

Analysis of Improving Employment-Oriented Computer Practice Course in Higher Vocational Colleges

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ABSTRACT: At present, computer technologies have already penetrated into all fields of construction. With the constant deepening of the links between computer technologies and other disciplines and technologies, traditional computer practice teaching is hardly able to meet the demand for cultivating new computer talents. Thus, the author analyzes the existing problems in teaching current computer practice course at vocational colleges and proposes several suggestions to improve the current teaching of computer practice course at vocational colleges oriented at employment.

Higher vocational education is one of the main ways to cultivate practical talents in China, and it is an important task for our country to output a large number of higher vocational talents, and to take up the important task of training the talents in higher vocational education. The essence of higher vocational education is to improve the employment of students in vocational education, the core of higher vocational education is to cultivate corresponding professionals according to the needs of society, so for the essence and core of higher vocational education, many scholars proposed vocational training oriented to carry out various professional disciplines teaching of higher vocational education. Different from the traditional higher vocational education, the higher vocational education is paying more attention to the cultivation of students' vocational skills and vocational quality through the teaching process, and then to cultivate the students' ability to develop themselves. The combination of simple vocational skills and theoretical knowledge has been unable to meet the needs of the society. In recent years, with the further development of science and technology of China, higher vocational colleges need to conform to the needs of society and culture to meet the new social situation and the demand of the development of innovative talents of higher vocational education. Computer major has been a popular major in higher vocational colleges, and society needs a large number of computer professionals every year. However, it has been discovered from recent years of educational practice that there is a certain deviation between the current computer courses practice teaching and society required, and such deviation in this kind of education is not conducive for students to adapt to the job as soon as possible after graduation, and it also hinders higher vocational colleges to cultivated talents conforming to the social development.

1 Current Status of Teaching Computer Practice Courses at Higher Vocational Colleges

According to analysis of the education of computer majors at vocational colleges, there are fewer and fewer computer majors at vocational colleges every year, students' enthusiasm in learning is declining year by year and the learning quality and efficiency is not high. The author believes that

this situation is caused by fierce competition between computer majors. Students are not equipped with solid technologies and higher level of knowledge to find a good job. Besides, computer is very popular nowadays, and almost every student has certain basic computer knowledge, thus they think professional computer knowledge is too simple and are not enthusiastic in learning, ignoring learning computer-related technologies. In today's society, computer has been penetrated into people's daily life to a wide range, and professional computer knowledge is no longer limited to operating a computer. For example, in addition to having fast typing speed and high typesetting level, an ordinary typist also needs to master how to operate and even repair the printer and photocopier, etc. Besides, current computer majors at vocational colleges only know the "internal" operation of computers, but do not know how to deal with relevant faults, install broadband, use relevant machines and even assemble the computer. Such situation reflects the lack of practical courses for current computer majors, so the author summarizes problems in teaching as follows:

1.1 Course Arrangement is Not Systematic

Professional computer knowledge is updated fast, so computer teachers need to adjust the teaching contents and methods according to the updated knowledge, thus course arrangement for computer majors at a lot of vocational colleges is chaotic and not systematic, making it hard for students to learn. Besides, in order to complete teaching tasks, computer teachers need to spend time to constantly learn new knowledge. In this case, teachers are usually unwilling to spend to learn and study ways to teach new knowledge, thus the efficiency of teaching computer majors is low, and the teaching quality is also not high.

1.2 Teaching Contents Are Obsolete with Single Method

With the rapid development of electronic technology, in real teaching, in order to save time, some teachers only teach students textbook knowledge, ignore knowledge innovation, and the teaching contents are only limited to some basic knowledge such as "Photoshop" and "Word", thus the computer technologies learned by students is obsolete and cannot keep up with the pace of social development. Also, there are some teachers pursuing the updating of teaching contents, they usually spend a large amount of time studying new knowledge while ignoring studying the methods and skills of teaching new contents, so they adopt the traditional "cramming method" to teach new knowledge without actively motivating students' subjective initiative. Consequently, only a few students are attentive at the course, and most students are absent-minded or read the book by themselves. Thus, the teaching efficiency is low, which is not conducive for students to combine their learned knowledge with their practical work in the future, unable to reflect the significance of vocational education.

1.3 Simple Method of Assessing Courses

Nowadays, methods of assessing computer courses at most vocational colleges are too simple, and some assessments methods are too rigid. For example, teachers of some courses such as "Web Design and Production", "Website Construction and Management" take papers as the form of assessing teaching, and for the application of some software such as "Photoshop" and "Word", some simple operation methods and basic written questions are adopted as the assessment methods without assessing students' practical ability to use these technologies. Thus, some students with high grades can still not flexibly use basic computer software and independently make websites and webpages. Assessment of professional courses is an important factor influencing students learning methods and direction. Textbook-oriented assessment without assessing flexible application of programs and software cannot meet students' future employment demands and also lack the cultivation of students' ability to develop themselves.

1.4 Ignore Practical Teaching

Computer course itself is a course attaching great importance to practical application, and theoretical knowledge is only to help students quickly understand and master computer operation principles and skills, so only mastering theoretical knowledge is just “showy” and cannot meet the social demands. Some vocational colleges only have obsolete and insufficient computer equipment, so students are unable to get to know the latest and fullest learning resources and have limited time to have practical operation, thus they usually have low operation skills.

2 Ways to Improved Employment-Oriented Practical Computer Courses at Vocational Colleges

2.1 Actively Promote Current Employment Situation to Students and Social Demands for Their Majors

Students don't attach much importance to professional knowledge, do not pay attention to the study and practice in a certain extent, is due to not paying attention to employment, especially in the lower grade students, tend to think of employment from their own or very distant thing, higher on the occupational expectation, employment of lack of planning. The teacher should be aware of the popularity of the current higher vocational computer professional student employment status and social requirements for higher vocational computer professional students. Higher vocational colleges and universities have higher education status, but the social status of higher vocational college graduates is not as good as graduates, which leads to the lower social competitiveness of higher vocational college graduates. In addition, computer in Higher Vocational College Students after graduation employment counterparts narrow, employment information occlusion, thus computer students' employment is not optimistic. Students aware of the severe employment situation will consciously attach importance to the learning of professional skills, will greatly improve the efficiency of learning and help teachers to carry out the employment oriented professional education. In addition to the teachers also need to let students understand to master with the ability of operating computer application ability, to independently solve the problems related to the professional and can endure hardship, willing to learn and practical computer professionals is the demands of the society, so that the students can on own position accurately, according to the social development needs perfect self.

2.2 Carry Out Practical Courses Driven by Tasks and Adjust System of Assessing Subjects

In order to improve the students' ability to practice and solve problems, improve the teaching quality and teaching efficiency, teachers can take task driven teaching methods to carry out practical teaching. To make the students understand the theoretical knowledge, skilled operation and master the application skills through the arrangement, solution and completion of the task. In addition, in order to strengthen the vocational education, it can be combined with the relevant position of the actual work of the practice of curriculum training tasks. Task design cannot be too simple, and the difficulty should be slightly higher than the classroom teaching to cultivate students' ability to solve problems. Task driven practice course teaching class needs reasonable arrangement, the task needs to have the knowledge of the system and the coherence, promotes the student to understand the knowledge deeply, forms own knowledge network. In addition, task driven can also be integrated into the subject evaluation system, promote the cultivation of students' comprehensive ability, but also improve the attention degree of students on the daily task driven teaching practice, so as to improve the teaching quality of computer science.

2.3 Design Scientific Teaching Methods and Contents and Carry Out Computer Courses Oriented at Career Life

Scientific design teaching method, the reasonable choice of teaching content, according to the actual needs of students can compile school-based teaching materials. Due to different students, materials needed for the degree of difficulty are different, now there is lack of a lot of new contents the computer professional teaching, some operation instruction content present step indeed, students comply up more difficult. In the selection of teaching content of computer major in Higher Vocational College, it should keep pace with the times, and help students to improve their professional skills in the true sense. The selection of teaching methods should pay more attention to practical operation, combining the "teaching", "learning" and "doing", the reasonable arrangement of teaching tasks, improve the teaching efficiency. The computer course content should be as close as possible to the students in the future career, to mobilize the enthusiasm of students, improve the learning interest of students. In addition, computer technology and other science and technology connection is more and more closely, in order to improve the comprehensive quality of students in computer, teachers use task-based teaching method can be combined with the actual situation, add computer practice teaching of practical significance, also for students in the future in the job to provide certain reference experience to help students to better adapt to the future career life.

2.4 Cultivate Students' Innovation Ability and Improve Their Awareness of Competition

Computer professionals are not only required to have a high level of computer and related machines operating capabilities, but also requires it to have a certain ability to innovate, create personalized software, programs and web sites, etc. Therefore, teachers need to consciously training innovative ability in higher vocational computer major students, the school combined with host computer design contest, encourage students to think for themselves, according to the design entries, such activities on students' innovation ability and other comprehensive ability training support is very meaningful. Computer art competition can also enhance the students the sense of competition, encourage students to a better direction, but also can improve the employability of students in the future, more in line with the social demand for new talent.

CONCLUSION

At present, vocational education in China is in the transition period, adopting the core teaching thought of taking theoretical knowledge as the core and cultivating students' comprehensive ability through practical courses. Computer is one of the most promising and popular subjects at vocational colleges in the future, people's life is becoming increasingly close to computer and computer-related technologies are very important in each field. Computer-related jobs value talents' professional skills and comprehensive ability, so it is not enough for students to only have higher professional skills, and only by being able to flexibly use computer technologies and solve practical ability and constantly develop can they become able to take over computer-related positions. Therefore, teachers need to pay more attention to practical computer courses, improve and create more flexible practical computer courses at vocational colleges.

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