Application of Project-Based Teaching Method in Basic Computer Teaching in Higher Vocational Colleges

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Abstract: With the rapid development and progress of society and economy, all walks of life have begun to widely use computer technology. In order to expand the application scope of computer technology to accelerate the development and progress of various fields, it is necessary to attach great importance to the learning activities of computer knowledge. According to the specific situation of computer basic teaching in higher vocational colleges, this paper analyzes the basic requirements of project-based teaching method in computer basic teaching of higher vocational colleges, and puts forward the specific application of project-based teaching method in basic computer teaching of higher vocational colleges.

1. Introduction

In the current teaching activities of higher vocational colleges, the main purpose is to transport more and more professional talents to the society, so as to meet the needs of the society for talents. The development of computer basic teaching in higher vocational colleges is mainly to improve students' computer knowledge and strengthen their operational ability. At present, the education department is vigorously carrying out the reform of computer teaching, transforming the traditional theoretical teaching into professional practice teaching activities, using diversified measures to achieve the improvement of teaching quality and efficiency. In the project-based teaching method, colleges should attach great importance to improving students' practical operation ability, and help students better apply their theoretical knowledge to practical activities, so that students can improve their overall computer level and accelerate the development of computer basic teaching innovation activities.

2. Basic Requirements of Project-Based Teaching Method in Basic Computer Teaching in Higher Vocational Colleges

2.1 Principle of Meeting Teaching Conditions

In order to ensure the efficient application of project-based teaching method in basic computer teaching activities of higher vocational colleges, schools need to provide relevant equipment and environment, which can promote the teaching conditions of the teaching method to be better met. In order to ensure the smooth implementation of project-based teaching method, schools need to purchase relevant computer equipment, which is conducive to the smooth development of students' specific operation activities. In the process of basic computer teaching activities, to improve the scientific application of project-based teaching method, schools also need to create relevant network environment to help students use the network to master the background and specific situation of the project, which can promote the improvement of students' learning ability.

2.2 Principle of Gradual Progress

Compared with the traditional teaching methods, there are many differences in the project-based

teaching method. The development of various computer basic teaching activities in higher vocational colleges should seriously implement the principle of gradual progress, which is conducive to the improvement of teaching efficiency. When using the project-based teaching method to carry out teaching activities, teachers should seriously study and analyze the relevant teaching contents, and on this basis, gradually use the project-based teaching method to provide sufficient time for students to adapt. In addition to reserving suitable time for students, training activities can also be carried out for students to enable them to be familiar with and master the connotation, implementation methods and related contents of the method, which can help students to recognize project-based teaching method from the heart and actively participate in teaching activities, so as to ensure the efficient completion of computer basic teaching activities in higher vocational colleges.

2.3 Principle of Moderation

In the basic computer teaching activities, the project-based teaching method can play a good role in promoting the smooth development of teaching activities. However, the development of teaching activities also needs to be carried out according to the principle of moderation. The application of project-based teaching method should avoid blindness. Through project-based teaching method, students are also required to master the content of theoretical knowledge. When arranging the class hours of theoretical teaching and project-based teaching methods, the scientificity of the two teaching methods should be fully guaranteed to promote each other, so as to improve the relevant teaching effect.

3. Specific Application of Project-Based Teaching Method in Computer Basic Teaching of Higher Vocational Colleges

3.1 Analyze on the Needs of Learning

In the traditional computer basic teaching activities in higher vocational colleges, teachers usually play a main role, and students only passively accept knowledge content. Theoretical teaching activities are relatively scattered, difficult to carry out the construction activities of system knowledge architecture. When carrying out specific teaching activities, through the project-based teaching method, we can construct the relevant teaching scene and make all the tasks become more vivid and specific. In this case, the students only need to take the tasks arranged by the system as the basis, then they can carry out relevant practical activities, so as to fully stimulate the students' learning interest, help students actively participate in practical activities. For example, in the teaching of flash animation, teachers can use a variety of forms to present wonderful animation to students, which can enhance students' interest in learning, enhance students' learning enthusiasm, create a dreamlike fairy tale world to students, and fully mobilize students' enthusiasm of animation production.

3.2 Clarify the Relevant Teaching Content

In the process of computer basic teaching activities in higher vocational colleges, the relevant teachers need to deeply analyze the teaching content. When decomposing the teaching tasks, students' mastery of theoretical knowledge should be taken as the basis to help students realize the assigned tasks in accordance with the relevant order. Both knowledge learning activities and the grasp of related knowledge contents in practice should be completed from shallow to deep, according to the principle of gradual progress. For example, in the training activities of Photoshop, teachers can create relevant publicity pictures with the theme of National Day. In terms of the main body, layout and materials, teachers can ask students to carry out selection activities independently to ensure the smooth completion of design activities. In the process of task design activities, students can focus their attention through relevant tools, such as select area, mask, etc., and through

the strong appeal of artistic creation. Under the premise of ensuring students' in-depth understanding of relevant theoretical knowledge, students' creative ability and level can be improved.

3.3 Identify Relevant Learning Objectives

In the basic computer teaching activities in higher vocational colleges, the development of teaching activities will be affected by many factors, such as operation skills, knowledge structure, students' personality, characteristics, emotional experience and so on. Therefore, in the process of making computer teaching planning in higher vocational colleges, teachers need to make a systematic consideration of the above factors. In terms of the training activities of knowledge objectives, students are required to have a deep understanding of the components and connected forms of the system work. In terms of ability, students are required to systematically master the operation of computer hardware, and relevant installation activities should be carried out for the required operating system and device driver. In terms of emotion, if we want to promote the teaching effect of computer basis in higher vocational colleges, one of its important measures is to fully mobilize students' learning desire. This requires that in the process of carrying out the actual teaching work, teachers should fully enhance the enthusiasm and initiative of students in learning, ensure that students have a correct understanding of the relationship between competition and cooperation, and constantly enhance the spirit of unity and cooperation of students, so as to create good conditions for students' future work and learning.

3.4 Make Teaching Strategies

Teaching strategies are mainly influenced by teachers' teaching concepts. To ensure the smooth completion of teaching tasks, the teachers can divide the whole class into several groups based on the principle of intelligence and under the premise of considering the individual differences of students. The relationship between groups belongs to the competitive relationship, and the cooperation activities need to be carried out within the group. The mode can be used to carry out resource sharing activities, which will help students master more computer technology and knowledge, but also can promote the communication between students to be strengthened. Presenting works and developing learning activities can help students to reflect on their own learning situation, find out their problems existing in learning activities and make unremitting efforts to improve their computer knowledge skills and level. The competitive relationship among groups make students use debate to promote awareness of competition. In the specific computer basic teaching activities in higher vocational colleges, teachers should also give full play to their own leading role to build a more relaxed, pleasant and harmonious learning atmosphere for students, so as to promote students to be able to independently carry out the activities of data collection and selection on their own ideas. In the case of learning difficulties, teachers should encourage students to actively find problem-solving strategies. In the process of students' relevant discussion activities, teachers should also appropriately participate in, give appropriate guidance for the problems of most students, so as to promote the students' problems in learning activities to be properly handled.

3.5 Formulate Relevant Evaluation System

Evaluation system plays an important role in computer basic teaching activities. Through scientific evaluation system, the rationality and effectiveness of students' practical ability evaluation can be guaranteed. In specific practical activities, students' autonomy is more prominent. Therefore, in order to effectively reduce and control the relevant risks, teachers can make clear the relevant evaluation standards and carry out design activities with reference to relevant examples, which can ensure the accuracy of students' cognitive activities of project tasks. It is not only necessary to carry out evaluation activities on students' learning results, but also systematically evaluate students' communication and creativity in design activities. The final evaluation result is to integrate the

result evaluation with the design activity evaluation.

4. Conclusion

With the deepening of the new curriculum reform, project-based teaching method, a new teaching method, has played a vital role. In the process of carrying out computer basic teaching activities in higher vocational colleges, it is necessary to further study and analyze the relevant contents of project-based teaching method, and find out the fusion point of project-based teaching method and computer basic teaching. Only in this way can the function of project-based teaching method be effectively realized, and then create better conditions for the development of computer basic teaching reform.

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