The Analysis of Higher Vocational Education Informationization Teaching and Training Mode Based on Computer Technology

Lin Li

School of Art Engineering, Tianjin vocational Institute, China, 300410

E-mail: 625543295@qq.com

Abstract. With the increasing strength of the national economy, more and more attention has been paid to the development and training of talents, especially the training of talents in higher vocational education. It is the school's unremitting efforts and pursuit to cultivate professional and skilled talents. Therefore, in order to output more application-oriented talents to the society, higher vocational colleges will actively use the computer information teaching and training model, greatly improve students' interest in learning, to help students develop in an all-round way. This paper mainly studies and analyzes the elements and development trend of the practical training teaching mode in higher vocational colleges under the condition of computer information technology.

Keywords: Computer Information Technology, Higher Vocational Education, Information Teaching, Training Mode

1. Introduction

Under the background of network era, the application of information technology in the field of education is gradually increasing. Information technology gradually strengthens the convenience of education through teaching methods, teaching contents and teaching means. This is helpful to improve the teaching level of information technology in higher vocational education. Therefore, we need to strengthen the information training mode of higher vocational colleges so that higher vocational education can achieve better results[1].

2. Elements of vocational training teaching model

2.1. Training teaching objective model

When we carry out the goal of practical training teaching, we need to set up to cultivate students' professional ability as the foundation, and constantly shape students' professional quality. In the higher vocational training teaching mode, the dual system of vocational qualification certificate and academic
certificate should be vigorously promoted so that students have the motivation to learn. The certificates obtained in higher vocational education are related to practical training, so as to strengthen the cultivation of students' professional quality, professional skills and so on, so that students can have a certain foundation of skills in the future social work. Therefore, the formulation of practical training teaching objectives in higher vocational schools should be participated in and interfered by relevant professional researchers and educational experts. At the same time, it is also inseparable from the support and cooperation of the school and teachers of all subjects. The former establishes standards for practical training teaching objectives, while the latter provides guidance for the practice of practical training objectives.

2.2. Teaching content model of practical training
In the practical training teaching mode of higher vocational colleges, we mainly construct two content models. First is the traditional training content that mainly tells the basic teaching knowledge; The other is to divide the content of practical training by different levels of students' receptivity, so that students can improve their abilities at different stages. Since higher vocational education is oriented towards applied talents of higher technology, the latter mode is generally adopted in the construction of teaching content mode of practical training of higher vocational education, that is, using "layered training" and "progressive training" to cultivate students' comprehensive application ability, innovation ability and ability in order to solve key technical problems[2]. The specific teaching content mode of vocational training includes three modules: basic skills, professional skills and comprehensive skills.

2.3. Training teaching management and evaluation model
Teaching management is the basis and guarantee of teaching quality. In higher vocational teaching, we need to strengthen the management mechanism of vocational teaching, and the evaluation mode of practical training needs to be improved, which is also one of the elements of practical training mode. The management rules and system of higher vocational colleges and assessment indicators need to have specific training content as the assessment benchmark.

2.4. Practical training and teaching guarantee mode
The guarantee mode of practical training teaching in higher vocational education requires three important conditions: being familiar with production, construction, management and service first, professional and technical part-time teachers[3]; The technical equipment necessary for the content of vocational training needs to be complete, and the learning environment in the training should be clean and tidy, which is more conducive to students to carry out practical training teaching. Table 1. Diagram of teaching model elements.

| Elements of teaching mode |
|--------------------------|
| 1. Training teaching objective model |
| 2. The teaching content model of practical training |
| 3. Training teaching management and evaluation model |
3. Development trend of informationized teaching and training mode in higher vocational education

3.1. From simplicity to variety
In the long history of human society, almost all vocational education is carried out through the mode of mentoring. When capitalism developed to a certain stage, this "manual workshop" teaching mode could not meet the demand of human society for skilled talents. Higher vocational and technical education starts from scratch and grows slowly. Higher vocational education officially becomes independent. The concept of higher vocational education teaching mode really becomes a meaningful existence. The teaching methods in the new era and teaching ideas are constantly updated. As practical training teachers in higher vocational colleges, they need to learn advanced teaching concepts to help students move from simple practical training mode to diversified practical training mode and improve their professional skills. As the new teaching philosophy is endless, coupled with the new scientific and technological revolution, higher vocational education has undergone great changes.

3.2. From teaching to learning
The traditional teaching mode of higher vocational education is from the perspective of how teachers teach. Teachers do not stand in the perspective of students and ignore their views and opinions on problems. Therefore, we need to strengthen the student-centered teaching mode, from teaching to learning, which should be in line with the standards proposed in the new curriculum reform and require to carry out the research on the teaching mode based on "learning". Especially in the face of the continuous development of information technology, the state and society constantly put forward new requirements on the teaching objectives of higher vocational education, which determines that higher vocational students' subject status and subjective initiative are increasingly valued. The development trend of modern vocational training teaching mode is to attach importance to students' subjectivity and initiative in vocational teaching activities, so that students can learn to learn independently, which is of great help to their future social work[4].

3.3. Teaching organization and management training mode

Figure 1. Research status and trend
In the teaching of professional courses in higher vocational colleges, we should not only attach importance to the theoretical education of teaching, but also attach importance to the improvement of professional skills and professional practical ability. Therefore, practical training teaching plays an important role in the cultivation of practical skills. Schools should strengthen the strength of practical training, by updating advanced equipment, the establishment of training base, so as to create better training conditions for students. In terms of curriculum setting, training courses should be planned reasonably to enhance students' application ability of professional skills under the development of training projects. At the same time, in the information environment, in order to facilitate students' field work and operate more down-to-earth practical training projects, the school can adopt a certain centralized management mode, and create experimental bases and simulation workshop scenes that meet the training conditions for students, and update the assessment content and form. At the same time, the school should conform to the information background, add information evaluation projects. Comprehensive curriculum learning can really promote vocational students, so, in order to make vocational students have more excellent professional ability and rich knowledge base, it is necessary to add some teaching and training content. In particular, under the condition of advanced information resources, students can learn diversified knowledge through a variety of channels and realize computer operation learning. Therefore, higher vocational colleges should strictly monitor and grasp the content of teaching and the practical significance of teaching in student training. It is meaningful to design the training content in a planned and purposeful way to improve the effectiveness of education. Table 2. Teaching mode change diagram[5].

| Changes in teaching mode | before | after |
|-------------------------|--------|-------|
| A single                | Passive learning | diversified |
| Active learning         | A fragmented    | systematic |

4. Conclusion
To sum up, the implementation of practical training content in vocational colleges will be better improved in the information environment and creating better practical training conditions and rich and varied practical training content for vocational students. Therefore, teachers in higher vocational colleges should learn to change their ideas and improve their teaching modes. Comprehensive courses in higher vocational colleges should not only lay emphasis on the impart of theoretical knowledge, but also cultivate students' ability of practical exploration. Higher vocational schools should actively expand students' practical training content, carry out practical training, and obtain different understanding and experience of knowledge in the actual teaching scene. In this mode, students can firmly grasp the comprehensive ability, improve the level of education and teaching[6]. In the new era, higher vocational schools should pay attention to the innovation of teaching, actively develop the teaching mode in line with vocational education, and with the help of information technology further monitor the teaching quality while developing and cultivating students' vocational education ability, which can also promote the teaching mode to become perfect.

References
[1] Xiao Zhuopeng. The research and practice of the practical training course of the "information teaching method" in higher vocational colleges [J]. Information Recording Materials, 2019(5).

[2] Wang Tingting. Analysis on teaching methods of informationization in higher vocational education [J]. Modern Vocational Education, 2018(17).

[3] Wang Jianhang. Research on virtual training teaching mode in higher vocational colleges [J]. Modern Vocational Education 2017(35): 81-81.

[4] Xu guangyou. Other subjects of computer science and technology -- research on multimedia technology in China: 2015 [J]. Journal of Chinese academic journals, 2007, 013 (002) : 13.

[5] A brief discussion on how to improve the effect of multimedia teaching [J]. Modern communication.

[6] Rong Chen et al. "bipartite graph partitioning algorithm for big data learning scenarios." journal of computer science & technology (2015).