# Thoughts on the Reform of Electronic Information Courses in Secondary Vocational Schools

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**Abstract.** The secondary vocational colleges aim to cultivate professional and skilled applied talents for the society. Under the environment of rapid development of modern information, electronic information courses are more and more valued by secondary vocational colleges. The traditional education and teaching model can no longer meet the requirements of the current era development and the demand for talents. This paper expounds the current situation and existing problems of electronic information courses in secondary vocational colleges, and propose corresponding reform strategies to promote the improvement of teaching efficiency.

## 1. Introduction

The "Decision of the State Council on Accelerating the Development of Modern Vocational Education" pointed out that vocational education has developed rapidly, and has trained a large number of middle and high-level skilled talents for the society, and has played a pivotal role in the national talent training system [1]. But at the same time, there are still many shortcomings in the reform of the electronic information majors in secondary vocational colleges. Talent training cannot fully meet the needs of economic and social development. Therefore, this paper puts forward some views and suggestions on the current curriculum system reform of electronic information major in secondary vocational colleges.

## 2. Current situation of electronic information curriculum reform in Secondary Vocational Colleges

### 2.1. Curriculum setting

In the curriculum setting, highlight the connection between talent cultivation and social development needs. According to the requirements of the existing academic system, the secondary vocational colleges divides the text structure into three major modules: cultural course, professional course and practical course, and establishes a "three in one" curriculum system with professional course as the main channel and the organic combination of basic cultural course module and practical course module. At the same time, guided by the market demand, in accordance with the requirements of the electronic information talent market and the employer on the quality and skills of employees, determine the objectives of talent training and the requirements of knowledge and ability[2], form the corresponding theoretical knowledge framework, determine the corresponding courses and teaching materials, so as to build the corresponding curriculum system.

### 2.2. Course content

In the course content, highlight the skills training and adjust the curriculum content. The purpose of secondary vocational education is to cultivate application-oriented talents and meet the employment standards of the economic market. In the content setting of electronic information professional courses, we should focus on the skill cultivation[3], take the work process as the guide, break the structure of the original knowledge theory system, divide the course content into various

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items of the work process. In the process of reform, highlight the collection and refining of typical work tasks of each post, and obtain the required information of each task on professional ability, and establish professional knowledge points to support professional ability,so as to build a more practical knowledge system.

### 2.3. Teaching methods

In terms of teaching methods, the teacher centered classroom teaching mode is highlighted. At present, most of the teachers of electronic information majors in secondary vocational colleges still use the traditional teaching method in the process of teaching [4], which is mainly taught by teachers, and students accept passively. The teacher is the master of the classroom. The so-called teaching is that the teacher imparts his own knowledge to the students. Traditional teaching emphasizes knowledge imparting but neglects ability training.

## 3. Problems in the reform of electronic information course system in Secondary Vocational Colleges

### 3.1. The proportion of electronic courses and information courses is unbalanced

The electronic information professional courses mainly include two parts: electronic and information. The setting proportion and teaching mode of these two types of courses directly affect the ability training of students ,and determine the direction and level of future employment. Secondary vocational colleges often have the problems of high proportion of electronic courses and low proportion of information courses. The proportion of electronic courses is large, and the students trained have excellent achievements and strong skills in electronic technology. After graduation, there are many students engaged in electronic technology work, and they have a good reputation in the electronic industry. Students engaged in information technology work are relatively few, and the corresponding post skills are also weak. At present, the market gap is information technology talents at all levels, not electronic technology talents.

### 3.2. Overemphasizing practicality and neglecting theoretical study

Secondary vocational colleges attach great importance to practical teaching, but ignore the teaching of theoretical knowledge, and pay more attention to practical training in the arrangement of class hours. The ancients said, "it is better to teach people fish than to teach them fish". When carrying out the practical training operation, only pay attention to the operation results of the students. Many students only know how to operate, but why do they do this? Few students can answer it. That is, there is no necessary theoretical knowledge as support. In the course content, it overemphasizes the practicability and simplifies the theoretical learning process, which to a certain extent destroys the theoretical and systematic nature of the knowledge structure.

### 3.3. Lack of innovation and flexibility in teaching methods

Instill a large number of theoretical knowledge of electronic information specialty into students in batches , which will make students lose interest in learning gradually. This kind of teaching-oriented teaching method only records and memorizes the theoretical knowledge of electronic information majors, and completely ignores the cultivation of independent innovation ability combined with practical ability[5]. In the process of teaching, teachers and students lack of communication, so they can't master the learning effect of students. Students can't solve problems when they encounter confusion. The teaching quality and effect are relatively poor.

## 4. Measures to accelerate the reform of electronic information course system in Secondary Vocational Colleges

### 4.1. Optimize the curriculum

The demand of the market is an opportunity for development. In order to seize the opportunities of development, electronic information majors need to adjust the curriculum immediately. In addition to maintaining the advantages of the original electronic courses, it is necessary to appropriately increase the proportion of information courses according to market demand. The professional curriculum of secondary vocational schools is basically proposed by various professional teaching and research sections. Although this has certain rationality,but today,when students' vocational skills are emphasized,this is obviously not enough.There is still a big gap between the school's teaching environment and the actual production. Most professional curriculum teachers also have some problems, such as lack of practical experience, teaching out of practice and so on. Therefore, it is necessary to conduct sufficient market research before the course is set up. The course is based on the general requirements of today's electronic information industry, aiming at students' professional ability and market competitiveness. Only in this way can the courses be practical and meet the market demand.

### 4.2. Adjust the course content

Emphasizing the professional development of people is one of the distinctive characteristics of the modern vocational education system. It requires students to have a solid theoretical foundation and a relatively complete knowledge system.

In the past, the guiding ideology of secondary vocational colleges was employment oriented. The training objective of electronic information specialty is to train modern technicians for assembly, debugging and maintenance of electronic information or related products [6]. Its main purpose is to enable the educated to acquire the skills needed for productive labor and ensure the employment of students.

Now, we should strengthen students' lifelong learning thinking. We should pay equal attention to both enrollment and employment, and synchronize skills with literacy. It is necessary to strengthen the instillation of basic theoretical knowledge of electronic information majors in secondary vocational schools. Both teachers and students should take a long-term view of the teaching of theoretical knowledge, pay attention to the learning of theoretical knowledge from the ideological point of view, serve students' careers, and connect the learning and development of students.

### 4.3. Innovative teaching methods

#### 4.3.1. Case teaching method

According to the teaching objectives, teaching is carried out around problems or situations related to the direction of electronic information in real life [7], so as to improve students' ability of thinking, analyzing and solving problems.

#### 4.3.2. Task-driven teaching method

Reasonably arrange tasks for students to complete, so that students can complete the learning tasks in the process of solving problems [8]. According to the requirements of the teacher, the students produce a series of questions through the production of the subject, parameter test and so on. Students listen to the teacher's explanation and analysis with these questions, which is easier to accept, and can cultivate students' ability to explore and analyze problems, improve their interest in learning, and enhance their initiative in learning.

#### 4.3.3. Situational teaching method

Carry out situational teaching to make students feel the state of future jobs, and at the same time introduce new knowledge, inducing students to understand, use and exercise. It can not only arouse the students' learning atmosphere, but also deepen their understanding of the theory. The situational

teaching of electronic information courses mainly runs through the teaching process of integration of theory and practice [9]. The teaching environment is arranged in the laboratory or practice workshop to achieve the effect of simulating the enterprise site.

## 5. Conclusion

Under the background of the development of the new era, it is the general trend for secondary vocational colleges to carry out curriculum reform [10].The evaluation of the effect of curriculum reform in secondary vocational colleges mainly depends on whether the graduates they cultivate are welcomed by enterprises,and the curriculum reform must meet the positioning of secondary vocational colleges under the market economy. Vocational education is also an important part of life-long education and continuing education. Only in the service of social and economic development can it embody its own important value.The curriculum reform of secondary vocational colleges has a long way to go, and it still needs the constant efforts of teachers.

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