great influence on blended teaching. Constructivism, also known as structuralism, is an important theoretical basis for the design, development and application of modern information technology in teaching systems. It

was first put forward by Swiss scholar Piaget[2]Constructivist learning theory emphasizes student-centeredness. In the teaching process, it stimulates students' enthusiasm for learning, so that learners can actively explore and discover what they have learned.Under the background of the Internet, blended teaching can simulate the real learning environment through network assistance, and learners can independently carry out exploratory, cooperative and extensible learning. There is no doubt that constructivism theory provides the most direct and solid theoretical basis for the blended teaching model.

3. Problems of Computer Basic Teaching in Vocational Colleges

3.1 Lack of accurate positioning and poor course application.

There are many majors in vocational colleges, and the training objectives and students' needs of different majors are different. As a public basic course, computer basics have the same textbooks, the teaching content and teaching requirements of different majors are unified. Due to the lack of professionalism of the course, the students' interest in learning is not high and the teaching effect is not good. At the same time, the content of the basic course is for all the students, and the teaching content is simple, which leads to the students not paying attention to the course study. The predetermined teaching purpose can not be realized.

3.2 Single teaching method and low teaching efficiency

Most of the basic computer course in general vocational colleges are taught by the combination of multimedia courseware and computer. The multimedia courseware is used for theoretical teaching and the computer is used for practical operation, but this teaching mode often leads to the disconnection between theoretical knowledge and practical operation teaching. Students do not really master the ability to apply computers in their work. At the same time, the universal learning content also limits the students' creative thinking, which is not conducive to the individualized development of students.

3.3 Uneven distribution of theoretical and practical courses

The basic computer course in vocational colleges is composed of theoretical part and practical part. The uneven distribution of these two courses may lead to poor learning effect. Too much attention to the practical part will lead to students' foundation is not solid. Operational skills remain in textbook content and can not be applied in future work. Too much emphasis on the theoretical part directly leads to poor operational skills of students and fails to achieve the teaching purpose of the course. Therefore, vocational colleges need to modify the teaching content of computer foundation in time according to the needs of society,and reasonably arrange the class hours of theoretical and practical course in order to achieve the best learning effect.

3.4 Uneven individual comprehensive abilities of students

At present, most of the basic computer teaching in vocational colleges take the class as the unit, and the number of students is large. Some students know more about computer knowledge because of their good computer operation skills, while some students know very little about computer because of their little contact with computer. This makes there are obvious differences between students. If teachers do not pay attention to and still use universal unified teaching, it will seriously affect the quality of teaching and aggravate the polarization.

4. Application of Computer Basic Teaching in Vocational Colleges under Blended Teaching Mode

4.1 Application during pre-class preparation

In the pre-class preparation stage, teachers can help students prepare for class through the online platform.Teachers publish study guides and course-related materials, assign study tasks, and guide students to prepare for class. A sufficient pre-class preparation can promote students' deep learning and construct core literacy. At the same time, teachers can set up class WeChat group on WeChat

platform in advance, and invite all students to enter WeChat group voice chat interface during class time. Teachers ensure that students arrive through the number of online people shown in the group, which can save class roll call time. Teachers can upload the important concepts of learning content to group chat in time, such as publishing the operation instruction in WeChat group before teaching Word Picture And Text Editing, which is convenient for students to sum up the learning content in advance and to improve the learning efficiency.

4.2 Application in the Classroom Teaching Stage

The use of online and offline blended teaching in the teaching of new courses can improve the teaching quality[3]. In off-line teaching, teaching means are relatively single. In online teaching, teachers can use many teaching resources, such as picture display, video demonstration, virtual scene operation and so on, which can supplement the teaching content at any time to strengthen the student's understanding and promote the occurrence of deep learning. For example, multimedia works can be displayed in different forms in the course of Multimedia Application, which can stimulate learning interest and promote active learning. At the same time, the targeted explanation in the classroom is not only conducive to personalized learning, but also conducive to further thinking of other students. Under the blended teaching mode of online and offline, students' learning in class is not only limited to knowledge itself, but also close to knowledge internalization, and knowledge network is constantly improved.

4.3 Application in the after-school review phase

After class review stage, online and offline blended teaching is conducive to the further consolidation of students' knowledge. Summing up and reviewing stage is an important link in classroom teaching. It can not only clarify the key points, guide students to consolidate and deepen their knowledge, but also set up appropriate doubts and encourage students to explore new knowledge. The summary of offline classroom is often guided by teachers, and it is difficult for students to self-test their knowledge. In the blended teaching mode, students can actively construct knowledge map according to the progress of learning, and teachers can gradually refine the knowledge points in the summary stage, which can help students deepen their memory and consolidate their learning effect. At the same time, the course learning materials can be stored on the Internet in a long time, which is convenient for students to reuse and provide material support for students' long-term review.

4.4 Application in the evaluation and feedback phase

In the teaching of online and offline blended mode, the evaluation and feedback after class are very helpful to the teaching. The traditional homework correction mode takes up a lot of teachers' time, but using the network homework correction platform can liberate teachers from these repetitive tasks. Teachers focus their work on course design, which is conducive to promoting teaching reform. Students can complete papers in any suitable place without carrying paper exercise books or limited by the light of their environment, which also saves a lot of time[[4]. Teachers can also analyze students' learning situation according to the background data provided by the teaching platform, which is helpful to control the overall teaching progress.

5. Application Effect Analysis of Blended Teaching Mode

5.1 The course is rich in teaching resources to meet the learning needs of students at different levels

Under the background of the Internet, the online teaching platform can provide students with a large number of online learning resources. Students choose appropriate resources to learn independently according to their own learning conditions, which meet the needs of students with different learning levels. The scope of students' learning has been expanded to enrich students' knowledge, which is conducive to cultivating students' divergent thinking and promoting students' all-round development.

5.2 Reduction of repetitive work of teachers and improvement of classroom teaching efficiency

The online and offline blended teaching mode puts forward new requirements for teachers. The course content needs to be produced, uploaded and maintained by the teachers. Teachers should take the initiative to learn computer technology and carry out reasonable online teaching activities. Although teachers need to spend more energy in the course construction stage, it can improve their work efficiency and reduce repetitive work in the long run. Students use the online teaching platform to watch the learning materials independently according to their learning needs, and ask the teachers about the course through the Internet. Teachers can analyze students' learning conditions based on platform data, which is conducive to improving learning efficiency.

5.3 Personalized training of Students and Improvement of Information Literacy

The online and offline blended teaching model emphasizes the student as the main body. In online activities, students consciously use the Internet and other means to obtain resources under the guidance and help of teachers, and give full play to their subjective initiative. This teaching mode stimulates students' interest in learning, subtly cultivates students' logical thinking ability, improves students' various abilities, and realizes students' individual cultivation. At the same time, when students use the Internet for course learning, personal information literacy is improved.

6. Conclusion

Applying the blended teaching mode to the basic computer course in vocational colleges can effectively make up for the disadvantages of traditional teaching.It uses abundant teaching resources and diversified teaching means to change teaching mode and create better course. At the same time, it also stimulates students' subjective initiative, makes students become masters of learning, improves students' learning efficiency, and lays the foundation for students' future development.

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