Research on the Integration of Information Technology and Practical Writing Teaching in Higher Vocational Colleges

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Abstract
Practical writing in higher vocational colleges has many problems need to change the traditional teaching. Under the concept of holistic education, higher vocational practical writing should integrate the information technology means, and realize the integration of it and information technology from three dimensions, namely, before class, in class and after class, so as to achieve the goal of education and teaching. First of all, this paper think that the information technology class fusion including instructors from the Internet to collect the teaching case, and students login application writing teaching website to prepare related courses, through the study of the QQ exchange group, teacher blog platform to complete the preview work. Secondly, in the classroom teaching, higher vocational practical writing course should use information technology, and create a reasonable situation combined with professional characteristics, to enhance students' interest in learning. After class fusion, teachers and students, students can communicate through QQ, e-mail and other platforms to explore, and to achieve detection and evaluation. Finally, this paper argues that the integration of information technology will contribute to the reform and development of practical writing course in higher vocational colleges, and help to achieve the goal of holistic education.

Keywords: Information technology, higher vocational colleges, Practical writing teaching, integration.

1. INTRODUCTION

Information technology has penetrated into all aspects of human society, such as production, life, learning and so on, and it has a profound impact on classroom teaching. Under the concept of holistic education, higher vocational practical writing should integrate information technology means to improve the quality of curriculum teaching, and then achieve the goal of personnel training. Higher vocational practical writing teaching can realize the integration with information technology from three dimensions, namely, before class, in class and after class, so as to achieve the goal of curriculum education and teaching. Specifically, the integration of information technology and higher vocational practical writing can be carried out from the pre class preparation, classroom teaching, homework, examination and evaluation, as well as questions, answers, confusion and other aspects of the specific implementation.

2. HIGHER VOCATIONAL STUDENTS' INFORMATION TECHNOLOGY LITERACY STATUS ANALYSIS

In August 4, 2017, China Internet Information Center (CNNIC) issued the fortieth "statistical report on the development of China's Internet" (hereinafter referred to as the "report") in Beijing. The "report" shows that as of June 2017, Chinese users reached 751 million, accounting for 20% of the total global Internet; Internet penetration rate of 54.3%, more than the global average of 4.6 percentage points; the size of mobile phone users reached 724 million, accounting for 96.3%. In terms of age structure, the age structure of Internet users in China is mainly 10-39 years old, accounting for 72.1% of the total. Among them, the age of 20-29 Internet users accounted for the highest, up to 29.7%, 10-19 years old, 30-39 years old group accounted for 19.4%, 23%. In terms of social applications, WeChat circle of friends, QQ space and micro-blog become the top three social application platforms, the user usage rate is 84.3%, 65.8% and 38.7% respectively.

In view of the information technology use of students, the author launched a field survey of nearly 20 Higher Vocational Colleges in Chongqing at the end of 2017. These vocational colleges have both national demonstrative higher vocational colleges, national exemplary backbone higher vocational colleges, and Chongqing municipal demonstrative higher vocational colleges; both public higher vocational colleges and private higher vocational colleges. 2000 college students were randomly selected for questionnaire survey, 1879 questionnaires were recovered, the recovery rate was 93.95%; Excluding incomplete questionnaires, 1850 valid questionnaires were retained, with an effective rate of 98.46%. Among them, the grade and gender distribution of students is shown in table 1. From the students' professional disciplines, there are economics, science, engineering, agronomy, medicine and management disciplines. Overall, the indicators of the respondents are basically in equilibrium, to a certain extent, to ensure that the survey data source of universality and representativeness.
Table 1. grade and gender distribution

<table>
<thead>
<tr>
<th>Grade</th>
<th>Male</th>
<th>Female</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>342</td>
<td>365</td>
<td>707 (38%)</td>
</tr>
<tr>
<td>Sophomore</td>
<td>375</td>
<td>384</td>
<td>759 (41%)</td>
</tr>
<tr>
<td>Junior</td>
<td>197</td>
<td>187</td>
<td>384 (21%)</td>
</tr>
<tr>
<td>Total</td>
<td>914</td>
<td>936</td>
<td>1850 (100%)</td>
</tr>
</tbody>
</table>

The survey shows that 45.1% of college students use computers and the Internet for personal learning every day for about 2 hours, and 10.5% of them spend more than 3 hours. Before learning, 48.9% students made a personal learning plan, but only 15.3% of them completed on time.

The students in the surveyed universities are generally learning through the excellent courses (or boutique resource sharing courses) learning websites, network teaching platform, digital library, WIKI and other autonomous learning environment.
In the study of power, 37.3% of the students said "Self learning needs" for the use of information technology in active learning; "classroom coercion" accounted for 35.7%; "of this kind of study interest" accounted for only 12.3%.

3. THE IMPLEMENTATION OF PRE CLASS INTEGRATION

In order to achieve a good teaching effect, higher vocational practical writing teaching needs to show vivid teaching cases in the classroom. These teaching cases need to be prepared by the teachers before the class is collected from the internet. In the teaching of "document knowledge and document standard" this chapter, teachers from various state organs, enterprises and institutions, social organizations website collection does not comply with the 2012 introduction of the "regulations on document processing of party and government organs" "document format of party and government organs" paradigm, be arranged to arrange, as classroom teaching important negative cases.

Such as "regulations on document processing of party and government organs" stipulates that the party and government organs of 15 kinds of documents, change "conference summary" to "summary". However, some units still call it "conference summary" in the formulation of official documents, and many textbooks also call it "conference summary". In the head of the official document, the issued number should be composed of 3 parts: instead of word for department, the word, the year and the order number of the document. But in the actual document processing, the issued number of the documents to be written by many units is not standard. Some units standardized the issued number in "instead of word for department" is not the authority referred to, can be applied in any unit of the same nature; some units in the word "year" in the six corners, but not, in parentheses; some units issued name in the "order" before the addition of "Di" and "〇". In the inscription format, "regulations on document processing of party and government organs" stipulates to authorities issued a document signed, the Department issued a document standardization bodies full name or abbreviation. But in reality, a lot of units (including some government agencies and enterprises and institutions) issued official documents did not publish the organs signed. In their view, these documents because of the need to affix the official seal, or the document version of the head of a document issued by the agency signs, you can only file the date of publication, the Department does not send a document, which is urgently needed to correct.In the official document edition, "regulations on document processing of party and government organs" has cancelled the term "subject headings", but many official documents still have "subject headings". At the same time, "regulations on document processing of party and government organs" stipulates that the issuance of the organization left empty
Integration before class can also be implemented effectively in the students' Preview stage. Students can login to the teaching website of practical writing course, and preview the relevant contents of the next class. They can finish the preview homework by the teachers, such as QQ learning exchange group, teacher blog and other platforms.(1)

4. THE IMPLEMENTATION OF INTEGRATION IN CLASS

Information technology and vocational practical writing teaching focuses on the fusion of classroom teaching. At present, the professional settings of higher vocational colleges are often adjusted according to the changes of market demand. The professions which are not in line with the market demand may be eliminated, and the new majors meeting the market demand will appear constantly. At the same time, in higher vocational colleges, students often have a strong utilitarian thinking, seriously learn useful courses for their future employment, and those "useless" courses are often thrown aside. As a public basic course, higher vocational practical writing has the dual function of improving students' comprehensive quality and serving for specialized courses. Therefore, for different professional, vocational practical writing course teaching content focus should also be different. Higher vocational applied writing and professional positions "occupation demand" combination, to construct a reasonable teaching system in teaching activities to make full use of information technology to achieve the goal of teaching the course.

In classroom teaching, higher vocational practical writing course teachers should strive to create a reasonable situation, and enhance students' interest in learning. In the first class of practical writing in higher vocational colleges, the teachers begin with the heuristic teaching method and ask the students: "where are the practical articles in daily life?" When the students say different answers, the teacher uses multimedia to play a Mendelsohn and Wagner's Wedding March audio, and prompts the application style that may be used around the topic of "marriage". In the familiar melody, students say their answer that relaxed and cheerful, good teacher-student interaction. At the same time, the teacher can also play video clips, so that students understand the video used in the application style. Then, the teaching teacher carries on a summary, let the students understand, practical writing in everyone's life everywhere, has very strong practicability. Naturally, students' interest in learning is well mobilized, and more interested in learning the content behind the course.

The specific record type teaching, teachers should make full use of information technology to improve the effect of classroom teaching. In the chapter "notice writing", teachers can please the school radio station classmates recorded an audio playback, the classroom, let the students judge the broadcast content belongs to what record type. In the chapter "letter of congratulation", according to Li Qingzhao "yijianmei" adaptation of the song "Yuemanxilou", let students explain "the book" meaning, can not only let students understand the special letters, while also allowing them to deepen the understanding of traditional culture Chinese.

For marketing majors, teachers can join the entrepreneurial process design, in the process of planning and investigation, through the way of teamwork, to promote students to understand the writing of planning books, questionnaires and other practical writing. Students completed the questionnaire design, statistics and analysis with the help of "questionnaire star" website, and made PPT to show their activities plan copy to everyone. At the same time, students can also use intelligent mobile phone advertising video shooting etc.. In your writing, for different majors, teachers can set different recruitment notices, let the students according to their own professional knowledge to prepare personalized job, such as writing a cover letter, resume production.(2)

In classroom teaching, teachers consciously arrange professional and related activities, not only to meet the individual needs of students, and foster students' team spirit, stimulate their learning motivation, improve learning ability.

5. THE IMPLEMENTATION OF AFTER-SCHOOL INTEGRATION

The integration of information technology, the link after class is also very important. Due to the limited classroom time, the homework guidance for students is best after class, through QQ, e-mail and other network information exchange platform for communication. In the current society, QQ, WeChat and other chat tools are widely used, both work and life are inseparable from these tools, but also basically no students will not use QQ. QQ, WeChat and other chat tools to realize information exchange and sharing, complementary, plays a very important role.(3)

Higher vocational practical writing course teachers can set up QQ group, WeChat group, online communication with students, the students in the classroom when the doubts generated in a timely answer.
Especially some words or grammatical rhetoric on the selection of usage in the classroom, not too much time to give each student a targeted guidance after class through chat software to answer, good personal guidance, to enable students to quickly solve my doubts. At the same time, the teachers can also upload some excellent resume, summary, cover letters, or courseware to the shared files, so that students can download the study in time and extend the classroom learning to after class.(4)

When students encounter problems or difficulties in learning, students can actively put forward to the teachers through e-mail or QQ messages. The teacher answers the questions raised by the students, or organizes the students to discuss the problem through the network platform, and finds the reasonable conclusion or the best method to solve the problem together. Students can also ask teachers questions in time, enhance the initiative and enthusiasm of learning, and effectively improve the learning effect.

6. CONCLUSIONS

In summary, the use of modern information technology to strengthen vocational writing teaching, not only reflects the distinctive characteristics of the times, but also reflects the integration between disciplines, contribute to the curriculum reform and development of higher vocational practical writing, realize the goal of holistic education.

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References


