

The Exploration of Basic Course of Computer Culture Teaching under the Background of Information Technology

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Abstract: with the Rapid Development of Society and the Rapid Progress of Computer Technology and Information Technology, Computer Has Gradually Entered the Daily Life and Work of Residents and Become an Indispensable Tool. with the Development of Science and Technology, the Computer Level of All Kinds of Personnel is Increasingly Demanded. the Basic Course of Computer Culture Occupies a More and More Important Position in Colleges and Universities. This Paper Explores and Studies the Current Teaching Mode Adopted by Colleges and Universities and the Existing Problems, and Puts Forward Corresponding Countermeasures, Which Will Help the Teachers to Improve the Teaching Efficiency of the Basic Course of Computer Culture.

1. Introduction

1.1 Literature Review

The “Internet +” education mode is to integrate the major information systems through the communication technology of the Internet platform. This mode of teaching breaks the limitations of the traditional teaching mode and makes the computer teaching diversified. With the characteristics of modern students, the exploration of the teaching of Computer Culture Course under the mode of “Internet +” is carried out. (Zhu, 2016). With the development of social economy, Internet technology is constantly updated, which makes the basic courses of computer culture more and more important in Colleges and universities. All kinds of mobile Internet devices are in line with the curriculum form of “theory + practice”. To some extent, the application of mixed teaching mode also provides favorable conditions for this course form (Zhang, 2017). For non-computer majors, they mainly train their information ability and information literacy through the basic course of computer culture, so that they can not only master rich professional knowledge in their future work and life, but also use computer as an assistant tool (Wei, 2014). Current educational situation shows that the insufficiency in the design of basic computer culture curriculum affects the teaching effect of teachers and students' learning efficiency. On this basis, according to the characteristics of curriculum and students' personality, a series of reform measures are put forward (Yuan, 2014).

1.2 Research Purposes

Computer culture foundation is a public compulsory course for non-computer majors in Colleges and universities. Students are required to master basic computer knowledge skillfully and apply it to daily learning and work. At present, there are some problems in this course, such as less class hours, more content and different levels of students' computer foundation. This leads to some difficulties in the teaching process of teachers, and students can not achieve the desired learning effect. For the basic course of computer culture, practice is very important, which requires teachers to stimulate students' interest in learning, find their weaknesses and stimulate their learning potential in the course of teaching. At present, this course mainly focuses on the application of forms making, Word2007, PPT and other software. These courses are difficult for students, and the degree of mastery is naturally different. Whether Regardless of curriculum formulation, teaching mode implementation nor assessment system formulation, it is necessary to combine the actual situation

to formulate students' personality characteristics and learning ability, and to optimize the teaching effect to the greatest extent.

2. Analysis of the Model of Basic Course of Computer Culture

2.1 Mixed Teaching Model

Mixed teaching is a form of face-to-face teaching by teachers and students in the process of teaching with the help of Internet technology and its massive resources to give full play to their leading role in the classroom, combined with the traditional classroom model. This combination of traditional form and modern way greatly improves the teaching quality and optimizes the learning effect (Du, 2016). Nowadays, blended learning is generally accepted by Chinese college students and highly expected and affirmed. However, because it is in the stage of continuous development and exploration and lacks mature scientific using methods and theoretical basis, it is necessary to carry out blended teaching according to the characteristics of each college or even discipline. In the view of the basic computer culture and technology classroom teaching for college students, the application of various mixed teaching methods has improved the quality of teaching.

2.2 Knowledge Visualization

Knowledge visualization refers to the representation of abstract images or knowledge through images or graphs. These images need to be processed by computer technology to transform abstract data into clear images. Knowledge visualization mode is not only shown in the classroom through multimedia, but also facilitates students to promptly raise questions and doubts in the process of teaching (Zhao, 2014). This active classroom form can promote students' divergent thinking ability and provide them with knowledge sharing channels. Knowledge visualization model is also a visual stimulus, which can deepen students' understanding of knowledge and deepen their impression of the knowledge they have learned. Teaching concepts are usually abstract. Expressing the relationship between elements through image form can build a clearer and easier-to-understand concept map for students, and then stimulate them to seek knowledge. Students can better cooperate with teachers' tasks.

2.3 Flipping Classroom

The basic course of computer culture mainly includes mastering office automation software and Win7 operating system in order to solve practical problems through these skills in the future work and learning. Because of the limited teaching resources, teachers teach in the form of classroom exercises, and then students operate on the computer. This mode leads to the students' low practical ability, which not only limits the students' practical ability, but also has a great impact on the teaching effect. The application of flipped classroom greatly improves students' online learning opportunities and learning efficiency, but this mode also needs to be taught in accordance with their aptitude. For some students with poor self-control, this mode is not applicable.

2.4 Task-Driven Teaching

In the process of teaching, teachers design and analyze realistic tasks, do some research on solutions, infiltrate teaching content into teaching tasks, guide students to master teaching content while completing tasks, stimulate students' ability to find and solve problems, and then stimulate their interest in learning (Yun, 2014). This way can help students improve their abilities and achieve learning goals in the process of continuous practice and exploration. For the teaching of students' computer culture foundation, this teaching mode can better cultivate their practical ability and innovative spirit.

3. Problems Existing in Current Teaching of Basic Courses of Computer Culture

3.1 Relatively Backward Teaching Mode

In recent years, with the rapid development of science and technology and internet in China, computer technology has gradually integrated into the daily life, work and learning of residents. Therefore, major universities have also set up basic courses of computer culture for non-computer majors. This can not only increase students' personal skills, but also lay a foundation for their future development and enhance their ability to adapt to society. However, at present, most colleges and universities do not take this course as their main course, which reduces the attention of students. Many colleges and universities also maintain the traditional teaching mode, that is, theory is the main and practice is the supplement. The teaching emphasis of the basic course of computer culture is that students have certain practical ability. They can use the knowledge they have learned in practice and adhere to the teaching concept of "theory-based" not only hinders students from mastering the basic knowledge of computer, but also frustrates their enthusiasm and even loses their interest in learning computer knowledge. For example, even if students have mastered textbook knowledge, they do not have the opportunity to practice in time to consolidate and deepen it, which will not only make it less effective, but also reduce students' learning efficiency.

3.2 There Are Differences in Students' Learning Ability

Colleges and universities have a wide range of students, most of whom come from various cities in China. However, there are obvious differences in the development level and economic level among different regions. Some of them come from big cities. They have good economic conditions and have more contact with computers from in childhood. For some students from rural or remote areas, they have little access to computers. This leads to different familiarity with computers and obvious differences in learning ability. In the process of teaching, for the students who have been exposed to computers, they will think that the teaching content is too simple, while for the students who have little contact with computers, they will feel that the teaching content is obscure and difficult to understand even at all. In this case, the formulation of teaching mode will become very difficult, or even unable to carry out, thus reducing the teaching efficiency to a certain extent. In addition, the content of computer culture course is numerous but the class hours are too little. For some students, they can not catch up with the progress of the course and master the knowledge skillfully, which leads to the decline of learning efficiency and even loss of learning confidence.

3.3 Lack of Correct Learning Attitude among Students

Because the basic course of computer culture is classified as an auxiliary course in most colleges and universities, students themselves do not attach importance to the study of this course and do not have a correct understanding of it. In this case, students will naturally not study this course wholeheartedly, resulting in poor learning effect. In addition, some students lack interest and enthusiasm in computer learning, which is manifested in inadequate listening, playing mobile phones and even truancy, disturbing classroom order, seriously affecting teachers' management and reducing teaching efficiency. Finally, universities also lack of attention to computer teaching, do not formulate relevant teaching policies, and the teaching system is not perfect, which is also one of the important reasons for the unsatisfactory teaching effect of computer culture basic courses.

4. Improvement Strategies of Basic Courses of Computer Culture under the Background of Information Technology

4.1 To Teach Students in Accordance with Their Aptitude, and to Adopt a Hierarchical and Progressive Approach

In view of the differences of students' computer level, teachers should innovate teaching methods, change teaching concepts and adopt hierarchical teaching methods so that students at different basic computer level can be trained accordingly. In the daily teaching process, teachers should strengthen

the communication and interaction with students, timely grasp the students' learning situation, encourage students to correctly understand computer learning, and stimulate their interest in learning. When teaching basic computer courses, teachers should formulate clear teaching plans, refine the semester teaching objectives into several teaching objectives in each classroom, and lay emphasis on the hierarchy of learning tasks, so as to be suitable for students at different levels of learning. In addition, teachers should also strengthen the assessment of students' academic performance, arrange corresponding computer practical operations after each class, so that students can consolidate classroom knowledge and learn what shortcomings students have in the learning process. Teachers should also constantly strengthen their knowledge reserves, stimulate students' interest and enthusiasm in learning by a variety of teaching methods, and arrange more homework that students are interested in, such as video clips, animation production, so as to enable students to practice while increasing their interest and stimulating their learning potential.

4.2 Scientific and Rational Design of Teaching Contents

In designing the teaching content, computer teachers should take into account the innovative, design and verifiability. Among them, innovation refers to improving students' research ability of computer knowledge through teaching content. Verification means that teaching content can improve students' thinking ability, while validation means that teaching content should match students' cognitive characteristics. These three principles of teaching content design not only ensure the teaching effect of basic computer culture courses, but also promote students' learning of computer knowledge, forming a progressive and innovative high-efficiency teaching mode. For example, in computer practice, teachers ask students to summarize the work content by word software as company staff, and then feedback it to teachers through e-mail, or assign some PPT production tasks related to meetings or topics of interest to students. While examining students' knowledge mastery, teachers can also strengthen the consolidation of the knowledge they have learned.

4.3 Perfecting the Examination System of Course Practice Teaching

Each University customizes its own teaching syllabus for students of different levels and majors, which requires the compilation of computer grade examination question bank with different degrees of difficulty to achieve the purpose of teaching students in accordance with their aptitude. In this way, the students of some specialties (preschool education, ancient Chinese literature, physical education, etc.) which require less computer operation ability will not be discouraged by the difficulty of question bank; for some specialties (automation, computer science and technology, software engineering, etc.) which are closely related to computer operation, questions will be given. The difficulty of library is a challenge to it, and it plays an important role in improving the level of computer operation. The teaching assessment system adapted to the actual situation of students provides students with the opportunity to choose the question bank independently, which greatly improves the quality of teaching.

4.4 Deepening the Reform of Teaching Materials

In order to meet the needs of students in different stages of computer knowledge learning, the content of basic computer culture course has been changed and adjusted accordingly. Compiled by teachers in the teaching and Research Department of Information Engineering College of Zunyi Normal University, Fudan University published in October 2016 "Computer Basic Case Course" which includes Windows 7 Operating System, Computer Basic Theory, Excel 2010 spreadsheet, Power Point 2010 for presentations, Word 2010 for word processing software. The basic and application of the Internet. The textbooks are mainly practical, mainly case-making and case analysis, focusing on training students' practical application ability. There are two-dimensional codes in the book, which can be scanned by mobile phone from basic computer theory knowledge, after-school practice details, relevant experimental documents and materials, to the actual operation process video, office case display and so on. Experiments, questions and cases are arranged according to the degree of difficulty. Students of different levels can choose their own teaching

content according to their actual situation and needs. Non-computer majors in Colleges and universities can also freely grasp the basic knowledge, theory and practical operation, and they can calmly take the National Computer Level Examination.

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