Study on Computer Teaching Application of Secondary Vocational Education based on Project Teaching Method

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Abstract: With the advancement of our country’s society and the development of education, the demand for professional skilled personnel has become increasingly apparent. As an important stage for cultivating professional and technical talents, secondary vocational schools have adapted to the requirements of the times and have strengthened students’ capabilities, including computer capabilities. Professional and technical capabilities are the inevitable mission. At present, the poor student base caused by the students' secondary school brings a lot of difficulties to computer teaching. How to effectively improve the efficiency of computer teaching in secondary vocational schools and improve students' comprehensive ability has become the primary problem in computer teaching in secondary vocational schools. Project teaching methods have also seen many attempts in secondary vocational schools, providing a good way to reform traditional teaching methods.

Keywords: Computer, secondary vocational education, teaching reform.

1 Introduction

The project teaching method is a new type of classroom teaching method based on constructivism, in which students collaborate to explore and study. Under the main body of the project teaching method, the main goal is to complete the classroom teaching task, aiming to promote students to build a new knowledge framework. Cultivate its practical ability. As a teaching philosophy, project teaching mainly includes the following aspects: effective teaching strategies and standardized teaching methods. This method can help students become more independent and full of sense of responsibility. Project-based learning is an advanced learning method developed on the basis of constructivist theory. The overall design goal is through a program with cross-subjects that can stimulate students' interest in learning.

Students use various useful tools or the information channel, in the form of group collaboration, conducts exploratory learning, and ultimately reflects a practical work or practice that can exercise students' learning ability. Project-based learning can cultivate students' abilities, such as the ability to work with others to complete tasks, the ability to
independently explore learning. With the rapid development of information technology, project-based learning has grown a lot in recent years. Development, in the search for information, the use of the network to complete the task quickly and efficiently, and in the works to add video, sound and other elements, making students’ project production has a lot of room for improvement. The premise basis of the project teaching method is the project, and based on the project-based learning, the basic constituent elements include activities, scenarios, contents and results.

The project teaching method requires students to proceed with project screening from their own interests. Because students learn by themselves, they have a deeper impression of knowledge and help students acquire the knowledge they really need. Project teaching methods can take advantage of various forms and there are no fixed requirements. It requires teachers to dig themselves. Once teachers find suitable methods to help students discover the results of their own learning, they can generate more interest in learning. This will help them to become more active, and then generate more interest in learning and become more active in the future. This is significant for the development and development of students.

Through these analyses, it is not difficult to find that the project teaching method is a new method. build a good learning platform to help students take advantage of this environment to obtain a suitable learning methods. In this process, the teacher then put into use a variety of methods to help students to intellectual development. Students use their intelligence to complete various tasks in this pre-set environment, and continue to increase their learning ability. In short, the project teaching method turns the original knowledge into a variety of teaching items that are in line with the student's situation. Through the use of projects to help students participate in the teaching process, they can improve their learning efficiency.

2 Problems in Teaching Computer Courses in Secondary Vocational Colleges

In high school enrollments, more and more good students choose to continue to high school. Secondly, although the country has consciously focused on the development of secondary vocational education in recent years, secondary vocational schools have received a lot of material support and human support, but because of the overall decline in the number of students Although many secondary vocational schools have increased their students, their quality has declined. Most students lack the enthusiasm for learning. They just pursue the final diploma and use the diploma to find a job. In addition, most of these students have a lot of bad study habits, their learning attitudes are problematic, and their study habits are also poor. Students' interest in computers is in fact limited to the Internet and games. Their use of computers is entertainment, and there is no enthusiasm for learning relevant professional theories and skills. In this way, they will not have the spirit of self-learning, hard attitude, perfunctory during the learning process, and not be able to learn the interests of computers. This has brought a lot of difficulties to teachers' teaching work.

In most basic computer courses in secondary vocational schools, the content of liberal arts students is still based on the use of office software and basic operating systems, while science students are only based on the establishment of C language courses. The content of computer courses in secondary vocational schools does not meet the requirements for professional training of students. This teaching method will lead students to develop bad habits that ignore theoretical learning. Therefore, the arrangement of the content of the computer courses in the
current secondary vocational schools is not scientific. The content of monotonous teaching and teachers will feel boring, not to mention the students. This will affect the cultivation of students' learning qualities. Students may not be interested in the basic content of the computer because of this kind of situation, which is a great hindrance to the improvement of students' future literacy.

Computers have become a very popular tool, and computer courses have become very popular in schools. However, because the computer itself has not been updated in time, some schools have so far failed to guarantee that students will be able to do it in class. And classroom learning is only based on the inherent method. Duck-feeding teaching is very common. In fact, computers are a subject that emphasizes hands-on ability. When students cannot practice, the theory explained by teachers is easy to forget. As a result, theories can hardly affect students. The lack of equipment in many schools has become much unfounded.

3 Select Teaching Project

It is very important what the theme of the project is. We should pay attention to the following contents when choosing our theme: First, the theme should remain true and have some fun. Secondly, the topic should be related to the curriculum knowledge. Third, the theme needs to have a certain proximity to student life. When choosing a project, teachers need to analyze in advance and guess what problems may arise. The project should be kept as open as possible, with a little difficulty, in line with the actual snowball of the society. Students work together to complete this project. This project should also be the result of a student's reasonable completion, and everyone will evaluate it together later.

4 Project Teaching Method Improves Countermeasures in Computer Teaching in Secondary Vocational Education

Textbooks serve as the main basis for teachers' teaching activities. Textbooks can help teachers achieve their teaching goals and provide the basis for teaching. The project teaching method must select the appropriate teaching materials. Traditional textbooks only pay attention to the explanation of knowledge and neglect of practical needs. The convergence of teaching materials between courses is difficult, the content is duplicative, and it is out of line with practical applications. It is difficult to meet teaching requirements, and it hinders the development of teaching activities. Therefore, the secondary vocational colleges need to make certain reforms in the teaching materials of the computer curriculum project. The preparation of project-based teaching materials should meet the requirements for personnel training and the reform of teaching contents in the school. When necessary, the teaching plan can be adjusted. According to the content of the project teaching method, various courses can be integrated into the projects that meet the students' future development needs. Teachers can also personally prepare the project materials needed for the class. The preparation of project-based teaching materials can provide necessary help for project teaching methods and provide teachers with necessary teaching templates for teaching activities, thereby ensuring the smooth implementation of project teaching methods.

5 Conclusion

In the project teaching, according to the actual situation of students, teachers need to
develop scientific goals to help students complete various tasks, so that they can solve their own problems in the project implementation process. Teachers need to have a good professional level, but also need to have a certain degree of control. This requires teachers to change their traditional concepts, improve their professional quality, and meet the requirements of reforms.

From the implementation of project teaching methods, it can be seen that if teachers do not accumulate certain project development experience, it is difficult to control the classroom smoothly in classroom teaching, and if teachers cannot accurately predict some common problems that may arise in classroom teaching except in the case of occurrence, it may not be possible to extend the teaching activities to every important knowledge point in the course of teaching, and there will be some defects in the guidance work for students in the classroom.

References