

Reflections on the Reform of Public Computer Course's Model from Ability-based to Personality-based in Higher Vocational Colleges

Wei Xiao

Nanjing institute of tourism and hospitality, Nanjing 211100, China

ABSTRACT. *Today, the difficulties faced by public computer course in higher vocational colleges are basically caused by the emphasis on practice and the neglect of theory. The first step to change the educational mode is to change the educational thinking and start from the Training of Students' Whole Personality Quality. From Ability-based to Personality-based, this is also the trend of social and economic development and education development. From the necessity of implementing personality-based education model and methods, this paper considers the reform ideas of public computer course in Higher Vocational colleges.*

KEYWORDS: *Public Computer Course, Ability-based model, personality-based model, teaching model*

1. Changes in the Model of Higher Vocational Education

The model of higher vocational education has always been a controversial field of study. Different educational models are born in different times. From the knowledge-based education model to the ability-based education model, until the current personality-based education model has seized the high point. Regardless of the level of education, the original purpose is knowledge spreading. Therefore, the knowledge-based education model was first employed by various schools. The knowledge-based tendency of education is only a product of certain social and historical conditions. When social and historical conditions change, knowledge-based education will inevitably change. This situation first appeared in European and American countries, at the same time the launch of the ability-based education model. In the early 1990s, this model was introduced into China through the activities of the vocational and technical education cooperation project between China and Canada. Many scholars have analyzed the education mode, structure and characteristics of foreign vocational colleges, such as the United States, the United Kingdom, Australia and other countries "ability training centered education and

teaching system". However, since the 1990s, the requirements of enterprises for talents have gone beyond the domain of ability. According to a survey conducted by a professional promotion association in Hamburg, Germany, enterprises put the requirements of employees' professional ability first, which is autonomy or independence. In addition, according to the report of the Ministry of labor and the United States, future workers should have five abilities to deal with resources, interpersonal relationships, information, systems and technology. From here we see that along with the changes of the times, enterprises in the new century have gradually shifted the focus of staff requirements from ability to personality. As a result, the thought of personality-based education mode began to take root.

In fact, as early as 1930s, Mr. Huang Yanpei, a famous professional educator in our country, advocated "cultivating a sound personality" as one of the important goals of vocational education. Deng Zhiwei, a domestic scholar, also pointed out that "it is inevitable for historical development to move from the theory of ability based to the theory of personality based". Personality is a relatively broad concept. Generally speaking, it is the organic sum of personal dignity, value and moral quality embodied by human character, temperament and ability. The personality-based curriculum is a kind of vocational education curriculum model which is based on the people-oriented and the cultivation of personality quality.

2. The Necessity of the Implementation of "Personality Standard" Education Mode in Computer General Course

At present, public computer course in higher vocational colleges mainly focus on skills teaching. Students can pass the course examination as long as they master some specific functions and complete some project tasks. This results in the education and learning situation of ability and skill priority from top to down and also brings up the lack of the cultivation of students' personality quality. This is the strong expression of ability standard. Therefore, it is necessary to carry out the "personality -based" education mode in the computer general course, which is embodied in the following aspects:

2.1 Personality-based Education Model is the Objective Need of the Essence of Public education

The purpose of public education course is to teach common values¹, It not only teaches students some skills, but also to teach them how to "behave". The former president of the University of Chicago said: "without general education, we can never run a university well." But the so-called "public knowledge" is not to be proficient in everything, but to enable students to have good value judgment. In many universities, the division of majors is very meticulous. Students have received good professional skills training, and finally obtained strong knowledge and skills,

and learned how to "do things", but they lack comprehensive ability. The best solution is to use the public course to solve this problem, which is also in line with the essence of public course and educational philosophy. University education should cultivate students with broad knowledge background and ability to solve practical problems, as well as their sense of social responsibility, professional ethics and moral quality. The so-called "cultural education" shows the characteristics of value education. Computer public course is a compulsory public basic course, which is an entry course for college freshmen to learn computer knowledge and a starting course for computer ability training. Although it is not specialized in a certain field like a professional course, it does a sufficient guarantee for the following professional knowledge learning.

2.2 The education mode of personality standard is the need of improving the information literacy of Higher Vocational Students

College students come from all over the country. Because of the different emphasis on computers and students' own receptive ability, the differences of students' basic computer ability are quite large, which hinders the teaching. Many schools pay attention to replace examination with certificate, replace education with training, and eventually students are likely to be trained into examination machines. The skill of the meeting is the limited skill operation required by the certificate examination. It really needs some actual computer ability in the study and work or applies the learned knowledge and skills to practice, but it has no way to start. This situation is directly or indirectly caused by blindly adopting the mode of "knowledge standard" and "ability standard". Students have studied in University for three to four years and have learned a lot of technical abilities that may be needed for future work. When they are confused in this situation, the influence of general education under the personality standard mode can be well reflected. At present, what students really need is far from the narrow need to obtain certificates. What they need is information literacy that can be called anytime and anywhere in the future work.

3. The Path of Personality-Based Education in Computer Public Course

Education is an activity of cultivating and developing people. Vocational education is the education and cultivating of vocation and technology. So education and training are different. For example, enterprises often have some skills training for employees, which is to train them to be competent for a certain job. However, the college students in our vocational education are mainly based on the education of pre service preparation, with education as the foothold, with different emphasis and development. The original education should be general education.²

In summary, it is imperative for the personality-based education mode to run through the computer public course in higher vocational education. Where to go, we

must go through scientific research and measurement. We must take into account both rationality and humanity as well as utility and efficiency. As a teacher, teaching and educating, no matter how the form changes, can never be separated from their ancestors. From the perspective of curriculum elements, the three dimensions of teachers, content and students are a bridge connecting each other. The teaching contents include: teaching objectives, teaching methods and teaching process, which correspond to students' learning objectives, learning methods and learning process. Teachers and students also have to deal with the relationship between them. In this wireless cycle, we should highlight the personality, enhance the personality of the main body, and exchange human feelings.

3.1 Flexible Teaching Objectives

According to the requirements of personality-based education mode, compared with professional skills, employers should pay more attention to students' innovation ability, comprehensive ability and humanistic quality. But at present, the practical education goal of computer public course is to master skills and fall into a cycle of "tool theory in a narrow sense". In order to jump out of the cycle, we also add theoretical study and research, but blindly train students to simply solve and understand a certain content, while ignoring the simple requirements that theory should be combined with practice and theory should guide practice. Therefore, our teaching goal should add the ability to improve students' learning ability, problem-solving ability and lifelong learning ability. Therefore, the teaching goal of computer public course should not be limited to the mastery of several functions and the improvement of skills, but should focus on a higher level, such as the ultimate cultivation of computational thinking.

3.2 Changing Teaching Methods

With the popularization of information technology in the field of education, information-based teaching methods gradually win the hearts of teachers and students. But blindly pursuing the application of technology in teaching, and ignoring whether technology is really suitable, education has produced the misunderstanding of technology for technology and use for use. Technology is used to assist teaching service, not necessarily to be used as a bundle, but to help our teaching application naturally at the right time is the king. We also need to know that not all teaching knowledge points are suitable for information-based teaching methods. In the practical teaching of computer general education, students learn to use hands and brains, which is our ultimate goal. We should consider the skills that can be applied to the learning in the future.

3.3 Pay Attention to the Teaching Process

The present age of education is not a time when results are more important than processes. Mark Blaug, a British scholar, believes that "it is actually impossible for

schools to do things that require them to cultivate clear vocational abilities through 2-3 years of full-time vocational education". With the development of society, the progress of science and technology, the scope of vocational ability is constantly changing, so it is impossible to make students have clear vocational ability through school education. In other words, the success of vocational education is not based on the evaluation results of ability indicators, but on whether students are fully employed. Students receive vocational education for their profession.³ The computer public course should not be limited to one or two classes, and the extension of the class is very necessary. Technology is in constant change and development, the knowledge and skills in class may be out of the forefront. Therefore, the teaching process can't be terminated after class, but continues.

3.4 Friendly Relationship between Teachers and Students

In the traditional sense, teachers are people who stand on the stage to impart knowledge, while students are the role of listening under the stage, with clear boundaries. The State advocates starting from the height of cultivating students' personality quality. Computer course includes two aspects. On the one hand, what teachers teach is not only knowledge in textbooks, but also the cultivation of personality quality, On the other hand, teachers and students should have mutual influence. A good classroom is a circular process of effective communication and interaction, fully considering the individual advantages and needs of students, mobilizing the initiative of students from knowledge, skills, professional quality, personality quality and other aspects, so that students can actively participate in the classroom, and finally form an effective classroom. Every student can get full play and gain in class. Teachers should also reflect in time, sum up the lack of classroom, and adjust pace in time. Each student's initial computer level is different, so the starting point is different, and the end point is to strive for balance, which is not easy. An effective classroom is particularly important.

4. Summary

Today's skill standard is coming out of the historical stage. It is not the weakening of skills, but the improvement of students' personality while acquiring skills. In the past, the importance of skills has been emphasized in the computer public course of higher vocational education. Therefore, in the process of learning, students also excessively pursue the acquisition of skills and ignore the content of personality quality. First of all, we should understand the importance of personality education from the perspective of ideology, and secondly, we should never forget to integrate it in the teaching process, which is not only the need of learning, but also the need for students to step into the society in the future.

Acknowledgments

Fund Project: J Research on modern education technology of Jiangsu Province in 2018 "Realization path and effect evaluation of Hybrid Teaching Mode under the background of MOOC -- Taking the computer general course of higher vocational education as an example"(Serial number: 2018-R-66490)

Author introduction: XIAO Wei, female, postgraduate, Nanjing institute of tourism and hospitality, Director of public computer teaching and Research Office, The main research direction is higher vocational computer general course education.

References

- [1] Zhou Yu Min. On the curriculum reform of vocational education from ability based to personality based [J]. Journal of Liaoning Education Administration College, 2005, 6
- [2] Harry Lewis. Lost the excellence of soul [M]. Shanghai: East China Normal University Press, 2012: 45
- [3] Zhao Libo. The study on the development of humanity and general education [D]. Fudan University, 2008. 4
- [4] Deng Zhiwei, the direction of Vocational Education in the 21st century [J], foreign educational materials, 1998. 1