Teaching Research on Computer Application Foundation Course Based on Post Demand Model

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Abstract: At present, the educational policy is "service is the purpose, employment is the orientation". Therefore, the reform of basic computer courses in private colleges and universities should start from the vocational requirements and the cultivation of practical ability. The purpose is to promote the use of knowledge and take the real cases in the workplace as practical projects. Based on the specialty, the curriculum content should be readjusted and combined to break through the traditional teaching methods, so as to cultivate students' professional ability. Based on this, this paper discusses the teaching strategy of Computer Culture Foundation under the guidance of vocational post demand.

1. Introduction

With the advent of the information age, computer technology has been applied to all areas of society, and plays an increasingly important role in various fields, occupying a very important role. People often use computers to solve all kinds of problems in life, which has become the basic skills that people must have, especially the students who are going to work. Today, with the rapid development of Vocational education, the state has invested a lot of manpower and material resources in training high-skilled talents with strong practical ability for all walks of life. Therefore, computer skills, as one of the most basic operating skills that secondary vocational students must master, need considerable reform in the teaching of Computer Application Basis. As the basis of computer application in school public courses, its main teaching goal is to improve students'computer theory knowledge level and ability to operate computers, such as the operation and security maintenance of Windows 7 operating system, common software and network application, Word, PPT, Excel office software application, etc. Therefore, the curriculum reform of "Computer Application Basis" should be based on the investigation of computer usage in enterprises, combined with the character and characteristics of secondary vocational school students, on the premise of post competence and literacy, break the traditional teaching mode, re-integrate teaching resources and content, boldly adopt new teaching mode and use advanced teaching means. To carry out stratified teaching, stimulate students'interest in learning, guide students to study independently, cultivate students' innovative consciousness, and enhance computer operation skills and post professional accomplishment.

2. Curriculum Reform Based on Post Ability and Professional Quality

The curriculum reform of Computer Application Basis should proceed from the actual needs of the post, combine with the requirements of the post ability, regard improving the students'computer operation ability and professional office ability as the training objective, according to the process of enterprise office work, proceed from the actual case, improve the students' office ability and post accomplishment, in order to meet the actual needs of the enterprise. In a word, in the teaching process of computer application foundation, we should focus on four aspects: word processing, data management and analysis, presentation production and network maintenance. Starting from the cultivation of post ability and professional quality, the course of Computer Application Basis should be reformed from three aspects: teaching content, teaching means and assessment. The specific
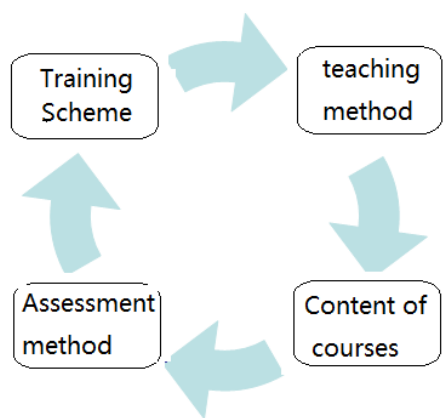
reform is shown in Fig. 1.

Fig.1.Schema of Teaching Reform of Basic Course of Computer Application

3. Re-integration of teaching content based on the requirements of post competence and literacy of enterprises

The reform of private colleges and universities should attach importance to the scientificity, advancement, adaptability, practicality and professionalism of textbooks. The construction of textbooks should keep up with the pace of school education reform, adapt to the requirements of the current economic development level for the use of computers, and adapt to the knowledge framework of the school's talent cultivation objectives and the corresponding professional talent needs. Combining the job requirements and social needs as well as the author's own teaching experience, according to the workflow of computer industry practitioners and the learners'understanding rules, we inherit the "case study method", "situational teaching method" and "task promotion method". We use the ideas of consistency and practicality in teaching to rediscover the textbook of "Computer Culture Basis". The compilation of textbooks takes the students who are going to work as samples, using the principles of "professional competence-based, work process-assisted, typical case analysis", choosing teaching content to meet the requirements of modern office posts, and compiling the textbooks in the order of understanding rules before working process. To help students accumulate knowledge, enhance understanding and experience, while doing a good job in the application of creative practice, to help students become computer professional operators, to ensure the teaching needs of the course "Computer Culture Basis".

Table 1 Teaching Case Table of Basic Computer Applications

Modular	case	
Windows7	Software Installation, System Maintenance and Application	
	Application and Use of E-mail and QQ	
Word2010	typing	
	Production of Notices and Announcements	
	Indesign	
	smartart	
	E-card	Mail merge
Excel2010	Making Course Schedule	
	Curriculum vitae	
	Sales statistics	
	PivotTable	
	Data analysis Table	
PPT2010	Market Research Report	
	Company profile	

Analyse the working process, simulate the environment, and adopt the teaching methods of case, task, driving and grouping to carry out modular teaching. On the basis of fully combining different

professional simulated work scenarios, how to make teaching plans to enable students with good foundation and high ability to have higher interest and motivation in learning, and to enable students with poor foundation and weak ability to master teaching knowledge is the primary problem to be solved in the teaching reform. Therefore, the basis of combining case teaching with task-driven teaching is the basis of combining case teaching with task-driven teaching. On the other hand, we should use stratified teaching to carry out bold and innovative reform of teaching mode. Establish the teaching concept of "student-oriented, enterprise-oriented, cultivating innovative talents of self-learning", help students change passive learning into self-learning, active learning, and realize "multi-means teaching".

4. Using Computer Grade Examination and Vocational Qualification Certification as Examination Means of Courses

It is very necessary to choose an open assessment method to evaluate the teaching content of the course. Therefore, we choose the computer level examination as the basic computer knowledge examination method, and the vocational qualification certification as the assessment method of students'ability.

4.1. Computer Level Examination

Grade examination mainly examines students'basic knowledge and ability of computer, separates examination from teaching, carries out unified proposition, carries out unified examination at the prescribed time, and carries out unified marking. It is very fair and fair. At the same time, it is also a more objective evaluation of the teaching effect of teachers. It is not only the pressure and motivation of students'learning, but also can promote teachers to pay more attention to teaching quality and students' learning effect. It is a very good means of assessment.

4.2. Computer Intermediate Operator Professional Qualification Certification

Computer operator (intermediate) professional qualification certification is mainly divided into two parts: theoretical examination and skill operation examination, in which the actual operation on the examination ground is used to assess skill operation. This assessment method not only improves the students'practical computer operation ability, but also lays a certain foundation for future job employment.

5. Conclusion

After the curriculum reform, the teaching effect of vocational class is remarkable. The use of computer grade examination and professional competence certification as assessment means not only attracts students'attention, but also improves students' computer operation ability and professional office ability, and feels the basic process of post office. The computer basic course realizes situational teaching in different majors, which not only stimulates students'interest in learning, but also promotes the cultivation of students' professional quality and skills, but also has some shortcomings in the process of teaching reform. For example, a large number of teaching cases make the class time relatively tight, some students with weak foundation and poor ability are often difficult to grasp quickly, and can not keep up with the teaching steps, so how to ensure the effectiveness of case teaching, ensure that students grasp the computer operation ability and professional literacy ability; how to train students to master the method of autonomous and continuous learning software and apply it to daily office activities In order to further enhance personal quality and other issues need to be constantly explored and solved. In short, the reform of the whole teaching process should focus on students, so that students can experience the bitterness of success in learning and practice, which is the key to the basic teaching of computer application.

Acknowledgement

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