RESEARCH ON THE CONSTRUCTION OF THE INFORMATION RESOURCE LIBRARY OF HIGHER VOCATIONAL COLLEGE

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ARTICLE DETAILS

ABSTRACT

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In the era of full informationization, there are naturally also educational reform requirements for informationization. In higher vocational education, the construction of informationized teaching resource library, as an ideal auxiliary teaching tool, has become one of the important means to implement the informationization of vocational education. Hunan Defense Industry Polytechnic is the research unit, the course of "Maintenance of Electric Control System of Automobile Engine" is the main body of research, the implementation of the practical training course of information resources library construction has been studied. By analyzing the current vocational students' demand for automotive teaching resources, the status quo and evaluation of the use of information resources are investigated. Through the analysis of the demand, use and evaluation of higher vocational students, some existing problems are improved. In the process of construction and use of information resources teaching resource base of training courses.

KEYWORDS

Engine control, Fault detection, Information technology teaching, Resource building.

1. INTRODUCTION

A modern car computer control device is a very complex integrated control system of mechatronics. Before the repair, you need to systematically grasp the structure, principles and electrical circuits of the entire system. A modern car computer control device is a very complex integrated control system of mechatronics. Before the repair, it need to systematically grasp the structure of the entire system, principles and electrical circuits. The use of various electronic control systems and continuous improvement, and the technical requirements for vehicle inspection and maintenance are getting higher and higher. "Maintenance of Electric Control System of Automobile Engine" is the core of automotive testing and maintenance of the core curriculum, the design of teaching should be completed through the means of information, to self-learning through the network platform simulation software, teaching plan, courseware, teaching videos and other teaching resources. At the same time, it can also communicate with the teachers in the classroom through the Internet. It will greatly enhance the effect and enthusiasm of students and expand the students' knowledge. The learning ability and quality of students have been greatly improved.

Due to the rapid development of information technology, the informationization in the field of education has become the reform direction of modern education. Vocational education, in order to achieve a teaching based on rich resources, requires some new teaching methods and new tools. In the process of curriculum reform, vocational education has accumulated a lot of good teaching resources, but the use of these teaching resources is limited to developers, courseware can not be shared, therefore, how to share these excellent teaching resources through modern information technology has become one of the major problems in vocational education. In 2006, China's Ministry of Education explicitly demanded that we should focus on the industrial areas that the state supports in key development, fully carry out shared professional teaching resources library construction project, through modern network information technology, to achieve high quality teaching resources sharing, can provide some self-learning services for teacher teaching,

students and social learners, in the end, it will drive the development of teaching resources in related fields of specialization, promote the reform of specialized teaching, raise the quality of skilled personnel training and upgrade the social service ability of higher vocational education.

2. DOMESTIC AND FOREIGN DEVELOPMENT STATUS

Teaching resource base, some scholars define it as: According to certain norms and standards, a variety of media resources for teaching resources collection and management and provide supportive services for the teaching system. In 2001, the Massachusetts Institute of Technology began the first sharing of teaching resources. and planned to publish all the college's curriculum resources on the Internet, allowing anyone in any corner of the world to use it for free. Since then, Yale, Harvard, Cambridge, Oxford and other world famous universities and rich financial foundations have joined the "Open Education Resources" campaign. Open classes, mainly in Europe and the United States, have spread freely into fashion. Various lecture videos, syllabuses, and class notes are posted on the official websites of the schools. The United States, Britain, Australia, Canada and other countries of the well-known universities have released a program of accessible teaching resources, from the hardware facilities, teaching, network environment, to meet the learning needs of learners for knowledge and skills, and comprehensively promote the rapid development of teaching resources. A researcher studied open courseware, identified and documented potential open courseware at that time, analyzed the issues involved, and discussed the potential implications for global online higher education [1]. OCW, an open courseware course led by American universities, has triggered global interest.

At present, the research on teaching resources in China focuses on three areas: Technology realization, theoretical framework, and subject curriculum perspective. According to the different characteristics of intra- and inter-school network teaching resources, proposed a resource sharing model under various conditions. A researcher put forward a construction and evaluation model of "Internet humanistic environment" [2]. A researcher from the management of soft environment and application

environment support foundation, security system, etc., elaborate on the basic conditions for building a soft environment [3]. Based on a study, the teaching resource library should construct a teaching resource base, which is mainly composed of several professional identities in his career [4]. The construction contents include forming platform, industry platform, talent platform and success platform. A researcher proposed that the construction of teaching resources database of vocational education should be from the perspective of professional construction and personnel training, he put forward a framework for building a standards-based teaching resource base, including professional standards, graduates' professional positions and professional skills standards, professional curriculum system and curriculum standards, learning cell library and teaching resource material library; a researcher proposed five modules, based on the needs of users of the building ideas: Platform resources, teacher user space, student user space, resource management and network and database system; a researcher proposed resource library platform framework based on vocational education teaching logic, including learner information, study guide, teaching guide, result recording and evaluation, communication and answering questions [5].

3. AUTOMOTIVE PROFESSIONAL INFORMATIONIZED TEACHING RESOURCE LIBRARY

The college graduated automotive information professional teaching resource library is not only a resource platform, but also a means of integrating it into vocational education. Whether an informational teaching resource library meets the needs of students is important for objectively evaluating the entire resource base. Automotive professional informationized teaching resource library mainly provides rich and diversified teaching materials for teaching. It should include the contents of automotive professional courses, organize, store, and manage in various media forms and multiple display modes. It is convenient for users to inquire, download, and apply. Through the means of information technology, the automotive professional informationized teaching resource library integrated teaching resources of automotive specialty, finally, formed an interactive and multimedia shared resource warehouse. It is structured specifically for the professional teaching of automobiles. It has a strong professional orientation. It provides multimedia teaching resources for car enthusiasts of different grades. By creating a good online learning environment, they can easily and quickly learn all kinds of knowledge in the resource library. The automotive professional informationized teaching resource library is also a shared online resource platform serving automotive teaching. The resource library is rich in materials and diverse in form. It can provide new ideas and new methods for the professional teaching design of automobiles.

4. REQUIREMENTS, USE, AND EVALUATION OF INFORMATIONIZED TEACHING RESOURCE LIBRARY

In china, most of the students in higher vocational colleges are low in college entrance examination scores. Teachers in a higher vocational college must rely on fresh and interesting teaching resources to improve their interest in professional study.

Employment-oriented education requires students to understand the job site, but teachers can not bring students to the job site when the teaching needs are needed. As a result, a series of functions such as videos and virtual simulations of the teaching resource library appear. The greatest significance of the professional teaching resource library is to enable students to quickly and easily get professional learning materials. The most basic motivation for students of higher vocational colleges is to seek learning resources. Teachers are the first resource for students to learn. The self-fulfillment needs of students in professional learning are manifested as problem solving. Common problem solving in the learning process is usually the completion of a work or a task, and it is usually not performed on its own in an idle situation, but depends on group learning, collaborative learning teams, and role play. Information Resources Library. The automotive professional informationized teaching resource library can support users to conduct group discussions, role-playing, situation creation, etc. At the same time, it can provide students with task skills training, skillful exhibition and professional experience. This is the most important way for students to solve professional education problems. The effectiveness of online learning depends not only on the network learning environment, more importantly, to match learners' personality traits. Learners' learning personality characteristics, on the one hand, reflect the characteristics of learners' demands for online

learning, and on the other hand, influence learners' behaviors in online learning environment. This is the motivation of learners to generate behaviors. Learner's personal characteristics are relatively stable, so based on the learner's interest in learning, learning style and learning strategies, resource library can provide learners with learning resources suitable for learners. Researchers in the World University City platform shared automotive professional courses information, including videos, courseware, practical training instructions, curriculum standards, and task worksheets. Each student has his or her own account after registration and is free to check out automotive professional information shared by school teachers. It can be seen from the click-through rate that the video and animation materials can seize the attractiveness of students. The virtual simulation material can help train the students' movement skills, and the fragmentation tasks can enhance students' absorption of learning content. Students' problem solving requires an appropriate learning environment, which can guide students to find problems, analyze problems, and solve problems, and can promote student discussion, motivate students to learn, and inspire students to ask questions, establish hypotheses, and find solutions to problems from different perspectives and levels. The learning environment based on the information resource library is a digital environment based on resource integration and integration. In this environment, learners need a collective online learning platform, which can provide learners with a variety of learning management to meet students' needs for a sense of community and organization.

For the evaluation of professional teaching resources, involves many aspects, more complex design of the index system. With the rapid development of online education, educators have paid more attention to the evaluation of e-learning resources and have put forward a variety of evaluation criteria. Among them, the well-known evaluation standards for e-learning resources abroad include: E-learning certification standards, Virtual Learning Environment in learning certification standards, Online Learning Quality, Digital Learning Framework and Digital Learning Courseware Certification.

5. CONCLUSIONS

Research shows that the overall needs of students for automotive professional teaching resources are relatively large. Students tend to use online learning resources. Compared to such diverse and rich online resources, boring traditional resources (paper textbooks, handouts, etc.) are slightly inferior. The contents of the Automotive Professional Information Resources Library include the needs of students in higher vocational colleges for learning resources, such as micro-teaching videos, picture materials, case materials, and creation of virtual environments. In terms of the demand for social resources, nearly half of the students are relatively excluded from the face-to-face communication issues with their teachers. But in professional learning, they are also eager to get the help of teachers and classmates. In terms of social media, they are more inclined to socialize in the network. They hope to solve problems in professional learning through the Internet

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