Application of Computer Technology in the Study of Political Thoughts of English Courses in Higher Vocational Colleges

Ling Bai1,*

1Xing An Vocational and Technical College, China, 137400

*Corresponding author e-mail: 13948249001@163.com

Abstract. The advent of the Internet computer technology era has brought rare opportunities to the development of English courses in higher vocational schools. At the same time, it has also brought severe challenges to English courses and ideological and political courses. Therefore, higher vocational colleges should speed up the research and innovation of the ideological and political education work path for higher vocational students in the context of the Internet computer technology, use the rich materials provided on the Internet computer technology, break through the limitations of the textbook content, and collect and help the classroom teaching.

Keywords: Internet, Higher Vocational Colleges, English Courses

1. Introduction

The rapid arrival and rapid development of the Internet era directly affects the learning behaviors and ways of thinking of higher vocational students, affecting the formation of their world outlook, outlook on life and values. At the same time, the teaching process is no longer a simple one-to-one communication, but turns to a two-way interactive teaching mode. Students change from passive recipients to active participants and skeptics. On the Internet platform, everyone can freely express personal opinions in the virtual environment, express their opinions, teachers and students get rid of the constraints of the textbooks, and the originally boring classroom becomes lively and interesting[1].

2. Opportunities and challenges faced by English teaching in higher vocational education under the background of internet times

2.1. The internet age brings opportunities for the teaching of higher vocational English courses

The invention and creation of the Internet provides a variety of teaching resources for the teaching of vocational English courses. Teachers can use the rich materials provided on the Internet to break through the limitations of the content of the textbooks and collect various resources that are helpful to the classroom teaching to enrich the teaching. At present, English teaching in China's higher education...
accounts for a small proportion (see figure 1 below). Teachers can also share the collected information online. Students can access and utilize these resources anytime and anywhere, and the teaching efficiency is significantly improved.

Figure 1. Proportion of English education in higher education.

What is different from figure 1 is that in the context of the Internet, the teaching methods of vocational English courses have undergone great changes. The teaching method has changed from one-way communication to two-way interaction and one-to-many communication, and the education method is more open. The traditional English course teaching consists of three parts: teacher, student and teaching content. In the whole teaching process, the teacher is always in the main position. The main process is that the teacher instructs and injects the teaching content to the students through the teaching media[2].

2.2. The challenges brought by the internet era to the ideological and political teaching of vocational English courses

First of all, the Internet era poses a challenge to the depth of ideological understanding of higher vocational students. They do not analyze, think and identify information, and often do not identify all the receipts. Fragmented reading is gradually rising. Deep reading ability and self-reading ability are gradually decreasing. In the virtual world of the Internet, all kinds of unhealthy information are popular, including some texts, pictures, videos and other information about pornography, violence, etc., which have brought shocks to the ideologically advanced high-level students.

2.3. The principles to be followed in the use of the internet for the teaching of vocational English courses

2.3.1. The principle of feasibility.

When teachers use the Internet as a medium to teach, the first thing that must be considered is operability. The ability to use the Internet for teaching is determined by a variety of factors, such as whether the teaching equipment is perfect, whether the student has a computer, etc.
2.3.2. The principle of interest.

The traditional classroom teaching focuses on the teaching of the teachers. The main status of the students is not reflected. The whole classroom is boring and boring. Using the Internet to carry out teaching will greatly enhance the interest of teaching.

2.3.3. The principle of orientation.

Teachers using the Internet for supplementary teaching must effectively control the virtual information on the network. The virtual nature of the network determines its difficulty in controlling.

2.3.4. The principle of subsidiarity.

The purpose of using the Internet for English teaching is to effectively use the Internet as an auxiliary function of the media to serve traditional English teaching. The accessibility of the Internet to teaching is mainly reflected in two aspects - teaching methods and teaching content[3].

3. Constructing the path of ideological and political education in higher vocational English courses from the perspective of internet

3.1. Reforming English course teaching methods, curriculum structure and practice

First, adapt to the mental characteristics of higher vocational students under the Internet conditions, reform the teaching methods, and let students become the main body in the English classroom, so that students can find a "virtual spiritual satisfaction" success experience in the classroom teaching instead of network virtual Feeling, so that they return to the classroom, adding an active "adsorption" to the passive "infusion" in the classroom, as shown in figure 2 below:

![Diagram](image)

**Figure 2.** Innovative teaching structure system in English classroom.

As shown in figure 2, the curriculum structure of the English curriculum is appropriately reformed, and the content of the course is organically combined with the practical confusion commonly encountered by students on the Internet. English teachers should give students correct right and wrong
judgments in the classroom to help students identify right and wrong and establish the correct world outlook, outlook on life and values reduce the negative effects of the Internet and enable students to trust the classroom and trust teachers\[4\].

3.2. Create a positive online culture for the smooth development of English courses

In order to effectively regulate the correct access and use of the Internet by teachers and students, schools must strengthen the monitoring of network information and guide teachers and students to use the Internet correctly. Give full play to the role of the Internet as the main channel in information transmission, so that information such as the development, construction, and management of the school can be transmitted to the teachers and students through the Internet in time, and their understanding and support can be obtained. At the same time, the Internet has become the main position of ideological and political education.

3.3. Make full use of the communication platform of the network to achieve communication and interaction between teachers and students

It is necessary to restore and strengthen the interaction system between people in the traditional ideological and political education model. The excessive dependence on the Internet has greatly reduced the frequency of interpersonal interaction between teachers, students and students outside the classroom. The role model and demonstration role of the students have gradually faded, and the effect of ideological and political education has gradually declined. Therefore, it is necessary to make full use of the Internet. A new technology enables teachers and students to interact and interact on the Internet platform. On the Internet platform, teachers and students can exchange personal opinions on some ideological and political issues\[5\].

4. Conclusion

English teaching in higher vocational colleges under the background of the Internet computer technology, we should satisfy students' practical experience learning, improve their ability to solve problems, and enhance their initiative in participating in practice. It is necessary to appropriately increase the proportion of practical courses based on the computer technology, increase practical experience content such as field visits, simulation communities, and simulation enterprises, so that students can change from simple bystanders to parties, learn to use the theoretical knowledge they have learned to guide practice, and improve their independent problem solving\[6\].

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