

Computer Network Course Teaching Reform based on Student Skill Training

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Abstract: Computer network has become a necessary skill for contemporary students. With the development of the times, computer network courses have become popular. However, in the course of computer network course development, there are many inevitable problems. Computer network courses are designed to develop students' skills. Under the promotion of this idea, the teaching of computer network course can achieve the due effect only by reforming. Based on this, the reform of computer network course should first pay attention to the cultivation of students' practical operation ability, and then discuss and communicate with other courses to complement each other's advantages. In addition, the reform of computer network course teaching should also strengthen the change of teachers' concept.

Keywords: Network course; Skill; Reform

1. Introduction

Computer network course teaching is an important part in the field of computer course. With the development of the times, the design of computer network course needs to change and reform constantly. Under the background of present era, the determination of students' learning objectives pays more attention to the cultivation of skills. In the three-dimensional teaching objectives, the first dimension is knowledge and skills. Then, in the course of computer network curriculum reform, how to effectively reflect the training of students' skills? The author mainly talks about it from the following three aspects.

2. Develop Students' Practical Ability

Since ancient times, the teaching mode spread in China is mostly book-based teaching, which seems to stand on the shoulders of giants and learn the essence that others have summarized and repeatedly verified and proofread and tested through practice. However, with the development of the times, the disadvantages of this model are more exposed. Under this model, all we learn is what others have explored, which is often hard to feel the hidden beauty. Then, there is a better way to avoid this phenomenon, and we should pay attention to the cultivation of practical ability. The good things summarized by others are no doubt the essence, but, we should learn to explore the essence of things. This ability training is often neglected in Chinese teaching. Under the exam-oriented education background, it is easy to cause the phenomenon of high scores but low ability. These undoubtedly cause many obstacles to the cultivation of students' skills. Based on this, the cultivation of students' skills is particularly important. Chinese, Mathematics and English have been existed in the teaching since ancient times, while

the Computer is different. Computer is a new course, which has entered into the teaching field with the continuous development of computer technology. Therefore, its historical background is so short that only through continuous exploration and reform can it be better applied and improved in the classroom. Pay attention to the cultivation of students' practical ability should focuses on the following aspects.

Firstly, it is the mastery of textbook knowledge. If the basic knowledge is not mastered, practical ability may be scattered sand. If we only talk about practical ability without mastering basic knowledge, it is just fantasy. It likes a block of tall buildings stand upright with the support of solid foundation. Then, knowledge in book is the material to support this practical ability. Only by constantly improving one's basic knowledge, fewer unnecessary and low-level mistakes will be less in the process of practical operation. Therefore, no matter students' learning or teachers' teaching, we should first pay attention to the cultivation of practical ability. With this ability, students will have a certain foundation, and their mistakes will be greatly reduced in the process of operation, and the classroom efficiency will be greatly improved. The cultivation of this ability, on the one hand, should strengthen the examination and supervision of students, if anything is relaxed, it will go backwards, especially in learning. Therefore, students can be carried out regular or irregular check, by urging students to complete their own learning tasks, thus strengthening the effect of students' learning. On the other hand, various measures should be taken to guide students. The basic knowledge of computer comes from textbooks, but it can be learned in other films and other ways. Simple textbook explanation is bound to make students feel tired, and in this case, learn-

ing efficiency will be inevitably greatly reduced. Therefore, teachers should guide in various ways. Only in this way can teachers' thinking be better applied to the process of students' thinking development, so as to achieve better results.

Secondly, more should pay attention to practical operation ability. Practical operation ability is not only the continuous operation on a computer, but also the practical application ability. The purpose of computer operation is to serve reality, serve the people, and serve the production and labor. Therefore, on the one hand, teachers should teach students to learn, learn to set up a strong practical ability on the basis of mastering systematic knowledge, not just talk, but guide students to carry out specific practical operations. On the other hand, students should understand that the ultimate purpose of operation is to serve production and life. Practice with the computer itself is not the ultimate goal of practice. Therefore, when necessary, students should be guided to go deep into the real life and contact with the reality. And through the control of the computer, understand its advantages and disadvantages in practical use, for the advantages student should continue to maintain, for the disadvantages they should carry out further systematic analysis and improvement, so as to achieve a more ideal effect.

Finally, training students' practical ability is inseparable from the teachers' words and deeds. The process of student learning is the process of interaction and cooperation between teachers and students. Therefore, teachers should learn to guide and make more efforts in the process of teaching reform, continue to use their real charm and knowledge reserve ability to attract students. Let students find the interest and enthusiasm of learning, only in this way, students can inspire more creation and enthusiasm and confidence of practical operation in the process of learning, so as to achieve good results.

3. Interaction between Courses

In the academic circles, there is a saying goes that literature, history and philosophy are not separated. In fact, many disciplines have overlapping phenomenon, because of this, interdisciplinary has become a hot spot in recent years. The same is true in the field of computer network teaching. If we want to make the reform put into practice, benefit for students' practical ability and cultivate students' ability, we should carry on the contact and communication between disciplines. In the process of communication, computer network courses can truly integrate with other subjects and complement each other's advantages. In fact, any discipline is not and cannot be isolated. Philosophically, the world is a universally connected whole. The whole must be connected in one way or another.

In the process of the integration of computer network curriculum reform with other disciplines, of course, it is

not aimless integration, but it has choices. The author thinks, the choice of other discipline is crucial. On the one hand, we should choose some theoretical subjects. Because, the computer network curriculum itself focuses on practical ability, just like the members of different personalities in a family, only the combination of hardness and softness can be truly integrated and inclusive. On the other hand, other courses selected by the reform of computer network courses should also have strong practicality. Just as the former said, the computer network course itself is a practical course, which is difficult to understand and absorb into other non-practical courses. When choosing some courses that are too academic, the essence and soul are often difficult to grasp. Only by understanding by analogy and choosing a discipline similar to theirs can this soul truly be integrated and embodied. Only in this way can the reformers of computer network courses have more inspirations, so as to turn their wisdom into a powerful driving force for teaching reform and promote the cultivation of students' practical ability more perfectly, which is also the only way of computer network course reform.

The reform of computer network course should also carry out extensive communication between students, teachers as well as students and teachers. The purpose of this exchange should always focus on the training of students' operational ability in computer network courses. There is a limit to the wisdom of one person or group, but there is no limit to the power of many groups. In the process of communication, students can realize the experience and wisdom of teachers. And teachers can also be aware of students' new ideas and innovative consciousness. There are always different ideas from generation to generation. It would be a great feat to apply the essence of them to teaching reform. Therefore, for the communication between courses, the communication of this special group actually plays a crucial role. It is a bridge and link to promote the development of curriculum itself and between courses, and also a new stage and task of development under the new requirements of the new era. Only by constantly promoting its development, the road of reform will truly serve the majority of students.

4. Strengthen the Change of teachers' Concept

As it is stated by the former, the teaching reform of computer network course is inseparable from the correct guidance of teachers. Based on the particularity of computer network course, there are many special conditions in its teaching reform. The first is that teachers should change their teaching concepts. Older computer teachers have become accustomed to cramming teaching mode. In the new era, this teaching model has not adapted to the requirements of computer network courses. Change the teaching model is to change the concept. Idea is the soul

of the teacher, and a good concept helps teachers truly experience the fun of the teaching, while teachers with rejecting concepts are unable to experience the fun in the teaching process, and will lose the sense of accomplishment, over time, they will lose the so-called self-confidence, and such teaching is difficult to improve student's performance, so the real change of teachers' concept is very important.

In the process of teachers' concept change, teachers should help each other and give some support and help to some teachers who don't adapt to the new teaching mode. Schools should create appropriate opportunities for off-campus training. Experience the advantages and necessity of computer network curriculum reform in schools and educational reform bases with some cutting-edge subjects, so as to promote their own ideas change as soon as possible.

The purpose of teachers' concept change is to promote students to better enhance their mastery of practical application ability. Therefore, the change of teachers' concept is only the method and premise, not the final goal. Therefore, in order to make teachers drive the change of students' ideas faster and better, and promote the teaching reform better and faster, teachers should drive the change of students' ideas in the process of their own concept change. This change of concept can be tangible or intangible. In the subtle infiltration, students' concept will also change with the pace of teachers, so as to promote its better service in the reform of computer network curriculum.

In the course of computer network reform, the change of teachers' concept plays a great role. Teachers are the guides for students. Only by putting teachers' thinking into practice can we promote the reform smoothly. The development and cultivation of emotion between teachers and students is skill. Only when a teacher has the ethics, can he lead the teaching reform and development well. Therefore, if we want to promote the change of teachers' concepts truly, and teachers can be given more compen-

sation under appropriate conditions, and the return and pay in a certain degree is proportional. The more they give back, the more likely and the more willing they are to give. In the course of computer network curriculum reform, the role of teachers' concept change is also the same.

5. Conclusions

The process of computer network course reform is long, but the future of the reform is bright. It is impossible to develop students' skills overnight, but students' demand for this skill is necessary. Skills are the true embodiment and test of students' ability. Only by constantly improving students' skills, can the computer network courses be better applied in practice and become the leading force in the development of the computer field. The methods of computer network curriculum reform are various, but the starting point of all reform should focus on students, and all reform of the foothold should also focus on students. The role of teachers cannot be ignored in the reform, so teachers are the key to the reform, and teachers should be cultivated and optimized to ensure the smooth and more effective implementation of the reform. Although the road of reform is long, we firmly believe that as long as we make unremitting efforts, the future will be brighter.

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