

The Application and Effect Evaluation of Informational Teaching Method for Public Basic Courses in Higher Vocational Colleges

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Abstract: In recent years, the teaching reform has gradually deepened, in which the public basic courses have been gradually changed in the process of education and teaching in higher vocational colleges. Network education has been spread in higher vocational colleges, network teaching has been deepening, in higher vocational colleges, the traditional teaching methods are no longer applicable to the current higher vocational students, information technology has the characteristics of diversity, diversity and so on, which is conducive to the cultivation of students' comprehensive quality. Therefore, this paper mainly discusses how to reform the public basic courses under the information teaching environment, change the previous teaching structure and mode, and improve the classroom efficiency of the public basic courses in higher vocational colleges.

1. Introduction

With the continuous development of information technology and the deepening of modern teaching concept, modern theory holds that teachers play a leading role in the teaching process, students are the main body of the classroom, and it is student-centered teaching activities that are the most important. Especially for higher vocational colleges, how can teachers change traditional teaching methods according to the actual needs of students? Information teaching method came into being. For the teaching of public basic courses in higher vocational colleges, the information technology teaching method is adopted to improve the students' interest in learning, to improve the teaching efficiency of public basic courses, and to train high academic qualifications and high level talents. Therefore, this paper mainly discusses the application and evaluation of improving the teaching effect of public basic courses by using information technology teaching method in higher vocational colleges.

2. The Current Situation of Using Information Teaching in Higher Vocational Colleges

The information teaching system spreads very quickly in the higher education, among which one of the components of the higher education is the higher vocational college. Although the application of the information teaching, the higher vocational college has started late, but has achieved certain results in the construction quality and speed. In order to promote the development of information education, many higher vocational colleges have constantly updated teaching equipment, set up teaching materials database and test paper exercise database, and organized many teachers to set up a series of fine courses, etc., the school has also actively organized information teaching competition, carried out the construction of teaching resources in remote higher vocational colleges, organized relevant teacher training and used information electronic equipment to teach students to use web-based online learning, etc. Although these progressive events have appeared in higher vocational colleges, in the process of information construction, higher vocational colleges still face some problems, such as the slow renewal of teaching resources in higher vocational colleges, the lack of advanced hardware facilities and equipment, the low overall quality of teachers, the low comprehensive quality of learning, and the low level of information management technology and related services in higher vocational colleges. Especially for the information teaching of public basic courses is still in the primary stage.

3. The Significance of Using Information Teaching in Public Basic Courses

3.1. Promoting the Stable and Sound Development of Public Basic Courses in Higher Vocational Colleges

The development of higher vocational colleges has a broad development, can train different professional talents needed by the society, therefore, the research needs to study the methods and strategies of information teaching of public basic courses, realize the needs of modernization construction, train high level and high skill talents, and cultivate students'duty accomplishment.

3.2. It is Helpful for Higher Vocational Colleges to Explore New Learning Models

Higher vocational colleges need to explore how to cultivate students'core quality ability under the way of information teaching. Colleges and universities need to integrate public basic courses and modern education together to avoid wasting energy to concentrate on a certain detail problem. With the help of information teaching, we can explore a set of more practical and scientific information learning resources to meet students'learning needs, so that students can develop individualized and cultivate students'core quality.

3.3. Form a New Information Learning Culture

With the advent of the information age, it is necessary to keep up with the development of the times, and it is necessary for school teachers to apply new ways of learning culture, to achieve a learning model of lifelong learning, self-management, mutual cooperation and self-improvement, to effectively use the information teaching platform to expand inquiry learning, to promote the continuous deepening reform of public basic courses and to train innovative talents in higher vocational colleges.

4. Objective and Content of Information Teaching for Public Basic Courses in Higher Vocational Colleges

At present, most higher vocational colleges have set up information resources teaching, which contains test questions database, teaching method content database and so on. In the existing teaching platform, we should build the information resources platform of public basic courses, organize public class teachers to study how to carry out teaching design and realize efficient teaching. And guide students to use online resources reasonably in class to realize timely communication between teachers and students. Secondly, encourage teachers and students to learn independently through the public class platform to master the contents of many aspects in the resource bank, not only limited to the classroom. Teachers need to set up a difficult consultation section in the corresponding public class platform to facilitate online consultation and discussion after students encounter problems. Finally, using the information teaching platform of public courses, we provide some platform models for other colleges and universities to build relevant teaching resources. At present, the teaching content of basic courses in public courses mainly needs to explore the information teaching content and method reform; improve the information level of relevant teachers, establish a dynamic mutual help and cooperation learning model between teachers and students; cultivate students'ability of information application; establish the network platform of information public basic courses resources as shown in figure 1, and provide one-stop software solutions for office, teaching, personnel, moral education, assets and students.



Figure 1 Digital campus integrated management platform interface

5. Reform of Public Basic Courses in Higher Vocational Colleges

5.1. Reform Based on Students' real Learning

Nowadays, the learning state of most students in higher vocational colleges is that they will not preview before class, play with mobile phones in class, do not practice after class, learn not to be proactive, and teachers' teaching methods are outdated and so on. So how to improve the reform of public basic courses? Improving the traditional form of full-house irrigation. Therefore, the use of information technology came into being. To establish the information resource platform of public basic courses in higher vocational colleges, to realize the flipping of the classroom, to let the students internalize the knowledge taught by teachers, to promote the students to participate in the classroom links, and to cultivate the students' ability to think and innovate independently.

5.2. Choose Different Teaching Strategies Using the Classroom Teaching Stage

The teaching stage of public courses in higher vocational colleges mainly includes pre-class preparation, in-class teaching, after-class feedback review, teachers need to use information teaching platform to realize different stages of teaching, familiar with how to use information platform to carry out teaching, activate classroom environment, improve classroom efficiency, enhance students' interest, improve students' overall performance, and establish a pre-class, in-class and after-class information learning platform as shown in figure 2. In the pre-class preview stage, the teacher should publish the task in the information platform according to the teaching task, let the students prepare the knowledge early, form the video, PPT, micro-class and so on, and then upload it to the platform. Let students learn to sum up in this link, discuss the difficulties and difficulties, and enhance students' ability to learn independently. In the classroom teaching link, the public class teacher can use the information platform to realize the classroom check-in link, lets the student complete the attendance one-click, avoids the long time roll call time. Teachers can also use the information platform to realize classroom discussion, so that students can form discussion groups online, communicate and discuss among group members, enliven classroom atmosphere and improve classroom efficiency. In the review link after class, the teacher can upload the courseware to the platform, publish a few questions after class, so that the students can review and review the learning of relevant knowledge.



Figure 2 Information learning platform before, during and after class

5.3. Optimize Quality Courses to Enhance Students' comprehensive Quality

On the platform of information resource sharing, higher vocational colleges need to optimize high-quality courses and network courses, and in the design of teaching mode, we need to take students as the main consideration center, respect students' cognition of public basic courses, mainly use students' activities as the main focus, and design and optimize the teaching scheme of public courses. In addition, teachers need to guide students to use the information resources of public courses for independent learning and inquiry. The teachers of public courses need to change the traditional teaching concept, use outdoor, indoor and extracurricular teaching practice, use network platform to assist teaching and study together with individuals and groups, study from various angles, broaden students' horizons, improve students' access to knowledge, and comprehensively

improve students'comprehensive quality ability.

6. Evaluation of the Effectiveness of Information Teaching in Public Basic Courses

The teacher leads the students to use the information resource platform to find the knowledge points of the relevant teaching content, use the group mode to hand in the homework on the platform, and realize the mutual evaluation of the group, and then the teacher makes a comprehensive evaluation through the students'overall performance before, in class and after class. Mainly observe whether students actively participate in communication, promote group interaction atmosphere and so on. Secondly, teachers can analyze students'learning effectiveness by means of questionnaires, which include learning methods, interests, cognition and innovation, to observe whether students approve of informational teaching methods, and whether they feel that this model can improve their overall academic performance and expand their overall cognitive level. Through questionnaire observation, students through the information teaching mode, can urge students to review according to the relevant tasks assigned by the teacher, and take the initiative to complete the homework. The most important thing is to establish the teaching effect evaluation system as shown in figure 3, through the information education platform to carry on the teaching quality evaluation test, the teacher can adjust the teaching strategy according to the student's feedback in time, the teacher and the student can feedback the student's overall performance and the teacher's teaching effect in time after class, let the student correct the bad habit in time, and promote the teacher to reform the teaching method.

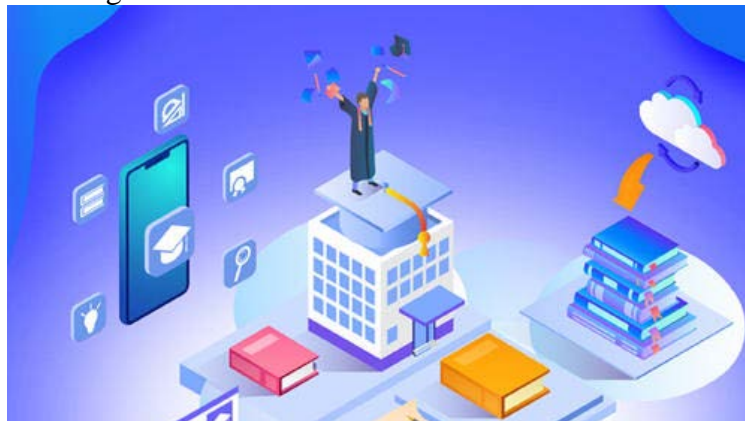


Figure 3 Teaching effectiveness evaluation system

7. Conclusion

The information teaching method makes the curriculum reform take place qualitatively, the teachers of higher vocational colleges design the teaching link reasonably and skillfully through the public class information resource platform, communicate effectively with the students in time, get the classroom feedback content, and improve the teaching efficiency of the public basic course. At the same time, the information teaching method can also improve the interest of the school, improve the academic performance, help the students to open their minds, develop the ability to solve problems independently, train the students'technical application ability, and develop the good habit of independent learning. Information teaching effect evaluation mode promotes teachers to improve teaching methods, improve students'subjective initiative, and enable students to make continuous progress.

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