Research on the Application of Computer Network Technology in the Training of Talents in Vocational Education

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Abstract. With the continuous deepening of education reform, the processing and analysis of teaching information in higher vocational colleges is increasing. Traditional teaching management methods can no longer meet the needs of higher vocational colleges. Computer technology is more suitable for the needs of education reform, and the modern development of teaching management with computer technology as the core promotes the comprehensive level of teaching management in higher vocational colleges. This article analyzes the impact of computer technology on the training of talents in higher vocational education; the current situation of talent training in higher vocational education at this stage, and discusses how to innovate and reform the talent training model in higher vocational colleges under the background of computer technology.

Keywords: Computer technology, higher vocational colleges, teaching management, talent training.

1. Introduction
Higher vocational colleges can cultivate more compound talents, which is of great significance to promote the development of modernization. It can be concluded from the current development of various tasks in higher vocational colleges that teaching management is the focus of all tasks in higher vocational colleges. Through scientific and standardized teaching management work, sufficient human, material and technical support can be provided for the development of educational activities, which is of great significance to improving the quality of education and teaching. In the process of teaching reform in the new era, the difficulty of the overall development of teaching management is increasing. The application of computer technology can comprehensively improve the effectiveness of teaching management.

With the continuous deepening of quality education, the biggest feature of the new textbook is that the content of the textbook starts from the students’ current life experience and knowledge, and guides students to observe and learn about the unknown world through various interesting creation scenarios. Communicate; teachers organize the learning process of students by carrying out related teaching activities, so that students can master the knowledge and skills required by the teaching goals, and observe and think about things from different angles, so as to stimulate students’ desire for knowledge.
and activate students' thinking. The use of computer network technology for auxiliary teaching in teaching can combine teaching content to present dynamic and static images [1]. Such a lively teaching atmosphere is full of fun and can fully mobilize students’ learning enthusiasm. At the same time, it can also integrate theoretical knowledge that cannot be expressed clearly by ordinary methods through vivid pictures, recurring situations, detailed explanations, wonderful music and effective the feedback is completely and thoroughly presented to the students. This is very important for optimizing classroom teaching activities.

2. The particularity of vocational education
Compared with conventional education, vocational education has unique properties. First of all, students in vocational education have certain characteristics. In the learning process, in addition to mastering theoretical knowledge, the most important thing is to learn various technical skills. Practical activities are the main learning method faced by students in vocational education. Through the combination of practical operation and theoretical knowledge, theory can ensure technology, and practice can test technology, so as to truly improve students' technical level and lay a solid foundation for entering society in the future. However, conventional compulsory education is mainly based on theoretical knowledge, supplemented by practical activities. It mainly learns the curriculum content prescribed by the state. Through a large number of exercises, students can grasp the theoretical knowledge more firmly and deeply, so as to step into deeper knowledge in the future. Lay the foundation for universities. Therefore, the learning process of vocational education students is different from that of regular education. Secondly, the training objectives of vocational education are unique [2]. For vocational education, the learning process does not take too long. The main thing is to master a specialized technique, and constantly strengthen and consolidate the practice, and cultivate talents who combine theory and practice. They can walk in a short time. Enter work and achieve your life goals.

3. The specific application of computer technology in the teaching management of higher vocational colleges
Computer technology can be applied to many areas of teaching management in higher vocational colleges, mainly in the following three aspects.

3.1. Application of computer technology in performance management
The management of student achievement is one of the key parts of learning management, and it is required to manage all the grades of all students' courses. The processing of a large number of student achievement data is very cumbersome, and the workload is unimaginable if it is collected by hand. Computer technology can greatly shorten working time and reduce work intensity. At the end of each semester, the management staff can use the computer management software to enter the grades of the students' courses based on the class. The computer can calculate the student's total score, class part, pass rate and other data by itself [3]. The required information can be inquired according to requirements, which improves work efficiency. Figure 1 shows the application of computer technology systems in performance management.
3.2. The application of computer technology in teaching evaluation

The traditional way of assessing teaching quality by students’ answer sheets cannot adapt to the current pace of development of higher vocational colleges. Under the new situation, higher vocational colleges have expanded their enrolment, and the number of students has continued to increase, as well as the work of teaching management. Still adopting the method of students answering papers, organizing departments and then giving feedback to teachers will seriously reduce work efficiency. Through the computer network to evaluate and manage the teaching quality, timely feedback and comprehensive analysis can be achieved. Students can evaluate teachers’ teaching effects through computers, which is convenient and fast. The computer counts and sorts out the information input by the students, and makes a comprehensive analysis, so that teachers can inquire students' evaluations of themselves in time, and the teaching supervisor can grasp the teaching effect of teachers in time, which is an important basis for teacher evaluation. At the same time, the computer's supervision and management of teaching quality can face different users and provide corresponding services for users according to different perspectives [4]. Teachers can query the evaluation results of their own teaching quality in the system, so as to improve and improve teaching based on the evaluation; teaching management personnel must query the teaching effects of all teachers in the system, compare the teaching quality of teachers, and select excellent teachers. Encourage backward teachers. Schools can encourage students to actively participate in evaluation activities, and can also implement rigid evaluations for students. Students who want to check grades or select courses must first complete the evaluation of teachers' teaching quality, and then proceed to the next activity. The network evaluation system effectively promotes teaching reform and improves teaching quality. Figure 2 shows the teaching evaluation computer system architecture.

Figure 1. Computer system for score management in higher vocational colleges
3.3. Application of computer technology in daily teaching management
Normally, the working hours of professional teachers in higher vocational colleges are relatively free, and they are generally not on campus except for the prescribed class hours. Computer technology provides a better way for the teaching management department to manage these special groups. Managers can complete the management of teachers' teaching by publishing teaching notices and other information through the computer network. It is also very convenient for classroom management. The computer can fully grasp the basic capacity of the school, the placement of multimedia equipment, the use of information and other information, and can quickly and accurately query the use of each classroom, so as to arrange the class schedule reasonably and effectively improve the utilization rate of the classroom, Better serve the school.

4. Computer-assisted vocational education talent training approaches

4.1. Highlighting "people-oriented" in education
People-oriented, paying attention to students' differences, and giving full play to students' autonomy and creativity are the most basic educational concepts of modern education. The starting point is to develop students' various abilities. The reform of the talent training model of higher vocational education should also follow the basic laws of education and embody the people-oriented education concept. In the teaching process, teachers are no longer the main body of teaching, but the guide of students' learning, providing consultation and guidance for students' active learning. At the same time, students are allowed to give full play to their strengths and advantages, create a relaxed and harmonious atmosphere, and let students do their best [5]. Students are at the centre of teaching, making learning plans, submitting various internships, planning careers, etc. will become students' conscious behaviour. Putting people first and promoting the all-round development of students is the prerequisite for the reform of higher vocational education talent training mode. Only in this way can students meet the needs of self-development and adapt to the rapid development of society and economy.

4.2. Professional competence-based training goals
In the higher vocational education talent training model, the training goal is the indicator of the vocational education reform. A clear and clear training goal can point the way for the reform of the talent training model. Therefore, training objectives play a pivotal role in the talent training model of higher vocational education. In the "Opinions of the Ministry of Education on Deepening the Reform of Higher Vocational Education with Employment as the Guide" (hereinafter referred to as the
"Opinions"), the Ministry of Education proposed to "increase the reform of the talent training model, and insist on training for production, construction, management, and service. High-skilled talents with strong practical ability and good professional ethics are required by the first line of "get down, keep, and use". The highly-skilled talents in the "Opinions" do not simply possess certain operational skills and professional ethics to be competent for their jobs. But to face the future and adapt to different professional positions. Because they are facing a rapidly changing era of knowledge economy, industry renewal is accelerating, and only with strong professional ability, and a certain innovation ability and migration ability, can they flexibly adapt to the continuous changes in the workplace.

4.3. Constructing information education and teaching mechanism
Based on the background of information technology, it can not only fully develop and integrate educational resources, but also make boring teaching content vivid and visualized. Teachers should actively pay attention to the construction of information education mechanism, and use this to integrate information technology and various disciplines in the profession, so as to promote the cultivation of innovative technical talents. On the one hand, the school must strengthen the construction of a digital campus, use the Internet to continuously optimize the campus website, and at the same time, it can also purchase more difficult to develop resources, share high-quality free resources, etc., and further highlight the characteristics of running a school based on the school's professional characteristics. On the other hand, the school also needs to vigorously introduce various advanced teaching technologies, such as simulation training software, virtual production technology and process, SPOC and other digital learning resources as the core, and integrate the school’s key professional construction results, digital book resources, and student learning. The management system can not only fully mobilize students' enthusiasm for learning, and continuously attract more scholars to sign up, but also improve teachers' information teaching ability, which greatly meets the new needs of students for blended learning.

4.4. Talent training model combining production, education and research
The integration of production and education and school-enterprise cooperation are the fundamental ways to improve the quality of vocational education. In order to achieve a high degree of integration of production and education and in-depth school-enterprise cooperation, it must be ensured by improving various mechanisms. Firstly, improve the demand-oriented talent training structure adjustment mechanism. Give full play to the role of market mechanism in regulating resource allocation and talent supply, establish a professional demand early warning system and professional dynamic adjustment system, and guide secondary vocational schools to focus on setting up relevant majors in industries that are urgently needed for regional economic and social development. For example, our province is currently accelerating the development of a comprehensive experimental zone for the airport economy. Vocational education should adjust professional settings in accordance with market needs and increase the training of aviation application-oriented talents. Secondly, improve school-enterprise cooperation planning, cooperative governance, and cooperative training mechanisms [6]. Build a dialogue and collaboration platform, and timely incorporate new technologies, new techniques, and new norms into teaching standards and teaching content, and promote the integration of production, education, and school-enterprise "dual subject" education. For example, the industry vocational education school-enterprise cooperation steering committee is a very good platform to promote the integration of vocational education, production and education, and school-enterprise cooperation. Through the improvement of the industry vocational education school-enterprise cooperation steering committee, the industry’s guiding role in vocational education is further strengthened, and industry education is promoted. Thirdly, implement various project construction and engineering construction, and guide vocational schools to carry out the reform of production-education integration and school-enterprise cooperation talent training model. For example, to implement a modern apprenticeship system for highly technical and practical majors, or to further promote the construction of vocational education groups, and make use of the multiple cooperative education mechanisms of schools, industries and
enterprises within the vocational education group. Fourthly, the introduction of various incentive policies to support the integration of production and education and school-enterprise cooperation. Set up a special fund to reward vocational schools, industry associations, and enterprises that have performed well in the integration of industry and education and school-enterprise cooperation; encourage enterprises to accept student training and internships from vocational schools by implementing tax preferential policies and purchasing services; introduce support policies to encourage schools to build regional or industry-based internship training bases to attract SMEs to participate in school-enterprise cooperation.

4.5. Appropriate development of higher vocational education above undergraduate level
With the economic development of various countries and the upgrading of industrial technology, the society’s requirements for laborers in all aspects have increased, and the structure of labour technology has continued to move up. Vocational education in various countries has shown a trend of high migration. Some developed countries have established four years in succession. Undergraduate higher vocational education, Germany even has graduate-level vocational education. The development of higher vocational education from junior college level to undergraduate and graduate education is bound to be the development trend of vocational education in the 21st century. Appropriate development of higher vocational education at the undergraduate level and above, and awarding of vocational education graduates with bachelor's and master's degrees are important measures for my country’s higher vocational education to adapt to the trend of modern international higher vocational education structure. On the one hand, it is to conform to the law of educational development, to make the structure of higher vocational education more perfect, and to become an education system from middle to higher education; on the other hand, to meet the needs of students for continuous development, to provide them with opportunities for further studies, so that they can have more High theoretical basic knowledge and more complex operating skills in order to better meet the needs of high-tech industries.

5. Conclusion
In the context of the information age, computer network technology has spread throughout people’s lives and the development of various enterprises, and at the same time, it has also been widely used in vocational education. In the teaching process, the full use of computer network technology has improved students' initiative and enthusiasm for learning, enhanced students’ memory, created a good online learning environment, improved the quality of vocational education, and promoted the development of vocational education. The cultivation of talents in higher vocational education has a very important contribution to the development of society and economy, and it also shoulders a very important responsibility for talent output under the background of computer network technology. Actively integrate relevant resources to provide more high-quality talents for the development of social economy and the modernization of our country.

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