Research on the Application of Internet Technology in Teaching Reform in Higher Vocational Colleges

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Abstract. Mobile Internet has changed the way of information acquisition and dissemination, which also brings new challenges to the teaching of Higher Vocational colleges. Teachers must keep up with the development of technology. By understanding the new needs of College students, teachers can reform the teaching content, teaching methods, teaching design and so on. Through the teaching reform, vocational colleges can cultivate comprehensive applied talents adapted to the mobile internet. This paper first analyses the significance of higher vocational education reform under the background of mobile internet. Then, this paper analyses the problems existing in the teaching of Higher Vocational Colleges in the era of mobile internet. Finally, some suggestions are put forward.

Keywords: Teaching Reform, Higher Vocational Colleges, Mobile Internet, Internet Technology

1. Introduction

Entering university, students will have plenty of spare time besides classes. According to the data, the average time spent online by college students is 31.7 hours per week, which is the largest group of students in China. With the popularity of terminal smart phones, mobile Internet has brought many conveniences to college students’ life and learning. Various kinds of learning software improve our efficiency of acquiring knowledge and information. All kinds of network music software and video software enrich the life of College students. All kinds of news software and social software enable college students to contact the society earlier. Everything has two sides. It has advantages and disadvantages. So does the Internet. While mobile Internet brings us many conveniences, it inevitably brings some negative effects. Although the amount of information in the network has increased, it is difficult for college students to distinguish between authenticity and falsity. Under the network environment, fragmentation time makes college students more impetuous and incomplete knowledge system. Excessive indulgence in virtual network makes students more indifferent to the real society. There are even problems of living in the secondary space and disconnecting from reality[1].
2. The significance of teaching reform under the background of mobile internet

2.1. Helping to innovative teaching method

The traditional method of College Students’ teaching in China is to give priority to classroom teaching, with classroom discussion and social practice as supplements. Classroom teaching lays particular emphasis on the teacher’s "full-room irrigation" and "duck-filling" methods. Even in today’s new media technology, this way still exists in College classes. It is undeniable that this teaching method has irreplaceable advantages. However, in the new situation, this single and boring teaching method can no longer meet the needs of teaching. According to the survey, the majority of the class bow generation. In the new era, mobile Internet technology can provide more abundant and modern teaching methods for college students. Through the mobile internet, teachers can use mobile QQ, Wechat and other platforms to open up the third classroom according to the teaching practice. Through interactive teaching, higher vocational colleges can not only stimulate students’ interest, but also promote equal communication between teachers and students.

2.2. Helping to improve students’ ability

The information resources on the mobile Internet fully meet the needs of college students in seeking interest, novelty, knowledge and novelty. Teachers can stimulate students’ learning initiative through active guidance. Students can learn and improve independently through the mobile internet. Through timely understanding of current affairs, politics, history, culture, social hot spots and other information, students can constantly improve themselves. Mobile Internet provides a good platform for the cultivation of college students’ abilities, which can enable students to constantly broaden their horizons, think independently, learn practical abilities and innovative and creative abilities.

3. Problems in teaching in higher vocational colleges

1000 questionnaires were formulated and distributed, 969 were recovered, with a recovery rate of 96.9%. Among them, 961 were effective, the effective rate was 96.1%.

3.1. The teaching idea is backward

At present, some university teachers believe that mobile Internet is the main cause of distraction in learning. They advocate building a network shielding system to restrain the coverage of mobile Internet in the main teaching areas of campus[2]. Then the students turn their attention back to classroom learning. Some teachers stick to the traditional teaching idea. They attach importance to classroom teaching and despise practical teaching. Some teachers can not accept new ideas, new technologies and innovative teaching mode in time. The results of the classroom teaching idea survey are shown in figure 1. The largest number was Duck-filling traditional teaching, accounting for 33.1%. Next is Teacher-centered teaching, accounting for 28.0%.
3.2. Single teaching method

New media promotes the development of teaching methods from the traditional mode of "one teaching plan, one chalk and one platform" to the electronic media teaching mode. Mobile Internet has broadened the teaching channels, which has a great impact on the traditional ideological and political teaching methods of College students. Traditional and old "instilling" and "cramming" teaching methods are more boring and boring, which is difficult to attract students[3]. A survey of the number of teaching methods per week in the classroom of higher vocational colleges is shown in figure 2. The results of more than seven teaching methods are as follows. The largest number was Traditional Teaching, accounting for 97.8%. Next is Case Teaching, accounting for 41.1%.

![Figure 1. The survey on classroom teaching idea.](image1)

![Figure 2. The number of teaching methods per week in the classroom.](image2)

4. Effective measures of vocational teaching reform in higher vocational colleges

4.1. Renewal of teaching ideas

Teachers are the guiders and organizers of the whole teaching activities. Therefore, vocational English teachers in higher vocational colleges should constantly update their teaching ideas. Teachers should
break the old situation of "taking exams as the main task and paying attention to basic teaching". Teachers should change to pay equal attention to knowledge and skills, and determine teaching objectives through job requirements. If teachers can design teaching assignments to give full play to students’ specialties in Teaching Business, integration of students’ professional knowledge and interests. By arousing students’ interest, students’ enthusiasm for learning will be greatly improved. The change of roles will have many rigid requirements for teachers’ own qualities, such as educational theory, vocational teaching characteristics, modern teaching technology and so on[4].

4.2. Enriching and diversifying teaching models

There are many effective teaching methods for Vocational colleges, such as scenario simulation method, interactive teaching method, introduction method, and case teaching method. In teaching, teachers can flexibly adopt one or more teaching methods to organize teaching activities according to the needs of teaching content. In addition, teachers should also pay attention to the cultivation of other non-intellectual factors of students. Through the emotional aspect, students’ achievements are instantly affirmed and encouraged. Teachers in higher vocational colleges should help students gradually eliminate fear and anxiety. By investing in learning with a positive and optimistic attitude, students can constantly experience the sense of achievement brought about by learning, which will improve the learning effect[5].

5. Conclusion

The reform of higher vocational education can promote the development of national education. At the same time, it can enhance the work of training talents in schools. Through the reform, higher vocational education can meet the needs of students, which can form a more perfect education model. With the development and use of the Internet, teachers should constantly improve their teaching programs[6]. Through continuous summary of practice, higher vocational colleges can promote the combination of students’ learning and practice. By improving students’ ability, higher vocational colleges can promote students’ employment development. Higher vocational education reform based on mobile Internet can improve teachers’ teaching level and students’ comprehensive ability.

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