Application of Task-Driven Method in Higher Vocational Computer Teaching

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Abstract: The task-driven teaching method is mainly based on the constructivism teaching theory. Applying it to the computer teaching activities in higher vocational colleges can effectively enhance the students' computer learning initiative, improve the students' operating ability, and accelerate the training and development of comprehensive talents in higher vocational colleges. According to the specific situation of higher vocational computer teaching in China, this paper puts forward the application principles of task-driven method, analyzes the important role of task-driven method and formulates the specific application of task-driven method in higher vocational computer teaching.

1. Introduction

Due to the fast progress of our society and economy, information technology is changing quickly and has been widely applied in all walks of life. People focus more on computer and its related majors. In the current higher vocational colleges, computer is one of the popular majors. Using relevant teaching work can enable students learn more theoretical knowledge and strengthen their practical ability. However, in the current higher vocational computer teaching work, there are still some defects and deficiencies. Applying task-driven method can promote the quality of classroom teaching and properly deal with the problems in teaching activities.

2. Application Principles of Task-Driven Method

2.1 Pertinence

Teaching tasks are to ensure the completion of teaching objectives. In the teaching work of computer task-driven method, teachers should closely associate students' learning needs with teaching tasks, make use of targeted teaching contents, and carry out the design activities of learning tasks, to fully mobilize students' interest in learning and enhance students' enthusiasm for learning, which can not only ensure the smooth realization of teaching tasks, but also play a certain role in the cultivation of students' overall ability in this process.

2.2 Flexibility

While using task-driven method, we should focus on the important principle of flexibility. The teaching process is in a certain change. If the teaching mode is fixed, it is not easy to ensure the effectiveness of teaching. The content of computer professional knowledge is complicated, and the knowledge structure of the subject is systematic. While designing relevant teaching tasks, teachers should focus on the principle of flexibility, which requires teachers to make relevant solutions in advance according to all possible problems based on teaching tasks, and focus on mastering the actual situation of students. When completing task activities, teachers should flexibly improve and optimize the relevant teaching content based on the specific situation, so as to ensure that all students can correctly control the learning objectives and promote students' learning quality.

2.3 Inquiry

Computer subject has outstanding practicality. In carrying out specific teaching work, teachers need to focus on cultivating students' independent inquiry and practical ability, which requires that

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all teaching work should be based on the principle of inquiry when using task-driven teaching method. While clarifying the relevant teaching tasks, to mobilize the students' inquiry desire, the teaching content used by teachers should have certain operability and systematicness, so that the students' relevant ability and quality can be better trained. Teachers should give full play to their dominant role. In the face of students' mistakes in learning, teachers need to not simply criticize them blindly, but give students more encouragement, so that students can actively find problems, carry out relevant thinking activities, promote problems to be dealt with, and strengthen their comprehensive ability.

3. Important Role of Task-Driven Method in Higher Vocational Computer Teaching

In the traditional higher vocational computer classroom teaching activities, teachers are responsible for explaining the relevant knowledge content, and students are only passive acceptance, greatly affecting the students' enthusiasm for learning activities. Using task-driven method can focus students' attention, help students to further determine the teaching focus and objectives, and fully mobilize students' learning enthusiasm. In the process of analysis and processing, learning tasks can develop students' thinking ability. The inquiry activities can help students better grasp the relevant knowledge and improve their practical level. The traditional talent training mode can't adapt to the rapid development of society. To better meet the needs of talents, it is necessary to focus on the cultivation of students' inquiry ability and cooperation consciousness. In the teaching mode of task-driven method, teachers are responsible for designing and guiding tasks, and students complete learning activities in groups. The specific teaching activities are inseparable from the communication and interaction between teachers and students. The realization of the task requires the participation of group members, so as to enhance students' inquiry ability and cultivate students' spirit of unity. In addition, through the task-driven method, the new and old knowledge content can be closely linked, and the theoretical knowledge content and practical activities can be integrated into a whole. Under the premise of accelerating the inquiry activities, the innovation of teaching work can be realized, and the smooth completion of teaching objectives can be ensured, helping to promote the comprehensive development of students.

4. Specific Application of Task-Driven Method in Higher Vocational Computer Teaching

4.1 Carry out People-Oriented Teaching Idea

In higher vocational computer teaching activities, applying task-driven method needs to improve the traditional teaching mode, seriously implement the people-oriented education idea, and give full play to the main role of students. The development of learning activities is closely related to students' learning enthusiasm. Therefore, when using task-driven method, teachers should carry out relevant in-depth mastery activities on its specific meaning and content. When carrying out the task design work, teachers need to make a systematic consideration of students' ability, reasonably divide the relevant teaching tasks, and ensure the efficient implementation of teaching work. In order to improve the scientific and effective use of task-driven method, teachers should also strive to create a good learning atmosphere, help students actively participate in the learning activities of knowledge content, fully mobilize students' interest in learning, help students master more computer theoretical knowledge content, and improve students' hands-on ability.

4.2 Reasonably Design Teaching Tasks

When using task-driven method to develop computer teaching activities in higher vocational colleges, teachers should systematically divide relevant teaching tasks according to specific teaching needs in the process of carrying out relevant design activities. In other words, in the learning tasks, it is necessary to carry out relevant work according to the final teaching objectives, focus on the integration of relevant knowledge content, and make the set teaching tasks adapt to the knowledge in the teaching objectives. In the actual teaching activities, teachers should also closely link all the contents of the chapters, and design the overall task objectives in advance. Under this

premise, they should also associate with specific knowledge points, divide teaching tasks in detail, and help students learn more knowledge in a short time. As for the questions raised in the classroom, teachers should constantly improve the rationality of the designed questions, further explore the teaching connotation, speed up the cultivation of students' divergent thinking, and promote the improvement of classroom teaching effect. For example, in the teaching of word processing, teachers can design the learning task to make a resume, connect it with the specific learning needs, scientifically decompose the relevant teaching tasks, and reasonably guide students' learning activities, use related learning tasks, such as text format, making tables to enhance students' computer practical operation ability.

4.3 Construct Curriculum Evaluation System

In higher vocational computer learning activities, using task-driven method can ensure the smooth realization of teaching tasks, help students understand and master relevant knowledge, and promote students' practical ability. Therefore, teachers should pay attention to the construction of relevant curriculum evaluation system, and constantly improve the rationality and efficiency of evaluation activities. Teachers can build relevant assessment groups composed of students. After finishing the relevant learning tasks, the groups can carry out evaluation activities with each other, and the final task evaluation is the responsibility of teachers. For excellent students, teachers can take incentive measures, give students spiritual rewards or provide relevant material rewards, so as to enhance students' self-confidence in learning, and play a good incentive role for other students. For other students, teachers should use words to motivate them, guide students to find out their own problems, and formulate relevant solutions, so as to help students love computer knowledge learning activities more, and promote the quality of classroom teaching.

4.4 Strengthen the Overall Quality of Teachers

In higher vocational computer teaching, teachers are very significant. The efficiency and quality of classroom teaching are greatly affected by teachers' professional ability and comprehensive quality. To speed up the smooth progress of computer teaching in higher vocational colleges, focusing on the overall quality of teachers and strengthening the development of relevant training and activities are necessary when using the task-driven method. The school and relevant departments can regularly organize and carry out relevant training, and constantly improve the training content according to the specific situation, so as to help teachers master more professional knowledge and skills. Teachers should also seriously carry out relevant learning activities, actively learn professional knowledge, master more information technology, make full use of advanced teaching equipment, and enhance students' learning enthusiasm.

5. Conclusion

The task-driven method focuses more on cultivating students' practical ability. Compared with the traditional computer teaching, this method can promote the related teaching work more effectively. When using task-driven method to develop computer teaching in higher vocational colleges, teachers need to focus on controlling the whole teaching process, highly respect students' dominant position, enhance students' thinking ability, cultivate students' spirit of cooperation, and lay a better foundation for students' all-round development.

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